

# 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 <sup>st</sup> , 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:

| COMPETENCES                           | CAPABILITY   | PERFORMANCE   | INSTRUMENTS                                |
|---------------------------------------|--|---|--|
| <i>Text production<br/>(Speaking)</i> | <ul style="list-style-type: none"><li>Describe different kind of food in oral way.</li><li>Organize and develop the ideas consistently and cohesive.</li></ul> | <ul style="list-style-type: none"><li>Get describe their favorite food in orally way.</li></ul> | Observation guide<br>Pictures<br>worksheet |



Presiente de jurado evaluador  
Dr. Isabel del Rosario Pantoja Alcántara

## V. DIDACTIC SEQUENCY:

| STAGES  | SEQUENCY   | TIME | TECHNIQUES  |
|---|--|------|---|
| <b>INPUT</b>  | <ul style="list-style-type: none"> <li>• Teacher greets and introduces herself to the class; and establishes some rules for the class duration.</li> <li>• 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?</li> <li>• Then teacher gives students some information about the food in the picture in order to contrast student's previous knowledge.</li> <li>• Students guess the title of the topic: "Describing international food"</li> <li>• Teacher write down the goal of the class " Describe international food in oral way"</li> <li>• 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.</li> </ul> | 15'  | Warm up   |
| <b>PROCESSES</b>  | <ul style="list-style-type: none"> <li>• In exercise 2 Students complete the dialogue about sushi using previous adjectives then they have to practice it in pairs.</li> <li>• In exercise 3 students work in pairs talk to each other answering some questions about the food show in the picture.</li> <li>• Then students share their own information about description picture to the whole class.</li> </ul>  | 20'  | <ul style="list-style-type: none"> <li>• Systematic observations</li> <li>• Picture describing</li> </ul> |
| <b>OUTPUT</b>   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Metacognition:<br/>Teacher ask students following questions:<br/><i>How can I describe my favorite food?</i><br/><i>What adjectives can I use to describe food?</i></li> </ul>  | 10'  | Picture describing  |
| <b>HOMEWORK</b>   |  |      |   |
| No task is assigned.  |  |      |   |
| <b>RESOURCES</b>  |  |      |   |
| <ol style="list-style-type: none"> <li>1. Board and markers</li> <li>2. Worksheet</li> <li>3. Pictures</li> <li>4. Projector</li> </ol> |  |      |   |

## VI. PHONETIC TRANSCRIPTION:

- Sweet /'swi:t/
- Salty /'sɔ:lti/
- Sour /'saʊə/
- Spicy /'spaisi/
- Fresh /'freʃ/
- Adjective ['ædʒɪktɪv]
- Taste ['teɪst]
- Describe [dɪ'skraɪb]
- Pumpkin ['ʌmpkɪn]
- Pie ['paɪ]

## VII. REFERENCES:

- Ministerio de Educación (2016) Programa Curricular de Educación Secundaria de Educación Básica Regular. Lima-Perú
- Tice, J (1997) The mixed ability class (free edition). London: Richmond Publishing.
- <https://www.cambridgeenglish.org>
- <http://www.perueduca.pe>
- <https://www.education.com/worksheets/>



**Presidente de jurado evaluador**  
**Dra. Isabel del Rosario Pantoja Alcántara**



**Bachiller**  
**Karina Isabel Culqui Gil**

# Describing international food



Pizza  
Italy



Ceviche  
Peru



Tacos  
Mexico



Pumpkin pie  
USA



Paella  
Spain

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

Spicy      Sour      Sweet      Fresh      Salty



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?



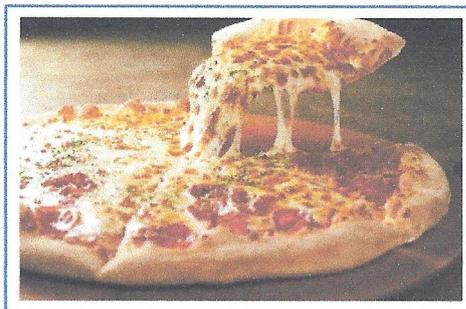
Sushi

Student B

- It is .....
- Yes, I have
- Yes, of course. Sushi is from ..... it is a made with ..... it is orange, ..... and sour. It is delicious.
- Yes, I love it.

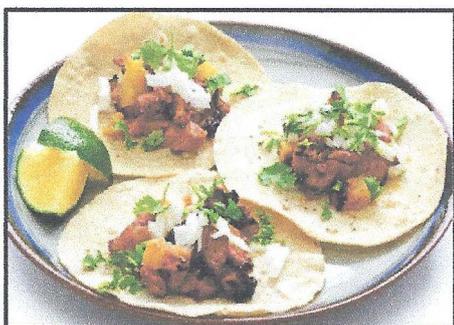
3. Talk to your partner ask and answer the following questions about the food show in the picture.

- 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.

