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ROLE PLAYING AS A COMMUNICATIVE TECHNIQUE TO DEVELOP THE SPEAKING SKILL OF THE SECOND GRADE STUDENTS AT THE JOSE MATIAS MANZANILLA SCHOOL, SULLANA- PIURA, 2018

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SULLANA – PERU
2018

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Lambayeque, 21 de junio de 2019

Danitza Atoche Atoche	Mgtr. Milagros Cabezas Martínez
Investigador	Asesor

DEDICATION

I dedicate this research, to my beloved parents **Maura y Orlando**, for all their endless, love, support and encouragement.

Carola Judith

I dedicate this research, to my mother for her care, to my daughters because they are my source of inspiration and to my students that day by day, they commit me to be better.

Danitza

ACKNOWLEDGEMENTS

First of all, we would like to **thank God** for giving us the strength to keep going forward and hear us when we call on him.

We would like to express our sincere gratitude to our advisor, Mrs. Mgtr. Milagros Cabezas Martinez, for the continuous support, motivation and knowledge to conduct this research.

Special thanks to the students of the second grade, who from the first moment when we explained them our intention to work with them in our research, they were very interested and participated willingly and enthusiastically.

Special ackowledgment goes to our beloved family, who gave us loving encouragement and for their patience. Without their precious support it would not be possible to conduct this research.

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RESUMEN

El inglés es el idioma internacional más usado e importante en el mundo globalizado. El dominio del idioma inglés un requisito obligatorio para quien desee comunicarse y estar a la vanguardia con la tecnología y el desarrollo mundial y es por esta razón que las personas se ven cada vez más en la necesidad de aprenderlo. Quienes dominan este idioma tienen muchas más posibilidades de alcanzar un desarrollo personal y profesional superior en comparación a quienes no lo dominan.

A través de nuestros años de experiencia como profesoras de inglés, hemos evidenciado un escaso desarrollo de la habilidad de comunicación oral en los personas que estudian el idioma, quienes concluyen los diferentes niveles de los programas que se ofrecen sin alcazar el mismo nivel en la práctica oral como el que logran en las habilidades de gramática y vocabulario que les ayuda a desarrollar un buen nivel de lectura, escritura y escucha pero que no es suficiente para poder expresarse oralmente y lograr una comunicación exitosa.

Por otro lado, se sabe que la práctica oral ha sido con frecuencia, dejada de lado por muchos de nuestros colegas en el desarrollo cotidiano de sus clases, impidiendo que los estudiantes consigan comunicarse con mayor fluidez, soltura y naturalidad.

El presente trabajo de investigación es realizado con el objetivo de poner en práctica la técnica, conocida, basada en el método comunicativo llamada role-play (juego de roles) para mejorar la habilidad de comunicación oral de las estudiantes del segundo grado de educación secundaria del colegio José Matias Manzanilla - Sullana

Para validar el problema observado, se aplicó un pre-test oral a las estudiantes, teniendo en cuenta los criterios señalados en la rubrica de habla (speaking rubric) diseñada para tal fin.

Luego de analizados los resultados, se diseñó y aplicó veinte planes de lección. Se aplicó la técnica Role- play dentro de las veinte sesiones de aprendizaje programadas para el segundo grado. Las actividades de role-play ocuparon 45 minutos aproximadamente de las dos horas semanales asignadas.

Finalmente, se encontró que la puesta en práctica del juego de roles (role-play) en clases es una de las actividases más disfrutables por las estudiantes y resulta ser muy beneficiosa y eficaz para mejorar la habilidad de habla (speaking) de las estudiantes de inglés.

ABSTRACT

English is the most used and important international language in the globalized world. The mastery of the English language is a mandatory requirement for those who wish to communicate and be at the forefront of technology and world development; therefore, people are increasingly in need of learning it. Those who master this language are much more likely to achieve superior personal and professional development compared to those who do not master it.

Throughout our years of experience as teachers of English, we have evidenced a poor development of the ability of oral communication in people who study the language. Students who conclude the different levels of the programs offered at language schools, without reaching the same level in oral practice as they achieve in the skills of grammar and vocabulary which helps them develop a good level of reading, writing and listening but that is not enough to be able to express orally or achieve a successful communication.

On the other hand, it is known that oral practice has often been left aside by many of our colleagues in the daily development of their classes, preventing students from getting confidence to communicate more fluently and naturally.

The present research work is carried out with the objective of putting into practice the well-known technique called Role-play (role play), based on the communicative method to improve the oral communication skills of the second-grade students at the Jose Matias Manzanilla school.

To validate the problem observed, an oral pre-test was applied to the students, taking into account the criteria indicated in the speaking rubbric designed for that purpose.

After analyzing the results, twenty lesson plans were designed and applied. The role-play technique was applied within the twenty learning sessions scheduled for the 2 nd grade. The activities of role-play occupied approximately 45 minutes of the two hours assigned per week.

Finally, it was found that the implementation of role play in classes is one of the most enjoyable activities for students and is very beneficial and effective in improving the speaking ability of the students of English.

INTRODUCTION

Sullana is the name of the capital of the Sullana Province, in the north-western coastal plains of Peru on the Chira valley. The city population is approximately 250,000. Sullana was founded in 1821 at the time of Peru's independence from Spain and given town status in 1826. Sullana is an important commercial centre in one of Peru's major cotton-growing areas.

The Educational Institution "José Matías Manzanilla" of Sullana, began its operation in Sullana with the name of National Institute of Commerce N ° 36, created with Ministerial Resolution No. 1898-58, dated February 26, 1958, during the government of Mr. Manuel Prado Ugarteche, being Minister of education the historian Jorge Basadre Grohmán.

By the management of the then deputy Marco Antonio Garrido Malo, was founded on May 19, 1958, under the name of National Women's Institute of Commerce No. 36, located on La Quebrada Street s / n where it currently operates.

The First Director was Miss Olga Balbín Gavilano, who served from 1958 to 1972. She is recognized as a worthy educator, who managed to keep the Educational Institution at the forefront.

Currently, the Directive and Hierarchical Plan consists of the following:

- Director: Lic. César Raúl Zapata Agurto
- Deputy Director: Prof. Lely Lastenia La Chira Ordinola
- Subdirector: Dr. Ricardo Quintiliano Campos Rosillo.
- Head of Laboratory: Lic. Juan Bautista Aguirre Sagástegui, also has a qualified staff of 49 teachers.

Currently the I.E.: "José Matías Manzanilla", serves the youth in two shifts, morning and afternoon. It houses a population of 1017 students in 32 classrooms at the secondary level. The current name of the Institution was given in tribute to Iqueño lawyer, José Matías Manzanilla.

Our Educational Institution has implemented the Pedagogical Innovation Program, with two computer rooms where students and teachers develop virtual classes

with internet and intranet technology, along with the latest scientific and technological advances.

The I.E. continues the path of comprehensive training with an entrepreneurial vision and the desire to excel in order to forge a more just and supportive society.

Its vision is as follows: "In the year 2021 the Educational Institution "José Matías Manzanilla" has students with high academic level, adequate management of social-emotional skills to contribute to the solution of environmental and social conflicts, based on their culture of entrepreneurship with an intercultural approach, inclusive and territorial."

Its values are:

- **SOLIDARITY:**

Help others disinterestedly.

Interact fraternally for a common cause.

Take care and protect your environment.

- **RESPECT:**

Consider people because of their age, friendship and familiarity.

Give deferential treatment to others.

Recognize the rights of others.

- **RESPONSIBILITY:**

Exercising their rights with dignity and fulfilling their duties with conviction.

Assumes the consequences generated by their actions.

In Peru, eleven years of school study do not make students mastery over English. While they are at primary or secondary school, English is not taught properly. As the majority of students come from rural areas, bilingual method is adopted in language classes. This method helps only to slow learners to some extent. Moreover, this act reduces the real learning process as a whole. If a student does not understand anything in English, he/she asks for explanation in his/her mother tongue. Consequently, the English

teacher is in a state to adopt bilingual method. ELT specialists view this as a wrong methodology.

It is noticed that a great number of learners who follow an English program formally, finish their studies without being able to communicate their ideas orally. Speaking a language means to convey the message through the words. This skill is almost neglected in our classrooms. Students do not get enough chance either in the classroom or outside to speak English. Learning to speak demands a lot of practice attention.

When in class at the 2nd grade students – Jose Matias Manzanilla, the researchers have noticed that when learners intend to communicate their ideas in English and perform a conversation, they cannot successfuly conduct a conversation. They hesitate constantly, pronounce incorrectly, start to get nervous and do not use grammar structures learned in class. All of these elements make oral interaction an arduous task resulting, most of the time, a failure.

To solve these limitations, the researchers decide to use a learner-centered method called role-play and makes this didactic proposal: **Role playing as a communicative technique to develop the speaking skill of the second-grade students at the Jose Matias Manzanilla School in Sullana-Piura, 2018.**

Role-play is a communicative technique, which emphasises active learner participation in the instructional process.

Role-play technique is a powerful tool in teaching and learning as it enhances the teaching and learning process at different levels of education by increasing motivation, retention and active participation.

It is also an effective way to develop oral language skills and can be used as an oral examination alternative in foreign language classes to enable learners become good communicators (Zheng, 1993 and Hoecherl & Boyce, 1994; Gathumbi and Masembe, 2005 and Ments, 1999). It can also be used by the teachers to reinforce language items and grammatical structures that were earlier taught in previous lessons (Hong 2010; Gathumbi and Masembe, 2005).

This professional technical report is structured into three parts:

Introduction: it describes in broad terms the general characteristics of the educational institution, as well as the existing problems and the pedagogical proposal that will develop the oral production skill of the students.

Chapter 1: The **Theoretical Framework** presents the theoretical basis relating to the object of study which will provide a scientific basis, as well as the objectives of the present work.

Chapter II: Chapter body includes the development of the didactic proposal, as well as the results, conclusions and recommendations or suggestions.

Finally, it is included the bibliography, webliography, and annexes.

CHAPTER I

THEORETICAL

FRAMEWORK

1.1. THEORETICAL-CONCEPTUAL REFERENCES

1.1.1. THEORETICAL BASIS

1.1.1.1. Communicative Approach:

The birth of the communicative approach in the 1980's brought a shift in the conception of language and its teaching. Before its appearance, language was conceived as a system of signs to convey ideas. Methods of teaching foreign languages (FL) such as audio oral and audio-lingual rested in the formal teaching of grammar and translation. Linguistic and language correction were essential. These had arisen as a direct result of the need to have a good command of oral and aural language. Language was conceived as a system of signs to convey ideas. The central elements of investigation were repetition exercises; drills and building habits.

The communicative approach is based on the idea that learning language successfully comes through having to communicative real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Advocates of this approach saw the need to put emphasis on linguistic precision, arguing that a continuous repetition of errors would lead to the acquisition of incorrect structures and mispronunciation. The lessons were organized around a grammatical structure presented in short dialogues. Students often heard a series of recordings of conversations repeatedly and then tried to repeat the exact pronunciation and grammatical structures of these dialogues.

These activities highlighted the use of receptive skills (listening and reading) subordinated to productive skills (speaking and writing).

The Communicative Approach was taking new forms while it continued reflecting on language, communicative competence, learning and language acquisition and educational aspects that facilitated this process. Language began to be conceived primarily as a tool for communication and therefore the

emphasis of teaching was directed towards developing communicative competence of students.

Based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used and this will allow them to learn to use the language.

The communicative language teaching makes use of real life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. This approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses.

1.1.1.1.1. Principles of the Communicative Approach to ESL

Principle	Application
Authentic materials are used	Teacher uses newspaper columns, job advertisements, weather reports, menus, catalogues…
One function can have many different forms	Students can communicate for a specific purpose in many ways
Students need to learn cohesion and coherence	Teacher uses activities such as scrambled sentences
Students should be given the opportunity to express their opinions	Games are useful as are activities where students must communicate and receive feedback (did the listener/reader understand?)
Errors are tolerated to a certain extent	Other students and teacher ignore errors
Encourage cooperative relationships among students; opportunity to negotiate meaning	Teacher uses strip stories; students work together to predict next picture
The social context of the communicative is essential	Teacher uses role-plays
Learning to use language forms appropriately is important	Teacher reminds student of the role they are playing or the particular situation they are in and

	how that impacts on the communication; teacher encourages students to develop independent learning skills
Teacher acts as advisor/facilitator	Teacher moves from group to group, offering advice and answering questions; teacher collaborates with students to select goals, content and processes
Speakers have choices in communication of what to say and how to say it	Students and teacher suggest alternative forms that could be used
Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers	For homework, students are asked to listen to a debate on the radio or watch one on television

1.1.1.1.2. Basic Principles for Teachers

A teacher's main role is a facilitator and monitor rather than leading the class.

Lessons are usually topic or theme based, with the target grammar "hidden" in the context. E.g. a job interview (using the present perfect tense)

Lessons are built round situations/functions practical and authentic in the real world. E.g. asking for information, complaining, apologizing, jobs interviews, telephoning.

Activities set by the teacher have relevance and purpose to real life situations- students can see the direct benefit of learning.

Dialogues are used that centre on communicative functions, such as socializing, giving directions, making telephone calls.

Emphasis on engaging learners in more useful and authentic language rather than repetitive phrases or grammar patterns-

Emphasis on communication and meaning rather than accuracy.

Emphasis is put on the "appropriacy" of language. What the most appropriate language and tone for a particular situation is.

Communicative competence is the desired goal. E.g. being able to survive, converse and be understood in the language.

Authentic listening and reading text is used more often, rather than artificial text simply produced to feature the target language.

Use of songs and games are encouraged and provided a natural environment to promote language and enhance correct pronunciation.

Feedback and correction is usually given by the teacher after tasks have been completed, rather than at the point of error, thus interrupting the flow.

1.1.1.1.3. Basic Principles for Learners

Learners are often more motivated with this approach as they have an interest in what is being communicated, as the lesson is topic or theme based.

Learners are encouraged to speak and communicate from day one, rather than just barking out repetitive phrases.

Learners practice the target language a number of times, slowly building on accuracy.

Language is created by the individual, often through trial and error.

Learners interact with each other in pairs or groups, to encourage a flow of language and maximize the percentage of talking time rather than just teacher to student and vice versa.

1.1.1.1.4. Sociocultural Theory by Vygotsky

Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure.

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological).

This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Vygotsky, 1978, p.57)

A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "zone of proximal development" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop (Bruner, 1999). A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the student's evolving understanding of knowledge domains or development of complex skills. Collaborative learning, discourse, modeling, and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning.

The implications of Vygotsky theory are that learners should be provided with socially rich environments in which to explore knowledge domains with their fellow students, teachers and outside experts. ICTs can be used to support the learning environment by providing tools for discourse, discussions, collaborative writing, and problem solving, and by providing online support systems to scaffold students' evolving understanding and cognitive growth.

1.1.1.1.5. Designing Tasks for the Communicative Classroom by David Nunan

Nunan, in fact, proposes that syllabus designers choose and sequence tasks in the following way: Rather than identifying a particular item, say 'talking about oneself, 'nationalities' and the verb 'be', and creating a text and a task to teach these items, one might find or create an interesting/relevant text and task at the appropriate level of difficulty, and then identify which language items on the syllabus checklist can be introduced or taught through the text/task. It is clear, then, that for Nunan the syllabus is something other than a specification of learning tasks; it is a checklist of language items, or functions, or whatever, which can be practised on tasks.

For Nunan, the job of the task designer is to 'create an interesting/relevant text or task at the appropriate level of difficulty' and see what items on the syllabus can be taught through it. Presumably, tasks are graded according to their relative difficulty level, but how is this established? Nunan looks at factors involved in determining the difficulty of tasks from three perspectives: the input to the learner, what the learner brings to the task, and the constraints of the activity itself. All of these interact, he claims, to establish a level of difficulty for a task. For example, the written input on a reading task may be more or less syntactically complex. The activity of ticking a given answer is more complex than writing out the answer itself, and the learner may bring more or less motivation, confidence, and cultural awareness to the learning task. But to include learner factors like motivation and confidence in the equation for establishing task difficulty raises obvious problems. These may fluctuate on a daily basis making the same task more or less difficult for a learner, and so the notion of task difficulty becomes subjective and relative.

Over the last 25 years the communicative task has emerged as a significant building block in the development of language curricula and also as an element for motivating process-oriented second language acquisition research. This paper reviews the influence of the communicative task on curriculum development and summarizes the research base for task-based language teaching. In the final part of the paper, an agenda for future research is set out.

Over the last 25 years, the communicative task has evolved as an important component within curriculum planning, implementation, and evaluation. In task-based language teaching, syllabus content and instructional processes are selected with reference to the communicative tasks which learners will (either actually or potentially) need to engage in outside the classroom and also with reference to theoretical and empirical insights into those social and psycholinguistic processes which facilitate language acquisition. This approach to language teaching is characterized

by the following features; 1. An emphasis on learning to communicate through interaction in the target language 2. The introduction of authentic texts into the learning situation 3. The provision of opportunities for learners to focus, not only on language, but also on the learning process itself 4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning 5. An attempt to link classroom language learning with language activation outside the classroom Task-based language teaching has been an important addition to the conceptual and empirical repertoire of the second and foreign language teacher in the eighties, having influenced syllabus design, materials development, and language teaching methodology.

1.1.1.1.6. Teacher-student interaction:

Since communicative competence is our aim, it is essential that students be given every opportunity to practice communicating. In the communicative classroom, "teacher talking time" (TTT) must be kept to a minimum. This is not to say that the teacher should not speak at all, but TTT should be controlled and appropriate.

The teacher's role is to facilitate student communication, which is done through careful selection of materials and activities relevant to the aims of the lesson in which they are used.

Communication can be divided into two categories and the four communicative skills, and the classroom should be learner centered.

1.1.1.2. The role play

1.1.1.2.1. The Definition of Role Play

Many experts have different opinions in defining roles play. The following are some of the points of view about the role-play.

Ur. 1981 stated, "Role-play is giving students a suitable topic that provides interest and subject – matter for discussion, dividing them into

groups improves the amount and quality of verbal interaction". Here the writer concludes that the students will communicate more freely if they have a role to hide behind.

