



UNIT 3: LET'S TALK ABOUT PERCENTAGE

SESSION 13: "Eco-Shop Dialogue: Asking About Prices, Discounts, and Payment Methods"

I. DATOS INFORMATIVOS

- Director	: Dr. Emilio Borjas	- Ciclo	: VI
- Subdirectora	: Lic. Alicia Morales P.	- Aula	: 5B
- Docente	: CHARRI SOLANO, Carmen Paula	- Fecha	: 17 de junio.
- Área	: inglés	- Tiempo	: 03 h pedag.

II. PROPOSITOS DE APRENDIZAJE:

META DE APRENDIZAJE Habilidades para la vida	Comunica oralmente ideas de forma ordenada, con jerarquía, profundiza manteniendo el hilo temático, emplea gestos, modula los sonidos, incorpora palabras técnicas y utiliza fuentes de información como periódicos, videos u otros de productos ecológicos.
ENFOQUE COMUNICATIVO	Communicative Language Teaching – CLT
PROPÓSITO	Today, we will practice dialogues to become confident buyers and sellers in an eco-shop. Our goal is to use phrases for prices, offers, and payments accurately."
COMPETENCIA	Se comunica oralmente en inglés como lengua extranjera
CAPACIDAD	Obtiene información del texto oral (escucha) Infiere e interpreta información Adecúa, organiza y desarrolla ideas. Utiliza recursos no verbales (gestos, entonación) Interactúa estratégicamente con otros
DESEMPEÑOS	Participa en intercambios orales en inglés sobre precio, oferta y pago, respetando los turnos de conversación, expresando sus ideas con claridad, y aportando información relevante al tema, especialmente al describir y presentar un producto ecológico.
CRITERIOS	Participa en diálogos sencillos, preguntando y respondiendo sobre el precios, oferta y pago de productos ecológicos.
EVIDENCIA APRENDIZ	Diálogo corto sobre precio, oferta y pago de productos ecológicos.
Instrumento de evaluación.	Checklist.
COMPETENCIA TRANSVERSALES	➤ Se desenvuelve en entornos virtuales generados por las TICs.- Participa en los entornos virtuales al buscar diálogos en el idioma inglés sobre precios y productos ecológicos. ➤ Gestiona su aprendizaje de manera autónoma.- Cumpliendo con sus deberes.
ENFOQUE TRANSVERSAL	Enfoque ambiental: promueve el consumo responsable de productos ecológicos.

III. MOMENTOS DE LA SESIÓN:

INTRODUCTION:

30 minutos

- **Lead-in:** Good morning, everyone. Today we will imagine that our classroom is a small eco-shop: What eco-friendly product would you choose if you had a limited budget?
The teacher explains the classroom rules for today:
 - We participate using an appropriate tone of voice and kind words.
 - We try to speak in English and respectfully ask for help when we need it.
- **Elicitation:** the teacher shows a reusable bottle, a cloth bag, and a pack of rechargeable batteries.



1. **Which of these products do you think is most useful for taking care of the environment?**
Some students answer the question and give the reason.
2. "You have 20 soles to buy ecological products for your home. **what would you buy?**"
Some students answer the question and give the reason.

- **Topic introduction:** then teacher writes on the board:
"1 reusable bottle = \$8" and "3 reusable bottles = \$19.2".
Students compare, calculate mentally, and justify their best choice and why.
- **Activation of Prior Knowledge:** Could you tell us the name of each number (8, 12, 18, 24, 36, etc)
How much is one reusable bottle?
How much are three reusable bottles?
- **Learning Objective:** Today, we will practice dialogues to become confident buyers and sellers in an eco-shop. Our goal is to use phrases for prices, offers, and payments accurately."
- **Checklist criteria:** The teacher explains the criteria of the checklist.

DEVELOPMENT :

90 minutos

- **Presentation:** Let's imagine that the products in our eco-shop are **on sale**. What key questions would we ask in English?
 - Is it on sale?
 - Is there any discount?
 - Are there any new eco-friendly products on sale?
 - I'll take one / two / a dozen.
- **Modeling:** the teacher shows and models the dialogue. (choral repetition)
A: Excuse me, how much is this reusable water bottle?
B: Hello! It's S/.8 but today there is a 20% off.
A: Great! I'll take three. How much is it in total?
B: In total is S/ 19.20. How can I pay?
A: We accept cash, yape, plin or a credit card.
B: I'll pay with yape.
A: Thanks a lot!
B: My pleasure. Have a nice day!
- **Pair work:** In pair, students practice the dialogue; the teacher helps if it is necessary.
- **Communicative practice:** The teacher presents five eco-friendly products, and the students create dialogues based on that new information. The teacher chooses different pairs of students and models the dialogue in front of the class. The teacher observes and takes notes while the students speak.
- **Feedback:** The teacher comments on performance, pronunciation, fluency, or language usage after each dialogue presented in front of the class.

WRAP-UP:

15 minutos

- **Reflection:** Why is it important to learn numbers in English?, Why is it important to learn about buying and selling products in English? Where would you put it into practice?
- **Peer Assessment:** each student evaluates their partner and completes the checklist.
- **Metacognición:** What did you learn today?, What did you think of today's class? Is it useful for you?

IV. **RECURSOS Y MATERIALES:** Ficha de trabajo, Audio (listening), Parlantes, micrófono, pizarra, plumones, lapiceros, etc.



SPEAKING CHECKLIST

Full name: _____

Grade and section: _____ Date: _____

Criteria	Yes	Almost	Not yet
I ask about prices using "How much is it?" and "How much are they?"			
I ask and answer questions about discounts and offers.			
I ask and answer about payment methods.			
I participate actively in the dialogue, respecting turn-taking.			
I pronounce words and expressions clearly.			
I speak confidently using complete sentences.			

One thing I did well: _____

One thing I need to improve: _____