

**ESCUELA DE FORMACIÓN PROFESIONAL DE EDUCACIÓN SECUNDARIA
ESPECIALIDAD IDIOMAS EXTRANJEROS**

EXAMEN DE SUFICIENCIA PROFESIONAL

“I was playing soccer when the cellphone rang”

**PARA OPTAR EL TÍTULO PROFESIONAL DE LICENCIADA EN EDUCACIÓN
IDIOMAS EXTRANJEROS CON MENCIÓN INGLÉS - ALEMÁN**

BACHILLER : MARISSA EUFEMIA FLORES CASTRO

**JURADO : Lic. María Esther Silva Yong
Presidenta**

**Mgr. Ynés Amanda de la Puente Gonzales
Secretaria**

**Mgr. Olga Isuiza Mozombite
Vocal**

**Agosto– 2018
IQUITOS PERU**



UNAP


FACULTAD DE CIENCIAS DE LA EDUCACIÓN Y HUMANIDADES
COMITÉ DE GRADOS Y TÍTULOS


ACTA DE EXAMEN DE SUFICIENCIA PROFESIONAL

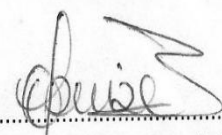
En la ciudad de Iquitos, a los 23 días del mes de agosto del 2018,
siendo las 08:45 horas, el Jurado Calificador integrado por los docentes:

Lic. María Esther Silva Yong	Presidente
Mgr. Ynes Amanda de la Puente Gonzales	Secretaria
Mgr. Olga Isuiza Mozombite	Vocal

Se constituyó en la Institución Educativa Experimental UNAP
para llevar a cabo la segunda parte de la evaluación y calificación del Examen de Suficiencia Profesional por la (el) bachiller en Educación: Marissa Eufemia Flores Castro.
Para optar el título profesional de **Licenciado (a) en Educación Secundaria** con Especialidad en Idiomas Extranjeros con mención Inglés-Alemán que otorga la Universidad de acuerdo a ley y el estatuto vigente.


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Lic. María Esther Silva Yong
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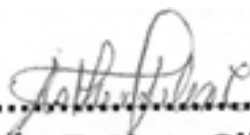

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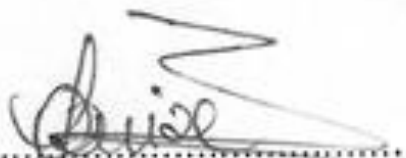
JURADO



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Lic. María Esther Silva Yong
Presidente



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Ynes Amanda de la Puente Gonzales
Secretaria



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DEDICATORIA

El logro de la culminación de mis estudios se lo dedico a Dios por haberme bendecido con salud y la suficiente fortaleza para no desmayar en el intento de lograr mi tan anhelada meta. A mi mamá Señora Marcia Castro Chávez. A mis hijas Nicole y Valeska por se quienes me impulsaron para seguir con mis estudios. A mi tía María Castro Chávez por su incondicional apoyo moral.

RESUMEN

La sesión de aprendizaje titulada “**I was playing soccer when the cellphone rang**” tiene como competencia: Comprende diferentes textos de mayor complejidad y extensión relacionados con los problemas de la realidad actual y expresados en un lenguaje de uso común. Se consideró cinco capacidades para el logro de esta competencia y son: Predice el contenido del texto tomando en cuenta los elementos para textuales. Identifica la información global o específica del texto. Organiza la información del texto de lectura de acuerdo a su ubicación en los párrafos. Planificar la producción del texto, identificando la situación comunicativa. Organiza la información teniendo en cuenta el texto que produce y los siguientes indicadores para las conductas observables: Identifica la situación comunicativa respondiendo algunas preguntas y adivinando el tema de la lección. Ordena oraciones de acuerdo a las imágenes en secuencia. Identifica información específica leyendo un texto. Escribe el final de un texto utilizando las imágenes secuenciadas finales.

La sesión de aprendizaje ha considerado los momentos didácticos de inicio, proceso y salida. El tema de la sesión fue contextualizado con la descripción de una acción pasada continua que tiene efecto en el pasado, como “estuve jugando fútbol cuando el teléfono sonó”, con la finalidad de motivar el aprendizaje de los estudiantes. Para la evaluación se ha utilizado una ficha de observación con los indicadores propuestos, con una escala de evaluación vigesimal de 0 a 20 y cada indicador con un peso de 0 – 4. También se hicieron preguntas metacognitivas para reflexionar con los estudiantes sobre el proceso de aprendizaje durante la sesión.