According to Gower et.al. 1994 "A role play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context". It means that role-play has number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in classroom.

Meanwhile according to Revell 1994, role-play defined as an individual´s spontaneous behaviour reacting to others in a hypothetical situation. The essential core of the activity is understanding the situation of another person, and to do this well the "player" needs to come to grips with the other participants´ roles, not just his own. It can be illustrated that in role-play, a player is given basic information about who he is, what he is like, and what he wants to do. A player must interact with others relate to the situation to theirs.

The writer concludes that role-play is a technique in English teaching in which, the students learn in imaginary situations or roles in order to develop the students´ fluency. The situations and the roles are made as a real life situation so the students know the function of English in real life.

1.1.1.2.2. The purpose of Role Play

Role Playing (dramatization) helps to bring the language to life and to give the learners some experience of its use as a means of communication.

Therefore, the main purpose of role-play is to develop communication situation. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned.

1.1.1.2.3. The Significance of Role Play

It has been mentioned before that role-play is one of the activities which is particular suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like. According to Ladousse, role-play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation.

Even role-play many shy learners by providing a mask. In addition, it is fun and most learners will agree that enjoyment leads to better learning. Based on that statement, the writer assumes that roles play gives many advantages: such as improving students´ speaking ability, motivating them to practice their English, and the most important one is the students feel fun in learning English because role-play is also a kind of games.

1.1.1.2.4. Types of Roles in Role Play

Ladousse viewed that there are several types of roles in role-play:

- The first is the role that corresponds to a real need in the student´s lives. In this category, it involves such roles as doctors dealing with patients, or a sales representative travelling abroad.
- The second type of role is the students play themselves in a variety of situations, which include in this category is a customer complaining or a passengers asking for information,
- The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast

indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life.

- The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

- In summary, the overall ain types of role are very similar: to train students to deal with the unpredictable nature of language.

1.1.1.2.5. Techniques to Control Role Play

There are many techniques that can be used by teachers to control the class during role-play. Meanwhile, Littlewood proposed four techniques may use by the teachers in control role-play in their class. Those are:

- Role-play controlled through cued dialogues.
- Role-play controlled through cued and information.
- Role-play controlled through situation goals.
- Role-play in the form of debate or discussion.

1.1.1.2.6. Teaching Speaking Using Role Play

In improving speaking skill through role-play, the teacher and collaborator ask the students to perform group by group, the topic is about asking and giving opinions. To hold role-playing, the teacher must prepare some steps to make good performance. Here are the stages in a role-playing activity.

- The teacher arranges or prepares the scenario where the students will perform their roles. This scenario is important for the students to know the situation of their roles.

- The teacher appoints some students some to learn about the scenario several days before teaching and learning activity. Giving time for the students is useful to have them good preparation for acting.

- The teacher makes groups of students consist of five people per group.

- The teacher has to make group in variant member due to their ability of speaking. So, the smart student is combined with low student.

- The teacher explains about competence will be achieved. The teacher enlightens the students that from their performance, they will know some expression of giving opinions and it response, and making and declining and invitation.
- The teacher calls a group of students who have been chosen to perform.
- Each student in his/her group observes scenario being performed.
- After finishing the performance, each student is giving work sheet for discussing each group performance.
- Every group, which has performed, gives conclusion about what scenario has been performed.
- The teacher gives general conclusion. That is about the material that has been done by the students in their role-play.
- Evaluation. It is held by test to know understanding in the material.

1.1.1.3. The speaking skill:

1.1.1.3.1. The Definition of Speaking:

Speaking is defined as an interactive process of construction meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which occurs, the participants, and the purpose of speaking. (Burns & Joyce, 1997).

Speaking is defined operationally in this study as the secondary stage students 'ability to express themselves orally, coherently, fluently and appropriately using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

Speaking is found on the tree as one of the branches; it is labeled oral production and is one of the skills students are to learn in their language development. The ability to converse is highly valued by students, but teachers often find it a skill that is hard to develop. Students often feel a great deal of anxiety around speaking.

1.1.1.3.2. The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.

Pronunciation: (including the segmental features- vowels and consonants, the stress and intonation patterns)

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. at the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in language they already know.

Grammar: It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as word, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, they cannot speak English well.

Vocabulary: As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear, that limited vocabulary mastery makes conversation virtual impossible.

Fluency: In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al, fluency can be thought of as "the ability to keep going when speaking spontaneously". When speaking fluently students should be able to get the message across with whatever resources and abilities they have, regardless of grammatical and other mistakes.

Comprehension: The last speaking element is comprehension. Both speakers discuss comprehension because comprehension can make people getting the information they want. Comprehension in defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

1.1.1.3.3. Points to Consider about Speaking

Speaking is a form of communication, so it is important what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning across. There are some points to considerer about speaking. They are:

a. **Clarity**

The words you speak must be clear if listeners are to understand what you say. This means speaking your words distinctly and separately, not running them together, and slurring them.

b. **Variety**

Speech has its own rhythms and tunes. The voice usually rises, for instance, to indicate a question. Some words in a sentence require more emphasis than others if the meaning is to be clear. Unimportant words tend to be spoken to be quickly than important ones. Consider things like pitch, emphasis, speed, variation and volume, pauses.

c. **Audience and tone**

The way you speak and the tone you use will be affected by the audience to whom you are speaking.

In short, in speaking, speakers must consider the three points above so that they can convey meaning as effectively as possible.

1.1.1.3.4. Types of Speaking Activities

The most important feature of speaking activity in to provide an opportunity for the students to get individual meaning and utilize every area of knowledge they have. According to Riddel, there are the various kinds of activities that can be implemented by teachers in order to simulate students to speak. Those activities are ranking, balloon debate, debates, describing visuals, role-plays, students 'talks, and discussion.

1.1.1.3.5. Teaching Speaking

According to Hayriye Kayi in *Activities to Promote Speaking* in a Second Language Program, is to teach English language learners to:

- Produce English speech sounds and sound patters.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confident with few unnatural pauses which is called as fluency.

Speaking activities need to be very carefully structured, especially at lower level, so that the students have few demands on them. It is often difficult for student to come up with ideas at the same time as having to cope with the language. They need to know the purpose of the activity and the topic or task they have to perform. As they become used to doing controlled and guided activities students became surer of themselves and more adventurous to do freer activities.

The following are guidelines to take into account when teaching controlled or guided speaking:

a. Before speaking

- Arouse interest and set the scene: use prompts such as realia, visuals, questions, references to students' experiences to activate any knowledge students have about the topic.

- Provide language preparation: teach the meaning and pronunciation of words, phrases or idioms your students will be using in the doing the activity.

- Set the task and state the conversation purpose: give clear instructions about what students have to do and check if they understood them by asking questions or modeling the activity with one of the students.

b. While speaking

- Monitor the speaking task: once your students start working, you have to walk around the class overhearing and monitoring pair work. Don not interrupt except to provide help and encouragement if necessary.

- Evaluate the activity: while the activity is taking place, you can evaluate it as well as students' performance in order to provide feedback later.

- Give feedback: individual mistakes and common ones can be mentioned and, then practiced another day when students do a similar activity.

- Encourage student's interaction: praise students' effort and achievements. Create a comfortable atmosphere where students are not afraid to speak and enjoy communicating with you and their classmates.

c. After speaking

- Link the task to another skill: after students have been talking it is a good idea to change the pace of the class by relating the topic to writing or reading activity.

- Focus on language: if you realize that current errors of grammar, used of vocabulary or pronunciation are still made by your students, this is the time when you can deal with them by providing remedial exercises or explanations if necessary.

- Reflect on students' performance: if the activity works well, students can fill out evaluation forms about their speaking performance and then discuss how well they did the activity or what kind of speaking strategies they used.

1.1.1.3.6. Types of Classroom Speaking Activities

Brown offered six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom:

a. **Imitative**

A very limited portion of classroom speaking time may legitimately be spend generating "human tape recording" speech, where, for example, learners practice an intonation contour or tray to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. **Intensive**

Intensive speaking goes one-step beyond imitative to include any speaking performance that I designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair activity, where learners are "going over" certain forms of language.

c. **Responsive**

A good deal of student's speech in the classroom is responsive; short replies to teacher or student- initiated questions or comments.

d. **Transactional (dialogue)**

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. **Interpersonal (dialogue)**

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for transmission of facts and information.

f. **Extensive (monologue)**

Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned.

1.1.1.3.7. Main Roles of the Teacher during Speaking Activities

During speaking activities, teachers need to play number of different roles. They can be prompter, participant, even feedback provider as viewed by Harmer (2000), as follow:

a. **Prompter**

When students sometimes get lost in speaking, teacher can leave them to struggle out of situations on their own, and indeed sometimes, this may best option. However, teacher may be able to help students and the activity to progress by offering discrete suggestions.

b. **Participant**

Teacher should be good animators when asking the students to produce language. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussions or role-plays them.

c. **Feedback Provider**

When the students are in the middle of the speaking task, over correction may inhibit them and take the communicativeness out of the activity.

On other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitation.

In summary, when teacher being a propter, a participant, even a feedback provider, they have to be careful that do not force students, do not participate too much, and do over correction.

1.1.2. Conceptual References

- **Approach**: The method used or step taking in setting about a task.
- **Broadening:** To become or make broad or broader.
- **Communicative Language Teaching:** Is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.
- **Complaining:** to express dissatisfaction, pain, uneasiness, censure, resentment, or grief, find fault.
- **Cued:** Anything said or done, on or off.
- **Deservedly:** the scene or locate of any action or event.
- **Enlighten:** to give intellectual understanding or knowledge to, instruct.
- **Going Over:** A review, examination, or investigation.
- **Grips:** to hold the interest of.
- **Neglected:** to pay no attention or little attention to.
- **Oblivious:** unaware of what is around oneself.
- **Outcome:** a final product or end result; consequence, issue.
- **Pinpoint:** to locate or describe exactly or precisely.
- **Principles:** the method of operating reflected or used in a certain instance.
- **Scaffolding:** the building materials used to make scaffolds.
- **Shyness:** timidity, social reserve.
- **Trial:** The act of testing to find out if someone or something is useful, valuable, etc.
- **Vagueness:** not clearly stated or expressed.

1.2. INTERVENTION PURPOSES

1.2.1. General Objetive

To use the Role-playing as a communicative technique to develop the speaking skill of the second grade students at the Jose Matias Manzanilla School, Sullana-Piura

1.2.2. Specific Objectives

- To find out the level of development of the speaking skill of the second grade students at the Jose Matias Manzanilla School, Sullana-Piura
- To design and implement the Role-playing as a communicative strategy to develop the speaking skill of the second grade students at the Jose Matias Manzanilla School, Sullana-Piura.
- To verify the development of the speaking skill of the students after applying the didactic intervention.

1.3. INTERVENTION STRATEGY

Most of my students at the Jose Matias Manzanilla school- Sullana, come from slum communities. Teenagers from schools, tend to learn more grammar with the purpose of performing better at English or passing their tests and exams at school. The majority of our students coming from the national schools.

To learn English, requires constant practice and patience. The kind of feeling that prevails among students is that it is not possible to achieve fluency or mastery over English language. This tendency prevents students from learning new languages like English. Since most of the students are first generation learners, how can a student be acquainted with the foreign language with regard to English without any guidance from their parents and others?

Most students learn and care more about grammar and vocabulary, being all those topics contained in the final evaluation. In other words, their main objective is to learn just for passing an exam and they do not pay attention to what is important: learning languages to communicate in real life situations.

The researcher has observed that a large number of students are not able to produce orally as well as they do in written form and far less produce a single sentence without any grammatical errors in English.

At this school, each academic year consists of 02 hours of class per week, the academic year has 74 hours, which is considered the average in all language schools in the locality. In short words, the majority of the students do not develop communication oral skills. If someone tries to have a conversation with them, students refer that they cannot maintain it fluently, hesitate a lot, cannot find the right words to express their ideas and have problems to formulate longer ideas.

The researcher has to face this problem and tackle it by investigating about techniques and strategies to apply in order to prepare activities that will help our students develop their speaking ability.

Intervention Strategy had the following stages:

- Application of the pre-test to assess and determine the level of speaking of the second-grade students of the Jose Matias Manzanilla school in March, 2018.

- We elaborated a plan that consisted of 20 communicative lessons in which we considered the Role Playing as a communicative technique to develop the speaking skill, students were actively involved in role playing activities.

- After the didatic intervention was applied a post test, that allowed us to compare the results of the pre test, in which was demostrated a significant improvement.

Foundations:

The didactic intervention role-play based on the Communicative Approach is oriented to develop the speaking skill among students of the second grade at the Jose Matias Manzanilla school. This intervention is based on these theoretical foundations:

Sociocultural Theory by Vygotsky: He describes learning as a social and the origination o human intelligence in society or culture. The major theme of Vigotsky's theoretical framework is that social interaction a fundamentalrole in the development of cognition. Vigotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the indivual´s mental structure.

Designing Tasks for the Communicative Classroom by David Nunan Over the last 25 years, the communicative task has evolved as an important component within curriculum planning, implementation, and evaluation. In task-based language teaching, syllabus content and instructional processes are selected with reference to the communicative tasks which learners will (either actually or potentially) need to engage in outside the classroom and also with reference to theoretical and empirical insights into those social and psycholinguistic processes which facilitate language acquisition. This approach to language teaching is characterized by the following features; 1. An emphasis on learning to communicate through interaction in the target language 2. The introduction of authentic texts into the learning situation 3. The provision of opportunities for learners to focus, not only on language, but also on the learning process itself 4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning 5. An attempt to link classroom language learning with language activation outside the classroom

Communicative Approach places emphasis on developing the communicative competence. Though the communicative teaching, learners are encouraged to "consider language not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs" (Littlewood x). by giving opportunities to use the language for real communicative purpose the teacher helps them to develop strategies for relating the structure of a language to the communicative functions they can perform.

Littlewood in his *Communicative language teaching* suggests various purposes of using communicative activities in the classroom. According to him these activities provide whole-task practice, improve motivation, allow natural

learning, and are able to create a context which supports learning. Due the communicative activities, learners can realize the relationship between their classroom work and the ability to communicate in real world, which is the final objective of their studies. Therefore, communicative activities play an important role in the total learning process. These activities also create opportunities to build relationship among all people involved in the learning process. Therefore a shift towards warmer and more supportive learning environment can be achieved.

Social interaction activities place emphasis also on choosing language which is acceptable according to the particular situation. Consequently, the success is measured according to both the function effectiveness and the correct language choice.

Finally, it is important to point out that the Communicative Approach often places the responsibility for fulfilling the tasks on the learners themselves. The teacher creates a situation and sets an activity, but his role during the activity in not direct, he can serve as a guide, advisor or observer, but the main responsibility for coming to conclusion lies on his students.

For this proposal, it is recommnended to use the designed lesson plans in a very friendly way so that they can feel comfortable and part of real communicative class.

ROLE PLAYING AS A COMMUNICATIVE TECHNIQUE TO DEVELOP THE SPEAKING SKILL OF THE SECOND GRADE STUDENTS AT THE JOSE MATIAS MANZANILLA SCHOOL, SULLANA- PIURA, 2018

I. GENERAL INFORMATION

1.1. School : Jose Matias Manzanilla

1.2. Address : La Quebrada s/n

1.3. Principal : Cesar Raul Agurto Zapata

1.4. Grade : Second

1.5. N° of students : 38

1.6. Shift : Morning

1.7. Teacher : Carola Judith Clendenes Alvarado

Danitza Atoche Atoche

II. Objectives:

2.1. General Objective:

- To develop the speaking skill of the Second grade students at the Jose Matias Manzanilla school – Sullana by using the communicative technique RolePlaying

2.2. Specific Objectives:

- To develop the speaking sub-skills of the students such as: pronunciation, intonation, fluency, use of appropriate vocabulary and grammar.
- To promote the use of non-verbal strategies and body languages of the students while speaking
- To motivate students to use English in a communicative way.

TOPIC LESSON	LEARNING PROCESS			
	Functional language	**Goal**	**Interaction Pattern**	**Outcome**
1. **We are here for my car.**	Greeting	Greet in formal or informal situations	Individual and pair work.	Perform a role-play greeting in formal or informal situations.
2. **Welcome to the class!**	Asking and answering questions about personal details.	Find out their personal details.	Individual and pair work.	Perform a role-play exchanging information in formal or informal situations.
3. **I´m here for the dance class.**	Talking about personal information.	Show their ability to talk about their personal information.	Individual and pair work.	Perform a role-play introducing each other using social expressions.
4. **Are you here for an English class?**	Responding questions with short answers.	Use short answers to respond questions.	Individual and group work.	Act a role-play introducing each other in social situations.
5. **Here´s your membership card.**	Asking and answering personal details.	Make questions to get personal details information.	Individual and pair work.	Role-play a conversation questioning about their personal details.

TOPIC LESSON	LEARNING PROCESS			
	Functional language	**Goal**	**Interaction pattern**	**Outcome**
6. **Nice to meet you!**	Using polite expressions at meeting time.	Answer politely when meeting for the first time.	Individual and pair work.	Role-play a short polite conversation at meeting.
7. **What´s your e-mail address?**	Filling a form about personal information.	Ask and answer questions in order to fill a form.	Individual and pair work.	Complete a form about personal information
8. **How are you doing?**	Socializing at public places.	Use social expressions to perform a conversation.	Individual and pair work.	Role-play a conversation to socialize with friends and non friends.
9. **Your room number is 403.**	Exchanging personal information.	Exchange their personal information to practice numbers from 1 to 10.	Individual and pair work.	Role-play a conversation using numbers from 1 to 10.
10. **She works in Barcelona.**	Talking about a typical day.	Talk about their daily routines.	Individual and pair work.	Role-play a conversation about daily routines.
11. **She lives in London.**	Finding out information about their routines schedules.	Ask and answer about the times they do their daily routines.	Individual and group work.	Perform a conversation about the times of their daily routines.

