



UNAP



FACULTAD DE CIENCIAS DE LA EDUCACIÓN Y HUMANIDADES

ESCUELA PROFESIONAL DE EDUCACIÓN SECUNDARIA

EXAMEN DE SUFICIENCIA PROFESIONAL

“THE HOUSE: PREPOSITIONS OF PLACE”

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

PRESENTADO POR:

KAREN JHOANNA LAICHE HUAYMANA

IQUITOS, PERÚ

2018



ACTA DE RESULTADO DE EXAMEN DE SUFICIENCIA PROFESIONAL

En la ciudad de Iquitos, a los 23 días del mes de Agosto del 2018,
siendo las 11:00 horas, el Jurado Calificador integrado por los docentes:

- | | |
|----------------------------------------|------------|
| Mgr. Julia Victoria Vásquez Villalobos | Presidente |
| Mgr. Etsy Roxana Nunes Noronha | Secretaria |
| Mgr. Gil Romer Reátegui Torres | Vocal |

Se constituyó en la Institución Educativa CE UNAP
 para llevar a cabo la segunda parte de la evaluación y calificación del Examen de Suficiencia Profesional por la (el) bachiller en Educación: Karen Johanna daiche Huaymana
 Para optar el título profesional de **Licenciado (a) en Educación Secundaria** con Especialidad en Idiomas Extranjeros
 que otorga la Universidad de acuerdo a ley y el estatuto vigente.
 El tema de la sesión de aprendizaje es The house: preparation of place
 del área grado y sección 2do 'B'

Culminada la sustentación del Examen de Suficiencia Profesional, el Jurado Calificador procedió a determinar el resultado de acuerdo a los criterios de evaluación establecidos que se adjuntan; luego del cual, el/la sustentante fue Aprobada con la calificación de Regular para el ejercicio profesional.

Siendo las 14:00 horas, se dio por concluido el acto académico, firmándose el acta en original y tres copias.

J. Vásquez
 Mgr. Julia Victoria Vásquez Villalobos
 Presidente

R. Nunes
 Mgr. Etsy Roxana Nunes Noronha
 Secretaria

G. Torres
 Mgr. Gil Romer Reátegui Torres
 Vocal

JURADO



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Mgr. Julia Victoria Vásquez Villalobos
Presidente



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Mgr. Etsy Roxana Nunes Noronha
Secretaria



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Mgr. Gil Romer Reátegui Torres
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DEDICATORIA

Este logro lo dedico, a mi familia porque ha sabido darme las fuerzas suficientes para perseverar. A los docente del Departamento de idiomas Extranjeros por haber sido el ejemplo de sabiduría que ha hecho de mí una profesional competente.

RESUMEN

Este examen de suficiencia profesional que fue sustentada a través de una sesión de aprendizaje la cual tiene como título **“The House: Prepositions of place”** y tiene como competencias: Comprende textos de uso cotidiano relacionados con ellos mismos, con su familia y su entorno inmediato. Produce diferentes textos con cohesión y coherencia, relacionados consigo mismos, con su entorno familiar, utilizando elementos lingüísticos y no lingüísticos. Para el logro de las mismas, se ha considerado las siguientes capacidades: Predice el contenido del texto teniendo en cuenta los elementos paratextuales. Identifica la información global o específica del texto. Describe la información de un elemento paratextual usando preposiciones de lugar. Planifica la producción del texto, identificando la situación comunicativa.

Para medir los avances de logro se formularon los siguientes indicadores: Identifica la situación comunicativa respondiendo algunas preguntas y adivinando el tema de la lección. Identifica el vocabulario observando imágenes y respondiendo preguntas. Reconoce el uso de Preposiciones de lugar describiendo una imagen. Produce un texto escrito describiendo una imagen describiéndola con cohesión y coherencia.

La sesión de aprendizaje ha considerado los momentos didácticos de inicio, proceso y salida. El tema de la sesión fue contextualizado con las partes de la casa, objetos que hay en ella así como la mascota para motivar el aprendizaje de las preposiciones de lugar. 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 de mediana complejidad describiendo la ubicación de los objetos que hay en la casa y ellos presentaron sus productos a toda la clase para su mejora con ayuda de la docente.

