**UNIVERSIDAD JUAREZ AUTOMA DE TABASCO**

¡Estudio en la duda, Acción en la fe!

DIVISIÓN ACADEMICA DE EDUCACIÓN Y ARTES

LIC. EN CIENCIAS DE LA COMUNICACIÓN



**PLANEACIONES DIDÁCTICAS**

INGLÉS BASICO

AGOSTO-DICIEMBRE 2010

**M.D. NELLY DEL C. CORDOVA PALOMEQUE**

[www.nellypalomeque.weebly.com](http://www.nellypalomeque.weebly.com)

[nelly\_palomeque@hotmail.com](mailto:nelly_palomeque@hotmail.com)

**DATOS DEL GENERALES**

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| **LICENCIATURA:** | **En Ciencias de la Comunicación** | | | |
| **PROFESOR ASIGNADO:** | **M.D. Nelly del Carmen Córdova Palomeque** | | **NUMERO DE EMPLEADO:** | **03942** |
| **CICLO LECTIVO** | **2010-02** | **PERIODO:** | **Agosto-Diciembre 2010** | |

**DATOS DE LA ASIGNATURA**

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| NOMBRE: | Inglés Básico | | |
| CLAVE: |  |  | |
| SEMESTRE: | 4 | OPTATIVA/OBLIGATORIA | Obligatoria |
| GRUPO: | E Comunicación | CRÉDITOS: |  |
| TURNO: | Matutino | HORAS SEMANA: | 6 horas |

**COMPETENCIAS DE LA CARRERA O GENERALES A DESARROLLAR**

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| **Aplicar los conocimientos básicos de una segunda lengua, desarrollando habilidades, aptitudes a través de las competencias comunicativas de tal manera que este pueda irse introducirse en la lengua inglesa desde su área de estudio y cotidianeidad.** |

**COMPETENCIAS DE ASIGNATURA A DESARROLLAR:**

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| * **Identifica, ordena e interpreta las ideas, datos y conceptos explícitos e implícitos en un texto, considerando el contexto en el que se generó y en el que se recibe.** * **Evalúa un texto mediante la comparación de un contenido con el de otros, en función de sus conocimientos previos y nuevos.** * **Valora el pensamiento lógico en el proceso comunicativo en su vida cotidiana y académica.** * **Identificar e interpretar la idea general y posible desarrollo de un mensaje oral o escrito en una segunda lengua, recurriendo a conocimientos previos, elementos no verbales y contexto.** * **Se comunica en una lengua extranjera mediante un discurso lógico, oral o escrito, congruente con la situación comunicativa de acuerdo al nivel.** |