TOPIC LESSON	LEARNING PROCESS			
	Functional language	Goal	Interaction Pattern	Outcome
12. **Going to the cinema!**	Asking for information	Ask questions in order to get information.	Individual and pair work.	Perform a conversation using the questions words.
13. **Ordering food at a restaurant**	Using polite forms of Would like	Ask and answer politely questions about food items.	Individual and pair work.	Perform a conversation using the polite forms of would like and food items.
14. **What is the matter?**	Talking about basic health problem.	Use modals should and must to perform a conversation.	Individual and pair work.	Role-play a conversation using modals.
15. **Fashion and Style**	Talking about likes and dislikes	Exchange their personal information about likes and dislikes.	Individual and pair work.	Role-play a conversation about likes and dislikes.
16. **At the supermarket!**	Using demonstrative adjectives in daily shopping activities.	Talk about their basic shopping activities.	Individual and pair work.	Role-play a conversation about shopping activities.
17. **At the airport!**	Filling out a boarding pass.	Find out their own information.	Individual and group work.	Perform a conversation using present continuous.

TOPIC LESSON	LEARNING PROCESS			
	Functional language	**Goal**	**Interaction Pattern**	**Outcome**
18. **Asking for directions**	Asking for directions and helping people who need directions.	Learn expressions to use when asking for and giving directions.	Individual and group work.	Role-play a conversation to ask for and give directions.
19. **Joe's restaurant**	Talking about different types of food.	Asking for and making requests	Individual and pair work.	Role play a conversation using types of food.
20. **Bank Robbery**	Talking about simple past tense.	Use simple past tense to perform a conversation.	Individual and pair work.	Perform a conversation in simple past tense.

CHAPTER II

CHAPTER

BODY

2.1. ANALYSIS OF THE PRE-TEST

A pret-est was desisgned to determine the speaking level of the students before applying the didactic proposal.

The pre-test (Annex 1) consisted on: three dialogues presented as samples or models. Then the students role played one of them using their own information. A speaking rubric was used to assess the speaking components: comprehension, fluency, vocabulary, pronunciation and clarity. **Pre-Test Evaluation Matrix of Speaking English Skill**:

	SPEAKING COMPONENTS						
Name of the Student	COMPREHENSION	FLUENCY	VOCABULARY	PRONUNCIATION	CLARITY	TOTAL	**LEVEL ACHIEVEMENT**
1 Alburqueque Samanta	3	2	2	2	2	**11**	**B**
2 Arcela Merly	1	1	1	1	2	**6**	**C**
3 Arevalo Katherine	1	1	3	2	3	**10**	**C**
4 Cadillo Erika	2	1	4	1	3	**11**	**B**
5 Camen Mercedes	2	2	3	2	2	**11**	**B**
6 Cruz Fresia	2	2	2	2	2	**10**	**C**
7 Davila Nicole	2	1	2	2	2	**9**	**C**
8 Dioses Lizbeth	2	1	3	2	2	**10**	**C**
9 Esteves Katirei	3	2	3	2	2	**12**	**B**
10 Farfan Breshisly	2	2	1	3	2	**10**	**C**
11 Garcia Keyla	2	2	1	2	1	**8**	**C**
12 Guerrero Gabriela	2	2	2	2	3	**11**	**B**
13 Gutierrez Brisvany	3	2	3	2	3	**13**	**B**
14 Herrera Paola	3	2	3	3	3	**14**	**B**
15 Hidalgo Aslhy	3	2	2	2	3	**12**	**B**
16 Jimenez Assle	3	2	2	2	2	**11**	**B**
17 Juarez Yara	3	2	3	3	4	**15**	**A**
18 Lazo Saida	2	1	3	1	1	**8**	**C**
19 Luna Ariana	2	3	2	1	3	**11**	**B**
20 Maza Leyla	2	2	1	3	2	**10**	**C**
21 Navarro Maria	1	1	3	2	3	**10**	**C**
22 Negron Anthonella	1	1	1	1	2	**6**	**C**
23 Nole Brissa	2	1	2	2	2	**9**	**C**

| 24	Paucar Yadira	2	1	3	2	2	**10**	**C**
25	Pena Karina	3	2	3	2	2	**12**	**B**
26	Pulache Azucena	2	2	1	3	2	**10**	**C**
27	Pulache Angella	2	2	2	2	3	**11**	**B**
28	Salcedo Greyky	3	2	3	2	3	**13**	**B**
29	Salinas Samanta	3	2	3	3	3	**14**	**B**
30	Silva Dayana	1	1	3	2	3	**10**	**C**
31	Tavara Valentina	2	1	4	1	3	**11**	**B**
32	Temoche Ariana	2	2	3	2	2	**11**	**B**
33	Tene Alexandra	2	2	2	2	2	**10**	**C**
34	Valdiviezo Kimberlyn	2	1	2	2	2	**9**	**C**
35	Yacila Maria Azucena	2	1	3	2	2	**10**	**C**
36	Yacila Maria Fernanda	3	2	3	3	3	**14**	**B**
37	Yaxahuanga Lesli	2	1	2	2	2	**9**	**C**
38	Zapata Ruth	3	2	3	3	4	**15**	**A**
	AVERAGE	**2.2**	**1.63**	**2.4**	**2**	**2.4**	**10.71**	**C**

Made by Carola Judith Clendenes Alvarado /Danitza Atoche Atoche

38 students of Second grade at the Jose Matias Manzanilla were diagnosed by an oral pre-test and the criteria used for the evaluation: Fluency, pronunciation, vocabulary, clarity, and comprehension and details were considered items in order to diagnose and measure the students speaking level.

LEVEL ACHIEVEMENT	SCORE	STUDENTS	PERCENTAGE
AD	18-20	0	0%
A	15-17	2	5,26%
B	11-14	17	44,74%
C	0-10	19	50%

COMPREHENSION	%	FLUENCY	%	VOCABULARY	%	PRONUNCIATION	%	CLARITY	%
POOR	13%	POOR	39%	POOR	16%	POOR	16%	POOR	5%
NEEDS IMPROVEMENT	55%	NEEDS IMPROVEMENT	58%	NEEDS IMPROVEMENT	32%	NEEDS IMPROVEMENT	63%	NEEDS IMPROVEMENTE	53%
ACHIEVED	32%	ACHIEVED	3%	ACHIEVED	47%	ACHIEVED	21%	ACHIEVED	37%
OUTSTANDINGLY ACHIEVEMENT	0%	OUTSTANDINGLY ACHIEVEMENT	0%	OUTSTANDINGLY ACHIEVEMENT	5%	OUTSTANDINGLY ACHIEVEMENT	0%	OUTSTANDINGLY ACHIEVEMENT	5%

**GRAPHIC 01 COMPREHENSION**
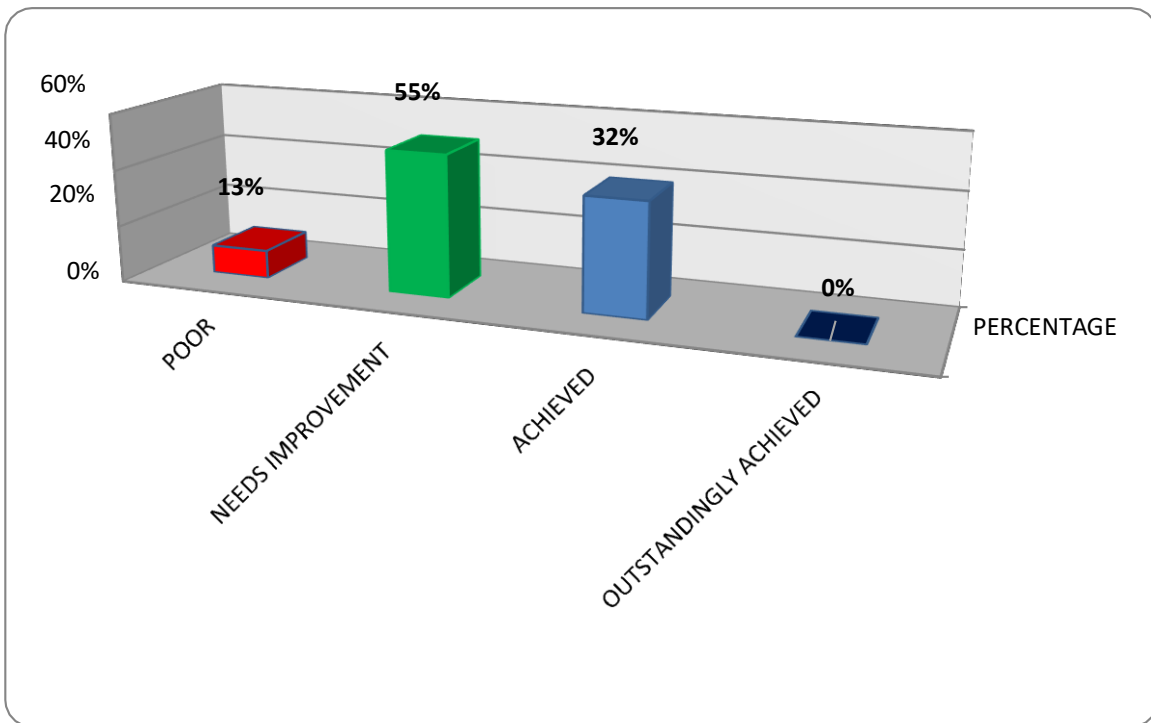
Source: Pre-test Results

Analysis:

Considering **Graphic 1**, there is a 13% of the students who are in **Poor Level** as a result of inability to respond appropriately, their purpose is not clear, they need a lot of help and show a lack of non-verbal strategies. Additionally, a 55% of students are in **Need Improvement** since they sometimes do not respond appropriately or clearly, but they use some non-verbal strategies. In addition, there is a 32% who are in the **Achieved Level** of comprehension, therefore they generally respond appropriately, keep trying to develop the interaction and use non-verbal strategies.
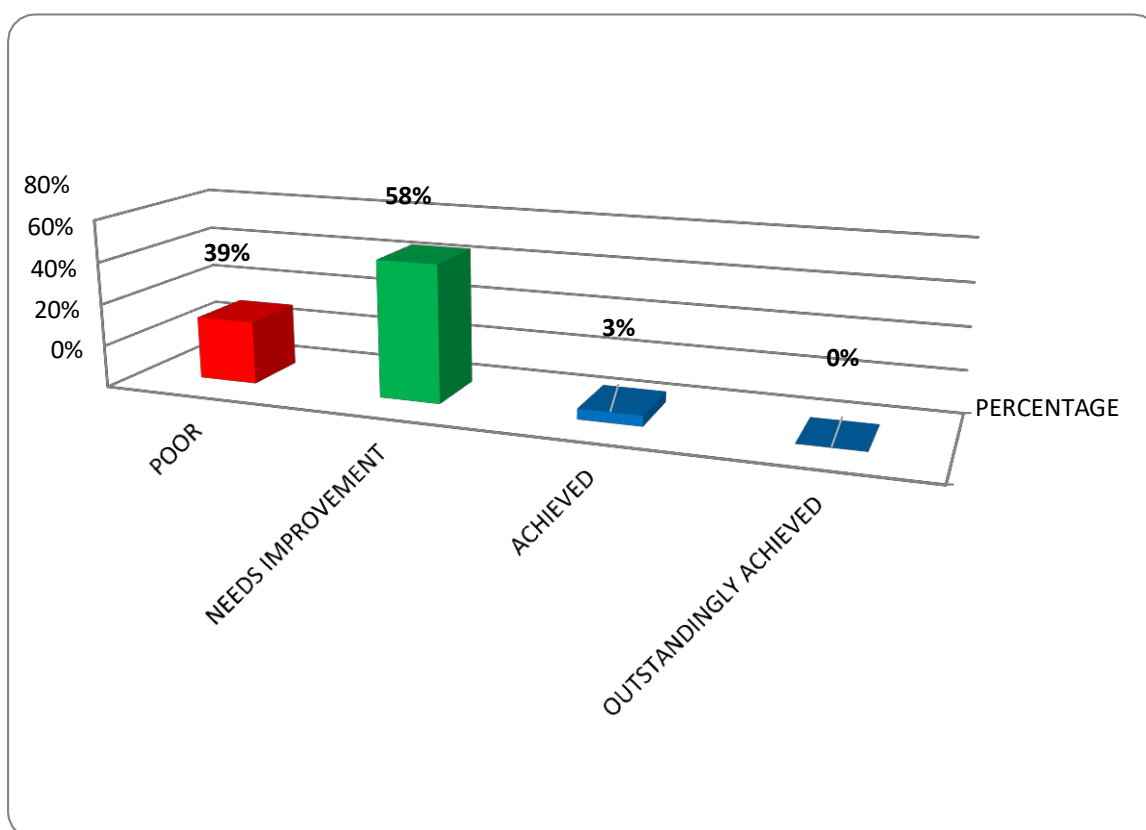
GRAPHIC 02 FLUENCY

Soure: Pre-test Results

Analysis:

Considering **Graphic 2**, there is 39% of students who are in the **Poor Level** in terms of fluency. These students hesitate too often when speaking, interfering with communication. Additionally, a 58% of the students are in the **Need Improvement** because they speak with some hesitation, which often interferes with communication. By contrast, only a 3% of the students are in the **Achieved Level**, who speak with minimal hesitation that does not usually interfere with communication.

GRAPHIC 03 VOCABULARY
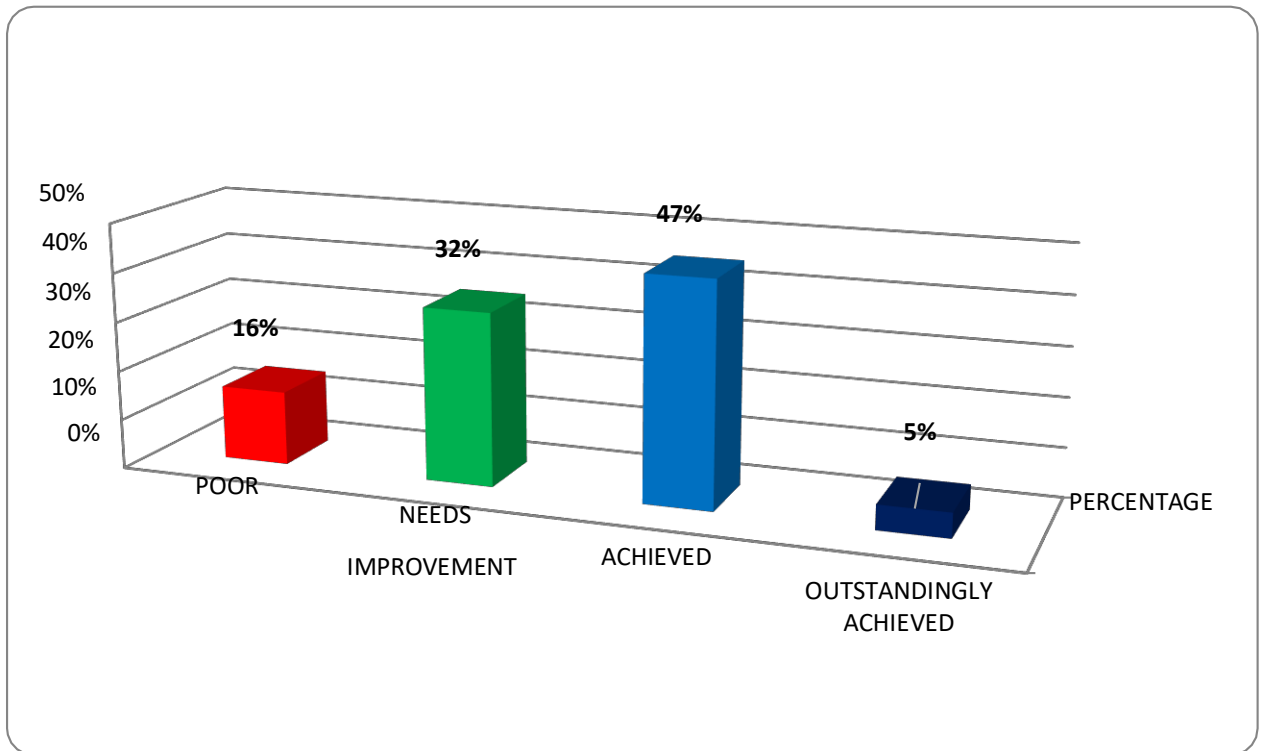
Soure: Pre-test Results

Analysis:

Considering **Graphic 3**, 16% are in **Poor Level** in terms of vocabulary so they use basic vocabulary and expressions. Additionally, 32% are in the **Need Improvement Level** since they use limited vocabulary and expressions. In the **Achieved Level**, we found a percentage of 47% of students who use a variety of vocabulary and expressions but make some errors in word choice. Finally, a 5% of the students use a variety of vocabulary and expressions, placing them in the **Outstandingly Achieved Level**.

