

# UNIVERSIDAD PEDAGÓGICA NACIONAL

## SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

FINAL PROJECT

“ASKING ABOUT PERSONAL INFORMATION”

TUTOR'S NAME:

*ROSA MARÍA CASTILLO DEL CARMEN*

STUDENT:

VERÓNICA RAMÍREZ SALAZAR

# CONTEXT

Public school

First grade 1" Section : A"

Level A1

Poblation: 31 students

Shift: Afternoon





# REASON FOR CHOICE A TOPIC

- **Level english**
- **Basic vocabulary**
- **Basic grammar**
- **Communicative competence**
- **Use of the 4 skills**
- **Collaborative work, tolerance, respectful and cordial attitude towards their classmates.**

## 2.10 DIDACTIC PLANNING

# NATIONAL ENGLISH PROGRAM IN BASIC EDUCATION CYCLE IV SECOND LANGUAGE: ENGLISH (2021-2022)

School: Josefa Ortíz de Domínguez	Grade: 1	Section: "A, E"
Teacher: Verónica Ramírez Salazar		
<b>Social practice of language:</b>  Students will communicate interact, and collaborate with others.	Learning environment:  Familiar and community	Product:  An interview about people's occupations and personal information .
<b>Communicative activity</b>  Communication and interpersonal relationships.	Expected learning:  <ul style="list-style-type: none"> <li>• Students are required to use verb to be in present simple, in its interrogative form to get information from other people.</li> <li>• Student design an interview to get information about a person's occupation by asking about his/her name, age, and objects that interviewed individual uses at work.</li> </ul>	
<b>CONTENTS</b>	Know about the language:  Making questions.	
	Do with language:  Integrations of learning communicates.	
	Being with the language:  Contextualization of learning communities through students' interests and academic experiences.	

## **DIDACTIC STRATEGY:**

The student will recognize and use the vocabulary of occupations to make questions for different people.

## **DIDACTIC SITUATION:**

Position the student through to the different activities using grammar, vocabulary, listening, reading and speaking.

## **CONTENT:**

Know vocabulary about occupations, wh questions.

The correct use of the verb to be in affirmative, negative and interrogative structure.

Listen and read small stories and conversations

Collaborative work, tolerance, respectful and cordial attitude towards their colleagues.

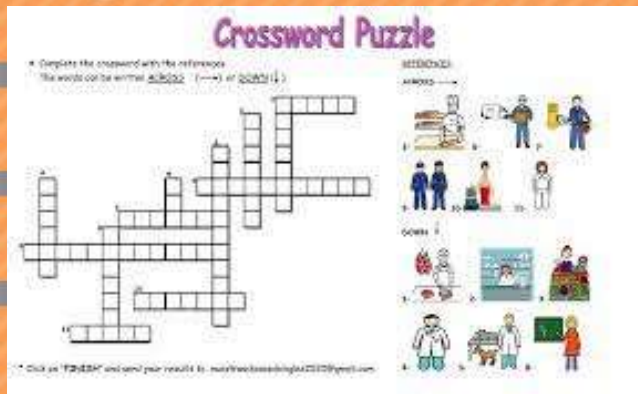
**TOPIC:** Ask and answer questions.

**TIME:** 50 minutes per session



# SESSION 1

<b>PURPOSE OF THE SESSION</b>	Students learn more vocabulary about occupations.
<b>BEGINNING</b>	Hangman – List of occupations (flashcards)
<b>DEVELOP</b>	Write- Drill technique-video
<b>CLOSING</b>	Crossword
<b>DIDACTIC RESOURCES</b>	Blackboard, markers, eraser, internet, flashcards, lap, projector.
<b>ORGANIZATION</b>	Individual
<b>EVALUATION</b>	<p><b>By its function:</b> Diagnostic</p> <p><b>For its moment:</b> Initial</p> <p><b>By its agents:</b> Coevaluation and Heteroevaluation</p> <p><b>Technique:</b> Performance Analysis</p> <p><b>Instrument:</b> Checklist</p>



# SESSION 2



— E — — A — — I — —

El Verbo «To Be»		
Affirmative Statements (Declarativas Afirmativas)	Negative Statements (Declarativas Negativas)	Interrogative Statements (Interrogativas)
I am ...	I'm not ...	Am I...?
You are ...	You're not ...	Are you...?
He is ...	He's not ...	Is he...?
She is ...	She's not ...	Is she...?
They are ...	They're not ...	Are they...?
We are ...	We're not ...	Are we...?
It is ...	It's not ...	Is it...?

## PURPOSE OF THE SESSION

Know and identify the different structures of the verb to be.