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| Subject: Basic English | Block: Students make comparison and discuss about students live. | | | Topic: 1 Please calls me Beth. | | | | Educational Principles: Plurality  Respect and tolerance for diversity of ideas and opinions, recognizing the individuality and dignity that enable social interaction |
| Didactical Situation: Students discuss personal information, introduce themselves and others. | | | | | | | | |
| Competencies: Students apply communication strategies according to those who are their partners in the context where they are and the goals pursued.  Oral: Asking about and describing people’s appearance; identifying people  Listening: Listening to descriptions of people; identifying people  Writing: Writing an e-mail describing people  Reading: Reading about clothing styles. | | | | | | | | |
| Performance Indicators: SS. Can identify and understand the basic elements to make conversations with simple questions and answer. | | | | | | | | |
| Contents | | | | | | | | |
| Conceptual | | | **Procedural:** | | | **Attitudinal** | | |
| * Introductions and greetings * Names * Countries and nationalities. * Wh- questions and statements with verb to be. | | | * Introducing yourself and someone * Exchanging personal information * Saying hello and good – bye. * Yes /no questions and short answer with verb To be. | | | * Cooperative Work: Collaborate with peers in pair work activities, trios or teams. * Empathy * Respect | | |
| Metacognition: Solve written exercise and model conversations using questions to introduce people using personal information and use other elements like greetings , possessive adjectives. | | | | | | | | |
| Didactic Sequence: | | | | | | | | |
| Warm up:  \* Call the roll  Teacher introduces the topic asking questions about the people on ex 1 page 2 like: Where are the people?, Who are they?, How old are they?  Teacher writes the questions an possible answer on board  Teacher sets the scene. David is anew member of a club for international Ss. He’s meeting Beth for the first time.  With Book closed. Teacher writes these questions on the board:  Where is Beth from?  Where is David from?  Teacher plays the first part of the audio program eliciting Ss’ answers.  Teacher writes on the board next task:  First name Last name  Beth  David  Play the first part of the audio program again. Ss listen to find out Beth’s and David’s last names. The answers have to be writing on board. | | Development Activities  Conversation:  Teacher ask Ss to practice a conversation between two people who just met;  Teacher ask Ss see statements with be and possessive adjectives in context.  Speaking:  Teacher shows how introduce oneself; and check information about other people.  Pronunciation:  Teacher tells Ss how learn to sound natural by linking words.  Grammar Focus:  Teacher practices with Ss with be, contractions of be, and possessive adjectives, ask and answer questions with be too.  Teacher practices yes / no questions and short answers with be with SS  Listening:  Teacher tells Ss different ways to say hello and good -bye.  Reading:  Teacher asks Ss to read and discuss an article about names; develop skills in scanning and reading detail. | | | | | Follow activity (feedback)  Ss have to make name cards. Each Ss folds a piece of paper in thirds and writes his or her name on one side. Then they place their name cards on their desk.  Ss. Encourage to use Classroom Language on page V of the Student’s Book, They have to write the expressions on cards and put the cards on the wall.  At the end of the class SS have to write what was the objective of the class.  Ss have to do Workbook Exercises 8-12 on page 5, 6  And Ss Book activities from page 2 to page 7 | |
| Evaluation: | | | | | | | | |
| Evaluation Aspects:  Oral production  Grammar  Vocabulary  Spelling | | | | | **Evaluation methods**  Exam skills  Activities in the classroom  Homework (workbook activities) | | | |
| Resources:  Course book  Dictionary  CD player  Pictures/ Flashcards | | | | | **Time:**  **1 week** | | | |
|  | | | | | **Observations:** | | | |

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| Subject: English 1 | Block: Students make comparison and discuss about students’ live. | | | | Topic: 2 How do you spend your day | | | Educational Principles: Plurality  Respect and tolerance for diversity of ideas and opinions, recognizing the individuality and dignity that enable social interaction |
| Didactical Situation: Students ask and answer questions about different types of jobs using the simple present and talk about routines and daily schedule using time expressions | | | | | | | | |
| Competencies: Students can use some verbal and / or non- verbal information to ease and enrich communication. Can rely on gestures, facial expressions and visual context.  Oral: Describing work and school; asking for and giving opinions; describing daily schedules.  Listening: Listening to descriptions of jobs and daily and weekly schedules.  Writing: Writing a biography of a classmate  Reading: “Why Do You Need a Job?”: Reading about people who need jobs. | | | | | | | | |
| Performance Indicators: SS can identify and understand the Basic elements to make conversations about Jobs see simple present wh-questions and statement in context | | | | | | | | |
| Contents | | | | | | | | |
| Conceptual | | | **Procedural:** | | | **Attitudinal** | | |
| * Jobs * Work places and school * Daily schedule * Clock time. | | | * Describing work and school * Asking for and giving opinions * Describing daily schedule. | | | * Cooperative Work: Collaborate with peers in pair work activities, trios or teams. * Empathy * Respect | | |
| Metacognition: Solve written exercises, or participates in short conversations directed, on request and provide personal information at work or at the school. | | | | | | | | |
| Didactic Sequence: | | | | | | | | |
| Warm up:  \*Pray  \* Call the roll  Teacher introduces the topic asking questions about the meaning of the topic with books closed: “Do you have a job? What is it? Do your parents have a job? What do they do?  Teacher lists three jobs from the Snapshot on the board. Ss guess the worst job. T will write the answer on the board.  Books open. Ss compare their ideas with the Snapshot  Teacher elicits or explains any new vocabulary.  Teacher explains the task. Encourage Ss to give reasons for their opinions.  Ss complete the task in small groups. Teacher goes around the class and give help as needed | | Development Activities  Snapshot:  Teacher talks about bad jobs with Ss  Word Power:  Teacher tells Ss how to learn vocabulary for different jobs; learn ways to categorize jobs.  Speaking:  Teacher and Students talk about jobs and workplaces.  Conversation:  Teacher asks Ss to practice a conversation about jobs; asks them to pay attention on simple present Wh-questions and statements in context  Grammar Focus:  Teacher practices with Ss simple present WH-questions and statements.  Listening:  Develop skill in listening for specific information.  Reading:  Teacher asks to read and discuss an article about jobs, develop skills in reading for specific information | | | | | Follow activity (feedback)  Ss. Have to write the new vocabulary in their notebooks and find the meaning in the dictionary before class as Homework  Ss have to bring small cards to cover the text. On page 9 and see the picture and listen without reading the dialogue.  Teacher writes a letter S on a card. Every time Ss forget to use the final –s, hold up the card is going to be working the same with the word *does*.  Ss will write a biography using simple present.  Ss have to do Workbook Exercises 7-12 on  page 10-12  And Ss Book activities from page 8 to page 13  Ss. Do progress check Units 1-2 page 14 and 15 | |
| Evaluation: | | | | | | | | |
| Evaluation Aspects:  Oral production  Grammar  Vocabulary  Spelling | | | | **Evaluation methods**  Exam skills  Activities in the classroom  Homework (workbook activities) | | | | |
| Resources:  Course book  Dictionary  CD player  Pictures/ Flashcards | | | | **Time:2 weeks** | | | | |
|  | | | | **Observations:** Prepare for the quiz **FIRST PARTIAL** | | | | |