GRAPHIC 04 PRONUNCIATION
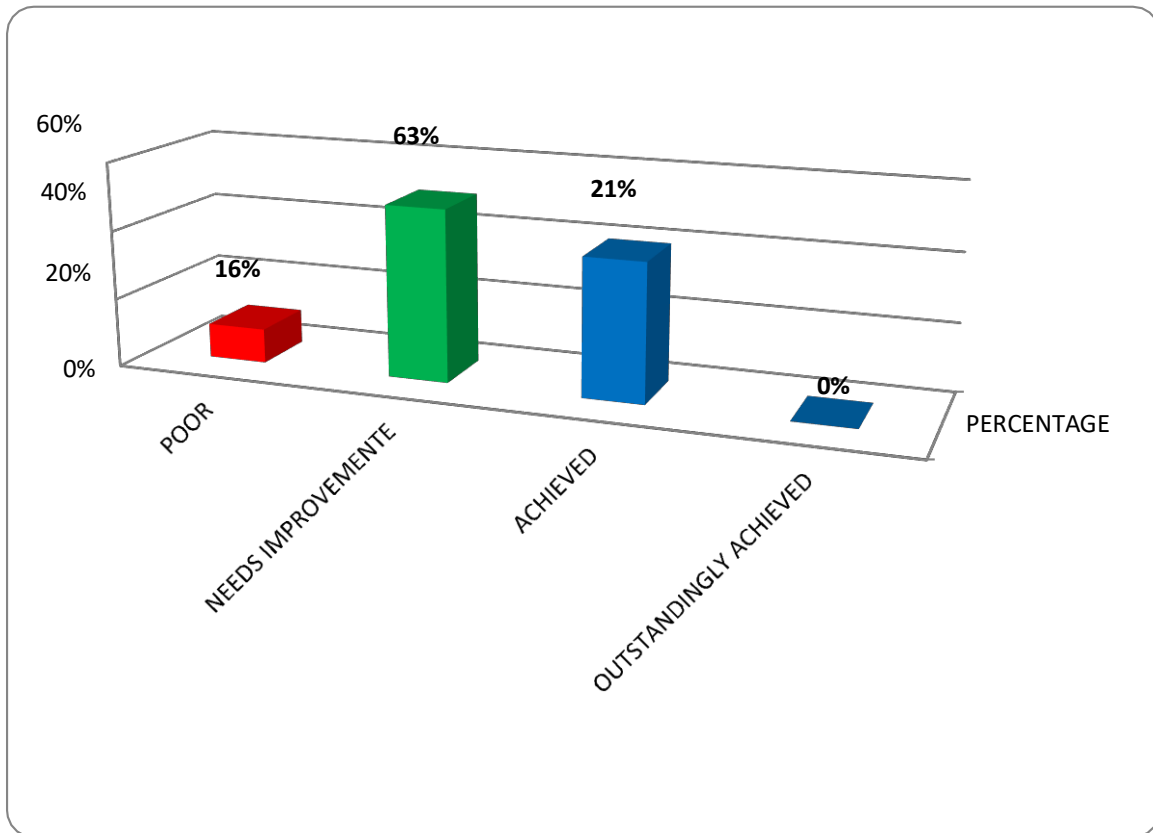
Soure: Pre-test Results

Analysis:

Considering **Graphic 4**, there is a 16% of the students in **Poor Level** of pronunciation showing frequent problems with pronunciation and intonation. Additionally, there is a 63% of the students in the **Needs Improvement Level** they sometimes have pronunciation and intonation errors that make it difficult to understand each other. In the **Achieved Level**, a 21% of the students show ability to communicate whose pronunciation and intonation are usually clear/accurate with a few problem areas.
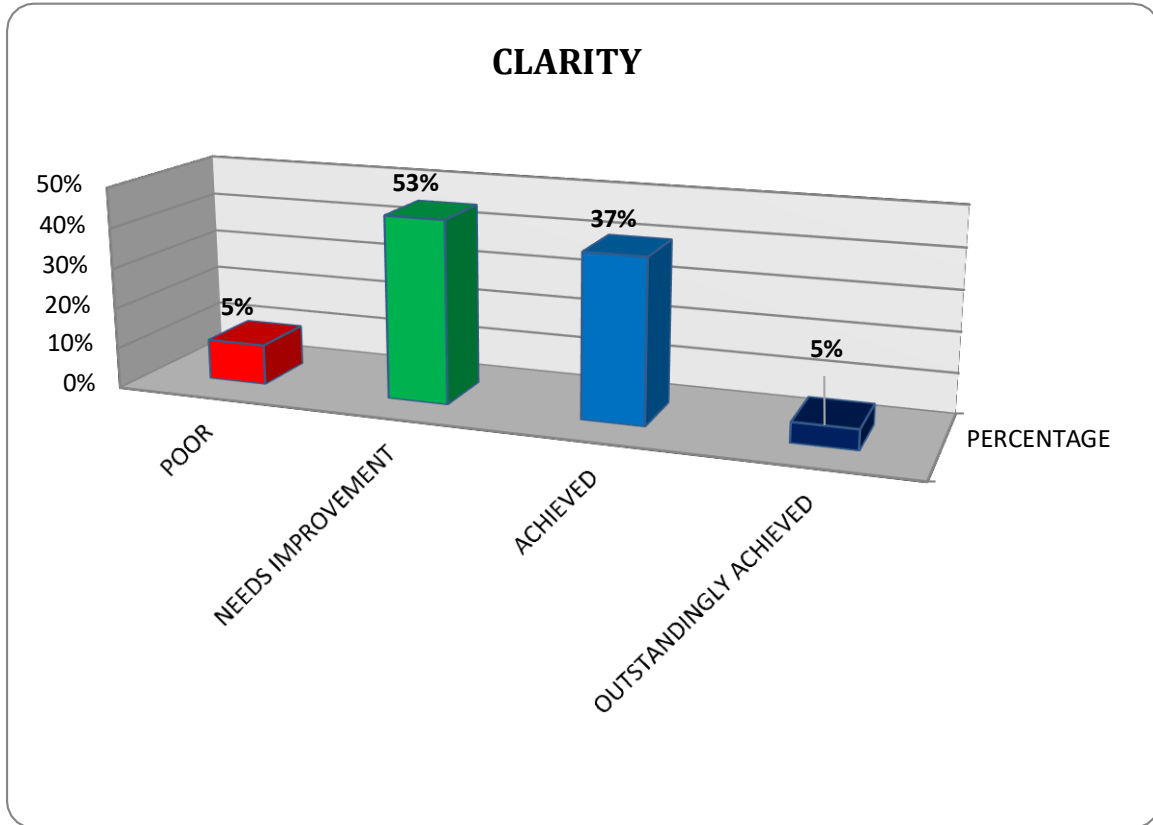
Soure: Pre-test Results

Analysis:

Considering **Graphic 5**, a 5% of the students are in **Poor Level Clarity** their speech is unclear, inarticulate. Additionally, a 53% are in the **Need Improvement Level** in Clarity. A 37% of the students are in the **Achieved Level** consequently their speech is clear most of the time. By contrast, there is 5% of students in the **Outstandingly Achieved Level** their speech is clear all of the time.

2.2. ANALYSIS OF THE POST-TEST   **Post-Test Evaluation Matrix of Speaking English Skill**

		SPEAKING POST-TEST INFORMATION						
	Name of the Student	**COMPREHENSION**	**FLUENCY**	**VOCABULARY**	**PRONUNCIATION**	**CLARITY**	**TOTAL**	**ACHIEVEMENT LEVEL**
1	Alburqueque Samanta	4	4	4	3	4	**19**	**AD**
2	Arcela Merly	4	4	3	4	3	**18**	**AD**
3	Arevalo Katherine	4	4	3	4	3	**18**	**AD**
4	Cadillo Erika	4	4	4	4	4	**20**	**AD**
5	Camen Mercedes	3	3	3	4	4	**17**	**A**
6	Cruz Fresia	4	4	4	4	4	**20**	**AD**
7	Davila Nicole	4	4	4	3	4	**19**	**AD**
8	Dioses Lizbeth	3	3	4	4	3	**17**	**A**
9	Esteves Katirei	4	3	4	3	3	**17**	**A**
10	Farfan Breshisly	4	4	4	4	4	**20**	**AD**
11	Garcia Keyla	4	4	4	3	3	**18**	**AD**
12	Guerrero Gabriela	3	4	4	4	4	**19**	**AD**
13	Gutierrez Brisvany	4	4	4	3	3	**18**	**AD**
14	Herrera Paola	3	3	3	3	4	**16**	**A**
15	Hidalgo Aslhy	3	3	3	4	3	**16**	**A**
16	Jimenez Assle	3	4	4	3	4	**18**	**AD**
17	Juarez Yara	4	3	4	3	3	**17**	**A**
18	Lazo Saida	4	4	4	4	4	**20**	**AD**
19	Luna Ariana	4	4	4	3	3	**18**	**AD**
20	Maza Leyla	3	4	3	4	4	**18**	**AD**
21	Navarro Maria	3	4	3	4	4	**18**	**AD**
22	Negron Anthonella	3	3	3	3	4	**16**	**A**
23	Nole Brissa	3	3	3	4	3	**16**	**A**

|							
24	Paucar Yadira	3	4	4	3	4	**18**	**AD**
25	Pena Karina	4	3	4	3	3	**17**	**A**
26	Pulache Azucena	4	4	4	4	4	**20**	**AD**
27	Pulache Angella	4	4	3	4	3	**18**	**AD**
28	Salcedo Greyky	4	4	4	4	4	**20**	**AD**
29	Salinas Samanta	3	3	3	4	4	**17**	**A**
30	Silva Dayana	4	4	4	4	4	**20**	**AD**
31	Tavara Valentina	4	4	4	3	4	**19**	**AD**
32	Temoche Ariana	3	3	4	4	3	**17**	**A**
33	Tene Alexandra	4	3	4	3	3	**17**	**A**
34	Valdiviezo Kimberlyn	3	3	3	3	4	**16**	**A**
35	Yacila Maria Azucena	3	3	3	4	3	**16**	**A**
36	Yacila Maria Fernanda	3	4	4	3	4	**18**	**AD**
37	Yaxahuanga Lesli	4	3	4	3	3	**17**	**A**
38	Zapata Ruth	3	3	3	3	4	**17**	**A**
	AVERAGE	**3.55**	**3.57**	**3.63**	**3.52**	**3.57**	**18.68**	**AD**

Made by Carola Judith Clendenes Alvarado/ Danitza Atoche Atoche

38 students of Second grade at the Jose Matias Manzanilla -School were diagnosed by an oral pre-test and the criteria used for the evaluation: Fluency, pronunciation, vocabulary, clarity, and comprehension and details were considered items in order to diagnosed and measure the students speaking level.

LEVEL ACHIEVEMENT	SCORE	STUDENTS	PERCENTAGE
AD	18-20	22	58%
A	15-17	16	42%
B	11-14	0	0%
C	0-10	0	0%

| COMPREHENSION	%	FLUENCY	%	VOCABULARY	%	PRONUNCIATION	%	CLARITY	%
POOR	0%	POOR	0%	POOR	0%	POOR	0%	POOR	0%
NEEDS IMPROVEMENT	0%	NEEDS IMPROVEMENT	0%	NEEDS IMPROVEMENT	0%	NEEDS IMPROVEMENT	0%	NEEDS IMPROVEMENTE	0%
ACHIEVED	45%	ACHIEVED	42%	ACHIEVED	37%	ACHIEVED	47%	ACHIEVED	42%
OUTSTANDINGLY ACHIEVEMENT	55%	OUTSTANDINGLY	58%	OUTSTANDINGLY	63%	OUTSTANDINGLY	53%	OUTSTANDINGLY	58%

GRAPHIC 01 COMPREHENSION
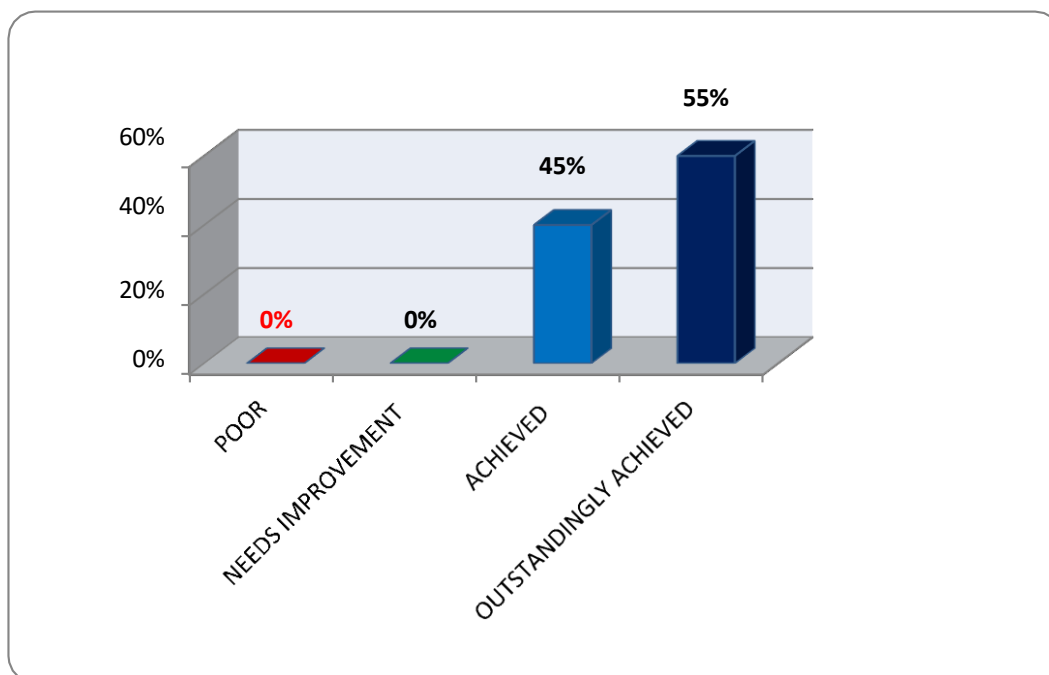
Soure: Post-Test Results

Analysis:

Considering **Graphic 6**, there is a 45% who are in the **Achieved Level** of comprehension, therefore, they generally respond appropriately, keep trying to develop the interaction and use non-verbal strategies. A 55% of the students are in **Outstandingly Achieved Level** so they comprehend effectively, appropriately and always try to develop the interaction and perfect use of non-verbal strategies.
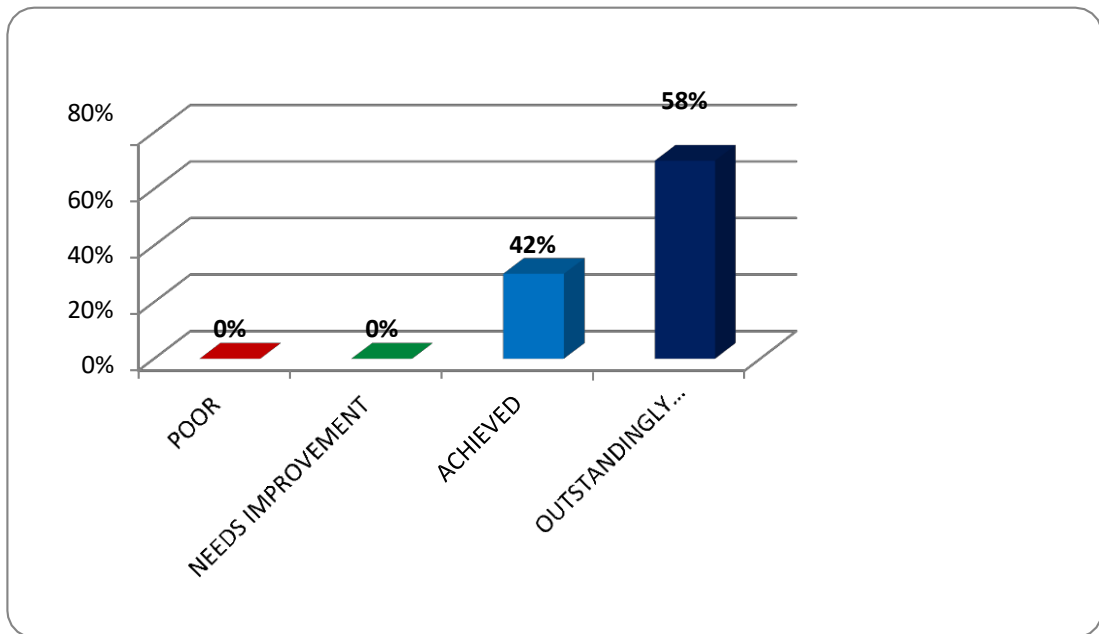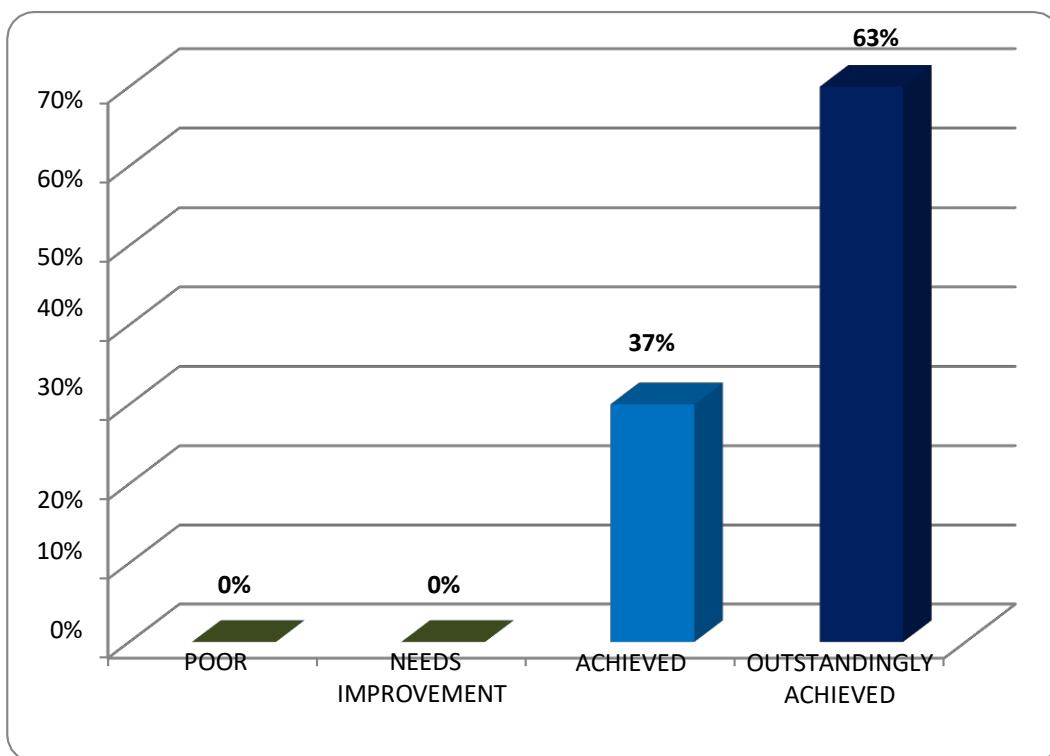
GRAPHIC 02 FLUENCY

Soure: Post-test Results

Analysis:

