LEARNING SESSION

I. GENERAL INFORMATION

- **High school**   : "Antonio Guillermo Urrelo"
- **Area**   : English
- **Grade**   : 3 rd
- **Group**   : ¨B¨
- **Date**   : July 24th, 2019
- **Class Duration**   : 45 minutes (4:20– 5:05 p.m.)
- **Number of students** : 30
- **Trainee's name**   : Yuliana Lizbeth Idrogo Cieza
- **Jury's names**   : Dra. Isabel del Rocío Pantoja Alcántara
                         Dra. Leticia Noemí Zavaleta Gonzáles
                         Mg. Teresa del Rosario Muñoz Ramírez

II. DIDACTIC UNIT:

¨ ENVIRONMENTAL PROBLEMS ¨

III. TITLE OF THE LEARNING SESSION:

¨ SAVE THE PLANET ¨

IV. EXPECTED LEARNING

COMPETENCE	CAPABILITIES
Text comprehension *(Reading)*	• **Infer** and interpret information about Environmental Problems. • reflect and evaluate content and context about Environmental Problems.

V. DIDACTIC SEQUENCE

EXPECTED LEARNING	STAGES	DIDACTIC SEQUENCE	MATERIALS AND EQUIPMENT	EVALUATION INDICATORS/ PERFORMANCE	EVALUATION		
					TECHNIQUES	INSTRUMENTS	TIME
Text Comprehension (Reading) ● **Infer** and interpret information about Environmental Problems. ● **reflect** and evaluate content and context about Environmental Problems.	**INPUT** **PROCESS** **OUTPUT**	❖ Teacher uses flashcards to motivate the students. ❖ The teacher guides the students to discover the new vocabulary based on their previous knowledge. ❖ Students match the picture with the correct words. ❖ Students read the text and answer the question. ❖ Students read the text again and answer with True (T) or False (F). ❖ Students complete the blanks with should or shouldn't.	Flashcards Markers Handout Board Paper		Observation Practice exercise	Handout	10min 25min 10 min

VI. PHONETIC TRANSCRIPTION

- ✓ **Pollution** / [pəˈluːʃᵉn] /

- ✓ **Water** / [ˈwɔːtəʳ] /

- ✓ **Soil** / [ˈsɔɪl] /

- ✓ **Air** / [ˈɛəʳ] /

- ✓ **Environment** / [ɪnˈvaɪərənmənt] /

- ✓ **Should** / [ˈʃʊd] /
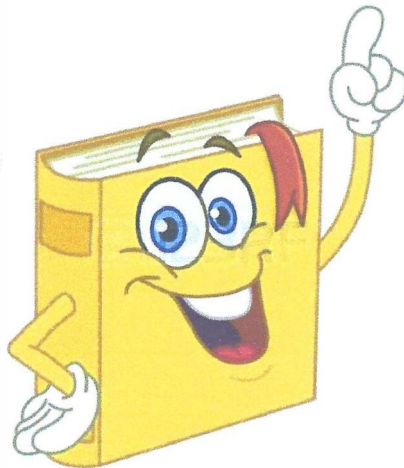
VII. REFERENCES

📖 **METHODOLOGICAL BOOKS :**

❖ Scrivener, S. (2010) <u>Learning Teaching.</u> Macmillan Books For Teachers.

❖ Deborah,L. (2006) <u>A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Language.</u> ByLlibraries Unlimited.

📖 **LANGUAGE BOOKS :**

❖ Clare, A. & Willson, J. (2011) - <u>"Speakout"</u> Pearson - Longman.

📖 **WEB PAGES :**

❖ ://www.wordreference.com/es/translation.asp?

SAVE THE PLANET

I. Match the picture with the words.

 A

 B

- Air pollution
- Water pollution
- Soil pollution
- Noise pollution

 C

 D

II. Read the text and aswer the question.

POLLUTION

There are lots of environment problems nowdays, mainly because of pollution. It is the contamination of air, water and soil by diferent materials that interfere with human health and quality of life.The emissions from industries and engines, including cars, are big causes of air pollution and simple things that we do at home, like using aerosols, have bad effects life on earth from ultraviolet radiation.