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| Subject: English 1rst | Block: Students make comparison and discuss about student’s live. | | | Topic: 3 How much is it | | Educational Principles: Plurality  Respect and tolerance for diversity of ideas and opinions, recognizing the individuality and dignity that enable social interaction | |
| Didactical Situation. Students talk about prices using demonstrative and the pronouns one/ones and talk about preferences using comparison with adjectives. . | | | | | | | |
| Competencies: Students can initiate conversation appropriately. Can choose the most appropriate moment to intervene.  Oral: Talking about prices.  Listening: Listening to people shopping, listening for items, prices and opinions.  Writing: Writing a comparison of prices in different countries  Reading: Reading about online shopping | | | | | | | |
| Performance Indicators: : Students have to talk about money, specially with regard to shopping. | | | | | | | |
| Contents | | | | | | | |
| Conceptual | | | **Procedural:** | | | **Attitudinal** | |
| * Shopping and prices * Clothing and personal items * Colors and materials. | | | * Giving opinions * Discussing preferences * Making comparisons * Buying and selling things. | | | * work activities, pairs, trios or teams. * Empathy * Respect * Tolerance | |
| Metacognition: Solve written exercises, or participates in short conversations directed, on request and provide personal information | | | | | | | |
| Didactic Sequence: | | | | | | | |
| Warm up:  \*Pray  \* Call the roll  With books closed. Teacher introduces the topic asking several Ss: “What is your favorite color?”  Teacher writes the colors on the board. Help with vocabulary for colors as needed  Teacher asks Ss to choose between pairs of adjectives for colors. For example, ask: “Is red exciting or sad?”, “Is white dirty or pure?  Books open. Teacher explains that colors have different meanings in different countries.  Elicit or explain any new vocabulary.  Teacher asks different Ss to add adjectives from the Snapshot to the chart. Does everyone agree on the placement of exciting? Of mysterious?  Ss discuss the last two questions in pairs. Allow about five minutes. Then discuss the questions as a class.  Select three colors. In pairs or groups. Ss make list of all the things in the room with those colors. | | Development Activities  Snapshot:  Teacher reads about and discuss the meaning of colors  Conversation:  Teacher asks Ss to practice a conversation about shopping; see demonstrative and one / ones in context.  Grammar Focus:  Teacher practices with Ss demonstratives and one / ones  Practice preferences and comparisons with adjectives  Listening:  Develop skill in listening for details.  Role Play:  Teacher asks to role-play a conversation between  Clerk and a customer.  Word Power:  Teacher tells Ss to learn vocabulary for cloths and materials.  Reading:  Teacher asks Ss to read and discuss an article about Internet shopping; develop skills in scanning and differentiating fact and opinion. | | | | | Follow activity (feedback)  Ss write a paragraph comparing prices.  Ss will practice the conversation in pairs ex 2 page 16.  Ss have to do Workbook Exercises 1-5 on  page 13-15  Ss have to do Workbook Exercises 6-10 on  page 16-18  And Ss Book activities from page 16 to page 21 |
| Evaluation: | | | | | | | |
| Evaluation Aspects:  Oral production  Grammar  Vocabulary  Spelling | | | | | **Evaluation methods**  Exam skills  Activities in the classroom  Homework (workbook activities) | | |
| Resources:  Course book  Dictionary  CD player  Pictures/ Flashcards | | | | | **Time:** 2 week**s** | | |
|  | | | | | **Observations:** | | |

