



## PLAN DE SESIÓN DE APRENDIZAJE

### INFORMACIÓN GENERAL

1. Institución educativa : “Nuestra Señora de la Merced”
2. Área : Inglés como idioma extranjero.
3. Grado : Cuarto
4. Sección : “B”
5. Fecha : Miércoles, 03 de abril de 2019
6. Duración de la clase : 7:30 a.m. – 8:15 a.m. (45 minutos)
7. Número de estudiantes : 32
8. Bachiller : Erika Lorena Marcelo Rodríguez
9. Jurado observador. Presidenta: Isabel Pantoja Alcántara

Secretaria: Leticia Zavaleta Gonzáles

Vocal: Teresa Muñoz Ramírez

**Dr. Isabel Pantoja Alcántara**



## PLAN DE SESIÓN DE APRENDIZAJE

### I. GENERAL INFORMATION

10. HIGH SCHOOL	: “Nuestra Señora de la Merced”
11. AREA	: ENGLISH as a foreign language.
12. GRADE	: Fourth
13. GROUP	: “B”
14. DATE	: Wednesday, 03 <sup>rd</sup> April, 2019
15. CLASS DURATION	: 7:30 a.m. – 8:15 a.m. (45 minutes)
16. NUMBER OF STUDENTS	: 32
17. TEACHER’S NAME	: Erika Lorena Marcelo Rodríguez
18. JURY OBSERVER. President: Isabel Pantoja Alcántara Secretary: Leticia Zavaleta Gonzáles Vocal: Teresa Muñoz Ramírez	

### II. DIDACTIC UNIT

HEALTH AND FIRST AID.

### III. TITLE OF THE LEARNING SESSION

**SHE HAS TO DRINK WATER EVERYDAY**

### IV. EXPECTED LEARNING

COMPETENCE	CAPABILITIES	PERFORMANCE
ORAL COMPREHENSION AND PRODUCTION	Obtain information from oral texts.	Recovers explicit and relevant information in the English oral text about <b>healthy life</b> ; recognizing the communicative purpose and relying on the context.
	Use nonverbal and paraverbal resources strategically to interact	Expresses her ideas and experiences around diverse communicative situations about <b>healthy habits</b> alternating the roles of speaker and listener to ask and answer in English, with varied and relevant vocabulary.

### V. DIDACTIC SEQUENCE



# NATIONAL UNIVERSITY OF CAJAMARCA

## FACULTY OF EDUCATION



EXPECTED LEARNING	STAGES	SEQUENCE OF ACTIVITIES	MATERIALS AND EQUIPMENT	EVALUATION INDICATORS	EVALUATION		TIME
					TECHNIQUES	INSTRUMENTS	
<p style="text-align: center;"><b>ORAL COMPREHENSION AND PRODUCTION</b></p> <p style="text-align: center;"><b>Obtain information from oral texts.</b></p> <p style="text-align: center;"><b>Use nonverbal and paraverbal resources strategically to interact</b></p>	<b>STARTING OUT</b>	<ul style="list-style-type: none"> <li>* Teacher greets and introduces herself to the class and gives some rules, then divides the class in pairs.</li> <li>* Teacher tells the class the expected learning, then makes a little activity to break the ice.</li> <li>* Teacher shows the flash cards using two methods to present the vocabulary: slowly, slowly and “what’s missing”?</li> <li>* Students repeat the new vocabulary through two techniques. Teacher guides the process, using the handwriting of each picture.</li> <li>* Students deduce the today’s topic making inferences with the title.</li> <li>* The students contrast their previous knowledge through the analysis of information provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Workcards</li> <li>• Paperlograph</li> <li>• Handout</li> <li>• Markers</li> </ul>	<p><b>Recovers and compare</b> information in the English oral text about two stories of <b>healthy life</b>; recognizing the communicative purpose.</p> <p><b>Expresses</b> her ideas and experiences on situations about <b>healthy habits</b> alternating the roles of <b>doctor and patient</b> to ask and answer in English, using modal verbs of obligation. (must and have to).</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Individual repetition</li> <li>• Choral repetition</li> </ul>	○ Rubric	10’
	<b>PROCESS</b>	<ul style="list-style-type: none"> <li>* Teacher gives handout to practice the topic.</li> <li>* Students match some pictures with their correct names, some of them go to the board to participate.</li> <li>* Students listen an audio about two stories of healthy and unhealthy habits. The teacher helps the students in an effective way to recognize the vocabulary.</li> <li>* Students answer questions according to the oral text.</li> </ul>	<ul style="list-style-type: none"> <li>• Doctor's coat</li> <li>• Weighing machine</li> <li>• Junk food</li> <li>• Mask</li> </ul>				15’
	<b>OUTPUT</b>	<ul style="list-style-type: none"> <li>* Students practice the grammar and vocabulary learned through an activity of roles (doctor and patient). They work in pairs.</li> <li>* Teacher makes a review of the topic.</li> <li>* Metacognition. Teacher asks the following questions: What did you learn today? Did you understand today’s lesson? How did you feel during the class?</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> </ul>				20’