Palabras claves: casa, preposiciones de lugar, objetos, lugares de la casa

ABSTRACT

This professional sufficiency exam that was supported through a learning session which is entitled "The House: Prepositions of place" and has as competencies: Understands everyday texts related to themselves, their family and their immediate environment. Produces different texts with cohesion and coherence, related to themselves and their family environment, using linguistic and non-linguistic elements. To achieve them, the following capacities have been considered: Predict the content of the text taking into account the paratextual elements. Identify the global or specific information of the text. Describe the information of a paratextual element using prepositions of place. Plan the production of the text, identifying the communicative situation.

To measure achievement progress, the following indicators were formulated: Identifies the communicative situation by answering some questions and guessing the topic of the lesson. Identify vocabulary by looking at pictures and answering questions. Recognize the use of Prepositions of place describing an image. Produce a written text describing an image describing it with cohesion and coherence.

The learning session has considered the didactic moments of beginning, process and exit. The theme of the session was contextualized with the parts of the house, objects that are in it, as well as the pet to motivate the learning of prepositions of place. For the evaluation, an observation sheet has been used with the proposed indicators, with a vigesimal evaluation scale from 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, at the end of the lesson the students managed to produce written texts of medium complexity describing the location of the objects that are in the house and they presented their products to the whole class for their improvement with the help of the teacher.

Keywords: house, prepositions of place, objects, places in the house

Learning Session

I. GENERAL INFORMATION:

- 1.1. School : COLEGIO EXPERIMENTAL UNAP
 1.2. Level, Grade and Section : Secondary / 2º “C”
 1.3. Area : Foreign Language – English
 1.4. Date : Tuesday, 23rd August 2018
 1.5. Time : 45’
 1.6. Bachellor : Karen Jhoanna Laiche Huaymana

II. TITLE OF THE LEARNING SESION :

“The House: Prepositions of place”

III. MATERIAL AND RESOURCES: Flashcards, wallcharts, markers, board






IV. AREA, COMPETENCES, CAPABILITIES AND INDICATORS.

AREA	COMPETENCES	CAPABILITIES	INDICATORS
English	<p>Understand texts of daily use related to themselves, to their family and their immediate surroundings.</p> <p>Produce different texts with cohesion and coherence, related to themselves, to their family environment, using linguistic and non-linguistic elements.</p>	<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. • Describes the information of a paratextual element using prepositions of place. • Plans the production of the text, identifying the communicative situation. 	<ul style="list-style-type: none"> • Identifies the communicative situation by answering some questions and guessing the topic of the lesson. • Identifies the vocabulary by observing pictures and answering questions. • Recognizes the use of Prepositions of place by describing a picture. • Produces a written text by describing a picture by describing it with cohesion and coherence.

V. ATTITUDES

TRANSVERSAL CONTENT	ATTITUDES
<ul style="list-style-type: none"> • Education in values 	<ul style="list-style-type: none"> • Show responsibility and tolerance working in group.

VI. DIDACTIC DEVELOPMENT

DIDACTIC SEQUENCES	STRATEGIES
<p>STARTING OUT (3')</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. ➤ Students order the date on the caterpillar. <p style="text-align: center;">What's the date?</p> <div style="border: 2px solid red; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Tuesday, 28th August 2018</p> </div> <ul style="list-style-type: none"> ➤ Students repeat the date after the teacher. Then learners write the date in their notebooks.
<p>INPUT (10')</p> <p>Motivation</p> <p>Previous knowledge</p> <p>Cognitive conflict</p> <p>Eliciting the topic</p> <p>Pre reading</p>	<ul style="list-style-type: none"> ➤ Teacher shows some pictures to introduce the vocabulary about prepositions of place and students work in group to match the phrases with the pictures. <p style="text-align: center;">ACTIVITY 1: Matching Choose the right phrase for each picture</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>a. The dog is on the house.</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>b. The dog is in front of the house.</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>c. The dog is between two houses.</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>d. The dog is in the house.</p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>e. The dog is behind the house.</p> </div> </div> <ul style="list-style-type: none"> ➤ Students checks their answer with teacher's help. ➤ Teacher elicits the topic asking students about the pictures of Activity 1 and the following questions: <ul style="list-style-type: none"> ○ Where is the dog in this picture? ○ What kind of words have we used to show where the dog is in every picture? ○ What is the topic of this lesson? <div style="border: 2px solid red; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> <p>"The House: Prepositions of Place"</p> </div> <ul style="list-style-type: none"> ➤ Students write down the title in their notebooks.

