LEARNING SESSION

I. GENERAL INFORMATION:

1. HIGH SCHOOL: “Dos de Mayo”
2. AREA: English
3. GRADE: Fourth
4. GROUP: “D”
5. CLASS DURATION: 11:00 – 11:45
6. DATE: Wednesday, September 11 th, 2019
7. NUMBER OF STUDENTS: 22
8. TEACHER: Karina Isabel Culqui Gil

II. DIDACTIC UNIT:

“Food from around the world”

III. TITLE OF THE LEARNING SESSION:

Describing international food

IV. EXPECTED LEARNING:

<table>
<thead>
<tr>
<th>COMPETENCES</th>
<th>CAPABILITY</th>
<th>PERFORMANCE</th>
<th>INSTRUMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text production</td>
<td>• Describe different kind of food in oral way.</td>
<td>• Get describe their favorite food in orally way.</td>
<td>Observation guide Pictures worksheet</td>
</tr>
<tr>
<td>(Speaking)</td>
<td>• Organize and develop the ideas consistently and cohesive.</td>
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</tbody>
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Presiente de jurado evaluador
Dr. Isabel del Rosario Pantoja Alcántara

KARINA ISABEL CULQUI GIL
### V. DIDACTIC SEQUENCE:

<table>
<thead>
<tr>
<th>STAGES</th>
<th>SEQUENCE</th>
<th>TIME</th>
<th>TECHNIQUES</th>
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</table>
| INPUT  | • Teacher greets and introduces herself to the class; and establishes some rules for the class duration.  
  • Teacher shows pictures about international food at the projector, she asks to students some questions such as: what can you see in the pictures? Have seen this food before? Where is it from? What color is it? What shape is it? How does the food look like? Have you ever tasted it before?  
  • Then teacher gives students some information about the food in the picture in order to contrast student’s previous knowledge.  
  • Students guess the title of the topic: “Describing international food.”  
  • Teacher write down the goal of the class “Describe international food in oral way.”  
  • Students receive the worksheet, teacher ask them to complete the task 1. (Students discover adjectives to describe food) in a whole group teacher encourage students to describe one of the international foods presented before. | 15’  | Warm up                    |
| PROCES | • In exercise 2 Students complete the dialogue about sushi using previous adjectives then they have to practice it in pairs.  
  • In exercise 3 students work in pairs talk to each other answering some questions about the food show in the picture.  
  • Then students share their own information about description picture to the whole class. | 20’  | • Systematic observations  
  • Picture describing |
| OUTPUT | • Students choose one picture and discuss in groups of five members about the food then describes the food their have chosen to the whole class, using the adjectives learned.  
  • Metacognition: Teacher ask students following questions:  
    - *How can I describe my favorite food?*  
    - *What adjectives can I use to describe food?* | 10’  | Picture describing         |

**HOMEWORK**

No task is assigned.

**RESOURCES**

1. Board and markers  
2. Worksheet  
3. Pictures  
4. Projector
VI. PHONETIC TRANSCRIPTION:

- Sweet /'swi:t/
- Salty /'sæ:lti/
- Sour /'səʊər/
- Spicy /'spaɪsi/
- Fresh /'frep/
- Adjective [ˈædʒɪktɪv]
- Taste [ˈtɛst]
- Describe [drɪˈskraɪb]
- Pumpkin [ˈpʌmpkɪn]
- Pie [ˈpaɪ]

VII. REFERENCES:

- https://www.cambridgeenglish.org
- http://www.perueduca.pe
- https://www.education.com/worksheets/
“INSTITUCIÓN EDUCATIVA DOS DE MAYO”

Describing international food

Pizza — Italy
Ceviche — Peru
Tacos — Mexico
Pumpkin pie — USA
Paella — Spain

1. Label each picture using the adjectives from the box.

<table>
<thead>
<tr>
<th>Spicy</th>
<th>Sour</th>
<th>Sweet</th>
<th>Fresh</th>
<th>Salty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

A
B
C
D
E

2. Complete the dialogue about sushi using adjectives then practice it in pairs.

Student A

What’s the food in the picture?

Have you ever taste it?

Could you describe it?

Do you like it?

Student B

It is .........................

Yes, I have

Yes, of course. Sushi is from .......... it is made with .......... it is orange, .......... and sour. It is delicious.

Yes, I love it.
3. Talk to your partner ask and answer the following questions about the food show in the picture.

- What is the food in the picture?
- Have you ever taste this food?
- Do you like this food? Yes, or no, Why?
- How does it taste?
- Can you describe this food?

4. Choose only one picture and discuss in groups about the food then describes the food you have chosen to the whole class.

Tacos

Pumpkin pie

Ceviche

Paella

GRAMMAR:

ADJECTIVES TO DESCRIBE FOOD

**TASTE**
Sweet, salty, bitter, sour, spicy, juicy, fresh, tasteless, hot, mild, disgusting.

**SHAPE**
Round, square, straight, triangular, oval, sleek, blobby, flat, elliptical, crooked, wavy.

**COLOUR**
Red, pink, orange, black, yellow, blue, dark, green, purple, white, grey, brown.
Conclusions

In this chapter we have
• looked at the reasons for teaching writing: reinforcement of learnt language, the development of the students' language through the activity of writing, the appropriacy of the activity of writing for some styles of learning and the importance of writing as a skill in its own right.
• said that what students write will depend on level and the motivational effect of the task. In general, students should practise writing postcards, letters, forms, narratives, reports and articles - as well as (perhaps) more frivolous tasks.
• studied four writing sequences.
• tackled the difficult subject of correcting writing, suggesting that over-correction should be avoided and that teachers should always strive to be encouraging.
• pointed out that, while handwriting is a matter of style, teachers should expect students to write clearly and legibly. In some cases, students may need special help in the shaping of letters, for example.