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| Subject: English 1 | Block: Students make comparison and discuss about student’s live. | | | Topic: 4 Do you like rap? | | Educational Principles: Promote respect, love and attitudinal of human life, of the natural environment and human relations | | |
| Didactical Situation: Students talk about music using yes/no and Wh- questions with do and make invitations and excuses using would and verb + to + verb | | | | | | | | |
| Competencies: Students can make sense of the organization of reference books (dictionaries, encyclopedias, test books) in order to look for help. – Can check the spelling of unfamiliar word. – Can look up unfamiliar words to find their meaning.  Oral: Talking about likes and dislikes.  Listening: Identifying musical styles; listening for likes and dislike  Writing: Writing a text message  Reading: Reading about a famous entertainer. | | | | | | | | |
| Performance Indicators: Students have to discuss entertainment and personal likes and dislikes. | | | | | | | | |
| Contents | | | | | | | | |
| Conceptual | | | **Procedural:** | | | | **Attitudinal** | |
| * Music, movies and TV programs * Entreteiners * Invitations and excuses * Dates and times | | | * Talking about likes and dislikes * Giving opinions * Making invitations and excuses | | | | * Cooperative Work: Collaborate with peers in pair work activities, trios or teams. * Empathy * Respect | |
| Metacognition: Solve written exercises, or participates in short conversations giving opinions on what they likes and dislikes | | | | | | | | |
| Didactic Sequence: | | | | | | | | |
| Warm up:  \*Pray  \* Call the roll  Book closed. Ask “What kid of music is popular in your country?” Help with vocabulary as needed.  Teacher writes answers on the board.  Books open. Point out the percentage signs. Ask: “What is this symbol called? What does this chart show?”  Read out the names of the music styles. Ask: “What kind of music is popular in the U.S.? What music is unpopular? Does anything surprise you about the information?” Elicit answers.  Elicit or explain any vocabulary.  Brainstorm with Ss with the “other” category might include (e.g. reggae, salsa).  Explain that Ss will hear eight short pieces of music in different styles. Ss listen and number the musical styles from 1 to 8  Play the audio program. Ss complete the task individually then they compare answers in pairs | | Development Activities  Snapshot:  Teacher and Ss discuss about types of music and learn vocabulary for types of entertainment.  Conversation:  Teacher will explain about likes and dislike and Wh- questions with yes and not answers using in context.  Even practice making plans; see would and  Verb + to+ verb in context  Grammar Focus:  T will practice with Ss about Yes/No and Wh-questions with do.  Practice would and verb + to + verb in context  Pronunciation:  T asks Ss to notice and use intonation in questions, learn the sound natural when asking questions.  Speaking: T talks about entertainment, discuss likes and dislikes.  Listening:  Develop skills in listening for details  Write:  Write and respond to text messages  Reading:  Read and discuss an article about a singer, develop skill in scanning a time line. | | | | | | Follow activity (feedback)  Ss listen the rest of the conversation on page 23 ex 3 and they have to answer questions on ex 3 part B page 23.  Ss. Work individually to complete the word map with words from the list from 1 to 6 on page 22 Ss book.  Ss practice a conversation about likes and dislikes; see yes/no and Wh-questions with do in a context.  SS have to find four questions with do or does in the conversation in Exercise 3. T will write the questions on board.  T asks Ss to practice some individually pronunciation and check them.  T will write some expressions on board and Ss ca use the expressions to report their group’s favorites.  Ones of the Ss report the results to the class.  Ss will listen about “Who’s my date? And they have to complete the chart on page 25 ex 7 part A  Ss. Work in group of three. Ss work individually to write a message to the other to Ss in their group.  They will work on Workbook on ex from 1 to 12 page from 19 to 24.  They will do the Progress check from Unit 3 and 4 on pages from 28 to 29. |
| Evaluation: | | | | | | | | |
| Evaluation Aspects:  Oral production  Grammar  Vocabulary  Spelling | | | | | **Evaluation methods**  Exam skills  Activities in the classroom  Homework (workbook activities) | | | |
| Resources:  Course book  Dictionary  CD player  Pictures/ Flashcards | | | | | **Time:** 2 week | | | |
|  | | | | | **Observations:** Prepare for the test **SECOND PARTIAL** | | | |