Finalmente, concluir que los estudiantes lograron producir textos escritos utilizando como referentes las imágenes y el tiempo gramatical aprendido.

ABSTRACT

The learning session title "I was playing soccer when the cellphone rang" has as a competence: It includes different texts of greater complexity and extension related to the problems of current reality and expressed in a language of common use. Five capacities were considered for the achievement of this competence and are: Predict the content of the text taking into account the textual elements. Identify the global or specific information of the text. Organize the information of the reading text according to its location in the paragraphs. Plan the production of the text, identifying the communicative situation. Organize the information taking into account the text produced and the following indicators for observable behaviors: Identify the communicative situation by answering some questions and guessing the subject of the lesson. Order sentences according to the images in sequence. Identify specific information by reading a text. Write the end of a text using the final sequenced images.

The learning session has considered the didactic moments of input, process and output. The theme of the session was contextualized with the description of a continuous past action that has an effect in the past, such as "I was playing soccer when the phone rang", with the purpose of motivating the students' learning. For the evaluation, an observation sheet with the proposed indicators was used, with a vigesimal evaluation scale of 0 to 20 and each indicator with a weight of 0 - 4. Metacognitive questions were also asked to reflect with the students on the process of learning during the session.

Finally, to conclude that the students managed to produce written texts using as referents the images and learned grammatical structure.

Sesión de aprendizaje

I. INFORMACIÓN GENERAL:

1.1. Colegio	:	COLEGIO EXPERIMENTAL UNAP
1.2. Nivel, Grado y Sección	:	Secundario / 3° "B"
1.3. Area	:	Idiomas Extranjeros– Ingles
1.4. Fecha	:	jueves, 23 de agosto del 2018
1.5. Time	:	45 minutos
1.6. Bachiller	:	Marissa Eufemia Flores Castro

II. TITULO DE LA SESION DE APRENDIZAJE :


"I was playing soccer when the cellphone rang"

III. MATERIALES Y RECURSOS: Tarjetas, papelotes, marcadores,

IV. AREA, COMPETENCIA, CAPACIDADES E INDICADORES.

AREA	COMPETENCIA	CAPACIDADES	INDICADORES
Inglés	Comprender diferentes textos de mayor complejidad y extensión relacionados con los problemas de la realidad actual y expresados en un lenguaje de uso común .	<ul style="list-style-type: none">• Predice el contenido del texto tomando en cuenta los elementos para textuales.• Identifica la información global o específica del texto.• Organiza la información del texto de lectura de acuerdo a su ubicación en los párrafos.• Planificar la producción del texto, identificando la situación comunicativa.• Organiza la información teniendo en cuenta el texto que produce.	<ul style="list-style-type: none">• Identifica la situación comunicativa respondiendo algunas preguntas y adivinando el tema de la lección.• Ordena oraciones de acuerdo a las imágenes en secuencia.• Identifica información específica leyendo un texto.• Escribe el final de un texto utilizando las imágenes secuenciadas finales.

V. DESARROLLO DIDACTICO

SECUENCIA DIDACTICA	ESTRATEGIAS
<p>STARTING OUT (5')</p> <p>Actividades de Rutina</p>	<ul style="list-style-type: none"> ➤ Se inicia con el saludo protocolar. ➤ El profesor y el estudiante se aseguran de que el salón este limpio y ordenado. ➤ El profesor se presenta ante los estudiantes. ➤ El profesor y el estudiante establecen las reglas de la clase. ➤ El profesor pone algunas imágenes en desorden en la pizarra y pregunta la fecha. ➤ El profesor pide un voluntario para salir a la pizarra y poner en orden la fecha. ➤ El estudiante ordena la fecha y lo lee en inglés. <p style="text-align: center;">¿Qué fecha es hoy?</p> <div style="border: 2px solid orange; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Thursday, 23rd August 2018</p> </div> <ul style="list-style-type: none"> ➤ Los estudiantes repiten la fecha después del profesor y copian en sus cuadernos. ➤ Los estudiantes hacen repetición coral para mejorar la pronunciación.
<p>INPUT (5')</p> <p>Motivación</p> <p>Conocimiento previo</p> <p>Conflicto Cognitivo</p> <p>deduciendo el tema</p>	<ul style="list-style-type: none"> • El profesor muestra una imagen para introducir el vocabulario y deducir el tema. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • ¿Qué pueden ver en la imagen? • ¿Qué estaba haciendo el joven? • ¿Por qué no siguió jugando? • Con todo lo que dedujeron, ¿Cuál es el tema de hoy? <div style="border: 2px solid purple; padding: 10px; text-align: center; margin: 10px auto;"> <p>“I was playing soccer when the cellphone rang”</p> </div> <ul style="list-style-type: none"> • Los estudiantes escriben el título en sus cuadernos, después de hacer la repetición coral después de la docente.
<p>PROCESAMIENTO DE LA INFORMACIÓN (17')</p>	<ul style="list-style-type: none"> • En grupo los estudiantes ordenan las oraciones en la pizarra de acuerdo a los dibujos que pueden observar. <p style="text-align: center;">ACTIVITY ONE</p> <p style="text-align: center;">Match the sentences with the right picture.</p>