Looking ahead

• The next two chapters are about the spoken word. They mirror many of the comments made about reading and writing.
• After that comes Chapter 11 on textbook use, a vital teacher skill, and then Chapter 12 on lesson planning.

What kind of speaking should students do?

It is important to be clear about the kind of speaking this chapter is talking about. We are not going to look at controlled language practice where students say a lot of sentences using a particular piece of grammar or a particular function, for example. That kind of speaking belongs in Chapter 6 and is connected with Study. The kind of speaking we are talking about here is almost always an Activate exercise (see Chapter 4). In other words, the students are using any and all the language at their command to perform some kind of oral task. The important thing is that there should be a task to complete and that the students should want to complete it.

Why encourage students to do speaking tasks?

There are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command.

Rehearsal: getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having them take part in a role-play at an airport check-in desk allows them to rehearse such a real-life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place; instead it is a way for students to 'get the feel' of what communicating in the foreign language really feels like.

Feedback: speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having (that is a good reason for
In the following four examples, we are going to look at very different speaking activities, from puzzle-like tasks to more involved role-playing. All the activities satisfy the three reasons for speaking tasks which we mentioned above:

Example 1: Information gaps (elementary/intermediate).

One type of speaking activity involves the so-called ‘information gap’—where two speakers have different parts of information which make a whole. Because they have different information, there is a gap between them.

A popular information-gap activity is called Describe and Draw. In this activity one student has a picture which he must not show his partner (the teacher sometimes likes to use normal paintings, e.g. empty doorways on beaches, trains coming out of stations etc). All the partners have to do is draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the ‘artist’ will ask questions.

Describe and Draw has many of the elements of an ideal speaking activity. It is highly motivating (if used only very occasionally), there is a real purpose for the communication taking place (the information gap), completion of the task, and almost any language can be used. Remember to swap the students’ roles around if the activity is used more than once, so that the describer becomes the drawer and vice-versa.

A further extension of the information gap idea occurs in the following story-telling activity.

The teacher puts the class into four groups, calling them A, B, C and D. To each group he gives one of the following pictures.

From Touchdown for Monica by Jeremy Harper, D'Arcy Adrian Vallance and Olivia Johnston

The groups have to memorise everything they can about the picture—what's in it, what's happening etc. They can talk about the details in their groups.

The teacher now collects back the pictures and asks for one student from each group (A, B, C and D) to form a new four-person group. He tells them that they have each seen a different picture but that the pictures tell a story—students to tell the story and the group to work out what the story is. The only way they can do this is by describing their pictures to each other and speculating on how they are connected.

The final stories may be different. The groups tell the whole class what their version is, and the teacher can finally show the pictures.

This story-telling activity can, of course, be used as a prelude to written narrative work.

Example 2: surveys (elementary).

One way of provoking conversation and opinion exchange is to get students to conduct questionnaires and surveys. If the students plan these questionnaires themselves, the activity becomes even more useful.

In this example for elementary students, the present perfect tense has recently been introduced. The teacher wants students to activate all their language knowledge and would be too happy if this provided an extra use of the present perfect.

The topic is sleep—ways of sleeping, sleeping experiment etc. First of all, the teacher talks about sleep. Perhaps he tells a story about a student who has been sleeping—He gets them to give him as much sleep vocabulary as possible (e.g. dream, ‘nightmare’, ‘walk in your sleep’, ‘heavy sleeper’, ‘light sleeper’). The students now work in pairs to plan questions for their sleep questionnaire and the teacher goes around helping where necessary.

A simple student questionnaire might end up looking like this:

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Language Teaching Methods

Letida Zavala Gonzales

Grammar Translation Approach

- Instruction is given in the native language of the students.
- There is little use of the target language.
- Focus is on grammatical parsing, i.e., the form and the inflection of words, usage, and grammar rules in every lesson.
- A typical exercise is to translate sentences from the target language into the mother tongue.

The Direct Method

- No use of the mother tongue permitted.
- Lessons begin with dialogues and sentences in modern conversational style.
- Actions and pictures are used to convey meaning.
- Literary texts are read for pleasure in class.

- Little attention is paid to the content of texts.
- Little or no attention is given to pronunciation, only grammar in class.
- The result of this approach is usually an inability on the part of the students to use the language for communication.

KARINA ISABEL CULQUI GIL
The Reading Approach

- Reading comprehension is the only language skill emphasized.
- Only the grammar necessary for reading is taught.
- Minimal attention is paid to pronunciation.
- From the beginning, a great amount of reading is done, both in and out of class.

The Audiolingual Method

- It takes much from the Direct Approach but adds features from structural linguistics and behavioral psychology.
- Lessons begin with dialogues.
- Mimicry and memorization are used to habit formation.
- Grammatical structures are sequenced and rules are taught inductively.
- Skills are sequenced: listening, speaking, reading, and writing.
Community Language Learning
- Students and teacher join together to facilitate learning.
- Teacher as a diachronic, render his attention on the essential and their needs.
- Teacher and the student as a circle.
- The success of CLL depends on the translation requirement of the circumstances.

Suggestopedia
- Use the brain power.
- Relax and master mind for maximum retention of material.
- Classical music.
- Teacher's voice quantity - presentation of vocabulary, readings, dialogues, role-plays.
- Homework is minimal.
- The overtones in communication.

The Silent Way
- Problem-solving approach to learning.
- Learning is facilitated.
- If the lesson does not create by presenting physical objects by products, nothing is learned.
- Students should develop independence, curiosity, and responsibility.
- Teacher's silent stimulator, silent much of the time.
- The teacher provides minimal stimuli.