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| Subject: English 1 | Block: Students make comparison and discuss about student’s live. | | Topic: 5 Tell me about your family | | Educational Principles: Plurality  Respect and tolerance for diversity of ideas and opinions, recognizing the individuality and dignity that enable social interaction |
| Didactical Situation: Students discuss about families, typical families, and family life | | | | | |
| Competencies: Students can use some verbal and / or non- verbal information to ease and enrich communication. Can rely on gestures, facial expressions and visual context.  Oral: Talking about likes and dislike.  Listening: Listening for family relationships.  Writing: Writing an e-mail about family  Reading: Reading about an American family. | | | | | |
| Performance Indicators: SS can identify and understand the Basic elements to make conversations talking about their own families and facts about families using quantifiers and present continuous. | | | | | |
| Contents | | | | | |
| Conceptual | | **Procedural:** | | **Attitudinal** | |
| * Families * Typical families | | * Talking about families and family members * Exchanging information about the parent * Describing family life | | * Empathy * Respect * Solidarity * Pair work activities. | |
| Metacognition: : Solve written exercises, or participates in short conversations and exchanging information about families and family members | | | | | |
| Didactic Sequence: | | | | | |
| Warm up:  \*Pray  \* Call the roll  Teacher introduces the topic writing the word *family* In circle on the board.  Then writes the word *mother* and *father* around the circle.  In pairs, Ss brainstorm words for family members and make a list. Then they compare lists with other pair. Teacher goes around the class and notes the words on their list. As need teacher teaches other family words  Teacher explains the task. Ss draw their family trees individually. Point out that single S can include their grandparents, parents, brothers, and sisters, while married Ss can include their husband or wife, children, and grandchildren.  Teacher model the task by describing her own family and encourage Ss to ask her questions. | | Development Activities  Word Power:  Ss will learn vocabulary for discussing the family.  Listening:  Develop skills in listening for specific information.  Conversation:  Practice a conversation about families; see the present continuous in context, compare and discuss statistics about families in different countries.  Pronunciation:  Notice and use the intonation in statements, learn to sound natural when making statements.  Grammar Focus:  Practice the present continuous; ask and answer questions using the Present continuous.  Even practice quantifiers, present facts using quantifiers.  Discussion:  Discuss families using the present continuous; develop the skill of asking follow-up questions.  Reading:  Read an article about an American family develop skills in reading topic sentences. | | Follow activity (feedback)  To practice this T will asking questions about another person in the family tree  T will play the audio and Ss will do activity 2 page 32. from Ss book.  Ss will practice the conversation on ex 3 page 31 in pairs.  T will play the audio program. Point out the falling intonation. Ss repeat the statements. T ask different Ss to say the statements to check their intonation.  For practice contrasting the simple present with present continuous, Ss try Every Day and Today activity.  SS complete the task individually on ex 5 part A page 32 .  Ss will prepare thing to say about their families.  Ss practice doing Workbook exercise from 1 to 6 pages 25 to 27  Ss write an e-mail describing one’s family Teacher encourages them to use quantifiers.  Ss will do Workbook from exercises 7 to 11 on pages 28 to 30 | |
| Evaluation: | | | | | |
| Evaluation Aspects:  Oral production  Grammar  Vocabulary  Spelling | | | **Evaluation methods**  Exam skills  Activities in the classroom  Homework (workbook activities) | | |
| Resources:  Course book  Dictionary  CD player  Pictures/ Flashcards | | | **Time:** 1 week | | |
|  | | | **Observations:** | | |

