**UNIVERSIDAD JUAREZ AUTOMA DE TABASCO**

¡Estudio en la duda, Acción en la fe!

DIVISIÓN ACADEMICA DE EDUCACIÓN Y ARTES

LIC. EN CIENCIAS DE LA EDUCACIÓN



**PLANEACIONES DIDÁCTICAS**

Lengua Extrajera

AGOSTO-DICIEMBRE 2010

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**DATOS DEL GENERALES**

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| **LICENCIATURA:** |  **En Ciencias de la Educación** |
| **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:** |  **Lengua Extranjera** |
| **CLAVE:** |  |  |
| **SEMESTRE:** |  | **OPTATIVA/OBLIGATORIA** | **Obligatoria** |
| **GRUPO:** | **Educación** | **CRÉDITOS:** |  |
| **TURNO:** | **Vespertino** | **HORAS SEMANA:** |  **3 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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| PLANEACIÓN DIDACTICA SEMESTRAL POR SESIONES |
| Subject: Foreign language | Topic: 1 It’s nice to meet you | 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 and introduce other people in a different context |
| Competencies*: Students Apply communication strategies according to those who are their partners in the context where they are and the goals pursued*Oral: To have a conversation between two people meeting for the first timeListening: to identify the correct spelling and pronunciationWriting: To understand the functions of verb to be and possessive adjectivesReading: To understand short dialogues of introducing people |
| Performance indicators: Ss can identify and understand the basic elements to make a conversation and a simple short sentence |
| Contents |
| Conceptual | **Procedural**  | **Attitudinal** |
| * Alphabet
* Greetings and leave takings
* Names and titles of address
* Numbers 0-10
* Phone numbers
 | * Introducing yourself and friends
* Saying hello and good-bye asking for names and phone numbers.
* To introduce other person using possessive adjectives by writing and oral conversation
* Also using the verb to be in the correct form
* Listening for the spelling of names and phone numbers

Writing a list of names and phone numbers. | * 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. |
| Didactic Sequence |
| Warm up | **Development Activities** | **Follow activity (feedback)** |
| Teacher greets ss and invites to say their names, model *My name is: \_\_\_\_\_\_\_\_ and I’m from (school’s name)* Teacher presents the scholar rules and invite them to think about any other suggestions*.* Ss make a list about how do you introduce some people new?  | Ss listen a conversation on page 2 about *“I’m Jennifer Miller”*In a pair work introduce themselves and other peerListen and practice popular names and nicknames in the USBooks closed. T asks a male and female names and uses a conversation to show my, your, his, her.Listen and read silently (track 3) and identify his-herSs listen and read the alphabet. Then they practice in oral way. | Answer spelling names activities and word power titles. |
| Teacher introduces the topic asking how you say hello in different time. In the morning, at 3:00 pm? At 7:00 p.m.? At 9:00 p.m.?T elicits ss write a brainstorm and select the most common (diagnostic) | Books opened. Ss observe the pictures. Then they listen the conversations and practice.T presents a Jennifer and David’s picture and asks who’s she? Do you know her? What’s *her* name? T elicits ss guess. T invites ss to analyze the grammar focus box and read in silenceT plays the audio program and explains the grammar function of verb to be and contraction.Ss work alone on exercise A page 5, B page 6. Check together.T explains pronunciation linked sounds. | Check some words and the correct pronunciation |
| Teacher introduces the numbers  | Teacher reviews the numbers by flashcards  | Students play bingo with the alphabet selected by the teacher in teams. The winner will have a prizeWith stickers ss will make and id for their pencil cases: name, home phone, cell phone, mail, etc.Make an address book |
|  | **Evaluation** |  |
| Evaluation AspectsOral productionGrammarVocabularyspelling | **Evaluation methods**Exam skillsActivities in the classroomHomework (workbook activities) |
| Resources:Course bookDictionaryCD playerBingoPictures/flashcards | **Time:** September 3rd /10th 2010**First partial** |