Considering **Graphic 7**, there is a 42% who are in the **Achieved Level** of fluency, therefore they generally respond appropriately, and a 58% of the students are in **Outstandingly Achieved Level** so they speak with minimal hesitation that does not usually interfere with communication.
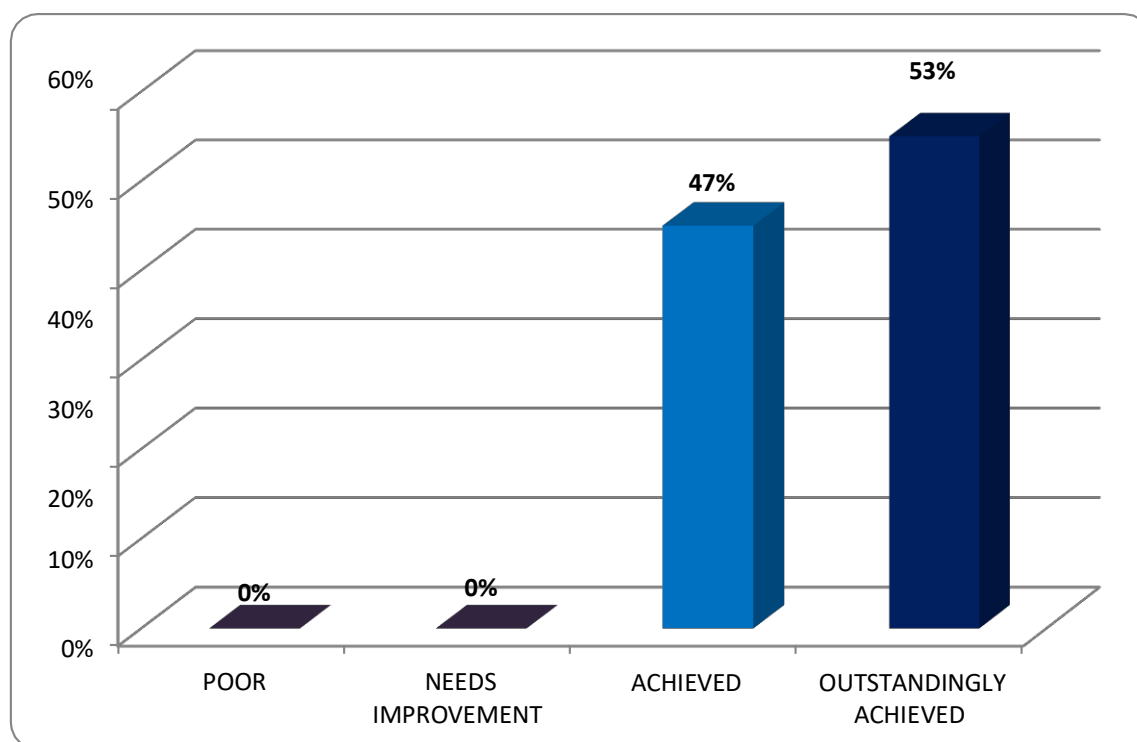
GRAPHIC 03 VOCABULARY

Soure: Post-test Results

Analysis:

Considering **Graphic 8**, a 37% who are in the **Achieved Level** of vocabulary, therefore, they use a variety of vocabulary and expressions but make some errors in word choice and a 63% of the students are in **Outstandingly Achieved Level** so they use a variety of vocabulary and expressions.

GRAPHIC 04 PRONUNCIATION

Soure: Post-test Results

Analysis:

Considering **Graphic 9**, a 47% are in the **Achieved Level** of communication, whose pronunciation and intonation are usually clear/accurate with a few problem areas and a 53% of the students are in **Outstandingly Achieved Level** so they communicate effectively with clear and accurate pronunciation and intonation.
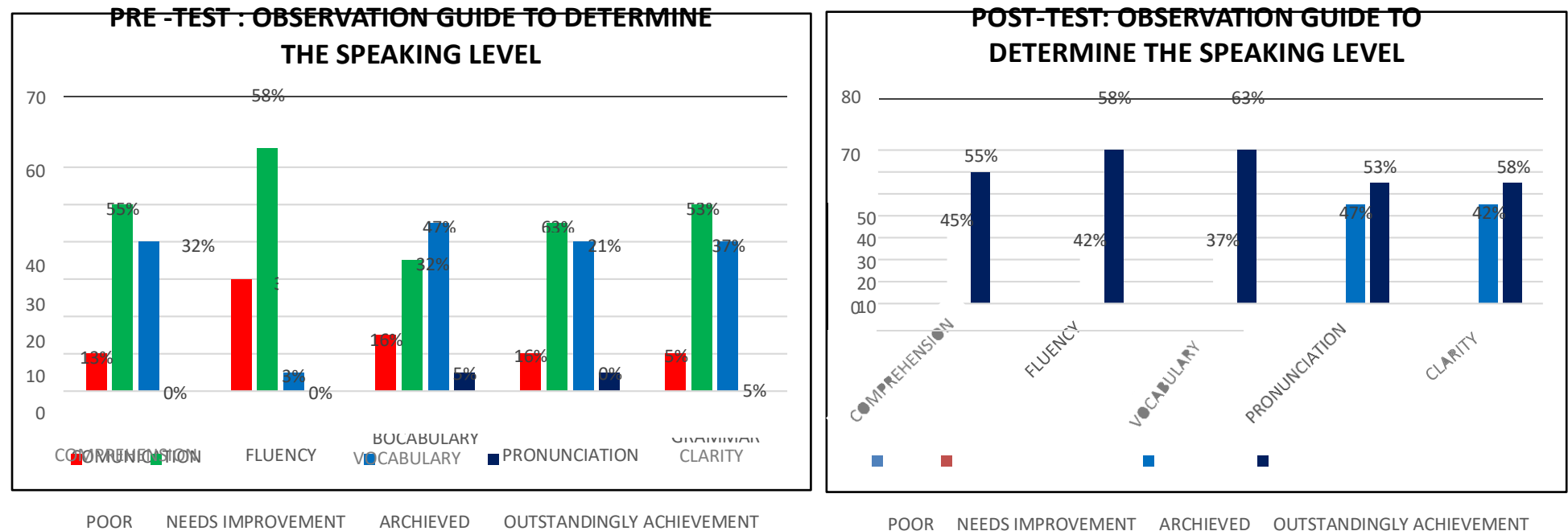
GRAPHIC 05 CLARITY
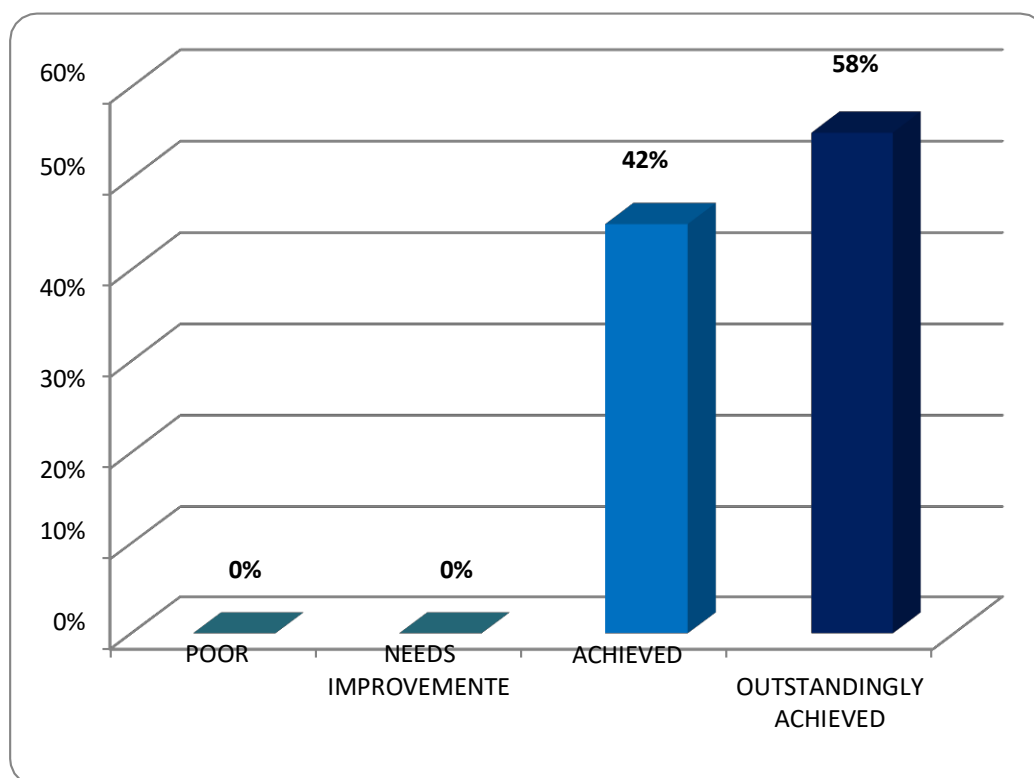
Soure: Post-test Results

Analysis:

Considering **Graphic 10**, there is a 42% of the students are in the **Achieved Level** consequently their speech is clear most of the time. By contrast, there is 58% in the **Outstandingly Achieved Level** their speech is clear all of the time.

2.3. COMPARATIVE ANALYSIS OF THE PRE-TEST AND THE POST-TEST

PRE -TEST : OBSERVATION GUIDE TO DETERMINE THE SPEAKING LEVEL

POST-TEST: OBSERVATION GUIDE TO DETERMINE THE SPEAKING LEVEL

POOR   NEEDS IMPROVEMENT   ARCHIEVED   OUTSTANDINGLY ACHIEVEMENT

Source: Speaking Rubrics applied in the oral pretest to the second-grade students at the Jose Matias Manzanilla school. - 15th March 2018 as well as a Speaking Rubrics applied in the oral post-test to the second grade students at the Jose Matias Manzanilla school.- 05st September 2018.

Analysis and Interpretation: These two charts show us the result of the pre-test and post-test respectively. We can see that after the application of the didactic intervetion bas ed on the **communicative technique role pla ying** to improve their speaking skills among the second grade students at the Jose Matias Manzanilla school, all of the students got a significant improvement in this ability. The pre-test showed that some of the students were POOR at speaking; a few of them NEED IMPROVEMENT at it. While nearly half of the students were in the ACHIEVED level, nobody was in the OUTSTANDINGLY ACHIEVED speaking level. On the contrary, the post test showed that they were capable to improve their speaking skill after perfoming the role playing activities.

CONCLUSIONS

- To assess and determine the level of speaking of the second-grade students of the Jose Matias Manzanilla School, a communicative task was designed and a speaking rubric was used to assess the following speaking components: comprehension, fluency, vocabulary, pronunciation and clarity. This provided a real and objective data that would validate the comparison of the pre-test and post-test. The results of the diagnostic task showed that the speaking level of the second-grade students of the Jose Matias Manzanilla School *NEEDS IMPROVEMENT.*

- To implement the didactic intervention using the role-playing as a communicative technique, a didactic intervention organized in twenty Communicative lessons were designed**.** Students were actively involved in role-play activities. All the students performed the role-plays enthusiastically, felt comfortable and enjoyed the activities because most of them like feeling active in English class. Therefore, the use of role playing classroom activities can make learning more enjoyable and interesting. While the students became actively involved, a high degree of retention and assimilation resulted after role-playing.

- After the didactic intervention was applied, a communicative task was developed again by the students and the average achievement of the whole group was *OUTSTANDING*. This means a significant improvement in their speaking skill. Consequently, we can conclude that the didactic intervention is effective in terms of inproving the level of speaking of the Second-grade students at the Jose Matias Manzanilla school-Sullana.

RECOMMENDATIONS

- Firstly, teachers should choose the tasks carefully, taking into account aspects such as the appropriate students' level of speaking, their interests as well as the difficulty of the role play activities, clear goals for each role play lesson, an appropriate orientation for the students related to performing the role play activities and. After choosing suitable tasks for a didactic session, teachers have to think on how to design appropriate role-play activities based on the communicative technique.

- Since the advantages of using role playing in English language teaching have been well supported by researchers and most of the students show their interest in improving their oral communication specifficaly the speaking skills through tasks like role playings, future researchers should think of using task in teaching real English communication not only to push students to use the English language but also improving their ways of teaching speaking skills.

- The idea of using role-play in classes is not merely to have students doing these activities in every single class. Teachers should encourage their students to do it in any other situations inside and outside the class in order to make it in a more natural way, taking into account the importance of working in pairs and groups in order to solve problems they might face in a better way. Teachers who want to apply this didactic technique in the classroom should consider it as a way to improve their students' oral communication skills, specifically speaking skills, it is also a good idea to grade them using the instruments that were used in the pre-test (speaking rubbrics).

- As a final recommendation, I want to let teachers and students know that the application of this didactic proposal requires a lot of time; therefore, an important suggestion from our experience is to be patient and follow the steps carefully in order to obtain the best results. Something else to be taken into account is that the results may not be instantaneous. They will gradually be noticed if they are applied accurately.

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ANNEXES

ANNEX 1

PRE-TEST

Read the following dialogues, choose one and practice it with your partner.
Role-play a similar conversation with your **own information** in front of the class.

Dialogue 1:   A = Hotel guest - B = Hotel receptionist

A: Good morning sir

B: Morning. My name's <u>Lewis</u>.

A: Oh, yes <u>Mr. and Mrs. Lewis.</u> Two nights?

B: That's right.

A: What´s your phone number, please?

B: Sorry?

A: What's your phone number?

B: Ah, <u>976 330056</u>

A: And finally your email address, please?

B: <u>slewis@gmail.com</u>

A: Thank you <u>Mr. Lewis.</u> Your room number's 224.

        Here´s your key. Enjoy your stay

B: Thank you, sir.

Dialogue 2:   A = Mr. Aubry - B = Hospital receptionist

A: Excuse me it's my wife. She needs to see a doctor.

B: Name?

A: Sorry?

B: What's her name?

A: <u>Sofia Malcony</u>. It's rather urgent!

B: Can you spell that, please?

A: <u>M-A-L-C-O-N-Y</u>. Can she see a doctor?

B: What's your phone number, <u>Mr. Malcony</u>?

A: 01202069110

B: Can you repeat that, <u>Mr. Malcony</u>?

A: Oh, for goodness … <u>01202069110</u>

B: And your address?

A: What? Oh… er… <u>15 Las Vegonias</u> Street. Now can she see a doctor?
       She's having a baby!

Dialogue 3:   A = Student - B = Teacher

A: Hello, is this the English class?

B: Yes, it is.

A: Oh good. I'm sorry I'm late?

B: No problem. What's your first name?

A: <u>Judith.</u>

B: How do you spell that?

A: <u>J-U-D-I-T-H</u>

B: And what's your surname?

A: It's Naranjo

B: And how do you spell that?

A: <u>N-A-R-A-N-J-O</u>

B: Thanks <u>Judith</u>. Welcome to the class.

ANNEX 2

SPEAKING RUBRIC

	POOR 1 point	NEEDS IMPROVEMEN T 2 points	ACHIEVED 3 points	OUTSTANDINGL Y ACHIEVED 4 points
COMPREHENSI ON	Student had difficulty understanding the questions and topics that were being discussed.	Student fairly grasped some of the questions and topics that were being discussed.	Student was able to comprehend and respond to most of the questions and topics that were being discussed.	Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
FLUENCY	Hesitates too often when speaking which often interferes with communication.	Speaks with some hesitation, which often interferes with communication.	Speaks with some hesitation, but it does not usually interfere with communication.	Speaks smoothly, with little hesitation that does not interfere with communication.
VOCABULARY	Uses only basic vocabulary and expressions.	Uses limited vocabulary and expressions.	Uses a variety of vocabulary and expressions but makes some errors in word choice.	Uses a variety of vocabulary and expressions.
PRONUNCIATI ON	Frequent problems with pronunciation and intonation.	Pronunciation and intonation errors sometimes make it difficult to understand the student.	Pronunciation and intonation are usually clear/ accurate with a few problem areas.	Pronunciation and intonation are almost always very clear/ accurate.
CLARITY	Speech is unclear, inarticulate.	Parts of speech may be unclear	Speech is clear most of the time	Speech is clear all of the time

Total:_____ /20

ANNEX 3

Speaking Pre-test Matrix

Name: _____

	Poor 1 points	Needs Improvement 2 points	Achieved 3 points	Outstandingly Achieved 4 points
Comprehension				
Fluency				
Vocabulary				
Pronunciation				
Clarity				

Total: _____ /20

Speaking Pre-test Matrix

Name: _____

	Poor 1 points	Needs Improvement 2 points	Achieved 3 points	Outstandingly Achieved 4 points
Comprehension				
Fluency				
Vocabulary				
Pronunciation				
Clarity				

ANNEX 4

POST-TEST

Read the following dialogues, choose one and practice it with your partner.
Role-play a similar conversation with your **own information** in front of the class.

Dialogue 1:   A = Hotel guest - B = Hotel receptionist

A: Good morning sir

B: Morning. My name's Lewis.

A: Oh, yes Mr. and Mrs. Lewis. Two nights?

B: That's right.

A: What´s your phone number, please?

B: Sorry?

A: What's your phone number?

B: Ah, 976 330056

A: And finally your email address, please?

B: slewis@gmail.com

A: Thank you Mr. Lewis. Your room number's 224.

       Here´s your key. Enjoy your stay

B: Thank you, sir.

Dialogue 2:   A = Mr. Aubry - B = Hospital receptionist

A: Excuse me it's my wife. She needs to see a doctor.

B: Name?

A: Sorry?

B: What's her name?

A: Sofia Malcony. It's rather urgent!

B: Can you spell that, please?

A: M-A-L-C-O-N-Y. Can she see a doctor?

B: What's your phone number, Mr. Malcony?

A: 01202069110

B: Can you repeat that, Mr. Malcony?

A: Oh, for goodness … 01202069110

B: And your address?

A: What? Oh… er… 15 Las Vegonias Street. Now can she see a doctor?

      She's having a baby!

Dialogue 3:   A = Student - B = Teacher

A: Hello, is this the English class?

B: Yes, it is.

A: Oh good. I'm sorry I'm late?

B: No problem. What's your first name?

A: Judith.

B: How do you spell that?

A: J-U-D-I-T-H

B: And what's your surname?

A: It's Naranjo

B: And how do you spell that?

A: N-A-R-A-N-J-O

B: Thanks Judith. Welcome to the class.