## BEGINNING

Exercise Fill-occupations

## DEVELOP

Explanation about grammar verb to be (+ - ?)

## CLOSING

Video

## DIDACTIC RESOURCES

Blackboard, markers, eraser, internet, flashcards, lap, projector.

## ORGANIZATION

Individual

## EVALUATION

**By its function:** Formative

**For the moment:** Initial

**By its agents:** Heteroevaluation

**Technique:** Performance Analysis

**Instrument:** Checklist

# SESSION 3

## 3. Correct the mistakes:

1. Liz are ill.
2. Ben am my best friend.
3. Liz and Kate is sisters.
4. Tim and Bob is at home.
5. Dogs is animals.
6. Nick are from London.
7. Bill am eleven now.
8. They is very lazy.
9. We am in the hall.



## 6. Ask questions and give short form answers:

1. \_\_\_ he a doctor? Yes, he \_\_\_\_\_
2. \_\_\_ you in the classroom? No. we \_\_\_\_.
3. \_\_\_ they friends? Yes, they \_\_\_\_\_
4. \_\_\_ Liz at home? No, she \_\_\_\_\_
5. \_\_\_ you singers? Yes, we \_\_\_\_\_
6. \_\_\_ that Nick? No, he \_\_\_\_\_
7. \_\_\_ Bob from London? Yes, he \_\_\_\_\_
8. \_\_\_ you ten? Yes, I \_\_\_\_\_
9. \_\_\_ it a cat? Yes, it \_\_\_\_\_

## PURPOSE OF THE SESSION

Know the use correct of the verb to be

### BEGINNING

Remember verb to be- questions

### DEVELOP

Exercises: Fill- correct mistakes- ask and answer questions- story.

### CLOSING

Check the different activities

### DIDACTIC RESOURCES

Blackboard, markers, eraser, internet, flashcards, lap, projector.

### ORGANIZATION

Pairs or small teams

### EVALUATION

**By its function:** Summative

**For its moment:** Procedural or continuous.

**By its agents:** Heteroevaluation and co-evaluation.

**Technique:** Performance Analysis.

**Instrument:** Checklist



# SESSION 4



Is she Jenifer Lopez?

No, \_\_\_\_\_

Hi! My name \_\_\_\_ John.  
 I \_\_\_\_ 10 years old. I \_\_\_\_  
 a student. I \_\_\_\_ a good boy.  
 I \_\_\_\_ a sportsman.  
 My best friends \_\_\_\_ Nick  
 and Charlie. They \_\_\_\_  
 students too. We \_\_\_\_ always  
 together. They \_\_\_\_ good  
 friends.

PURPOSE OF THE SESSION	Know and use of wh questions
<b>BEGINNING</b>	Song- Remember verb to be- questions using famous people. Wh questions.
<b>DEVELOP</b>	Exercises: Unscramble sentences, listening a small conversation , Reading a small story-Reading comprehension.
<b>CLOSING</b>	Check the different activities
<b>DIDACTIC RESOURCES</b>	Blackboard, markers, eraser, internet, flashcards, lap, projector.
<b>ORGANIZATION</b>	Pairs or small teams
<b>EVALUATION</b>	<p><b>By its function:</b> Summative</p> <p><b>For its moment:</b> Procedural or continuous</p> <p><b>By its agents:</b> Heteroevaluation and co-evaluation</p> <p><b>Technique:</b> Performance Analysis</p>

# SESSION 5



PURPOSE OF THE SESSION	Finish with the product the survey and audio.
<b>BEGINNING</b>	Scramble
<b>DEVELOP</b>	Explain about survey and audio
<b>CLOSING</b>	Check the survey-monitor the students.
<b>DIDACTIC RESOURCES</b>	Blackboard, markers, eraser, flashcards.
<b>ORGANIZATION</b>	Pairs or small teams
<b>EVALUATION</b>	<p><b>By its function:</b> Summative</p> <p><b>For its moment:</b> Procedural or continuous</p> <p><b>By its agents:</b> Heteroevaluation and co-evaluation</p> <p><b>Technique:</b> Performance Analysis</p> <p><b>Instrument:</b> Checklist</p>

## 2.11 INSTRUMENTS OF EVALUATION

CHECKLIST			
Hetero- evaluation <input type="checkbox"/> Co-evaluation <input type="checkbox"/> Self-evaluation <input type="checkbox"/>			
SUBJECT			FINAL SCORE
TEACHER	GROUP		SECTION
TEAM OR STUDENT			LIST NUMBER