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| Subject: Foreign language | Topic: 2 What’s this? | 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 everyday objects |
| Competencies*: Students Apply communication strategies according to those who are their partners in the context where they are and the goals pursued**Structure ideas and arguments in a clear, coherent summary.*Oral: To ask questions about names of things in English practicing demonstratives and spellingListening: to identify and pronounce in the correct form the sound /z/ /s/ /iz/Writing: To understand and apply the functions of demonstrative adjectives and prepositions of place.Reading: To understand short simple dialogues |
| Performance indicators:Ss can identify and understand the basic elements to make a description using possessives in a simple short sentence |
| Contents |
| Conceptual | **Procedural**  | **Attitudinal** |
| * Possessions
* Classroom objects
* Personal items and locations in a room
 | * Naming objects asking for and giving the location of objects
* To practice the grammar punctuation by written exercises
* By listening and writing for the locations of objects comparing two pictures of a room
 | * Cooperative Work: Collaborate with peers in pair work activities, trios or teams.
* To be shared
* Respect
 |
| Metacognition: students will be able to express where are the things |
| Didactic Sequence |
| Warm up | **Development Activities** | **Follow activity (feedback)** |
| Teacher introduces the topic asking what things people have in a bag. Teacher elicits ss to answers and with realia. | T presents the new vocabulary by pictures.Books opened. Ss open and observe the picture on page 8. Listen and read in silence. Ss listen and repeat the new words, using the same vocabulary T models the use of the article a-an. | T asks what other things are in the class and in a pair work they spell them. |
| Teacher focuses ss attention on the pictures and asks what things are in the pictures? T elicits ss answer. | Ss listen and practice the conversation on page 9 with all the new words. They identify and classify the sound s=/z/, s=/s/ e=/iz/ |  |
| Teacher writes these and these on the board. T holds up a pen and says *these are pens.* | Ss should know the contrast of *this and these* pronunciation. They repeat.Books opened. Focus attention on the grammar focus box. T explains that *this* and *it* are singular and these and they are plural. Ss complete the task on page 10. | Ss work individually on a task from the workbook exercise 1-4 or lab guide 1-5 |
| Teacher presents a situation about a person who goes to the restaurant and this loose his/her wallet. | Ss listen a conversation about Carol’s café. T asks them about the dialogue: who has the car key and the wallet?T explains the vocabulary unknown.Books open. Focus Ss’ attention on the grammar focus box. T writes *it’s* and *they’re* on the board. Circle the apostrophes. Explain that we use them in contractions.Ss complete a conversation in pairs. Check together. | Ss work on their notebooks writing a similar exercise from the book.  |
| Teacher presents the prepositions of place by posters. | Ss listen and practice the new words.Ss work on page 12. Check togetherMake with cuts outs examples using the prepositions. | Ss work on listening activity. (song) |
|  | **Evaluation** |  |
| Evaluation AspectsOral productionGrammarVocabularyspelling | **Evaluation methods**Exam skillsActivities in the classroomHomework (workbook activities) |
| Resources:Course bookDictionaryCD playerBingoPictures/flashcardsMagazines | **Time:** September 17th / 24th 2010 |
| **Observations:**  |