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| **Subject:** English 1 | **Block:** Students make comparison and discuss about student’s live. | | | **Topic: 6** How often do you exercise? | | | | **Educational Principles:** Provide an educational model based on values, ethical, scientific, technological, sporting, cultural, to achieve an education to prepare him conscious, critically and creatively through an atmosphere of motivation, enthusiasm and joy |
| **Didactical Situation:** Students discuss sports, exercise and leisure activities. | | | | | | | | |
| **Competencies:** Students can use some verbal and / or non- verbal information to ease and enrich communication. Can rely on gestures, facial expressions and visual context.  **Oral:** Asking about and describing routines and exercise.  **Listening:** Listening to people talking about free-time activities; listening to descriptions of sports participation.  **Writing:**  Writing about favorite activities.  **Reading:** “Health and Fitness Quiz” Reading about and taking a quiz. | | | | | | | | |
| **Performance Indicators:** SS can identify and understand the Basic elements to make conversations talking about sports, exercise and leisure activities using adverbs of frequency, questions whit how and short answers | | | | | | | | |
| **Contents** | | | | | | | | |
| **Conceptual** | | | **Procedural:** | | | **Attitudinal** | | |
| * Sports * Fitness activities and exercise * routines | | | * Asking about and describing routines and exercise * Talking about frequency * Discussing sports and athletes * Talking abut abilities. | | | * work activities, in pairs. * Empathy * Respect * Tolerance | | |
| **Metacognition:** Solve written exercises, or participates in short conversations asking and describing routines and exercise using the correct frequency adverbs. | | | | | | | | |
| **Didactic Sequence:** | | | | | | | | |
| **Warm up:**  \*Pray  \* Call the roll  Teacher introduces the topic of sport and fitness with book closed. Ss brainstorm sports and fitness activities.  Teacher writes Ss’ ideas in two columns on the board:  ***Sport* *Fitness activity***  Volleyball jogging  Soccer weight training  Basketball walking  T asks Ss to guess the sports and fitness activities people from U.S. like best.  With books open. Ss look at the snapshot and compare their guesses. Ask: Who guessed right?”  Elicit or explain any new vocabulary. T helps Ss with the pronunciation of difficult words. | | **Development Activities**  Snapshot:  Talk about sports and fitness; learn sports and fitness vocabulary.  Word Power:  Discuss types of sports and exercise; learn collocations with do, go, and play.  Conversation :  Practice a conversation about exercise; see adverbs of frequency in context.  Grammar focus:  Practice adverbs of frequency; ask and answer questions using adverbs of frequency.  Pronunciation:  Notice intonation with direct address; learn to sound natural when using direct address.  Speaking:  Talk about fitness using How often and adverbs of frequency.  Listening:  Develop skills in listening for key words and specific information | | | | | **Follow activity (feedback)**  Ss. Complete the task individually on page 36 ex 2 A and B.  Ss read the focus questions aloud. T asks them to make guess and T write the ideas on the board. Finally they listen the audio program and check.  Ss will practice a conversation in pairs then they have to answer the questions in part A page 37 using their own information practicing with the adverbs of frequency.  Ss will do Workbook from exercises 1 to 7 pages from 31-34  Ss discuss sports and athletes using adverbs of frequency  Ss write about favorite activities using the simple present and adverbs of frequency.  Ss Read and complete a heath and fitness quiz; develop skills in Skimming and making inferences.  Ss will do Workbook from exercises 8 to 11 pages from 35-36.  Ss will do progress check Units 5 and 6 pages 42 and 43. | |
| **Evaluation:** | | | | | | | | |
| **Evaluation Aspects:**  Oral production  Grammar  Vocabulary  Spelling | | | | | **Evaluation methods**  Exam skills  Activities in the classroom  Homework (workbook activities) | | | |
| **Resources:**  Course book  Dictionary  CD player  Pictures/ Flashcards | | | | | **Time:** 1.5 week | | | |
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| Subject: English 1 | Block: Students make comparison and discuss about student’s live. | | Topic: 7 We had a great time! | | Educational Principles: Promote respect, love and attitudinal of human life, of the natural environment and human relations |
| Didactical Situation: Students discuss daily, leisure and vacation activities | | | | | |
| Competencies: Students can use some verbal and / or non- verbal information to ease and enrich communication. Can rely on gestures, facial expressions and visual context.  Oral: Talking about past events.  Listening: Listening to descriptions and opinions of past events and vacations.  Writing: Writing a postcard  Reading: “Vacation Postcards”: Reading about different kind of vacations. | | | | | |
| Performance Indicators: SS can identify and understand the Basic elements to make conversations talking about daily and leisure activities and vacations, using the simple past in both regular and irregular verbs and the past tense of be | | | | | |
| Contents | | | | | |
| Conceptual | | **Procedural:** | | **Attitudinal** | |
| * Free-time and weekend acivities * Chores * Vacations | | * Talking about past events * Giving opinions about past experiences * Talking about vacations. | | * Cooperative Work: Collaborate with peers in pair work activities, trios or teams. * Empathy * Respect | |
| Metacognition: Solve written exercises, or participates in short conversations talking about past event apply correctly simple past in both regular and irregular verbs and the past tense of be | | | | | |
| Didactic Sequence: | | | | | |
| Warm up:  \*Pray  \* Call the roll  Books closed. Ask “What do you do in your free time?” Help with vocabulary as needed. Write Ss’ response on the board.  Books open. Ask different Ss to read the leisure activities aloud. Point out then these are the top eight leisure activities in the U.S. Elicit or explain any new vocabulary.  Teacher asks: “Does anything on this list surprise you? What?” Elicit Ss’ answers.  Read and explain the three tasks. Points out that, for the last task, Ss should list the activities starting with their favorite.  Ss complete the task individually. Teacher goes around the class and gives help as needed.  Elicit Ss’ response | | Development Activities  Snapshot:  Learn vocabulary for discussing leisure activities  Conversation:  Practice a conversation about weekend activities; see the simple past in context.  Grammar focus:  Practice simple past questions, short answers, and regular and irregular verbs.  Practice the past of be in questions and short answers.  Pronunciation:  Notice the reduction of did you; learn to sound natural when asking did you questions.  Discussion:  Learn vocabulary for chores and activities; learn collocations with do, go, have, make, and take.  Listening:  Develop skills in listening for main ideas and details.  Writing  Learn postcard-writing skills; use the past tense | | Follow activity (feedback)  Ss. Discuss activities using simple past; develop the skill of asking follow-up questions  Ss practice a conversation about a vacation; see the past of be in context.  Ss write a postcard about a vacation using the past tense  Read and discuss vacations postcards; develop skills in reading for main ideas and supporting details.  Ss will practice talking about last weekend’s activities.  T and Ss will play Bingo for more practice with regular and irregular verbs.  Ss complete the activity in groups page 46 ex 5 Ass have to use reduced forms of did you.  Ss do Workbook from exercises 1 to 11 on pages from 37 to 42. | |
| Evaluation: | | | | | |
| Evaluation Aspects:  Oral production  Grammar  Vocabulary  Spelling | | | **Evaluation methods**  Exam skills  Activities in the classroom  Homework (workbook activities) | | |
| Resources:  Course book  Dictionary  CD player  Pictures/ Flashcards | | | **Time:**  1 week | | |
|  | | | **Observations:** | | |