Yesterday, It was a bad day, it was raining.



His mother wanted to work and told him to do His homework.



He phoned to his friend and spent all the Time talking on the phone with her.



Then, he went out to his best friend garden to Play soccer with him.



He was playing soccer when his cellphone Rang....

- Los estudiantes leen el texto comprensivamente y responden a las preguntas.



ACTIVITY 2


Read the text and answer the questions.

Yesterday, it was raining and thundering all day. José was playing inside the house. He wanted to be outside. He wasn't playing outside because it was raining. He was feeling tired of being trapped inside the house. His mother didn't allow him to leave. So, he must be at home!

His mother went out to work and told him to do his homework; Jose said good-bye to his mom and went to his bedroom. He phoned to his girlfriend and spent all the time talking on the phone with her. Then, he went out to his neighbor's garden too.

- Who was he?
 - Where was he?
 - How does he feel?
 - What happened?
 - Do you think the text is finished?
- Los estudiantes revisan si sus respuestas están bien con la ayuda del profesor.

	<p style="text-align: center;">ACTIVITY 3 – True or False Read the text again and write T for true or F for false</p> <p>a. The day was sunny () b. José was outside home . () c. He was very happy of being trapping at home. () d. He was talking on the pone with his girlfriend. () e. His mother was working. ()</p>
<p>RESULTADOS (13')</p> <p>Aplicación de lo aprendido</p>	<ul style="list-style-type: none"> • Los estudiantes corrigen sus respuestas con ayuda de la docente. • Los estudiantes completan el texto de acuerdo a las figuras, usando los tiempos gramaticales. <p style="text-align: center;">ACTIVITY 4 - Writing Observe the pictures and complete the text.</p> <p>Possible answer:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>His mom phoned him and said come home immediately!</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>He went back home and when he was getting in he saw his mom checking his notebook, he did not do his homework!</p> </div> </div>
<p>Evaluación</p> <p>Metacognición (5')</p>	<ul style="list-style-type: none"> ➤ Los estudiantes serán evaluados mediante una ficha de observación. ➤ Los estudiantes responderán a las siguientes preguntas metacognitivas: <ul style="list-style-type: none"> • ¿qué hemos aprendido el día de hoy? • ¿cómo hemos aprendido? • ¿les pareció útil los ejercicios? • ¿Es difícil completar un texto? • ¿Has utilizado alguna habilidad? ¿Cuál?


Marissa Eufemia Flores Castro
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VI. BIBLIOGRAFIA

- HARMER, J. How to Teach English, (New Edition) Person / Longman. 2007.
- MACMILLAN ENGLISH DICTIONARY (2002) for Advance Learners of American English. United Kingdom.
- MINISTERIO DE EDUCACION. Diseño Curricular Nacional - DINEESS P. 2010. Lima
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- RICHARDS, Jack C. and Rogers Theodore. S (2001). Approaches and methods in Language Teaching. 2nd Edition. The United States. Page 153-174.
- TANNER, Rosie and GREEN, Catherine (1998). Task for teacher Education. Page 65-71.
- WESLEY, Addison (1990). Classroom Testing. For Edition Edimburgh Gate England. Page 62,67
- URP. Penny and WRIGHT, Andrew (1992) Five-Minute. Activities. Cambridge Handbooks for Language Teachers. First Edition 20th Editorial British.