Water is also suffering from pollution by domestic,municipal and also industrial waste.Noise pollution is considered and effect to lisen loud music,factories noise, vehicles noise causes hearing problems.It is up to us to stop damaging the environment, we all be environment friendly.

1. What is the text about?

....

a) There are not lots of environment problems nowdays.

b) The emissions from industries and engines, including cars, are big causes of air pollution.

c) Using aerosols, have not bad effects.

d) Water is also suffering from pollution by domestic.

e) Noise pollution is not considered and effect to lisen loud music.

IV. Complete the blanks with should or shouldn´t.

a) We.................. pollute the air.

b) We................... throw rubbish into the river.

c) We .... plant more trees.

d) We................... save water.

Should– shouldn't

❖ Should: deberias........

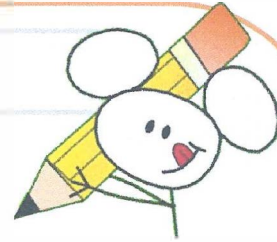You should wear a helmet

❖ Shouldn't: No deberias........

You shouldn't watch too much TV.

DON´T FORGET

Bach. Yuliana Lizbeth Idrogo Cieza

Dra. Isabel del Rocío Pantoja Alcántara

EVALUATION FORM

INSTRUCTIONS: Check the correct option.

1. How did you feel in class?

   ◯ Bored

   ◯ happy

2. What did you learn in this class?

   ◯ Save the planet.

   ◯ What I am going to do tomorrow.

   ◯ What I did in the past.

APPENDIX

2. TEACHING VOCABULARY

The teaching of vocabulary can be done using presentation and discovery techniques.

PRESENTATION TECHNIQUES

These techniques involve the teacher presenting the meaning of the words as follows:

Realia. This technique means bringing the 'real' thing into the classroom. The teacher holds up the object, says the word, writes it on the board and then gets students to repeat it.

Pictures. These can be board drawings, wall pictures and charts, flashcards, magazine pictures and any other visual representation. They can illustrate concepts such as above and opposite as well as concrete nouns.

Mime, action and gesture. Actions are probably better explained by mime. Actions verbs or prepositions of movement are easy to present in this way.

Contrast. We can present the meaning of a word by contrasting it with its opposite. This technique can ensure students' understanding of a new word.

Enumeration. We can use a general word and explain it by enumerating or listing various items. We can say present the meaning of the 'appliance' , 'clothes', 'vegetables', etc. using this technique.

Explanation. This can be used with intermediate students. The explanation of the meaning must include explaining any facts about its use or its register, too.

Translation. This technique could be useful when presenting the meaning of abstract words. However, its overuse could discourage students to from interacting with words.

Modelling. This can be used to present the pronunciation of a word. The teacher says the word and then gets both choral and individual repetition. He or she can use gesture, pictures or the board to indicate the main stress in a word.

DISCOVERY TECHNIQUES

Using these techniques require students working out the meaning by themselves.
Matching. Students can match words to pictures or definitions. To do so, they will have to use their dictionaries whether bilingual or monolingual ones depending on their language level.

Find out. Students are given pictures and they have to find out the meaning of the numbered items. They have to find the new words from their background knowledge or from their peers.

Mind map. This technique helps students to group words into areas; thus to expand the sense relations of the word. E.g. Write all the words related to family members.

Word formation. Students are asked to find out the meaning of new words by looking at the suffixes or prefixes. E.g. pro-American, undercook, dishonest, etc.

Guessing the meaning. Students have to guess the meaning of words which have been deleted by using the context. Individually or in pairs they have to think of as many words as possible to fill in the

Unit 5   Reading

What is reading?

Reading is one of the four language **skills**: reading, writing, listening and speaking. It is a **receptive skill**, like listening. This means it involves responding to text, rather than producing it. Very simply we can say that reading involves making sense of text. To do this we need to understand the language of the text at word level, sentence level and whole-text level. We also need to connect the message of the text to our knowledge of the world. Look at this sentence, for example:

The boy was surprised because the girl was much faster at running than he was.

To understand this sentence, we need to understand what the letters are, how the letters join together to make words, what the words mean and the grammar of the words and the sentence. But we also make sense of this sentence by knowing that, generally speaking, girls do not run as fast as boys. Our knowledge of the world helps us understand why the boy was surprised.