Lesson Plans

FIRST SPEAKING LESSON PLAN

I. General Information.

a) Educational Institution : Jose Matias Manzanilla

b) Area : English

c) Title of the Lesson : *We are here for my car.*

d) Grade : 2nd

e) Number of students : 38 students

f) Date : Sullana - March, 2018

g) Teacher : Clendenes Alvarado, Carola Judith

Atoche Atoche, Danitza

II. Expected Learning:

- At the end of the section, the students show their ability to greet in formal or informal situations using the verb **be** in positive, negative and questions, with the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III. Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
		X	**X**

IV. Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	Ss receive clear instructions from the teacher about what they have to do. - Ss listen two conversations to circle the correct form of the verb. - Ss compare answers, then listen and check. - Ss choose one of the conversations from Grammar exercise 1 and read it in pairs. - Books closed, Ss practice the conversation again.	Observation Use of all-purpose words Role-plays		10'
Application	- Ss create a similar conversation using their own personal information. - Ss try to memorize as much as they can and role play the conversation in pairs being monitored by the teacher.			20'
Evaluation	- Ss role play the conversations in front of the class. - Ss fill out evaluation forms about their speaking performance.		Speaking Rubric	15'

V. Indicator of Evaluation

5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- At the end of the section, the students show their ability to role play a conversation to greet in formal or informal situations using the verb **be** in positive, negative and questions.	Speaking Rubric

We are here for my car.

I. **Circle the correct form of the verb in the two conversations. Then listen and check your answers.**

Conversation 1:

A: Hi, I´m Mr. Forbes – *I´m / I is* here for my car.
B: Mr. John Forbes?
A: Yes, that´s right.
B*: Is / Are* your car the BMW?
A: Yes it is.
B: Is *it / It´s* over

here.
A: But this isn´t my car.
B: Sorry?
A: *It not/ It isn´t* my car. My car license plate *is/am*
259HFY.
B: oh…

Conversation 2:
A: Hello, we *is / are* here for the car.
B: Your names please?
A: John and Lisa Thomson
B*:* ah yes, the Ford Focus.
A: That´s right.
B: Is *the car/ the car is* in the car park number plate ACHT713
A: Is it the red car?
B: No it isn´t. *It´s / They´re* the blue Focus over there. Here is the key.
A: Ok. Thanks.

II. **Choose one of the conversations from Grammar exercise 1. Read the conversation in pairs. Then close your books and practice the conversation again.**

III. **Work in pairs; create a similar conversation but change the information (name, car, number plate, etc). Try to memorize as much as you can.**

IV. Role-play the conversation for the class.

SECOND SPEAKING LESSON PLAN

I. General Information.

    a) Educational Institution   : Jose Matias Manzanilla

    b) Area   : English

    c) Grade   : 2nd

    d) Title of the lesson   : Welcome to the class!

    e) Number of students   : 38 students

    f) Date   : Sullana - April, 2018

    g) Teacher   : Clendenes Alvarado, Carola Judith

                                            Atoche Atoche, Danitza

II. Expected Learning:

- At the end of this section, the students show their ability to use possessive adjectives in order to find out personal details, using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III. Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
		X	**X**

IV. Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	Ss watch a video about possessive adjective. - Ss read a dialogue between a student and a receptionist at the language school. - Ss underline the correct option. - Ss listen and check their answers.	Observation Use of all-purpose words		10'
Application	- Ss create a similar conversation using their own personal information. - Ss try to memorize as much as they can and role play the dialogue in pairs being monitored by the teacher.	Role-plays		20'
Evaluation	- Ss role play the dialogue in front of the class. - Ss reflect about their own errors of grammar in their performance.		Speaking Rubric	15'

V. Indicator of Evaluation

5.1. Process of learning.

AREA CAPACITY	*INDICATOR*	*INSTRUMENT*
Oral Production	- Role play a conversation to find out personal details using possessive adjectives.	Speaking Rubric

Welcome to the class!

I. Read the dialogue between a student and a receptionist at the language school. Underline the correct option. Then listen and check your answers.

S = Student R = Receptionist

S : Good morning. *I´m / My* Sergei Andropov and

 this is *I/ my* wife Katya.

R: Hello - welcome to International English.

I / My name´s Antonia. You/ your teacher is Don Miller.

 He´s / His from Australia.

 You´re / Your in classroom six.

S: Thank you.

II. Complete the gaps with the correct word. Then check your answers with the teacher.

A: Hi, I´m Chris. I´m a teacher. What ´s_____ name?

B: _____ name´s Maria Rodríguez. That´s _____ brother over there.

A: What´s _____ name?

B: Aldo. Are we in _____ class?

A: Let me see…Yes you are. Welcome to the class!

 Maria, what´s _____ your email address, please?

B: maria.rodriguez@hotmail.com

A: What´s your mobile number?

B: It ´s 976 969080

A: Thank you. Let´s start the class.

III. Work in pairs; create a similar dialogue but change the information (name, email address, phone number, etc). Try to memorize as much as you can. Then practice the conversation.

IV. Role-play the conversation about your personal information for the class.

THIRD SPEAKING LESSON PLAN

I. General Information.

a) Educational Institution   : Jose Matias Manzanilla

b) Area   : English

c) Grade   : 2nd

d) Title of the Lesson   : I´m here for the dance class?

e) Number of students   : 38 students

f) Date   : Sullana - April, 2018

g) Teacher   : Clendenes Alvarado, Carola Judith

        Atoche Atoche, Danitza

II. Expected Learning:

- At the end of this section, the students show their ability to talk about their personal information in different situations using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III. Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
		X	**X**

IV. Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	- Ss receive clear instructions from the teacher about what they have to do. - Ss listen to a conversation and answer: Are the people friends or not? - Ss read the conversation and complete the gaps using the verb be. - Ss correct each other and then listen a recording to check their answers.	Observation Use of all-purpose words Role-plays		10'
Application	Ss work in pairs being monitored by the teacher. - Ss work in pairs to role-play the characters. - Ss practice the conversation and memorize it.			20'
Evaluation	- Ss role-play the dialogue in front of the class. - Ss reflect about their own performance.		Speaking Rubric	15'

V. Indicator of Evaluation

5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation to exchange their personal information in different situations.	Speaking Rubric

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I´m here for the dance class?

I. **Complete the conversation. Write *am* or *are*. Use contractions *'m* or *'re* where possible.**

David: Hi _____ _____ Julia Kim?
María: No, _____ _____. I'm María Martínez.
David: Hi, María. I'm David. Nice to meet you.
Maria: _____ _____ here for the dance class?
David: Yes, ____ _____. _____ _____ in
the same class?
Maria: Yes, _____ _____. We are in class A.
David: Oh, good.

II. **Pair work:**
Student A is David, student B is Maria. Practice the conversation and try to memorize it.

III. **Role-play the conversation in front of the class.**

FOURTH SPEAKING LESSON PLAN

I.   **General Information.**

a) Educational Institution   : Jose Matias Manzanilla

b) Area   : English

c) Title of the Lesson   : Are you here for an English class?

d) Grade   : 2nd

e) Number of students   :38 students

f) Date   : Sullana - May, 2018

g) Teacher   : Clendenes Alvarado, Carola Judith

Atoche Atoche, Danitza

II.   **Expected Learning:**

- At the end of this section, the students show their ability to use short answers to respond to questions with the verb **be**, using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III.   **Area Capacity:**

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
		X	**X**

IV.   Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	- Ss receive clear instructions from the teacher about what they have to do. - Ss complete the conversation with the verb be. - Ss compare their conversations and check with Teacher.	Observation Use of all-purpose words Role-plays		10'
Application	- Ss work in pairs to role-play the conversation and try to memorize it. - Ss are being monitored by the teacher.			20'
Evaluation	- Ss role play their conversations in front of the class. - Ss fill out evaluation forms about their speaking performance.		Speaking Rubric	15'

V. Indicator of Evaluation

   5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation using short answers to respond to questions with the verb be	Speaking Rubric

Are you here for an English class?

I. Complete the conversation. Write *am* or *are*. Use contractions *'m* or *'re* where possible.

Receptionist: Hello, _____ you here for an English class?

Mi Young: Yes, I _____. I'm Mi Young.

Receptionist: Mi Young Lee? You _____ in Class C.

Mi Young: Thank you.

Sergio: Hi. _____ I in Class C, too? I'm Sergio.

Receptionist: Yes, you _____.

Sergio: So we _____ in the same class.

Receptionist: Wait. _____ you Sergio Rodríguez?

Sergio: No, I _____ not. I'm Sergio López.

Receptionist: Oh, you _____ in class D.
You _____ not in the same class.

II. **Group work:**
Student A is the receptionist, student B is Mi Young and student C is Sergio. Practice the conversation and try to memorize it.

III. Role-play the conversation in front class.

FIFTH SPEAKING LESSON PLAN

I.   General Information.

   a) Educational Institution   : Jose Matias Manzanilla

   b) Area   : English

   c) Title of the Lesson   : Here´s your membership card.

   d) Grade   : 2nd

   e) Number of students   : 38 students

   f) Date   : Sullana - May, 2018

   g) Teacher   : Clendenes Alvarado, Carola Judith

   Atoche Atoche, Danitza

II.   **Expected Learning:**

At the end of this section, the students show their ability to ask and answer questions about personal information, using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III.   Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
		X	**X**

IV. Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	- Ss receive clear instructions from the teacher about what they have to do. - Ss read a conversation and complete it with the answers. - Ss compare their conversations and check with Teacher.	Observation Use of all-purpose words		10'
Application	- Ss work in pairs to practice the conversation and memorize it. - Ss are being monitored by the teacher.	Role-plays		20'
Evaluation	- Ss role play the conversation in front of the class. - Ss fill out evaluation forms about their speaking performance.		Speaking Rubric	15'

V. Indicator of Evaluation

5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation to ask and answer questions about personal information.	Speaking Rubric

Here's your membership card

I. **Look at Mark´s student ID card. Write his answers in the conversation.**

Lee Hello. Are you a member of the club?

Mark No, I'm not.

Lee OK. Well, here's an application form. So, what's your last name?

Mark It's Brokaw . **or** Brokaw .
or My last name's Brokaw .

Lee Thank you. And your first name?

Mark _____ .

Lee What's your middle initial, please?

Mark _____ .

Lee And what's your e-mail address?

Mark _____ .

Lee Your phone number?

Mark _____ .

Lee Are you an English student?

Mark _____ .

Lee What's your teacher's name?

Mark _____ .

Lee Thank you. Here's your membership card. Have a nice day.

Student ID Card
Mark A. Brokaw
Telephone: 740-555-2968
E-mail: mab@cup.org
Department: English (Mrs. Roberts)

II. **Pair work:**

Student A is the Lee, **student B** is Mark. Practice the conversation and memorize it.

III. **Role-play** the conversation in front class.

SIXTH SPEAKING LESSON PLAN

I. General Information.

a) Educational Institution : Jose Matias Manzanilla

b) Area : English

c) Title of the Lesson : Nice to meet you!

d) Grade : 2nd

e) Number of students : 38 students

f) Date : Sullana - June, 2018

g) Teacher : Clendenes Alvarado, Carola Judith

Atoche Atoche, Danitza

II. Expected Learning:

- At the end of this section, the students show their ability to introduce themselves and other people in formal and informal ways using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III. Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
	X	**X**	**X**

IV. Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	Ss receive clear instructions from the teacher about what they have to do. - Ss put words in the correct order to make phrases. - Ss complete a table with the phrases form the previous exercises. - Ss tick the more formal expressions in the table.	Observation Use of all-purpose words Role-plays		10'
Application	- In pairs, Ss look at the audioscript (page 152) and read the conversations together. - Ss choose one conversation and try to memorize it. Then practice the conversation. - Ss write similar formal and informal conversations. Then practice them. - Ss receive feedback from the teacher.			20'
Evaluation	- Ss role play their conversations in front of the class. - Ss link the task to another skill.		Speaking Rubric	15'

V. Indicator of Evaluation

5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation to introduce themselves and other people in formal and informal ways.	Speaking Rubric

Nice to meet you!

I. Put the words in the correct order to make phrases.

    1. Meet you pleased to

    2. Ok , I´m thanks.

    3. Going how´s it?

II. Complete the table with the phrases from exercise I.

Hello.	Nice to meet you	I´m fine thank you	My name´s	How are you?
Hi. Hey.	_____ Good to see you.	Fine, thanks. _____	I´m …	_____

III.   Tick the more formal expression in the table.

IV.   Look at the audio script on page 152 from the book. Read the conversations together. Choose one conversation and try to memorize it. Then practice it.

V. Look at the audio script on page 152. Write similar formal and informal conversations about meeting people. Then practice them.

VI.   Work in pairs. Role-play a formal or informal conversation with your own personal information in front of the class.

<h1 style="text-align:center"><u>SEVENTH SPEAKING LESSON PLAN</u></h1>

I. General Information.

    a) Educational Institution   : Jose Matias Manzanilla

    b) Area   : English

    c) Grade   : 2nd

    d) Title of the Lesson   : What´s your e-mail address?

    e) Number of students   : 38 students

    f) Date   : Sullana - June, 2018

    g) Teacher   : Clendenes Alvarado, Carola Judith

                                                         Atoche Atoche, Danitza

II. Expected Learning:

- At the end of this section, the students show their ability to fill a form with personal information using Wh-questions and Yes/ No questions, with the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III. Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
	X	**X**	**X**

IV. Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	Ss receive clear instructions from the teacher about what they have to do. - Ss match words to personal details. - Ss listen and repeat useful phrases and questions about personal information.	Observation Use of all-purpose words Role-plays		10'
Application	- Ss work in pairs to ask and answer questions using the personal information words in the previous exercise to complete a form. - Ss are being encouraged by the teacher constantly.			20'
Evaluation	- Ss role-play a conversation with information about them and their partners in front of the class. - Ss link the task to another skill.		Speaking Rubric	10'

V. Indicator of Evaluation

    5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation using Wh-questions and Yes/ No questions to fill a form with personal information.	Speaking Rubric

What´s your e-mail address?

Personal information

I. Match the words 1 - 8 to the information a – h.

1. Address	a. Hunziker
2. day of birth	b. Andrea
3. email address	c. 16.07.1972
4. first name	d. married
5. marital status	e. 3, Station Rd, Notinghan
6. postcode	f. 0115 9691 9691862
7. surname	g. andreahun3@hotmail.com
8. telephone number	h. NG3 6AE

II. Listen and repeat useful phrases.

> **Personal Information:**
>
> - What´s your surname / first name / date of birth / postcode / email address / marital status /telephone number?
> - I´m married / single / divorced / widowed.
> - My surname / first name / post code /date of birth /email address / telephone number

III. Ask and answer questions to complete the form.

	You	**Your partner**
Surname		
firstname		
Date of birth		
Marital status		
Address		
Postcode		
Telephone number		
Email address		

IV. Role –play a conversation. Ask and answer about personal information in front of the class.

EIGHTH SPEAKING LESSON PLAN

I.   General Information.

a) Educational Institution   : Jose Matias Manzanilla

b) Area   : English

c) Cycle   : 2nd

d) Title of the lesson   : How are you doing?

e) Number of students   : 38 students

f) Date   : Sullana - June, 2018

g) Teacher   : Clendenes Alvarado, Carola Judith

                        Atoche Atoche, Danitza

II. Expected Learning:

- At the end of this section, the students are able to perform a conversation

using social expressions with the appropriate vocabulary, fluency, good

pronunciation and the grammar structures taught.

III.   Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
		X	**X**

IV.   Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	- Ss receive clear instructions from the teacher about what they have to do. Ss read three conversations and complete them with the expressions in the box.	Observation		10'
Application	- Ss work in pairs to practice the conversations. - Ss swap roles with other pairs. - Ss are being monitored by the teacher.	Use of all-purpose words Role-plays		20'

Evaluation	- Ss choose one of the conversations and role play it in front of the class. - Ss fill out evaluation forms about their speaking performance.		Speaking Rubric	10'

V. Indicator of Evaluation

5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation using social expressions to perform a conversation.	Speaking Rubric

How are you doing?

I.   Complete the conversations with the expressions in the box. Use each expression only one time.

Good evening.	✓ Hi	How about you?	How are you doing?	Thank you.	Yes
Pretty good.	Hello.	Nice to meet you.	Good-bye.	thanks	Yeah

1. *Sam* Hi, Ali.

   Ali __Hi__ , Sam. _____ ?

   Sam Good, thanks. How about you?

   Ali _____ .

   Sam Am I late?

   Ali _____ , you are, but it's OK.

   Sam Good. By the way, here's your book.

   Ali Oh, _____ .

2. *Joe* Good evening.

   Clerk _____ . What's your name, please?

   Joe Joe Johnson.

   Clerk Oh, yes. Mr. Johnson. Your room number is 10A. Here's your key.

   Joe _____ .

II.   Work in pairs. Practice the conversations and swap roles.

III.   Choose one of the conversations and **role-play** in front class.

3. *Sally* Hello. My name's Sally.

   Kate _____ . I'm Kate. _____ .

   Are you here on business?

   Sally _____ , I am. _____ ?

   Kate No, I'm on vacation.

   Sally Nice. Oh, here's a taxi. _____ .

   Kate Bye.

NINTH SPEAKING LESSON PLAN

I. General Information.

a) Educational Institution   : Jose Matias Manzanilla

b) Area   : English

c) Cycle   : 2nd

d) Title of the Lesson   : Your room number is 403.

e) Number of students   : 38 students

f) Date   : Sullana - June, 2018

g) Teacher   : Clendenes Alvarado, Carola Judith

                       Atoche Atoche, Danitza

II. Expected Learning:

- At the end of the section, the students show their ability to communicate their personal information using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III. Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
		X	**X**

IV.　Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	- Ss receive clear instructions from the teacher about what they have to do. - Ss listen to four conversations and match each one to a picture. - Ss listen again and choose the correct option then compare answers and check with the audio script. - Ss create similar conversations using their own personal information.	Observation Use of all-purpose words Role-play		10'
Application	- Ss A play the part of a guest, Ss B play the part of the receptionist at a hotel. Ask and answer to find out the guest's personal information & tell them their room number. Then swap roles & repeat. - Ss try to memorize as much as they can and practice the conversations in pairs. Ss are being monitored by the teacher.			20'
Evaluation	- Ss role play the conversation in front of the class. - Ss reflect about their own performance.		Speaking Rubric	15'

V.　Indicator of Evaluation

5.1 Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation to exchange their personal information using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.	Speaking Rubric

Your room number is 403.