- 6 Students write a letter of application for a job. (any level)
- 7 Students write the description of a room while listening to music. (intermediate)
- 8 Students send e-mail messages (real or simulated) to other English speakers around the world. (any level)
- 9 Students write invitations of various kinds. (elementary/intermediate)

**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.



# How to teach speaking

- What kind of speaking should students do?
- Why encourage students to do speaking tasks?
- What do speaking activities look like?
- How should teachers correct speaking?
- What else should teachers do during a speaking activity?
- How do speaking activities fit into ESA?
- More speaking suggestions

**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

'boomerang' lessons); students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

**Engagement:** good speaking activities can and should be highly motivating. If all the students are participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving etc) are intrinsically enjoyable in themselves.

**What do speaking activities look like?**

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)**

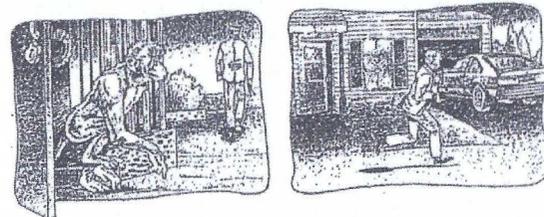
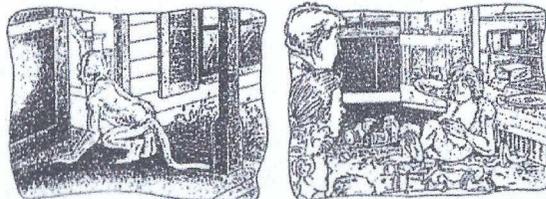
One type of speaking activity involves the so-called 'information gap' – where two speakers have different parts of information making up a whole. Because they have different information, there is a 'gap' between them.

One popular information-gap activity is called 'Describe and Draw'. In this activity one student has a picture which he or she must not show his or her partner (teachers sometimes like to use surrealist paintings – empty doorways on beaches, trains coming out of fireplaces etc). All the partner has 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 Mexico* by Jeremy Harmer, D'Arcy Adrian Vallance and Olivia Johnston

The groups have to memorise everything they can about the pictures – who's in them, 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 taken together – in some order or other – tell a story. The task is for the students 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 re-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 only too happy if this provoked natural use of the present perfect.

The topic is sleep – ways of sleeping, sleeping experiences etc. First of all, the teacher talks about sleep. Perhaps he tells a story about not being able to sleep, about a nightmare, or about someone he has seen sleepwalking. He gets students to give him as much 'sleep' vocabulary as they can (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 round helping where necessary.

A simple student questionnaire might end up looking like this:

*→ the uses depends on techniques in this different methods*

### Language Teaching Methods

Leticia Zavaleta Gonzales

*3<sup>er</sup> 2013*

### 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. *use the grammar rules in every classes*
- A typical exercise is to translate sentences from the target language into the mother tongue

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

### The Direct Method

- No use of the mother tongue is permitted
- Lessons begin with dialogues and anecdotes in modern conversational style
- Actions and pictures are used to convey meaning *transmitir, llevar*
- Literary texts are read for pleasure *placer de escuchar*

- Grammar is taught inductively  
*little or not the grammar rules*
- The teacher must be a native speaker or have native like proficiency in the target language
- The culture associated with the target language is also taught inductively
- *To expensive little groups do teach*

- ### 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  
*you don't to talk in english*

- The vocabulary of the early readings is strictly controlled  
*in the text you the correct sentences*
- Vocabulary is expanded as fast as possible
- Translation reappears as a respectable classroom procedure  
*reaportar, volver*
- *la traducción q nose viene con es la*

- ### 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: habit formation
  - Grammatical structures are sequenced and rules are taught inductively
  - Skills are sequenced: listening, speaking, reading and writing

F

~~XXXXXXXXXX~~  
~~XXXXXXXXXX~~  
~~XXXXXXXXXX~~

2

- ### Suggestopedia
- Pronunciation is stressed from the beginning
  - Vocabulary is severely limited in initial stages
  - A great effort is made to prevent errors
  - Language is often manipulated without regard to meaning or context
  - The teacher must be proficient only in the structures, vocabulary, etc. that he/she is teaching
  - There is much use of tapes, language labs, and visual aids

- ### Community Language Learning
- Students and teacher join together to facilitate learning
  - Teacher as a counselor, center his attention on the clients and their needs
  - Teacher and the students in a circle
  - The success of CLL depends on the translation expertise of the counselor

- ### Suggestopedia
- Use the brain power
  - Relaxed states of mind for maximum retention of material
  - Classical music
  - Classroom activities: presentation of vocabulary, readings, dialogues, role-plays.
  - Homework is minimal
  - The orientation is on communication

- ### The Silent Way
- Problem-solving approach to learning
  - Learning is facilitated:
    - If the learner discovers or creates
    - by accompanying physical objects
    - by problem solving involving the material to be learned
  - Students should develop independence, autonomy and responsibility
  - Teacher's role: stimulator, silent much of the time
  - The teacher provides minimal stimuli