



LEARNING SESSION

I. GENERAL INFORMATION

- High School : "Experimental Antonio Guillermo Urrelo"
- Area : English
- Grade : 3th
- Group : "B"
- Date : May 30th, 2019
- Class Duration : 45' (1:45 – 2:30)
- Number of Students : 40 students

- Observing Teachers : DRA. Isabel del Rocio Pantoja Álcantara
: DRA. Leticia Noemi Zavaleta González
: MG. Teresa del Rosario Muñoz Ramirez

- Trainee's Name : Maritza Díaz Ortíz

II. DIDACTIC UNIT

WHAT DO YOU DO EVERYDAY?

III. TITLE OF THE LEARNING SESSION

Louise has breakfast late!

IV. EXPECTED LEARNING

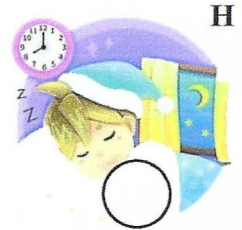
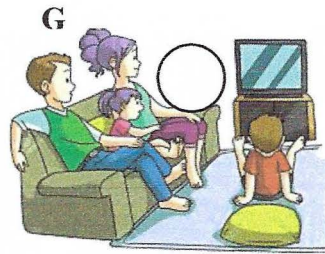
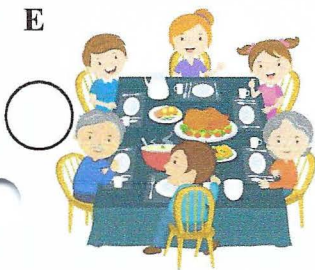
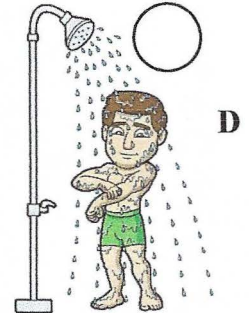
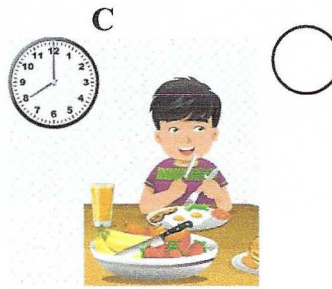
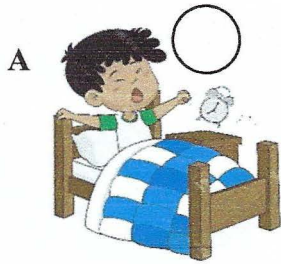
| COMPETENCE | CAPABILITIES |
|---|--|
| Oral expression and text comprehension (listening and speaking) | Express and understand the information of the audio and the SS give a good message about the daily routines. |

| AREA CAPACITY | STAGES | DIDACTIC SEQUENCE | MATERIALS AND EQUIPMENT | EVALUATION | | TIME | |
|---|---------|---|---|--|------------------------|-------------------|-----|
| | | | | EVALUATION INDICATORS/ PERFORMANCE | TECHNIQUES INSTRUMENTS | | |
| Oral expression and comprehension Express and understand the information of the audio and the SS give a good message about the daily routines. | IMPUT | <ul style="list-style-type: none"> The teacher introduces herself and establishes some behavior rules. Teacher show flash cards about the daily routines to introduce the topic. | <ul style="list-style-type: none"> Flash cards | Understand the meaning the information of the oral text and give a good message about the daily routines. | The direct method | Handout | 10' |
| | PROCESS | <ul style="list-style-type: none"> Students match the pictures with the words to recognize different vocabulary. Students practice the pronunciation according to the teacher's guide. Students listen, complete and practice the conversation in pairs. About the daily routines. Teacher checks their answers with some volunteers. | <ul style="list-style-type: none"> Hand-out Radio Usb Board | | Audio – lingual | Observation Guide | 20' |

| | | | | | | | |
|--|---------------|--|---|---|--|---------------|-----|
| | OUTPUT | <ul style="list-style-type: none">• Students listen again the audio and circle the correct answer.• Students talk about their own daily routines.• What did you learn today?• Do you like the class?• How did you feel during the class? | <ul style="list-style-type: none">• Paper• Markers |) | | A small paper | 15' |
|--|---------------|--|---|---|--|---------------|-----|

Louise has breakfast late!