I. Listen to four conversations and match each one to a picture.

I. Listen again & choose the correct option then read the audio script on page 152 and check your answers.

Conversation 1: The man and woman are/aren´t friends

Conversation 2: It is/isn't her first day.

Conversation 3: The man and woman are/aren´t in the taxi together.

Conversation 4: The second/third man is Mr. Brown.

III. In pairs, practice a dialogue

   A: You are a guest, at a hotel.

   B: You are the hotel receptionist.

- Ask the guest their name, address, phone number, email address and car number plate. Tell the guest their room number.

- Then swap roles and repeat.

IV. Role-play your conversation in front of the class.

TENTH SPEAKING LESSON PLAN

I. General Information.

   a) Educational Institution   : Jose Matias Manzanilla

   b) Area   : English

   c) Grade   : 2nd

   d) Title of the Lesson   : She works in Barcelona.

   e) Number of students   : 38 students

   f) Date   : Sullana - July, 2018

   g) Teacher   : Clendenes Alvarado, Carola Judith

                         Atoche Atoche, Danitza

II. Expected Learning:

- At the end of this section, the students show their ability to talk about their daily routines, using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III. Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
	X	**X**	**X**

IV. Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	Ss receive clear instructions from the teacher about what they have to do. - Ss complete the table with the words in the box. - Ss put the phrases from exercise 1 in order to make a typical day for them. Then compare with a partner. - Ss read a text "*The cross border commuter*". Then listen and complete the table for Laura´s Spanish day.	Observation Use of all-purpose words Role-plays		10'
Application	- Ss create a similar conversation using their own typical day. - Ss try to memorize as much as they can and role play the dialogue in groups being monitored by the teacher.			20'
Evaluation	- Ss role-play a conversation about their typical day in front of the class. - Ss reflect about their own performance.		Speaking Rubric	10'

V. Indicator of Evaluation

5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation about their daily routines using the present simple in affirmative form.	Speaking Rubric

She works in Barcelona.

I. Complete the table with the words in the box.

A coffee   dinner   home(x2)   home   to the gym

go	to work / university	to a party	_____	_____ _	to bed
have	breakfast	lunch	_____ _	a meeting	_____ _
get	up	to work _	_____		

II. Put the phrases from exercise 1 in order to make a typical day for you. Then compare with a partner.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

III.   Read a text "The cross border commuter". Then listen and complete the table for Laura´s Spanish day.

The cross border commuter

Laura Clunie is English. She lives in London, and she works for an international company. Laura works three days a week in London, but she works in Barcelona, on Thursdays and Fridays. Laura is a new Euro commuter-a person who lives in one country and works in a different country. Her daily life is different in the two countries.

Laura´s British day	get up	7.00am
	have lunch	12.30pm
	have dinner	6.30pm
	go to bed	11.00pm
Laura´s Spanish day	get up	_____
	have lunch	_____
	have dinner	_____
	go to bed	_____

IV.   Work in pairs.

Student A is Laura; **Student B** is her friend. Write a conversation between Laura´s typical day in London or in Barcelona.

V.   Role-play your conversation in front of the class.

ELEVENTH SPEAKING LESSON PLAN

I. General Information.

    a) Educational Institution   : Jose Matias Manzanilla

    b) Area   : English

    c) Grade   : 2nd

    d) Title of the lesson   : She lives in London.

    e) Number of students   : 38 students

    f) Date   : Sullana – July, 2018

    g) Teacher   : Clendenes Alvarado, Carola Judith

                                   Atoche Atoche, Danitza

II. Expected Learning:

- At the end of this section, the students show their ability to talk about the times they do their daily routines, using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III. Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
	X	**X**	**X**

IV. Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	- Ss receive clear instructions from the teacher about they have to do. Ss read two texts about Laura and underline the verbs. - Ss find out the difference between the verbs in text A and text B. - Ss write a similar text about their teacher without asking questions, guessing the information. - Ss listen to their teacher talking about her/his typical day and check their guesses	Observation Use of all-purpose words Role-plays		10'
Application	- Ss use the words in a box and make a paragraph about the times they do their daily routines. In groups of three, Ss tell their partners about their routines. Ss are being monitored by the teacher.			20'
Evaluation	- In groups of three, Ss role-play a dialogue with their partners using the information from the exercise 3 asking and answering about the times they do their routines. - Ss fill out evaluation forms about their speaking performance.		Speaking Rubric	10'

V. Indicator of Evaluation

5.1 Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation about the times they do their daily routines.	Speaking Rubric

She lives in London!

I. **Read the two texts about Laura and underline the verbs. What´s the difference between the verbs in text A and text B?**

Text A

When I´m in London, I get up at 7.00 for work. I normally have lunch at about 12:30 or 1:00. I finish work at 5:30 and have dinner at 6:30. I normally go to bed about 10:30 or… 11.00.

Text B

When she´s in Barcelona, she gets up at 8:00 for work. She normally has lunch at about 2:00. She finishes work at 7:30 and has dinner at 9:00. She normally goes to bed about midnight.

II. **Write a similar text about your teacher. Don´t ask questions, guess. Then listen to your teacher about a typical day. Check your texts.**

- *My teacher gets up…*

III. **Use the words below and make a paragraph about the times you do your daily routines.**

> *bed   breakfast   coffee   dinner   get up*
>
> *gym   home   lunch   work*

IV. **Work in groups of three. Role-play a dialogue with your partners using the information from the exercise 3 asking and answering about the times you do your routines in front of the class.**

TWELFTH SPEAKING LESSON PLAN

I.   General Information.

    a) Educational Institution   : Jose Matias Manzanilla

    b) Area   : English

    c) Grade   : 2nd

    d) Title of the lesson   : Going to the cinema.

    e) Number of students   : 38 students

    f) Date   : Sullana – July, 2018

    g) Teacher   : Clendenes Alvarado, Carola Judith

                                             Atoche Atoche, Danitza

II.   Expected Learning:

-   At the end of this section, the students are able to perform a conversation using the questions words with the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III. Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
	X	**X**	**X**

IV. Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	- Ss learn new words that will be using in their activity. - Ss read the conversation Going to the cinema. - Ss listen and complete the text about Going to the cinema with the expressions in the box.	Observation Use of all-purpose words		10'
Application	- Ss use the words in the box and write a similar text. - Ss are being monitored by the teacher	Role-plays		20'
Evaluation	- Ss role-play a dialogue with their partners using the questions words in front of the class. - Ss fill out evaluation forms about their speaking performance.		Speaking Rubric	15'

V. Indicator of Evaluation

5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation using the questions words to perform a conversation.	Speaking Rubric

Going to the cinema!

I. **Read the text about Going to the cinema and complete the conversation using the expressions in the box only one time.**

How? /   How long?   /   starts at six

How much? /   Can I have three tickets, please? / What time

Row 15, please / Good bye / Can I pay by credit card?/ which

Customer: Good afternoon

Ticket seller : Good afternoon. _____ can I help you?

Customer: I would like three tickets for the Harry Potter film, please.

Ticket seller: Yes, certainly.

Customer: _____

does the film start?

Ticket seller: The session_____

Customer: _____ is the film?

Ticket seller: The film is 120 minutes long.

Customer: _____ are the tickets?

Ticket seller: They are S/. 12 each

Customer: We are students.

Is there a discount for students?

Ticket seller: Yes, there is a S/. 2 discount per ticket but I need to see your students' cards.

Customer: Here you are . _____ , _____?

Ticket seller :OK. _____ row would you prefer? I have three seats together in row 3, 7 or 15.

Customer: _____ , _____

Ticket seller :OK. So three tickets in row 15. That'll be S/.30 altogether.

Customer: _____?

Ticket seller: I'm afraid we only accept cash.

Customer: Here you are.

Ticket seller: here's your change.

Customer: Thank you . Goodbye

Ticket seller: _____. Have a nice day.

Customer: I would like three tickets for the Harry Potter film, please.

Ticket seller: Yes, certainly.

Customer: _____ does the film start?

Ticket seller: _____ .
Customer: _____ is the film?
Ticket seller: The film is 120 minutes long.
Customer: _____ are the tickets?
Ticket seller: They are S/. 12 each
Customer: We are students. Is there a discount for students?
 Ticket seller: Yes, there is a S/. 2 discount per ticket but I need to see your students' cards.
Customer: Here you are . _____ , _____?
Ticket seller :OK. _____ row would you prefer? I have three seats together in row 3, 7 or 15.
Customer: _____ , _____
Ticket seller :OK. So three tickets in row 15. That'll be S/.30 altogether.
Customer: _____?
Ticket seller: I'm afraid we only accept cash.
Customer: Here you are.
Ticket seller: here's your change.
 Customer: Thank you . Goodbye
 Ticket seller: _____ . Have a nice day.

II.- Write a similar text using the questions words

III.Work in pairs. Role play a dialogue with your partners using the questions words in front of the class.

THIRTEENTH SPEAKING LESSON PLAN

I.   General Information.

    a) Educational Institution   : Jose Matias Manzanilla

    b) Area   : English

    c) Cycle   : 2nd

    d) Title of the lesson   : Ordering food at a restaurant

    e) Number of students   : 38 students

    f) Date   : Sullana - June, 2018

    g) Teacher   : Clendenes Alvarado, Carola Judith

                                Atoche Atoche, Danitza

II.   Expected Learning:

- At the end of this section, the students are able to perform a conversation using the polite forms of would like and food items from the previous menu with the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III.   Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
	X		**X**

IV. Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	Ss watch flashcards about food and modeling the pronunciation. - Ss read the conversation and complete it using the polite forms of would like and food items from the previous menu. - Ss write a similar conversation using the polite forms of would like and food items from the previous menu.	Observation Use of all-purpose words		10'
Application	- Ss work in pairs to practice the conversation. - Ss swap roles with other pairs. - Ss receive feedback from the teacher.	Role-plays		20'
Evaluation	- Ss role-play a dialogue with their partners using the polite forms of would like and food items from the previous menu in front of the class. - Ss fill out evaluation forms about their speaking performance.		Speaking Rubric	15'

V. Indicator of Evaluation

5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation with your partner using the polite forms of would like and food items from the previous menu to perform a conversation.	Speaking Rubric

Ordering food at a restaurant

I. Complete the conversation with your partner using the polite forms of would like and food items from the previous menu.Use the expressions in the box.

> Same to you / Welcome/ Here you are / Please(x2)
>
> I would like (x2) / Would / Like / Help
>
> How much / Bill / Anything

Ordering Food at a Restaurant

There are basic forms and questions, as well food vocabulary

Take a look at this Menu :

Starters	
Chicken Soup	$2.50
Salad	$3.25
Sandwiches - Main Course	
Ham and cheese	$3.50
Tuna	$3.00
Vegetarian	$4.00
Grilled Cheese	$2.50
Piece of Pizza	$2.50
Cheeseburger	$4.50
Hamburger deluxe	$5.00
Spaghetti	$5.50
Drinks	
Coffee	$1.25
Tea	$1.25
Soft Drinks - Coke, Sprite, Root Beer, etc.	$1.75

"Would like" is the polite form used when asking and requesting. It's contracted form is "_'d like"

1. Fill in the gaps. Use the words that are missing from the box below:

> Same to you- Welcome- Here you are - Please (x2) – I would like (x2) – Would – Like –Help – How much- Bill - Anything

Waiter: Hello, Can I _____ you?
Kim: Yes, _____ to have some lunch.
Waiter: _____ you _____a starter?
Kim: Yes, I'd like a bowl of chicken soup, _____.
Waiter: And what _____ for a main course?
Kim: I'd like a grilled cheese sandwich.
Waiter: Would you like_____ to drink?
Kim: Yes, I'd like a glass of Coke, _____.
Waiter... After Kim has her lunch.: Can I bring you anything else?
Kim: No thank you. Just the _____ .
Waiter: Certainly.
Kim: I don't have my glasses. _____ is the lunch?
Waiter: That's $6.75.
Kim: _____. Thank you very much.
Waiter: You're _____. Have a good day.
Kim: Thank you, the _____ .

II. Write a similar dialogue with your partner using the polite forms of would like and food items from the previous menu.

III. Work in pairs. Role-play a dialogue with your parterns using the polite forms of would like and food items from the previous menu in front of the class.

FOURTEENTH SPEAKING LESSON PLAN

I. General Information.

    a) Educational Institution   : Jose Matias Manzanilla

    b) Area   : English

    c) Grade   : 2nd

    d) Title of the Lesson   : What´s the matter?

    e) Number of students   : 38 students

    f) Date   : Sullana - June, 2018

    g) Teacher   : Clendenes Alvarado, Carola Judith

                               Atoche Atoche, Danitza

II. Expected Learning:

- At the end of this section, the students show their ability to talk about basic health problem using modals should and must for advice with the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III. Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
	X	**X**	**X**

IV.- Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	Ss receive clear instructions from the teacher. - Ss match words to the correct pictures. - Ss listen and repeat basic health problem vocabulary and modals.	Observation Use of all-purpose words Role-plays		10'
Application	- Ss work in pairs to ask and answer questions using the basic health vocabulary to complete the sentences. - Ss are being monitored by the teacher			20'
Evaluation	- Ss role-play a conversation with basic health problem vocabulary and modals in front of the class. - Ss fill out evaluation forms about ther speaking performance.		Speaking Rubric	15'

V. Indicator of Evaluation

5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation using basic health problem vocabulary and modals	Speaking Rubric

What´s the matter?

What`s the Matter?

If someone looks ill, we can ask:

What`s wrong?
What`s the matter?
Are you OK?

My head hurts. OR I have a headache.
My throat hurts OR I have a sore throat.

Hi Mark. **What`s the matter?** You don`t look well.

I don`t feel well. I have a headache.

Match the correct word to the correct picture:
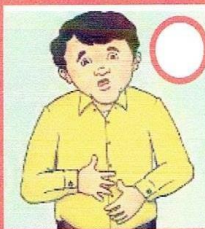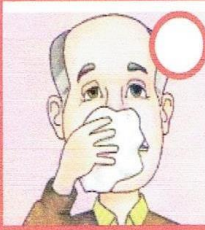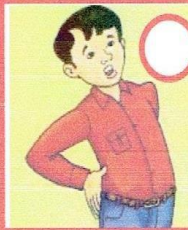
1.headache   2. cough   3. stomach ache   4. ear ache
5.back ache   6. fever   7. cold   8. sore throat

Write sentences like the example:

1.What`s wrong?   _My head hurts_ or _I have a headache._
2. What`s the matter? _____
3. What`s wrong?   _My stomach hurts._ Or _____
4. What`s the matter? _My ear hurts._ Or _____
5. What`s wrong?   _My back hurts._ Or _____
6. What`s the matter? _____
7. What`s wrong?   _____
8. What`s the matter? _My throat hurts._ Or _____

Now, with a partner take turns asking `What`s the matter?` or What`s wrong?` and answer with the health problems above.

Partner A: *What`s wrong?*   **Partner B:** *I have a cold.*

The following text appears within the comic panels:

Jessica doesn`t feel well so she is seeing her doctor.

Doctor: Hello Jessica. How can I help you?
Jessica: I don`t feel well doctor. I have a stomach ache.
Doctor: OK Jessica. I will give you an exam.

The doctor gives Jessica an exam. Then she gives her some medical advice.
Doctor: Jessica, you have a stomach ache because you don`t eat healthy food. You **must** eat more fruit and vegetables. Also you **should** drink water. You **musn`t** drink cola or other soda because it isn`t good for you . I will give you some medicine today but you **should** come back again in a week, OK?
Jessica: All right doctor. I will.

I.   Match the words 1-8 to the correct pictures.

II.   Listen and repeat basic health problem vocabulary and modals

III.   Role –play a conversation. Ask and answer about basic health problems in front of the class.

FIFTEENTH SPEAKING LESSON PLAN

I.   General Information.

  a) Educational Institution   : Jose Matias Manzanilla

  b) Area   : English

  c) Cycle   : 2nd

  d) Title of the Lesson   : Fashion and style.

  e) Number of students   : 38 students

  f) Date   : Sullana – July, 2018

  g) Teacher   : Clendenes Alvarado, Carola Judith

                                   Atoche Atoche, Danitza

II.   Expected Learning:

- At the end of the section, the students show their ability to talk about their like and dislikes using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III. Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
	X	X	X

IV.   Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	Teacher uses realia to introduce new vocabulary about clothing - Ss read the conversation and complete it with the sentences marked A-G below. - Ss read the completed dialogue then tick the correct answers below. - Ss create similar conversations about their own likes and dislikes.	Observation Use of all-purpose words Role-play		10'
Application	- Ss A play the part of seller, Ss B play the part of the customer. Ask and answer to find out the customer's likes. Then swap roles & repeat. - Ss try to memorize as much as they can and practice the conversations in pairs. - Ss are being monitored by the teacher.			20'
Evaluation	- Ss role play the conversation in front of the class. - Ss fill out evaluation forms about their speaking performance.		Speaking Rubric	15'

V.   Indicator of Evaluation

5.1.Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation about their own likes and dislikes using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.	Speaking Rubric

Fashion and Style

Ⅰ . Complete the conversation with the sentences marked A-G below.

2 Read the completed dialogue then tick the correct answers below.

  1 Where does the conversation take place?
     a ☐ In a clothes shop
     b ☐ In a shoe shop
     c ☐ In a grocer's

  2 What does Sara want to buy?

  a ☐   b ☐   c ☐

  3 Why does Sara not buy the white trainers?
     a ☐ Because they are too expensive.
     b ☐ Because she doesn't like the colour.
     c ☐ Because they don't fit well.

  4 How many pairs of trainers does Sara try on?
     a ☐ 1
     b ☐ 2
     c ☐ 3

II.   Write a similar conversation about their own likes and dislikes

III.   In pairs, practice a dialogue

  A: You are the seller.

  B: You are the customer.

- Ask and answer to find out the customer's likes.

- Then swap roles and repeat.