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| Subject: Foreign language | Topic: 3 Where are you from? | 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 famous people and people they know. |
| Competencies*: Students Apply communication strategies according to those who are their partners in the context where they are and the goals pursue;**Structure ideas and arguments in a clear, coherent summary;* *Also Assume that respect for differences is the principle of coexistence and integration in the local, national and international contexts* Oral: To talk about large cities and people on their communitiesListening: To notice syllable stress learning sound natural when pronouncing countries, nationalities and languagesWriting: To describe people and placesReading: To understand conversation more complex. |
| Performance indicators: Ss identify and understand the basic elements to make a description of different places and different contexts. |
| Contents |
| Conceptual | **Procedural**  | **Attitudinal** |
| * Cities and countries
* Adjectives of personalities and appearance
* Numbers 11-103 and ages.
 | * Talking about cities and countries; asking for and giving information about place of origin, nationality, first language and age; describing people.
* Listening for countries, cities, and languages; listening to descriptions of people.
* Writing questions requesting personal information
 | * Cooperative Work: Collaborate with peers in pair work activities, trios or teams.
* To be shared
* Respect
* Rate their identity and nationality comparing their culture with others
 |
| Metacognition: Requests and exchanging personal information through written questionnaires or oral demonstrating practical ways affirmative, negative and interrogative. |
| Didactic Sequence |
| Warm up | **Development Activities** | **Follow activity (feedback)** |
| Teacher introduces the topic talking about ten largest cities in the world. T elicits ss answer and comment about it. | T focuses Ss’ attention on the chart. Play the audio program. Ss read silently then they practice the pronunciation.T explain the first task matching the capital with the correct countryT asks what other large cities are in each country.  | Ss discuss in groups and comment in the class. |
| Teacher presents the conversation with an audio program. What places do they talk about? T elicits ss answer her.Books opened. T focuses Ss’ attention on the picture and set the scene. Tim and Jessica are in front. | Ss listen again and practice the conversation. Page 16Ss analyze the grammar focus and make comments about it.Ss work on exercise A and B page 17 in pairs. Check together.  | Ss write five questions like the ones in part b. then they ask and answer their questions with a peer. |
| Teacher reviews some countries by flashcards. | Ss listen and notice the syllable stress. T should show the stress examples. Then complete the exercise A and B on page 18In trios work about where the people are from. They have to identify according to the list of countries and nationalities. |  Ss ask each other simple questions like exercise B page 18Work on workbook exercise 1-3 on pagers 13-15/ lab guide exercises 1-5 on page 5 |
| Teacher introduces numbers and ages by poster | Ss listen a conversation *“He’s cute”*. They listen and practice the dialogue. Ss identify the numbers and the word stress. | Ss ask each other by some small cards. Play memory |
| Teacher presents the question words by cards and writing questions. | Ss identify the meaning of the question words. Ss go to page 20 and observe the grammar focus. They should analyze. Teacher elicits to ask about their doubts.Ss answer exercises A, in pairs. Check together.Ss listen and practice a family description. They have to complete a chart with words from listening.  | Work on their notebooks on a free exercise ( about WH questions)Students describe a very famous people in the world. |
|  | **Evaluation** |  |
| Evaluation AspectsOral productionGrammarVocabularySpelling | **Evaluation methods**Exam skillsActivities in the classroomHomework (workbook activities) |
| Resources:Course book, Dictionary, CD player, Pictures/flashcards, Magazines | **Time:** October 1rst 2010 |
| **Observations:**  |
| Subject: Foreign language | **Topic:** 4 I’m not wearing boots! | **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 clothes and the weather.* |
| Competencies*: Students Apply communication strategies according to those who are their partners in the context where they are and the goals pursue;**Structure ideas and arguments in a clear, coherent summary;* *Identifies key ideas in a text or speech and inferred conclusions from them.*Oral: To talk about fashions, weather and seasons around the worldListening: To develop skills in listening for main ideas and details about clothing and colors.Writing: To describe fashions, weather and seasons around the world with good punctuationReading: To understand descriptions without dictionary. |
| Performance indicators: Ss identify and understand the basic elements to make a description according to the weather and seasons. |
| Contents |
| Conceptual | **Procedural**  | **Attitudinal** |
| * Clothing
* Colors
* Weather and seasons
 | * Asking about and describing clothing and colors; talking about the weather and seasons; finding the owners of objects.
* The letter s and sh: listening for descriptions of clothing and colors.
* Writing questions about what people are wearing.
 | * Cooperative Work: Collaborate with peers in pair work activities, trios or teams.
* To be shared
* Respect
* Enthusiastic
 |
| Metacognition: Write basic personal profiles, using traditional materials: paper, pen and illustrations produced for them. |
| Didactic Sequence |
| Warm up | **Development Activities** | **Follow activity (feedback)** |
| Teacher focuses ss attention on some pictures and make a brainstorm about what kind of clothes do they know? Ss should classify the clothes according to the weather. | Play the audio program, ss listen and repeat. T reads out the names of different clothes in the pictures. They should complete a chart with the words from part A. | Check together and circle the clothes in part -***A***-you like. They should tell a partner. |
| Teacher presents and reviews colors by flashcards, using clothes vocabulary. *What color is this? What color are these?* | Ss listen and practice and work in teams asking what are their favorite color, and describing clothes.Ss listen and practice a conversation “it’s a disaster”. Check the unknown vocabulary. In the same conversation they should notice the pronunciation of *S* and *Sh.* | Practice in pairs the dialogue. |
| T focuses ss analysis on the grammar box, checking the possessives. | Ss complete a conversation with the correct words in parentheses, and then they should practice with a peer.Class activity: T puts one of their things in a box. Then T chooses a different thing from the box asking *is this watch yours?* | Ss listen and complete a description about clothes.Workbook exercises 1-4 on pages 19-21 or Lab guide exercises 1-5 on page 6 |
| Teacher asks about the weather, *what is your favorite weather?*T writes a list about the weather and words related with them | Ss listen weather and season around the world. They discuss about: what are the seasons in your country? Are they like these? What is your favorite season? What’s the weather like today?Ss listen and practice a conversation *“it’s very cold.* Ss analyze the grammar focus box present continuous statements and conjunctions. T explains some doubts and rules about it.Ss complete some sentences in pairs. Check together. | Listen and complete a song. |
| Teacher reviews the grammar focus box and makes some oral questions using the weather and season vocabulary.  | Ss work on books and analyze the present continuous in question form.In pair work the answer exercise B on page 27.Ss listen and complete the exercise *“ he is wearing T-shirt”* | Express *what are your favorite celebrities wearing?*  |
|  | **Evaluation** |  |
| Evaluation AspectsOral productionGrammarVocabularySpellingListening comprehension  | **Evaluation methods**Exam skillsActivities in the classroomHomework (workbook activities) |
| Resources:Course bookDictionaryCD playerPictures/flashcardsMagazines | **Time:** October 8th 2010 |
| **Observations**: Prepare for the test |