VII. APPENDIXES

APPENDIX 1: OBSERVATION SHEET

N°	NAMES	TEXT COMPREHENSION AND TEXT PRODUCTION					TOTAL
		Identifies the communicative situation by answering some questions and guessing the topic of the lesson.	Orders sentences according to sequenced pictures.	Identifies specific information by reading a text.	Writes the ending of a text by using the final sequenced pictures.	Show responsibility when working in groups.	
		4	4	4	4	4	20
1	ALEGRIA YAICATE ROSAURA						
2	CAMIÑAS CASTILLO JAIRO						
3	CHAPIAMA MOZOMBITE ANGEL						
4	CHOTA ARANA GHELLEN						
5	CUNAYAPA PADILLA JESSICA						
6	DAVILA RAMIREZ MARICIELO						
7	DAZA AREVALO MATTIAS						
8	FLORES SALAS SENDY						
9	GARCIA GUZMAN LUIS						
10	HEREDIA CANALES MARILU						
11	HUAMAN PIÑO SHERILYN						
12	MOZOMBITE PINEDO ZUMMY						
13	NACIMIENTO ARANA EDSON						
14	PAREDES ANDERSON ANGIE						
15	PAREDES DEL AGUILA ADZARIA						
16	PEREZ HUAICAMA YOSELIN						
17	PEZO RODRIGUEZ CAMILA						
18	POLO NUÑEZ GERSON						
19	QUISPE PEREZ JAVIER						
20	RIOS RIVERA CRISTIAN						
21	ROJAS CASTAÑEDA MARKS						
22	SANTOS RIOS ROSALY						
23	SORIA PINEDO VALERIA						
24	SUMBA SHAHUANO CARLOS						
25	TORRES MAGUIÑA ALEXANDRA						
26	TORRES YTURRIZAGA MAURO						
27	TUANAMA MOZOMBITE PAOLINA						
28	TUESTA CORREA FLAVIO						
29	VALERA GONCALVEZ ROMMY						
30	VARGAS CARRION ANA ROSA						
31	VASQUEZ LOPEZ JUNIOR						
32	VILLACORTA VALLES LUCAS						
33	VIN ARIRAMA ELIAS						



Learning Session

VIII. GENERAL INFORMATION:

- 1.7. School : COLEGIO EXPERIMENTAL UNAP
- 1.8. Level, Grade and Section : Secondary / 3° "B"
- 1.9. Area : Foreign Language – English
- 1.10. Date : Thursday, 23rd August 2018
- 1.11. Time : 45'
- 1.12. Bachelor : Marissa Eufemia Flores Castro

IX. TITLE OF THE LEARNING SESION :



"I was playing soccer when the cellphone rang"

X. MATERIAL AND RESOURCES: Flashcards, wallcharts, markers,

XI. AREA, COMPTENCY, CAPABILITIES AND INDICATORS.

AREA	COMPETENCE	CAPABILITIES	INDICATORS
English	Understand different texts of greater complexity and extension related to current reality issues and expressed in a commonly used language.	<ul style="list-style-type: none"> • Predicts the content of the text taking in account the paratextual elements. • Identifies the global or specific information of the text. • Organizes the information of the reading text according to its location in the paragraphs. • Plan the production of the text, identifying the communicative situation. • Organize the information taking in account the text it produces. 	<ul style="list-style-type: none"> • Identifies the communicative situation by answering some questions and guessing the topic of the lesson. • Orders sentences according to sequenced pictures. • Identifies specific information by reading a text. • Writes the ending of a text by using the final sequenced pictures.