I. Write the numbers from the words from the box in the correct picture



- | | | | |
|---------------------|------------------|-------------------|---------------|
| 1. Watch TV | 2. have lunch | 3. Have breakfast | 4 Have dinner |
| 5. Brush your teeth | 6. Take a shower | 7. Wake up | 8. Go to bed. |

II. Listen to the conversation and complete. Then practice in pairs.

Mary: so, what time do you(1) _____ ?

Louise: I usually wake up at 8:30.

Mary: Ok. Do you (2) _____ your(3) _____ after that?

Louise: No. First, I like to have breakfast.

Mary: Ok. What do you(4) _____ for (5) _____ ?

Louise: I have a cup of coffee and I usually have some cereal too.

Mary: ok. And after that, do you brush your teeth?

Louise: No. After that, I (6) _____.

Mary: ok, and what time do you brush your teeth?

Louise: after taking the shower.



III. Listen to the conversation again and circle T (True), F (False) or DS (doesn't say)

- | | | | |
|--|---|---|----|
| A. Louise brushes her teeth before she has breakfast. | T | F | DS |
| B. Louise wakes up at nine o'clock | T | F | DS |
| C. Louise has a cup of coffee with some cereal for breakfast | T | F | DS |
| D. Louise takes a shower after that she has breakfast | T | F | DS |
| E. Louise doesn't watch TV at ten o'clock | T | F | DS |



IV. Work in pairs. Ask a classmate about his/her daily routine. According to the model.

A: Hi!

A: What time do you get up?

A: In the morning, I always get up at 5 am, I take a shower, I brush my teeth and I have a breakfast.

B: Hello!

B: I get up at 7 o'clock and what do you do in the morning?



Form Present Simple

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S + verb + object ...

I/we/they/you + like + tea.
He/she/it + likes + tea.

S + don't/doesn't + verb + object ...

I + don't + like + tea.
She + doesn't + like + tea.

Do/Does + S + verb + object?

Do + you/we/they/I + like + tea?
Does + he/she/it + like + tea?

Use it for ...

- * Facts.
- * Habitual actions.
- * Things that don't/won't change.
- * Describing yourself.

Signal words

Adverbs of frequency, like:

- * Often
- * Usually
- * Sometimes
- * Never

BUT REMEMBER



*** The verb 'to be' is different ***

I + am (Australian.)
He/she/it + is (clever.)
you/we/they + are (nice.)

HELPFUL HINTS

GRAMMAR

VI. PHONETIC TRANSCRIPTION

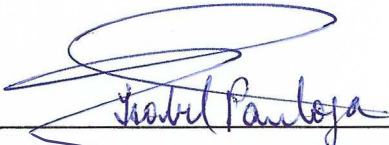
1. Watch TV /wɑtʃ/ /'tiːvi/
2. Have lunch /hæv/ /lʌnʃ/
3. Have breakfast /hæv/ /'brɛkfəst/
4. Have dinner /hæv/ /'dɪnər/
5. Brush your teeth /brʌʃ/ /'juər/ /tiθ/
6. Take a shower /teɪk/ /ə/ /'ʃaʊər/
7. Wake up /weɪk/ /ʌp/
8. Go to bed. /ɡoʊ/ /tu/ /bɛd/.

METHODOLOGICAL BOOKS:

- ❖ House, S. (2010) An Introduction To Teach English To Children University of Cambridge.
- ❖ Robert Campbell, Rob Metcalf, Rebeca Robb Benne (2017) move beyond 1, Macmillan education.

WEB PAGES:

- ❖ <http://www.wordreference.com/es/translation.asp?tranword=Passed>
- ❖ <http://lingorado.com/ipa/es/>
- ❖ <https://www.eslkidstuff.com/lesson-plans/pdf/daily-routines-lesson-plan.pdf>
- ❖ https://www.google.com/search?q=grammar+present+simple&client=opera&hs=inZ&source=lnms&tbn=isch&sa=X&ved=0ahUKEwi41cjyq8LiAhVvqlkKHTisC_gQ_AUIDigB&biw=1326&bih=626#imgdii=xE9mxkzKP8PQgM:&imgsrc=bSoJn3Egb9d7QM