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| Subject: English 1 | Block: Students make comparison and discuss about student’s live. | | | Topic: 8 What’s your neighborhood like? | | | | Educational Principles: Promote respect, love and attitudinal of human life, of the natural environment and human relations. |
| Didactical Situation: Students discuss neighborhoods | | | | | | | | |
| Competencies: Structure ideas and arguments in a clear, coherent summary; Identifies key ideas in a text or speech and inferred conclusions from them  Oral: Asking about and describing locations of places.  Listening: Listening for locations and descriptions of places.  Writing: Writing a roommate wanted ad  Reading: Reading about a New York City neighborhood. | | | | | | | | |
| Performance Indicators: SS can identify and understand the Basic elements to make conversations about places and neighborhood problems, using there is/there are, prepositions of place and how many and how much. | | | | | | | | |
| Contents | | | | | | | | |
| Conceptual | | | **Procedural:** | | | **Attitudinal** | | |
| * Stores and places in a city * Neighborhoods * Houses and apartments | | | * Asking about and describing locations of places * Asking about and describing neighborhood * Asking about quantities. | | | * Cooperative Work: Collaborate with peers in pair work activities, trios or teams. * Empathy * Respect | | |
| Metacognition: Solve written exercises, or participates in short conversations talking and describing about locations of places using prepositions of place and quantifiers. | | | | | | | | |
| Didactic Sequence: | | | | | | | | |
| Warm up:  \*Pray  \* Call the roll  Teacher introduces the topic of neighborhoods asking “What places do you need to find in a neighborhood?.  Elicit the Ss’ answers and write them on the board.  Teacher elicits the names of places Ss see in the picture (e.g. Laundromat, library, barbers shop).  Teacher models the task. Ask “What’s a barber shop?” Tell Ss to say “stop” when you read the correct definition and the possible answers.  Ss match the words and definitions individually. Then go over answers with the class.  Ss take turns asking and answering the questions in pairs. Teacher goes around the class and give help as needed. | | **Development Activities**  Conversation:  Learn vocabulary for discussing places in the neighborhood.  Grammar focus:  Learn the use questions with there is/there are and prepositions of place  Pronunciation:  Notice the reduction of there is / there are; learn to sound natural when using there is/there are.  Speaking  T asks questions about neighborhoods using is there/are there and ones /any/some.  Listening  Develop skills in listening for details  Reading:  Read and article from a magazine develop skill in scanning and reading for detail. | | | | | **Follow activity (feedback)**  Practice a conversation between neighbors; see there is/there are and one/any/some/ and practice how many and how much with quantifiers in context.  Ss ask and answer questions with there is and there are.  Ss compare their questions in small groups. They read out their questions and check for grammatical accuracy.  Ss will use the information on ex 5 page 52 to asking and answering questions about places mentioned on the activity in your neighborhood.  Ss do workbook from exercises 1 to 5 on pages from 43 to 46.  Ss ask and answer questions with count and non count nouns  Ss do workbook from exercises 6 to 9 on pages from 47 to 48  Ss will do progress check Units 7 and 8 from pages 56 and 57 | |
| Evaluation: | | | | | | | | |
| Evaluation Aspects:  Oral production  Grammar  Vocabulary  Spelling | | | | | **Evaluation methods**  Exam skills  Activities in the classroom  Homework (workbook activities) | | | |
| Resources:  Course book  Dictionary  CD player  Pictures/ Flashcards | | | | | **Time: 2 weeks** | | | |
|  | | | | | **Observation:** Study for the exam. **FINAL EXAM** | | | |