Value of the activity	Evaluation			Observations
		Did	Didn't	
	The student did all the exercise complete			
	The student answer the exercise using the information given.			
	The grammar is used correctly.			
	The student submit the activity on time			
Total Score:				

Impressions of the Teacher:

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## Written activities

Teacher: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Subject: \_\_\_\_\_ Group: : \_\_\_\_\_

### Written activities

Teacher: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Subject: \_\_\_\_\_ Group: : \_\_\_\_\_

Criteria	Yes	No
The information is relevant		
The structure chosen corresponds to the type of text		
The grammar is used correctly		
The writing is legible		
The extension of the text corresponds to the one requested.		
The units of the text are relevant		
Total		

## 2.1 THE FOUR SKILLS IN ENGLISH LEARNING.

1. **Listening.** - Dialogues, readings, songs, conversations, etc.

2. **Speaking.** - perception capacity.

3. **Reading.** – New words, improve writing and pronunciation.

4. **Writing.** - It allows him to convey his ideas in an orderly and concrete manner, through simple texts or paragraphs. Do the interview, exercises.

## 2.3 DRILL TECHNIQUE

A structural or mechanical practice exercise, also known as a drill exercise or a drill activity (in English, drill) is a controlled practice activity designed to automate (assimilate or reinforce) the grammatical contents —structures or grammatical categories



## 2.4 TEACHING USING TICS

Promotes an active participation of the student.

Advantages:

Interactive English learning is the most effective way to master this second language. This methodology has multiple advantages:

Student motivation with interactive learning.

It reinforces their security in conversational learning.

Eliminate the fear of something new.

Interactive learning makes the class a fun process.

## **2.6 FLASHCARDS**

The flashcards are useful at any time during the study even more so of a foreign language, denoting the feasibility to carry out countless individual, couple or group activities and is highly motivating, participatory for students.

## **2.7 VOCABULARY**

English vocabulary is essential for learning and teaching the English language, since without sufficient knowledge of vocabulary people can not understand others or express their own ideas.

# **OUTCOMES OF THE LESSON**

**More confidence in themselves.**

**Collaborative work.**

**Participation individual, pair and teams.**

**Auto-evaluation**

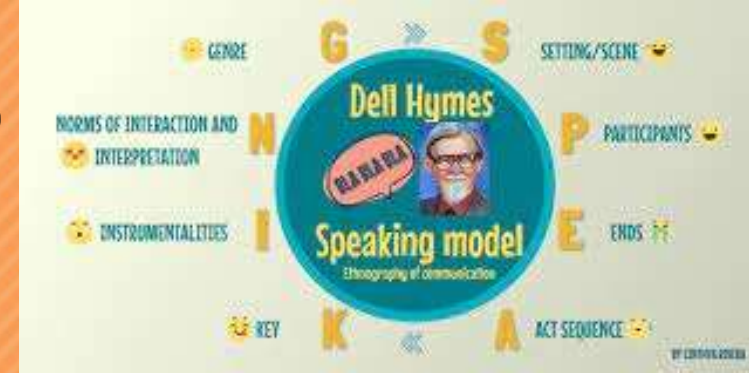
**New vocabulary- phrases**

**Meet stories about different people and countries.**

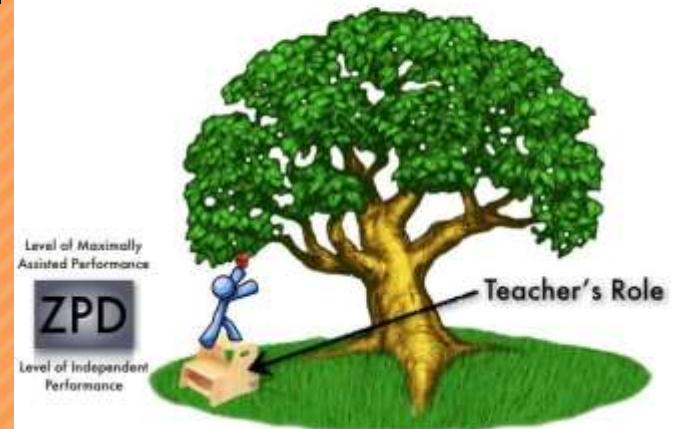


# ASPECTS I HAVE LEARNED

- Different methodologies.
- Diversify activities.
- Affective



## Zone of Proximal Development



# CHALLENGES THAT I FACED IN THIS SPECIALTY

**Context**

**Attitude**

**Courses, workshops, diplomas, master's degrees.**

**Stress**





# APPENDIXES

## Appendix 1



— E — — A — I —

— — — E —

## Appendix 2

1	2	3	4
			
5	6	7	8
			
9	10		
			





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