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| Subject: Foreign language | Topic: 5. What are you doing? | Educational Principles:Plurality Respect and tolerance for diversity of ideas and opinions, recognizing the individuality and dignity that enable social interaction |
| Didactical Situation: *Ss discuss the time and daily activities* |
| Competencies*: Students Apply communication strategies according to those who are their partners in the context where they are and the goals pursue;**Structure ideas and arguments in a clear, coherent summary;* *Identifies key ideas in a text or speech and inferred conclusions from them.*Oral: To talk about daily activities around the world according to the time.Listening: To develop skills in listening for main ideas and details about common daily activities at the momentWriting: To describe activities around the world with good punctuationReading: To read and develop skills in scanning and looking for details. |
| Performance indicators:An oral and written description expressing short and simple sentences for each action performed |
| Contents |
| Conceptual | **Procedural**  | **Attitudinal** |
| * Clock time
* Times of day
* Everyday activities (verbs in present)
 | * Asking for and telling time; asking about and describing current activities
* Rising and falling intonation; listening for times of the day: listening to identify people actions.
* Writing times of the day
* Describing what’s wrong with a picture.
 | * Work in team
* Respect
* Tolerance
* Friendship
 |
| Metacognition: Express clearly their daily routines activities in oral and written form. |
| Didactic Sequence |
| Warm up | **Development Activities** | **Follow activity (feedback)** |
| Teacher introduces the topic showing a map and asking: which cities are in the same time zones? Which cities are in your zones? Ss discuss about it.T writes on the *board where is John? Where is Debbie?*  | Ss observes and comment about the times zones. Then listen a conversation about “*what time is it there?* And practice it in oral way.Ss analyze the grammar focus about the time. T explains in the board.Pair work: Answer the time exercise A and B page 31Ss listen “it’s 4:00 pm Vancouver” and answer what time is it in these cities? Page 32 Ss practice conversation *“I’m really hungry!”* in pairs. | Workbook exercises 1-4 on pages 25-26Lab guide exercises 1-4 on page 8 |
| Teacher introduces the topic presenting some verbs with flashcards.Ss practice the pronunciation. | Ss work on page 33. They listen and practice the pronunciation. Pair work, ss ask and answer the questions about the pictures.Ss listen and practice “*He’s playing tennis”*Group work, ss ask and answer questions about the pictures in part A and exercise C.Ss listen “Mary’s activities” and in pairs answer the exercise A and B. | Workbook exercises 5-10 on pages 19-21Lab guide exercises 5-8Video activity book unit 5 |
| Teacher focuses ss attention on the title and pictures. T explains that the conversation is an online chat between two women, Meg and Kathy. T writes on the board *where are they? What are they doing?* | Ss listen and read carefully. Practice the reading and answer exercise A. | Pair works. Ss imagine they are having an online chat. Where are you? Who are you chatting with? Ss write a short conversation. |
|  | **Evaluation** |  |
| Evaluation AspectsOral productionGrammarVocabularySpellingListening comprehension  | **Evaluation methods**Exam skillsActivities in the classroomHomework (workbook activities) |
| Resources:Course bookDictionaryCD playerPictures/flashcardsMagazines | **Time:** October 15th Second partialOctober 22th 2010 |
| **Observations: to answer an extra activities** |