## VI. PHONETIC TRANSCRIPTION:

1. **Balance** / 'bæləns /
2. **Avoid** / ə'vɔɪd /
3. **Overweight** / 'əʊvəweɪt /
4. **Junk** / dʒʌŋk /
5. **Dehydrated** / ,di:haɪ'dreɪtɪd /
6. **Weighing** / 'weɪŋ /
7. **Machine** / mə'ʃi:n /
8. **Healthy** / 'heɪθi /
9. **Health** / heɪθ /
10. **Communicative** / kə'mju:nɪkətɪv /



## RUBRIC

1. High school : "Nuestra Señora de la Merced"  
 2. Teacher's name : Erika Lorena Marcelo Rodríguez.  
 3. Area : English as a foreign language.  
 4. Grade : Fourth  
 5. Group : "B"

RUBRIC TO EVALUATE WRITING		
STUDENT'S NAME:		
All words are spelled correctly	1 - 4	
Complete sentences are used with coherence.	1- 4	
Grammar is used correctly.	1 - 4	
Vocabulary is related to the topic.	1 - 4	
<b>TOTAL</b>		

Needs improvement	Fair	Good	Excellent
1	2	3	4

## METACOGNITION

Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Group: \_\_\_\_\_ Date: \_\_\_\_\_

What did we learn today?	Did you understand today's lesson?	How did you feel in the class?
	a. Yes, everything. b. Yes, almost everything c. Not all. d. No, almost nothing. e. No, nothing.	a) Interested b) Bored c) I'm ok.

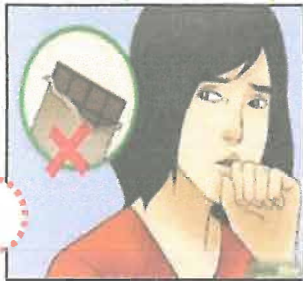


# She has to drink water everyday

1. Vocabulary. Match the sentences with the correct pictures:



- A. Drink water. ( )
- B. Eat vegetables and fruits. ( )
- C. Do exercise. ( )
- D. Avoid candies and chocolates ( )
- E. Go on a diet. ( )
- F. Sleep eight hours a day. ( )



2. Listening. Listen the story and compare Caroline's and Sophia's habits. Then answer.

## CAROLINE

Everyday

Later

At school

After school

Then

## SOPHIA

Everyday

Later

At school

After school

Then

**A. Tick true or false.**

- a. Carolina must sleep 8 hours a day.
- b. Sophia has to eat more vegetables and fruits.
- c. Carolina must improve her grades.
- d. Sophia has to go on a diet.

True

False



**B. What is the general idea of the story?**

- a. Sophia's lifestyle is the best one.
- b. Caroline has to learn a lot of Sophia.
- c. You must have balance in every aspect of your life.

**3. Speaking, work in pairs. Imagine you're a doctor. Tell at your patient what to do. Use "have to" or "must" depending on the situation. Then act the roles in front of the class.**

1

I'm overweight!

You have to avoid candies and chocolates.

Yes, you're right. Thank you.

You're welcome, Marie.

2

I eat just junk food and chocolates.

Use the vocabulary from exercise 1.



Doctor:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3

I'm very thin. I can't wear pretty clothes.

Doctor:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4

I look fat, I need to change it.

Doctor:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5

I think I'm dehydrated

Doctor:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6

I've got horrible eye bags.

Doctor:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Must / Have to

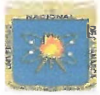


**MUST**  
subject + must + main verb  
  
The speaker thinks it is necessary.

**HAVE TO**  
subject + auxiliary verb + have + infinitive (with to)  
  
Someone else thinks it is necessary.







## VII. REFERENCES

- Aparicio, M. (2013). *Métodos, Técnicas y Estrategias*. Perú: Facultad de Maestrías y estudios de postgrado.
- Duque, M., Ray, J., Barrera, P. (2004). *Teenagers New Generation*. Chicago: Greenwich. Adaptation: Grupo Editorial Norma.
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- Thornbury, S. (2005). *How to teach speaking*. Longman.

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<https://www.youtube.com/watch?v=X9KebTgfLJI&t=472s>.
- ☞ LINGORADO (2019). *Phonetic Transcription*. <http://lingorado.com/ipa/es/>

Bach. Erika Lorena Marcelo Rodriguez.

Isabel Pantoja Alcántara