DRA. Isabel del Rocio Pantoja Alcántara

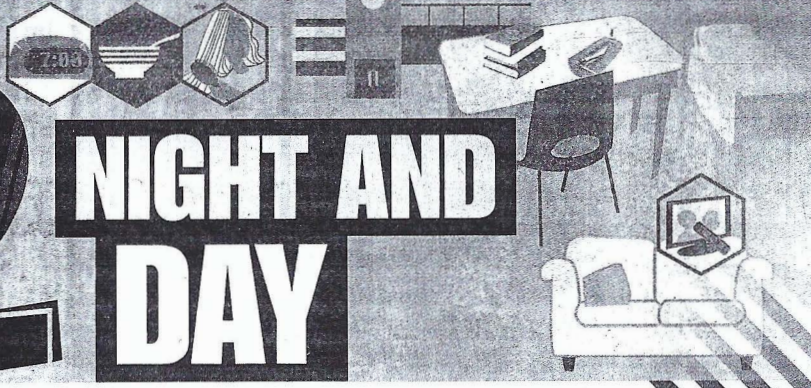
PRESIDENTE



Bachiller: Maritza Díaz Ortiz

2 UNIT

NIGHT AND DAY



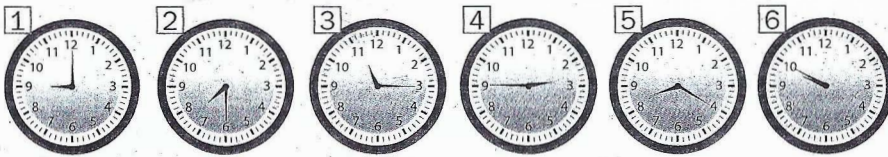
IN THE PICTURE Around the world

Talk about your daily routine

WORK WITH WORDS Daily activities

1 a **RECALL** Work in pairs. Say the times on the clocks in two ways where possible. Use the words in the box.

a quarter after fifteen fifty forty-five
half o'clock past thirty to twenty



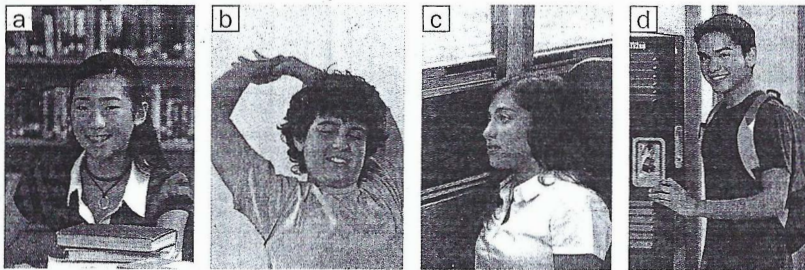
b Tell your partner when you do these things.

get out of school get up go to bed go to school have lunch

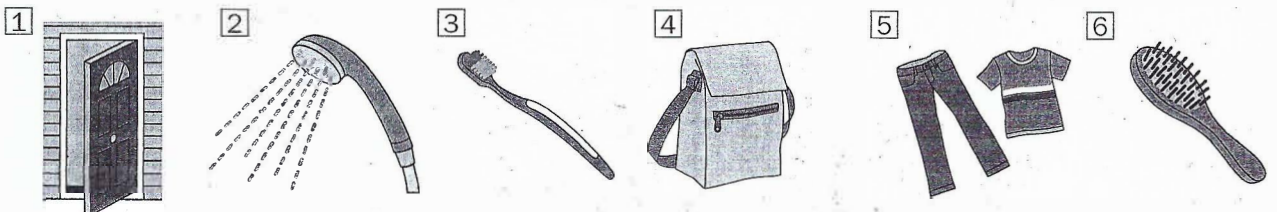
I get out of school at four o'clock.

2 a **PHOTO** Work in pairs. Look at the photo. What can you see? Why are some countries light and other countries dark?

b Match the photos (a-d) to the messages (1-4). Which activity in bold in each photo?



c Write the activities under the pictures. Use the words in bold in the messages to help you.



get home

Pharmacy
Farmacia
A.C.A

3 **▶24** Listen and repeat all the daily activities in bold in the messages.

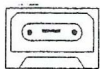
1 I **wake up** at 7:00 a.m. and **take a shower**. Then I **get dressed** and **brush my hair**.

2 I have breakfast. Then I **pack my bag** and walk to school. I **get to school** at 8:00 a.m.

PHRASE BYTES

The photo shows ...
Some countries are light because ...

Teaching the skills



Listening

You can identify listening exercises by the title and/or a symbol of a cassette. But, remember, you are the best source of listening for your students. There are five basic types of listening tasks at primary level, as described below.