XII. DIDACTIC DEVELOPMENT

DIDACTIC SEQUENCES	STRATEGIES
<p>STARTING OUT (5')</p> <p>Routine activities</p>	<ul style="list-style-type: none"> ➤ The Teacher and students great each other. ➤ The teacher and learners make sure that classroom is tidy and clean. ➤ The teacher introduces herself to the students. ➤ The teacher and the learners establish the rules to the class. ➤ The teacher puts a caterpillar and some cards in disorder on the board and asks for the date. ➤ The teacher asks for any volunteer to order and put the date correctly. ➤ Learners order the date on the caterpillar. <p style="text-align: center;">What's the date?</p> <div style="border: 2px solid purple; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> <p>Thursday, 23rd August 2018</p> </div> <ul style="list-style-type: none"> ➤ The learners repeat the date after the teacher. Then learners write the date in their notebooks and make a choral repetition activity.
<p>INPUT (5')</p> <p>Motivation</p> <p>Previous knowledge</p> <p>Cognitive conflict</p> <p>Eliciting the topic</p>	<ul style="list-style-type: none"> • Teacher shows a picture to introduce the vocabulary and elicit the title. <div style="text-align: center; margin: 10px auto;">  </div> <ul style="list-style-type: none"> • What can you see in the picture? • What was the boy doing? • Why did he stopped playing? • With all you deduced, What is the topic for today? <div style="border: 2px solid purple; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> <p>"I was playing soccer when the cellphone rang"</p> </div> <ul style="list-style-type: none"> • Students write down the title in their notebooks and make choral repetition.
<p>PROCESS (17)</p> <p>Building up the learning</p>	<ul style="list-style-type: none"> • In groups, learners order sentences on the board according to the pictures they can observe. <p style="text-align: center;">ACTIVITY ONE</p> <p style="text-align: center;">Order the sentences according to the pictures.</p> <div style="text-align: center; margin: 10px auto;">  </div> <p style="text-align: center;">Yesterday, It was a bad day, it was raining.</p>



His mother wanted to work and told him to do His homework.



He phoned to his friend and spent all the Time talking on the phone with her.



Then, he went out to his best friend garden to Play soccer with him.



He was playing soccer when his cellphone Rang....

- Students read a text and answer questions.

ACTIVITY 2

Read the text and answer the questions



Yesterday, it was raining and thundering all day. **José** was playing **inside the house**. He wanted to be outside. He wasn't playing outside because it was raining. **He was feeling tired** of being trapped inside the house. His mother didn't allow him to leave. So, he must be at home!

Her mother went out to work and told him to do his homework; Jose said good-bye to his mom and went to his bedroom. He phoned to his girlfriend and spent all the time talking on the phone with her. Then, he went out to his neighbor's garden to play soccer with him. He was playing soccer when his cellphone **rang...**

- Who was he?
- Where was he?
- How does he feel?
- What happened?
- Do you think the text is finished?

- Students check their answer with the teacher's help.

ACTIVITY 3 – True or False

	<p>Read the text again and write T for true or F for false</p> <p>f. The day was sunny ()</p> <p>g. José was outside home . ()</p> <p>h. He was very happy of being trapping at home. ()</p> <p>i. He was talking on the pone with his girlfriend. ()</p> <p>j. His mother was working. ()</p>
<p>OUTPUT (13')</p> <p>Applying the learning</p>	<ul style="list-style-type: none"> Students complete the text according to the pictures, using the grammar tenses. <p style="text-align: center;">ACTIVITY 4 - Writing Observe the pictures and complete the text.</p> <p>Possible answer:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>His mom phoned him and said come home immediately!</p> </div> <div style="text-align: center;">  <p>He went back home and when he was getting in he saw his mom checking his notebook, he did not do his homework!</p> </div> </div>
<p>Evaluation</p> <p>Metacognition (5')</p>	<ul style="list-style-type: none"> ➤ The students will be evaluated with an observation sheet. ➤ Students will answer the following questions: <ul style="list-style-type: none"> • ¿qué hemos aprendido el día de hoy? • ¿cómo hemos aprendido? • ¿les pareció útil los ejercicios? • ¿Es difícil completar un texto? • ¿Has utilizado alguna habilidad? ¿Cuál?

[Signature]
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XIV. APPENDIXES

APPENDIX 1: OBSERVATION SHEET

N°	NAMES	TEXT COMPREHENSION AND TEXT PRODUCTION					TOTAL
		Identifies the communicative situation by answering some questions and guessing the topic of the lesson.	Orders sentences according to sequenced pictures.	Identifies specific information by reading a text.	Writes the ending of a text by using the final sequenced pictures.	Show responsibility when working in groups.	
		4	4	4	4	4	20
1	ALEGRIA YAICATE ROSAURA						
2	CAMIÑAS CASTILLO JAIRO						
3	CHAPIAMA MOZOMBITE ANGEL						
4	CHOTA ARANA GHELLEN						
5	CUNAYAPA PADILLA JESSICA						
6	DAVILA RAMIREZ MARICIELO						
7	DAZA AREVALO MATTIAS						
8	FLORES SALAS SENDY						
9	GARCIA GUZMAN LUIS						
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11	HUAMAN PIÑO SHERILYN						
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