**PROCESS
(12')**

Building up
the learning
While reading

- Students read a text and decide for the best title for it.

ACTIVITY 2: Reading

Read the text and choose the best title for it.

- a. Liliana's house is big and uncomfortable
- b. Liliana's has a dog in her House
- c. Liliana's bedroom is small

Dear Ana,

How are you? I'm fine. I'm writing to tell you that I rent a new house in San Juan, and I think it's beautiful. It's a big house. There are four bedrooms **in front of** the garden, a big kitchen **next to** the dining room, two bathrooms **between** the living room and the garage and a beautiful front garden. There is a comfortable bed **in** my bed room. There is a big table with eight chairs **in** the dining room and there is a smart TV in the living room where I watch the soap operas sitting **on** a very soft armchair. I think the most important is to have my dog in my house!

Well, that's all for now. Hope to hear from you soon.

Love,

Post reading


- They read the text again and write T for true and F for false.

ACTIVITY 3: True or False

Read the text again and write T for true or F for False

- a. Liliana lives in a small house. ()
- b. The bathrooms are behind the garage. ()
- c. Her dog is on the table. ()
- d. The smart TV is in the living room. ()
- e. There is an uncomfortable bed in her bedroom. ()

- Students check their answers with teacher's help.

<p>OUTPUT (15')</p> <p>Applying the learning</p>	<p>➤ Students work individually and write a text describing the following about his/her living room.</p> <p style="text-align: center;">ACTIVITY 4: Write a paragraph about the living room on the picture, use the prepositions of place and as an example the reading in activity 2.</p> <div style="text-align: center;">  </div>
<p>Evaluation</p> <p>Metacognition (5')</p>	<p>➤ Students will be evaluated during the learning session with an observation sheet.</p> <p>➤ Students will answer the following questions:</p> <ul style="list-style-type: none"> • ¿qué hemos aprendido es esta lección? • ¿cómo hemos aprendido? • ¿les pareció útil los ejercicios? • ¿Les fue fácil utilizar las preposiciones de lugar? • ¿Les pareció interesante describir la imagen?



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VII. BIBLIOGRAPHY

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VIII. 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.	Identifies the vocabulary by observing pictures and answering questions.	Recognizes the use of Prepositions of place by describing a picture.	Produces a written text by describing a picture by describing it with cohesion and coherence.	Show responsibility when working in groups.	
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APPENDIX 2

ACTIVITY 1: Matching Choose the right phrase for each picture



a. The dog is on the house.



b. The dog is in front of the house.



c. The dog is between two houses.



d. The dog is in the house.



e. The dog is behind the house.

ACTIVITY 1: Matching Choose the right phrase for each picture



a. The dog is on the house.



b. The dog is in front of the house.



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d. The dog is in the house.



e. The dog is behind the house.

APPENDIX 3

ACTIVITY 2: Reading

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Well, that's all for now. Hope to hear from you soon.

Love,
Liliana

ACTIVITY 2: Reading

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Love,
Liliana

APPENDIX 4

ACTIVITY 3: True or False

Read the text again and write T for true or F for False

- a. Liliana lives in a small house. ()
- b. The bathrooms are behind the garage. ()
- c. Her dog is on the table. ()
- d. The smart TV is in the living room. ()
- e. There is an uncomfortable bed in her bedroom. ()

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