IV.   IV.Role-play your conversation in front of the class.

SIXTEENTH SPEAKING LESSON PLAN

I.   General Information.

a) Educational Institution   : Jose Matias Manzanilla

b) Area   : English

c) Cycle   : 2nd

d) Title of the Lesson   : At the supermarket.

e) Number of students   : 38 students

f) Date   : Sullana - July, 2018

g) Teacher   : Clendenes Alvarado, Carola Judith

Atoche Atoche, Danitza

II.   **Expected Learning:**

- At the end of the section, the students show their ability to recognize and use this/ that/ these/ those when making request using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III. Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
	X	**X**	**X**

IV. Procedure

| Stages	Didactic Sequence	Technique	Instrument	Time
Development	- Teacher uses realia to introduce vocabulary about food. - Ss listen to four conversations and match each one to a picture. - Ss listen again and choose the correct option then compare answers and check with the audio script. - Ss create similar conversations using their own personal information.	Observation Use of all-purpose words Role-play		10'
Application	- Ss A play the part of a customer, Ss B play the part of the store clerk at a supermarket. Ask and answer to find out the clients'tastes and requirements. Then swap roles & repeat. - Ss try to memorize as much as they can and practice the conversations in pairs. - Ss receive feedback from the teacher.			20'
Evaluation	- Ss role play the conversation in front of the class. - Ss receive remedial exercises or explanation from the teacher to correct their current errors of grammar.		Speaking Rubric	15'

V. Indicator of Evaluation

5.1.Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation to recognize and use this/ that these/those when making requests using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.	Speaking Rubric

At the supermarket.

I.   **Listen to four conversations and match each one to a picture.**
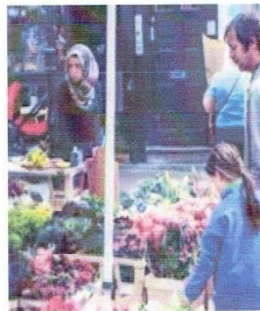
II. **Listen again & choose the correct option then read the audio script and check your answers.**

Conversation 1: At the bakery Conversation
2: At the flower shop. Conversation 3:
Buying clothing and shoes. Conversation 4:
At the supermarket.

III. In pairs, practice a dialogue

A: You are a customer, at the supermarket.

B: You are the store clerk at the supermarket.

- Ask and answer to find out the clients'tastes and requirements at the supermarkeet.

- Then swap roles and repeat.

VI. **Role-play your conversation in front of the class.**

SEVENTEENTH SPEAKING LESSON PLAN

I.   General Information.

    a) Educational Institution   : Jose Matias Manzanilla

    b) Area   : English

    c) Grade   : 2nd

    d) Title of the lesson   : At the airport.

    e) Number of students   : 38 students

    f) Date   : Sullana – August, 2018

    g) Teacher   : Clendenes Alvarado, Carola Judith

                                       Atoche Atoche, Danitza

II.   **Expected Learning:**

- At the end of this section, the students are able to perform a conversation using the present continuous tense in positive, negative and questions with the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III.   Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
	X		**X**

IV. Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	- Ss receive clear instructions from the teacher about what they have to do. - Ss read the text about the assistant and the passenger and underline the verbs in present continuous - Ss complete the missing information from the Boarding Pass according to the text. - Ss match the dialogue about the assistant and the passenger.	Observation Use of all-purpose words Role-plays		10'
Application	- Ss write a similar text using the present continuous in positive, negative. - Ss try to memorize as much as they can and role play the conversation in pairs being monitored by the teacher.			20'
Evaluation	- Ss role-play a dialogue with their partners in front of the class. - Ss fill out evaluation forms about their speaking performance.		Speaking Rubric	10'

V. Indicator of Evaluation

5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation about the assistant and the passenger at the airport using the present continuous.	Speaking Rubric

At the airport!

I. **Read the text about Assistant and passenger and underline the verbs in present continuous.**

Dialogue

1) Assistant: Good morning, sir
2) Passenger: Hello. I'd like to check in, please.
3) Assistant: Certainly, may I have your name and surname?
4) Passenger: Yes, it's John Travis.
5) Assistant: And where are you travelling to?
6) Passenger: I'm not going to Brasil. I'm going to Buenos Aires.
7) Assistant: Can I have your flight number?
8) Passenger: It's flight AA 799.
9) Assistant: Perfect. Can I see your ticket and passport, please?
10) Passenger: Yes, here you are.
11) Assistant: Thank you. Would you like a window or an aisle seat?
12) Passenger: I'd like a window seat, please.
13) Assistant: Okay. Seat number 18A. Do you have any luggage   to check in?
14) Passenger: Yes, I have one suitcase.
15) Assistant: Do you have any hand luggage?
16) Passenger: Yes, just this trolley bag. What gate is the flight departing from?
17) Assistant: Your plane is boarding at gate number 22.
18) Passenger: At what time?
19) Assistant: At 9.30 a.m. Here's your boarding card.
20) Passenger: Thank you. Goodbye.
21) Assistant: Goodbye.

II. **Complete the missing information from the Boarding Pass according to the text.**

III. Match the dialogue about assistant and the passenger

Iberia   Welcome on board!   Boarding Pass   Passenger/Name:

....

STAPLE HERE

Hand Luggage: ....

Luggage: ....

Welcome the passenger.

3) Ask the passenger's name.

5) Ask for his/her destination.

7) Ask for His/her flight number.

9) Ask to see his/her ticket and passport.

11) Ask if he/she wants a window or aisle seat.

Window **19J**

19 L

Departure Gate and Time:

Gate: 29

Time: 2.35 p.m.

Iberia   Welcome on board!   Boarding Pass   Passenger/Name:

…………………………..

STAPLE HERE

Luggage: 1

2) Say hello and say that you would like to check in.

4) Tell him/her your name and surname.

6) Tell him/her your destination.

8) Tell him/her your flight number.

10) Show him/her your ticket and passport.

12) Tell him/her if you want a window or aisle seat.

Window seat

Departure Gate and Time:

Gate:

Time: .

American Airlines   Welcome on board!   Boarding Pass   Passenger/Name:

....

STAPLE HERE

Luggage: ....

1) Welcome the passenger.

3) Ask the passenger's name.

5) Ask for his/her destination.

7) Ask for His/her flight number.

9) Ask to see his/her ticket and passport.

11) Ask if he/she wants a window or aisle seat.

13) Tell him/her his/her seat number

Window **27H**

27J

Departure Gate and Time:

Gate: 44

Time: 10.25 p.m..

IV. **Write a similar text using the present continuous in positive, negative, questions. Role-play a dialogue with your partners using the information from the text asking and answering using the present continuous tense in front of the class.**

EIGHTEENTH SPEAKING LESSON PLAN

I. General Information.

    a) Educational Institution   : Jose Matias Manzanilla

    b) Area   : English

    c) Cycle   : 2nd

    d) Title of the Lesson   : Asking for directions.

    e) Number of students   : 38 students

    f) Date   : Sullana – August, 2018

    g) Teacher   : Clendenes Alvarado, Carola Judith

                                     Atoche Atoche, Danitza

II. Expected Learning:

- At the end of the section, the students are able to perform a conversation asking for directions and helping people who need directions using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III. Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
	X	**X**	**X**

IV. Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	Ss receive clear instructions about what they have to do. - Ss listen to the recording of the dialogue asking for directions from page 2. - Ss fill in the dialogue then look back at page 2 and check their answers. - Ss listen the dialogue again and answer the questions.	Observation Use of all-purpose words Role-play		10'
Application	- In group of three, Ss role play the dialogue on page 2. - Ss try to memorize as much as they can and practice their intonation and pronunciation. - Ss receive feedback from the teacher.			20'
Evaluation	- Ss role play the dialogue on page 2, substituting the different expressions below then switch roles in front of the class. - Ss fill out evaluation forms about their speaking performance.		Speaking Rubric	15'

V. Indicator of Evaluation

5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation about expressions to use when asking for and giving directions using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.	Speaking Rubric

Asking for directions

I. Listen to the recording and fill in the dialogue with the expressions for asking and giving directions.

Man 1: Excuse me, Can you tell me _____ the post office?

Man 2: I'm sorry. I don't _____ . I'm from out of town. (a minute later)

Man 1 : Excuse me. Do you know _____the post office is?

Woman: Sure. It's not far from here. Walk_____ until you get To Main Street. Then…………..

Man 1: Sorry to interrupt you. How many blocks is that?

Woman: It's about two or three blocks. It's the first traffic light you come to. _____ Main Street, turn right and walk one block to Broadway. Then turn left and go about half a block.

Man 1 : Which side of the street is it on?

Woman: Coming from this direction, _____ on your right side. It's in the middle of the block, next to the Sweets Ice Cream Shop.
You can't miss it. Do you want me to repeat any of that?

Man 1: No, _____ . I've got it. Thanks a lot.

Woman: You're _____

II.Listen the dialogue again and answer the questions.

1. **Why is the first speaker talking to people he doesn't know?**
2. **Why can't the first man help the man who is looking for something?**
3. **How far away is the post office?**
4. **What does the woman say to do after getting to Main Street?**
5. **What does the woman offer to do after giving the directions?**

III.In group of three, practice a dialogue

    A: Man1

    B: Man 2

-   C: Woman
-   Then swap roles and repeat.

IV.Role-play your conversation substituting the different expressions below in front of the class.

1. **Can you tell me how to get to the post office?**
   - Can you tell me where the post office is?
   - Do you know where the post office is?

2. Can you tell me how to get to the **post office?**
   - ...the museum
   - ...the zoo
   - ...the school
   - ...the train station
   - ...the theater

3. **I'm sorry. I don't know.**
   - I'm afraid not.
   - I'm afraid I can't.

4. **I'm from out of town.**
   - I don't live here. I'm just a visitor.
   - I really don't know the city very well.

5. **Sure. It's not far from here.**
   - Yes. It's quite close to here.
   - It's only about a ten-minute walk from here.

6. **Walk straight ahead** until you get to Main Street.
   - Walk down the street...
   - Walk three blocks...
   - Walk up the block...
   - Keep walking in this direction...

7. **How many blocks is that?**
   - How far is that?

8. **It's about two or three blocks.**
   - It's about a five-minute walk.

9. **It's the first traffic light** you come to.
   - It's the second intersection...

10. **Then turn left** and go about half a block.
    - Then turn right...

11. Coming from this direction, **it'll be on your right side.**
    - ...it's on your left.

12. **It's in the middle of the block...**
    - It's at the end of the block...
    - It's on the corner...

13. **...next to the Sweets Ice Cream Shop.**
    - ...beside the bank.
    - ...between the pharmacy and the bank.
    - ...across the street from a big church.

14. **You can't miss it.**
    - It's easy to find.

15. **Do you want me to repeat any of that?**
    - Did you catch all of that?
    - Do you understand?

16. **No, that's okay. I've got it.**
    - Yes. It's very clear.
    - It's okay. I understand.

<p style="text-align:center;">**NINETEENTH SPEAKING LESSON PLAN**</p>

I.   General Information.

    a) Educational Institution   : Jose Matias Manzanilla

    b) Area   : English

    c) Grade   : 2nd

    d) Title of the Lesson   : Joe's Restaurant.

    e) Number of students   : 38 students

    f) Date   : Sullana - August, 2018

    g) Teacher   : Clendenes Alvarado, Carola Judith

                                                       Atoche Atoche, Danitza

II.   Expected Learning:

-   At the end of this section, the students are able to perfom a conversation using different types of food with the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III.   Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
	X	**X**	**X**

IV.- Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	- Ss watch some flashcards about food and modeling the pronunciation. - Ss read the text Joe's Restaurant and fill in the gaps this dialogue using different types of food.	Observation Use of all-purpose words Role-plays		10'
Application	- Ss write a similar text using the menu below. - Ss complete the charts with different types of food. - Ss work in pairs to practice the conversation. - Ss swap roles with other pairs. - Ss are being encouraged constantly by the teacher.			20'
Evaluation	- Ss role-play a conversation with their partners using the charts in front of the class. - Ss fill out evaluation forms about their speaking performance.		Speaking Rubric	15'

V. Indicator of Evaluation

5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role play a conversation using types of food for asking for and making requests.	Speaking Rubric

Joe's Restaurant

I. **Read the text Joe's Restaurant and Fill in the gaps this dialogue with types of food**

Waiter: Hello, Can I help you?

Kim: Yes, I'd like to have _____.

Waiter: Would you like _____?

Kim: Yes, I'd like a bowl of _____ .

Waiter: And what _____ for a main course?

Kim: I'd like a grilled _____.

Waiter: _____ like a _____?

Kim: Yes, _____ a glass of _____, please.

Waiter(After Kim has her lunch): Can I bring you anything else?

Kim: No thank you. Just the check.

Waiter: Certainly.

Kim:I don't have my glasses. _____ is the lunch?

Waiter: That's $6.75.

Kim: . Thank you very much.

Waiter: You're _____. Have a good day.

Kim: Thank you, the same to you.

II. **Write a similar texts using the menu below and complete the chart with different types of food. Then work in pairs to practice the conversation.**

Joe's Restaurant

Starters	
Chicken Soup	**$2.50**
Salad	**$3.25**
Sandwiches - Main Course	
Ham and cheese	**$3.50**
Tuna	**$3.00**
Vegetarian	**$4.00**
Grilled Cheese	**$2.50**
Slice of Pizza	**$2.50**
Cheeseburger	**$4.50**
Hamburger	**$5.00**
Spaghetti	**$5.50**
Drinks	
Coffee	**$1.25**
Tea	**$1.25**
Soft Drinks - Coke, Sprite, Root Beer, Ice Tea	**$1.75**

Types of Food

Beverages / Drinks	soda	coffee	water	tea	wine	beer	juice
Dairy	milk	cheese	butter	cream	yoghurt	quark	half and half
Dessert	cake	cookies	chocolate	ice-cream	brownies	pie	creams
Fruit	apple	orange	banana	grapes	pineapple	kiwi	lemon
Grains / Starches	wheat	rye	cereal	toast	bread	roll	potato
Meat / Fish	beef	chicken	pork	salmon	trout	lamb	buffalo
Vegetables	beans	lettuce	carrots	broccoli	cauliflower	peas	egg plan

III. **Work in pairs. Role play ordering food in a restaurant with your partners using the charts in front of the class.**

TWENTIETH SPEAKING LESSON PLAN

I.   General Information.

a) Educational Institution   : Jose Matias Manzanilla

b) Area   : English

c) Cycle   : 2nd

d) Title of the Lesson   : Bank robbery

e) Number of students   : 38 students

f) Date   : Sullana – August, 2018

g) Teacher   : Clendenes Alvarado, Carola Judith

Atoche Atoche, Danitza

II.   Expected Learning:

- At the end of the section, the students are able to perform a conversation in Simple Past tense using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.

III.   Area Capacity:

Text Comprehension (Reading)	Text Production (Writing)	Oral Comprehension (Listening)	Oral Production (Speaking)
	X	X	X

IV.   Procedure

Stages	Didactic Sequence	Technique	Instrument	Time
Development	- Ss receive clear instructions about what they have to do. - Ss read the two texts about Bank Robbery then listen to the recording of the dialogue and complete the texts and summary of what happened with the suitable words. The first letter of each word is given. - Ss listen dialogue again by providing appropriate questions for given answers.	Observation Use of all-purpose words Role-play		10'
Application	- Ss use the words of the dialogue and create a similar conversation in Simple past tense. - Ss try to memorize as much as they can and practice their intonation and pronunciation. - Ss role play the dialogue. - Ss are being encouraged by the teacher constantly.			20'
Evaluation	- Ss role-play the dialogue then switch roles in front of the class. - Ss link the task to another skill.		Speaking Rubric	15'

V. Indicator of Evaluation

5.1. Process of learning.

AREA CAPACITY	INDICATOR	INSTRUMENT
Oral Production	- Role-play a conversation about Bank robbery in Simple past tense using the appropriate vocabulary, fluency, good pronunciation and the grammar structures taught.	Speaking Rubric

Bank robbery

I.   **Read the two texts then listen to the recording and complete the texts and summary with the suitable words.**

Yesterday afternoon just before closing time, a gang of robbers rushed into the King Street branch of (1)_____Bank and stole an estimated $5,000,000 in cash along with (2)_____. Eye witnesses saw four men enter the building. They carried (3) _____ and wore

(4)_____ over their faces. When a security guard tried to stop the men, they shot him. The guard is now recovering in the Queen Elizabeth Hospital. The gang then forced (5)_____ to lie on the floor while the robbery was taking place. Police arrived 6)_____ but so far have little information to work on. The men escaped in a stolen blue Toyota, which the police later found in(7)_____

II.   **Complete the summary of what happened with suitable words. The first letter of each word is given.**

After the robbery, the police i_____ all of the staff and customers at the bank so that they could get a d_____ of the men. The following day they a_____ Ronnie in a bar where he was spending a lot of money. They h_____ him, so he couldn't run away, and took him to the police station where Detective Inspector Chan asked him a lot questions.

III. **Listen to the dialogue again by providing appropriate questions for given answers write them in the spaces provided.**

Detective Inspector Chan interviews Ronnie at the police station. Read Ronnie's answers by providing appropriate questions for given answers.

1 D I Chan

_____

_____?

Ronnie : I was in a restaurant in Soho.

2 D I Chan

_____

_____?

Ronnie : I was with my mates – Knuckles Davey and Four Finger Wu, and my girlfriend Pauline.

3 D I Chan

_____

_____?

Ronnie : The Fat Duck in West Street.

4 D I Chan

_____

_____?

Ronnie : About 2. 30.

5 D I Chan

_____

_____?

Ronnie : About 5.30

6 D I Chan

_____

_____?

Ronnie: Seafood spaghetti, chicken pie, French fries and ice-cream.

7 D I Chan

_____

_____?

Ronnie No, we were the only customers.

8 D I Chan

_____

_____?

Ronnie: Blue jeans and a yellow T-shirt.

9 D I Chan

_____

_____?

Ronnie : I paid. It came to $35.

10 D I Chan

_____

_____?

Ronnie : Kuckles and Four Finger went to the horse race at Happy Valley, and Pauline and I went to the cinema.

III. Write a similar text using the information from exercise 2 in Simple past tense

IV. Role-play a dialogue with your partners in Simple Past tense in front of the class.

ANNEX 5

PHOTOS OF SOME ROLE PLAYING ACTIVITIES PERFORMED BY THE STUDENTS IN CLASS