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| Subject: Foreign language | Topic: 6. My sister works downtown | Educational Principles:Plurality Respect and tolerance for diversity of ideas and opinions, recognizing the individuality and dignity that enable social interaction |
| Didactical Situation: *Ss discuss transportation, family and routines.* |
| Competencies*: Structure ideas and arguments in a clear, coherent summary;* *Identifies key ideas in a text or speech and inferred conclusions from them.* *Communicates in a second language in everyday situations.*Oral: To talk about people daily’s routine.Listening: To understand and comment a conversation about transport and familiesWriting: To describe in a simple form actions that identify common daily activities in their livesReading: To read and discuss interviews developing skills, skimming and sequence events. |
| Performance indicators:*Ask and interchange information referred to daily activities that they and other people do in different situations.* |
| Contents |
| Conceptual | **Procedural**  | **Attitudinal** |
| * Transportation
* Family relationships
* Daily routines
* Days of the week
 | * Asking for and giving information about how people go to work or school; talking about family members; describing daily and weekly routines.
* Practicing simple present statements with regular and irregular verbs; simple present yes/no and ***wh*** questions.
* Listening for activities and days of the week
* Write about them and their families
* Class survey: finding out more about classmates habits and routines.
 | * Solidarity
* Empathy
* Respect
 |
| Metacognition: Express clearly their daily routines activities in oral and written form. |
| Didactic Sequence |
| Warm up | **Development Activities** | **Follow activity (feedback)** |
| Teacher introduces the topic asking *what their opinion about the public transport is*. T elicits ss to answer. | Ss listen practice and discuss about the different transportation in the US. Ss listen and read in silence, then practice the pronunciation in teams (whole group).Teacher asks the next questions:What are Jason and Ashley wearing?What are they looking at?Whose car is it? | Describe their favorite transport |
| Teacher asks about family members.T talks about Jason’s family and describe his family tree. | Ss study the illustration. Read the names aloud. Ss repeat new vocabulary and answer in pair work exercise A. Check together and new vocabulary.Ss analyze the grammar focus box. Discuss about the Simple present rules. After that Ss should answer individually exercise A. Check together. | Conjugate some common verbs |
| Teacher presents a list of verbs by flashcards and practice in oral way. | Ss analyze the grammar box and discuss the rules. Then individually answer exercise B and check together.Ss practices s=/s/; s=/z/; (e)s=/iz/ irregular. Ss should identify some verbs from the list. | Play memory gameWrite five sentences about you and your family.Workbook exercises 1-6 on pages 31-34Lab guide Exercises 1-5 on page 9 Check together. |
| Teacher focuses ss attention on the picture page 39. T asks *Where are the speaker? What are they wearing? What do you think they’re talking about?* T elicits ss. | Ss listen and practice the conversation *“I get up at noon”.*  Check the new vocabulary.Ss analyze the grammar focus and discuss the rules. In pair work answer exercise a: Complete the questions with *Do and Does.*Ss answer c: unscramble the questions to complete the conversations. Then they should ask a peer the questions.Ss listen “*Marsha’s weekly routine”* and exercise A and B. | Workbook Exercise 7-10 on pages 35-36Lab Guide Exercise 6-9 on page 10Video Activity Book Unit 6CD-Room unit 6.Memory Game |
| Teacher invites to read the text *“What’s your schedule like?* Ss should ask some unknown words. | Ss listen the text in a reading circle. Ss answer exercise A and B page 41. |
|  | **Evaluation** |  |
| Evaluation AspectsOral productionGrammarVocabularySpellingListening comprehension  | **Evaluation methods**Exam skillsActivities in the classroomHomework (workbook activities) |
| Resources:Course bookDictionaryCD playerPictures/flashcardsMagazines | **Time:**  |
| **Observations:** October 29th- November 5th 2010 |