Stories

Many courses for children contain story work. Children respond very positively to story activities and these represent an important part of their language development. See CHAPTER 12 for ideas on how to use stories in the classroom.

Songs and rhymes

All coursebooks for young learners now contain a number of songs and rhymes. In some cases these are traditional and in others they have been specially written for the book in order to reinforce vocabulary or grammar points. Both types have advantages and disadvantages.

| | Advantages | Disadvantages |
|--------------------------------|--|--|
| Traditional songs | usually well known; students may know the tune important cultural input for students; often tell stories about life in English-speaking countries and can be extended into a sociocultural activity | often contain difficult and old-fashioned vocabulary perhaps more appropriate for native-teachers who know them from their own childhood |
| Specially-written songs | can be designed to practise a specific language point can use traditional music or music from songs in your own language, overcoming the problem of teaching the tune | do not form part of 'childhood culture' if practising a specific language point, they can seem artificial and students may find them boring |

Task listening exercises

These exercises will involve the students listening to a recorded text and performing some sort of task. The tasks may involve a physical response or filling in something in their activity books. They may be required to answer some questions about the text they have heard, usually orally.

Physical response activities

The theory of TOTAL PHYSICAL RESPONSE (TPR) suggests that children learn more easily if they react in a physical way to language stimuli. For example, the children hear a word and hold up a FLASHCARD which corresponds to the word or point to the corresponding picture in their coursebook, act out the word or hold up a smiley/sad face in order to register their feelings, and so on. You will probably find that there are several exercises like this, particularly in the coursebook.

Other task-based activities

In these activities the students are expected to do some sort of writing or drawing task, e.g. colouring in a picture, matching two columns or filling in the missing word.

In both cases it is important to remember that the object of the exercise is **understanding**. For this reason, you should play the tape several times. Here is an example of a dialogue and activities to accompany it. If you want to try some other activities, there is a students' answer sheet on PHOTOCOPIABLE PAGE 2.

Scene: A Sweet Shop

Characters: Bobby, Liz and Mrs Jackson, the shopkeeper.

- SK:** Hello, Bobby, Liz. Now, which sweets would you like today?
L: Hello, Mrs Jackson! Well, we need some sweets for Sam's party. Have you got any party bags?
SK: Party bags?
B: Yes, you know, the ones with a lot of different sweets.
SK: Oh, yes, I know what you mean. Now, let's see, I think there are some in here ... Here we are, how many do you want?
B: Oh. How many friends are coming to the party? There's Ellie, Sun Yi, Paul, Gabriella, Nitja.
L: With the three of us, that makes eight.
B: Oh! And Vanessa, Hammed and Boris. How many is that altogether?
SK: Eleven, so do you want eleven party bags?
L: Yes, that's fine, thanks. No, just a minute, twelve would be better, just in case. Yes, twelve party bags, please, Mrs Jackson.
SK: Here you are, dear, twelve party bags. Have a good party. 'Bye.
L & B: Thanks. 'Bye.

- Set the context, e.g. *This is a sweet shop.*
- Tell the students what their task is, e.g. *Listen. How many party bags do the children buy?*
- Play the tape through once and tell the children just to listen.
- Check understanding by asking a few general questions about the text, e.g. *How many children are in the shop?*
- Play the tape through again and tell the children to do the exercise(s).
- Play the tape a third time, stopping at convenient points and telling the children to check their answers individually or in pairs. This gives slower students an opportunity to catch up.
- If the exercise is a task activity, play the tape a fourth time while students correct their own or their partner's work. SEE CHAPTER 13

Pronunciation models

Many course materials now include short exercises on pronunciation and stress. Here, the emphasis is on sound, not meaning. We want the children to reproduce the sounds correctly. For this reason these exercises should be done without them looking at the words. The tapescript is usually a list of words with the same sounds or contrasting sounds. If your coursebook asks you to extend the exercise into a written contrast of sounds, e.g. the different vowel combinations which make up the same sound (*bear, hair, dare*), make sure that the students say the words out loud as they do the exercise. They will be tempted to change the pronunciation as they write the words and it is important that you correct them.

Modelling exercises

In some cases, activities which require students to perform guided dialogues or games involving student interaction in English will be modelled as an exercise on the tapes. You can use these exercises as preparation for the children to perform their own dialogues.