**EVALUACIÓN DE LOS APRENDIZAJES**

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| --- | --- |
| **ELEMENTOS** | **DESCRIPCIÓN** |
| **FACTORES POR EVALUAR** | Listening , speaking, writing and Reading comprehension  Comprensión auditiva, oral, escrita y de lectura. |
| **PERIODOS DE EVALUACIÓN Y UNIDADES POR EVALUAR** | Tres parciales en los tiempos señalados por la dirección:  Primer parcial: 10 de septiembre  Segundo parcial: 15 de octubre  Tercer parcial: 19 de noviembre |
| **CRITERIOS DE EXENCIÓN** | Grammar, punctuation, homeworks, participations, works in class and oral activities.  Gramática, ortografía, tareas, participación, trabajo en clases y actividades orales. (10) |
| **ASIGNACIÓN DE CALIFICACIONES** | Del 0 al 10 |

**BIBLIOGRAFÍA Y RECURSOS:**

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| **BIBLIOGRAFÍA BÁSICA Y DE CONSULTA** | **RECURSOS DIDÁCTICOS** |
| **Basic Bibliography -Basic Bibliography**  Interchange Third Edition by Jack C. Richards Intro, Cambridge publishers.  Oxford Dictionary English-Spanish  **Consult-Consulta**  English Grammar in Steps by David Bolton & Noel Goodey. Richmond publishing.  Grammar in use by Raymond Murphy, Cambridge Publishing.  Rally on by Manuel Luna and Adriana del Paso, Macmillan Publishing. | Type recorder, flashcards, computers, bingo, memory games, student’s book, notebooks and dictionary.  Grabadoras, tarjetas, computadora, loterias, juegos de memorama, libro del alumno, libretas y diccionario. |

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| 1. ALAMILLA PACHECO MARICELA |  |
| 1. APARICIO RODRÍGUEZ VERÓNICA |  |
| 1. BENITEZ GÓMEZ ANA LUZ |  |
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| 1. CASTUL CALDERÓN MANUEL ALEJANDRO |  |
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| 1. MAYO CORNELIO MARÍA TERESA |  |
| 1. OSORIO JULIÁN JOSÉ GUADALUPE |  |
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| 1. PÉREZ GARCÍA EVELYN |  |
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| 1. RUÍZ ÁLVAREZ JAIRO MISAEL |  |
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| 1. SÁNCHEZ PUERTO SARA |  |
| 1. SÁNCHEZ SÁNCHEZ JOHANA |  |
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