Key concepts

Can you think of reasons why learners may find reading difficult?

A text is usually longer than just a word or a sentence. It often contains a series of sentences, as in a letter or even a postcard. These sentences are connected to one another by grammar and vocabulary and/or knowledge of the world. Reading also involves understanding the connection between sentences. For example:

The boy was surprised because the girl was much faster at running than he was. Then he found out that her mother had won a medal for running at the Olympic Games.

The second sentence gives us a possible reason why the girl was so good at running. But we can only understand that this is a reason if we know that Olympic runners are very good. This means we need to use our knowledge of the world to see the connection between these two sentences (**coherence**). The grammatical links between the sentences (**cohesion**) also help us see the connection between them. For example, in the second example sentence 'he' refers to 'the boy' in the first sentence, and 'her' refers to 'the girl'.

When we read we do not necessarily read everything in a text. What we read depends on why and how we are reading. For example, we may read a travel website to find a single piece of information about prices. But we may read a novel in great detail because we like the story and the characters and want to know as much as we can about them.

These examples show us that we read different text types and we read for different reasons. Some examples of written text types are letters, articles, postcards, stories, information brochures, leaflets and poems. All these kinds of text types are different from one another. They have different lengths, layouts (the ways in which text is placed on the page), topics and kinds of language. Learning to read also involves learning how to handle these different text types.

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b. Reinforce language

On the other hand, if you know that working on certain language structures or vocabulary is what your students need, this is the opportunity for you to work some language patterns presented in the listening or some related vocabulary. You can include some cloze or multiple choice exercises focusing either on grammar or vocabulary.

Example
Complete this text with one of the verbs from the box. Use the correct form of the verb.

5. TEACHING READING

Taking into account the nature of reading the following teaching stages for the teaching of reading are suggested:

Before reading

a. Arouse interest and help prediction

Encourage students to think about and discuss what they are going to read by using prompts such as realia, visuals, references to your students' experiences and questions.

Focus your students' attention on the text layout and format. Is it a magazine article, a letter, a brochure, etc? What can be predicted from the pictures or diagrams or tables accompanying the text?

At this stage, do not worry about the grammar mistakes since the aim is not accuracy but to interest and motivate students.

b. Teach any key words

Consider whether there are any words essential for the comprehension of the text that need to be pre-taught. Present these words through visuals, matching exercises, realia, translation, etc. Then, check if the meaning is clear for everyone. As students will encounter the new words in their written form, it is not necessary that they learn how they are pronounced.

c. Set a task to assist overall understanding

This can be in the form of two or three gist questions, or a task. It is also advisable to tell the students the type of strategies they might employ.

Example
Choose a headline from the three options given.

Don't try to read everything. Just read the first sentence in each paragraph and try to get a general idea of what it's about so that you can select the
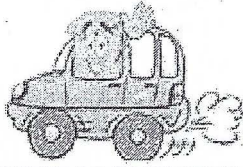
Types of pollution Causes and Effects

There are several types of pollution:
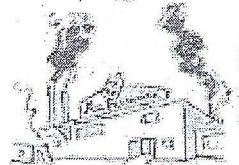
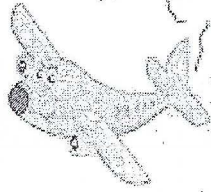## 1. Air Pollution

Cars, Buses, Trucks

Smoking and Fire
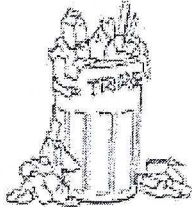Are you polluting yourself?
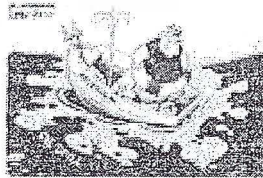
Factories, Gas

Airplanes

effect

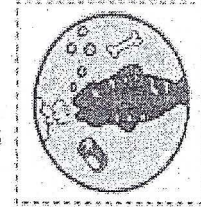a. Breathing Disease
b. Global warming

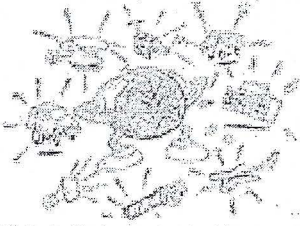## 2. Water Pollution
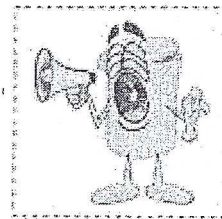
Trash and factory waste