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| Subject: Foreign language | Topic: 7. Does it have a view? | Educational Principles:Plurality Respect and tolerance for diversity of ideas and opinions, recognizing the individuality and dignity that enable social interaction |
| Didactical Situation: *Ss discuss home and furniture* |
| Competencies*: Structure ideas and arguments in a clear, coherent summary;* *Identifies key ideas in a text or speech and inferred conclusions from them.* *Communicates in a second language in everyday situations.*Oral: *To talk and describe about places and apartments.*Listening: *To understand and comment descriptions of places.*Writing: *To describe in a simple form places and their characteristics*Reading: *To read and discuss interviews developing skills, skimming and sequence events in different places.* |
| Performance indicators: Identifies and recognizes different places and their characteristics, expressed in simple present tense, emphasizing the use of third person singular. |
| Contents |
| Conceptual | **Procedural**  | **Attitudinal** |
| * Houses and apartments
* Rooms
* furniture
 | * Asking about and describing houses and apartments, talking about the furniture in a room
* Describing things with there is and there are.
* Listening to descriptions of homes; listening to people shop for furniture.
* Writing about your dream home
 | * Solidarity
* Empathy
* Respect
* Work group
 |
| Metacognition: Ss Use the new vocabulary appropriately contextualized within specific communicative situation. |
| Didactic Sequence |
| Warm up | **Development Activities** | **Follow activity (feedback)** |
| Teacher introduces the topic with some questions: *What rooms are in houses in your country? What rooms are in apartments? What rooms are in your house or apartment?* Ss observe a picture from the book and discuss about it. | Ss listen and practice the conversation *My new apartment.*  With a magazine they will choose a house, apartment or building and they will create a situation about living in that place. They should describe furniture, parts of the houses, colors, etc.Ss analyze the grammar box and T explains the correct use of the auxiliaries.Ss individually should complete a conversation from page 45.Check whole group.Ss listen and practice the pronunciation about furniture. Then they have to complete a chart according to the part of the house. | Pair work: ss should read the conversation in part A again and answer these questions. For no answers give the correct information.Listen to four people describe their homes. |
| Teacher presents the use and meaning of there is and there are using some oral examples. | Ss listen a conversation “*There aren’t any chairs”.* They should practice in teams or in pairs.Ss analyze the grammar focus There’s / There’re.They answer exercise A and B.Ss listen and practice the vocabulary. Here they notice the pronunciation /O/ and / /. | Describe their dream home, exercise a. page 48. |
| Teacher focuses ss attention in the title. Explains that special means “ different” in a positive way. Also that the American Southwest includes Texas, New Mexico, Arizona, Nevada and California. | Teacher read the pre-reading activities and then ss listen and read silently. They look for the unknown words. Comment the reading.Ss answer the exercise A and BCheck together. | Workbook Exercises 6-10 on pages 40-42Lab Guide Exercises 5-8 on page 12Video Activity Book Unit 7 |
|  | **Evaluation** |  |
| Evaluation AspectsOral productionGrammarVocabularySpellingListening comprehension  | **Evaluation methods**Exam skillsActivities in the classroomHomework (workbook activities) |
| Resources:Course bookDictionaryCD playerPictures/flashcardsMagazines | **Time:** November 12th 2010Prepare for the quiz |
| **Observations:**  |

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| Subject: Foreign language | Topic: 8. What do you do? | Educational Principles:Plurality Respect and tolerance for diversity of ideas and opinions, recognizing the individuality and dignity that enable social interaction |
| Didactical Situation: *Ss discuss occupations and jobs profiles.* |
| Competencies*: Structure ideas and arguments in a clear, coherent summary;* *Identifies key ideas in a text or speech and inferred conclusions from them.* *Communicates in a second language in everyday situations.*Oral: *To talk and describe about occupations and jobs profiles*Listening: *To understand and comment descriptions of different jobs and professions*Writing: *To describe in a simple form jobs and their characteristics*Reading: *To read and discuss four jobs profiles developing predictions and inferencing skills* |
| Performance indicators: Identifies and recognizes different profiles about jobs and professions and their characteristics, expressed in simple present tense. |
| Contents |
| Conceptual | **Procedural**  | **Attitudinal** |
| * Jobs and work places
 | * Asking for giving information about work; giving opinions about jobs; describing workday routines.
* Listening to people describe their jobs.
* Writing about jobs
 | * Solidarity
* Empathy
* Respect
* Work group
 |
| Metacognition: Ss Use the new vocabulary appropriately contextualized within specific communicative situation. |
| Didactic Sequence |
| Warm up | **Development Activities** | **Follow activity (feedback)** |
| Teacher presents the topic with flashcards and by listening an audio where Ss can practice the pronunciation  | Ss listen and match the jobs according to what they listen.In pair work ss answer exercise A and B, here they have to classify according to they observe in the pictures. Page. 51Ss listen and conversation and discuss the situation in a hotel Then they analyze the grammar focus of simple present questions words.Individually they have to complete a conversation. | In pair work ss have to ask about different jobs (according to the pictures) |
| Teacher reviews the vocabulary in oral way. | Ss complete a chat by listening information. Ss discuss about the results. (teams)They read and practice the conversation about firefighter and complete and exercise according to the correct profile.T explains the grammar box of placement of adjectives.In pairs they have to answer activity A and B | Read and complete the reading Job profiles. |
|  | **Evaluation** |  |
| Evaluation AspectsOral productionGrammarVocabularySpellingListening comprehension  | **Evaluation methods**Exam skillsActivities in the classroomHomework (workbook activities) |
| Resources:Course bookDictionaryCD playerPictures/flashcardsMagazines | **Time:** November 19th 2010**Third partial**November 26th 2010 |
| **Observations:**  |