- Explain to the children what the activity entails.
- Play the tape and let them listen.
- There should be support for this material in the coursebook. Play the tape again and let the children look at the text in their coursebooks.
- For extra reinforcement, model the dialogue with a good student, or get students to explain the activity in L1.
- Ask them to perform the dialogue or play the game using their coursebooks as a guide at first.
- Tell them to continue but this time without reading from their coursebooks.
- Check pronunciation and play the tape again if necessary.



Speaking

Speaking exercises are identified by the title and often by a symbol representing the skill, e.g. a pair of lips or a speech bubble. Most teachers wonder how they can get their students talking more in class. First, we must remember that children at primary level are usually extremely limited in the amount of language they know. Free conversation is simply not possible, so all oral tasks have to take place in a very well defined framework, e.g. drills or simple ROLEPLAYS. → SEE PAGE 23

Apart from the oral exercises that you do in class, remember that the children have the opportunity to speak English in their basic classroom communication and that this may be the only truly free communication that they will practise. For this reason, insist on their using English whenever they can (but don't expect them to perform beyond their abilities as this will only inhibit them).

Make sure that the students understand fully what they are expected to do. Many exercises fail to produce satisfactory results because they do not understand what is expected of them.

Oral drills

Oral drills are exercises which require students to listen to words, phrases or sentences and repeat them, sometimes changing a key item. They can become very monotonous and routine, especially if you have a large class and everybody has to have a turn. Here are some suggestions for livening up the drills.

Work in groups

If you have a large class, divide it up into smaller groups and let the group, rather than individuals, perform the drill. In this way you will not have all the other members of the class waiting for a long time until it is their turn.

Use stress, intonation and tone

Language can be altered by changing the **stress** and **tone**. The meaning of a sentence or phrase in English can be changed considerably by altering the **stress**. Explain to the children that by emphasising a particular word in the sentence or

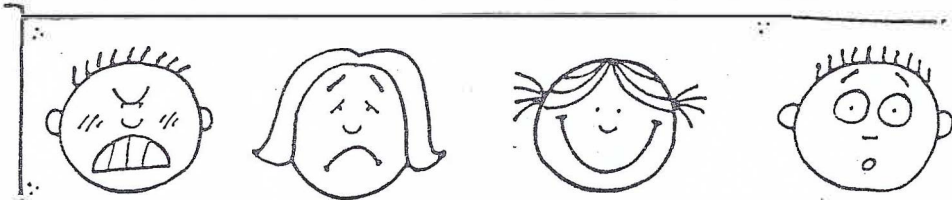
phrase, they can change the meaning of their words, e.g.

C1: *I like spaghetti.*

C2: *I like soup.*

C3: *I like chocolate.*

Explain to the children that by stressing one particular word you make it more important in the sentence. Similarly, let the children choose the tone of their sentence or phrase: draw these faces on the board for them to copy.



The students practise the drills in different ways.

- Each group chooses a face and performs the drill using the emotion suggested by the face. The other groups hold up the corresponding face.
- If the group chooses the angry face, the students can shout their sentence; if they choose the sad face, they whisper their sentence and so on.
- An extension to this exercise is to ask one group to choose a face and show it to another group, who says the sentence using the tone indicated by the face.

Use physical involvement

Always encourage the children to use non-linguistic elements when they are doing oral drills. It makes the sentence or phrase much more realistic and introduces the important element of *TPR*, e.g. in the *I like ...* drill described above, they could point to themselves when they stress *I*, rub their stomach when they stress *like* and lick their lips when they stress *chocolate*. In the drills where they change the tone, they could choose a suitable facial expression or hand gesture to reinforce the emotion.

Use language that students know

In language drills where students are expected to change one or two words and make up a series, e.g. they have the language structure *I like/don't like* and have to add appropriate nouns, make sure that the children understand fully what they are expected to put into the gap and have the language to do it. With younger children it is better to provide them with a limited field, e.g. tell them to use the food and drink that they have at dinner time. If you leave the field wide open, they may produce quite extraordinary sentences which, while grammatically correct, make no sense or do not fit the context.

True or false drills

If the language drill allows for it, let the children play *True or false*. This can be done where the drill requires the students to formulate statements, e.g.

C1: *I like soup and bread.*

Class: *True?*

C1: *No, false!*

C2: *I like fish and chips.*

Class: *False?*

C2: *Yes, false.*

This activity can also be performed in pairs.