Oil spills

effect

a. Contamination of water

b. Stomach ache

c. Fish and plants die
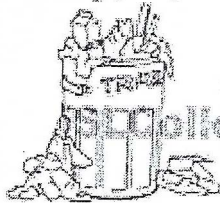
3. Noise Pollution

Loud music, machines, vehicles

effect
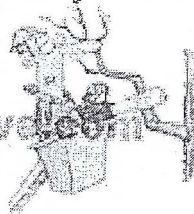
Hearing problems

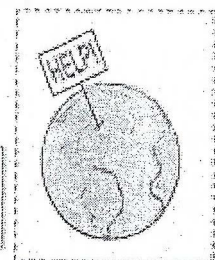## 4. Land /soil Pollution

Throwing (home) trash

Cutting down trees

effect

Effects on the environment as well as human health.

HELP!

admit to	believe in	deal with	look forward to	rely on	thank someone for
advise against	choose between	dream about/of	object to	resort to	think about
apologize for	complain about	feel like	pay for	succeed in	wonder about
approve of	count on	insist on	plan on	talk about	

19 | Modals and Their Functions

FUNCTION	MODAL OR EXPRESSION	TIME	EXAMPLES
Ability	can can't	Present	◦ Sam can swim. ◦ He can't skate.
	could couldn't	Past	◦ We could swim last year. ◦ We couldn't skate.
	be able to* not be able to*	All verb forms	◦ Lea is able to run fast. ◦ She wasn't able to run fast last year.
Permission	can	Present or Future	◦ Can I sit here? ◦ Can I call tomorrow? ◦ Yes, you can.
	can't		◦ No, you can't. Sorry.
	could		◦ Could he leave now?
	may		◦ May I borrow your pen? ◦ Yes, you may.
	may not		◦ No, you may not. Sorry.
Requests	can	Present or Future	◦ Can you close the door, please? ◦ Sure, I can.
	can't		◦ Sorry, I can't.
	could		◦ Could you please answer the phone?
	will		◦ Will you wash the dishes, please?
	would		◦ Would you please mail this letter?
Advice	should	Present or Future	◦ You should study more.
	shouldn't		◦ You shouldn't miss class.
	ought to**		◦ We ought to leave.
	had better**		◦ We'd better go.
	had better not**		◦ We'd better not stay.
Necessity	have to*	All verb forms	◦ He has to go now. ◦ I had to go yesterday. ◦ I will have to go soon.
	not have to*		◦ He doesn't have to go yet.
	have got to*	Present or Future	◦ He's got to leave!
	must		◦ You must use a pen for the test.
Prohibition	must not	Present or Future	◦ You must not drive without a license.
	can't		• You can't drive without a license.

*The meaning of this expression is similar to the meaning of a modal. Unlike a modal, it has -s for third-person singular.
**The meaning of this expression is similar to the meaning of a modal. Like a modal, it has no -s for third-person singular.

| English definition | ⌄ | 🔍 |

☐ **Word of the day:** maniac | broil

reading   /reading / ˈriːdɪŋ/. Reading: /ˈrɛdɪŋ//

in Spanish | in French | English synonyms | English Collocations | English Usage | NEW! Conjugator | in context | images

For the verb: "to read"
  Present Participle: reading

read•ing /ˈrɛdɪŋ/
n.

1. the action or practice of a person who reads.   [uncountable]

2. the interpretation given in the performance of a dramatic part,   [countable]
   musical composition. etc.

3. the extent to which a person has read;   [uncountable]
   literary knowledge.

4. something read or for reading:
   light reading   [uncountable]
   The first reading for today's ceremony is on page 12.   [countable]

5. the form or version of a given passage in a particular text:
   the various readings of a line in Shakespeare.   [countable]

6. an instance or occasion in which a text, law, or work is read or recited in
   public:
   an official reading of the budget.   [countable]

7. an interpretation given to anything:
   What is your reading of the situation?   [countable]

8. the indication of an instrument or device that measures something:
   temperature readings on a thermometer.   [countable]