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| Subject: Foreign language | Topic: 9. Broccoli is good for you! | Educational Principles:Plurality Respect and tolerance for diversity of ideas and opinions, recognizing the individuality and dignity that enable social interaction |
| Didactical Situation: Ss discuss food |
| Competencies*: Structure ideas and arguments in a clear, coherent summary;* *Identifies key ideas in a text or speech and inferred conclusions from them.* *Communicates in a second language in everyday situations.*Oral: *To talk and describe about occupations and jobs profiles*Listening: *To understand and comment descriptions of different jobs and professions*Writing: *To describe in a simple form jobs and their characteristics*Reading: *To read and discuss four jobs profiles developing predictions and inference skills* |
| Performance indicators: Identifies and recognizes mealtimes habits |
| Contents |
| Conceptual | **Procedural**  | **Attitudinal** |
| * Food Pyramid
* Basic foods
* Desserts
* Meal
 | * Talking about likes and dislikes students; giving opinions about healthy and unhealthy foods; talking about foods you have and need; describing eating habits.
* Listening for people food’s preferences
* Writing questions about mealtime habits
* “Eating for good luck” Reading about foods people eat for good luck in the new year
 | * Solidarity
* Empathy
* Respect
* Work group
 |
| Metacognition: Distinguish the differences between countable and uncountable nouns by simple exercises listening or in writing form. |
| Didactic Sequence |
| Warm up | **Development Activities** | **Follow activity (feedback)** |
| Teacher introduces the topic writing these heading on the board:*Healthy food and Unhealthy foods* Teacher elicits ss to answer the question:*What foods are unhealthy?* | Books opened. Teacher focuses Ss’ attention on the title and explains that the US food guide pyramid gives suggestions about healthy foods in the US. Ss listen and practice the new vocabulary. Ss discuss in pairs, What foods do you like? What foods don’t you like? Make a list.A: I like rice, potato… I don´t like fish | Ss listen and practice in pairs a conversation *how about some sandwiches?*  Then they have to complete with a ticket the pictures according what they listen. |
| Teacher focuses attention students on the left column of the grammar focus box.T explains that we use some and any with plural nouns. (some in positive statements and any in negative statements). | Ss analyze the grammar focus and answer the exercise A, complete the conversation with *some and any.*Individually Ss complete the chart with foods from exercise 1 on page 58. |  Ss listen and practice about What do you have for breakfast? Discuss in oral form and express their opinions in front of the class |
| T introduces the frequency adverbs by some oral examples using flashcards.Also presents a graphic explaining the adverbs. | Ss listen and practice the conversation *Fish or breakfast?* Check the unknown vocabulary. Analyze the grammar focus and answer exercise A, b and C. Check together.Ss listen a conversation *Really? Never?* |  |
|  | **Evaluation** |  |
| Evaluation AspectsOral productionGrammarVocabularySpellingListening comprehension  | **Evaluation methods**Exam skillsActivities in the classroomHomework (workbook activities) |
| Resources:Course bookDictionaryCD playerPictures/flashcardsMagazines | **Time:** **December 3th 2010** |
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**EVALUACIÓN DE LOS APRENDIZAJES**

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| **ELEMENTOS** | **DESCRIPCIÓN** |
| **FACTORES POR EVALUAR** | Listening , speaking, writing and Reading comprehensionComprensión 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 septiembreSegundo parcial: 15 de octubreTercer 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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