

<b>Tipo</b>	Formato	<b>Disposicion:</b> Interno	<b>Emisión</b>	<b>Revisión</b>
<b>Emitido</b>	Dirección Académica	<b>Aprobado:</b> Direccion General	08/04/2015	
<b>Licenciatura:</b> ENFERMERIA		<b>Materia:</b> INGLES IV	<b>Clave:</b> LEN406	
<b>Modalidad:</b> Escolarizada		<b>Cuatrimestre:</b> 4°.	<b>Horas:</b> 4	

<b>OBJETIVO:</b>	Comprender situaciones de la vida social y tiempo libre, cubriendo las cuatro habilidades: comprensión auditiva, comprensión lectora, expresión oral y expresión escrita; mejorando la pronunciación e incrementando el vocabulario general y técnico.
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CLASE 1	CLASE 2	CLASE 3	CLASE 4
<b>ENCUADRE</b>	<p>TOPIC 1: APPEARANCE AND HEALTH: warm-up, adjectives to describe hair (flashcards), vocabulary about the face, listening c), practice 3 times, game "guess who?".</p>	<p>TOPIC 1: APPEARANCE AND HEALTH: warm-up and review, correct and assess homework, grammar: describing people with "be" and "have to", practice 3 times, exercise d) describing appearance, speaking.</p>	<p>TOPIC 1: APPEARANCE AND HEALTH: warm-up and review, correct and assess homework, vocabulary about parts of the body (flashcards), practice, game, accidents and injuries, listening.</p>
<p>TOPIC 1: APPEARANCE AND HEALTH: warm-up and review, correct and assess homework, vocabulary about ailments, practice, create a quiz using Kahoot, speaking, vocabulary about remedies,</p>	<p>TOPIC 1: APPEARANCE AND HEALTH: warm-up and review, correct and assess homework, grammar: "should", practice 3 times, listening, speaking, suggest a remedy, speaking.</p>	<p>TOPIC 2: ABILITIES AND REQUEST: warm-up and review, correct and assess homework, vocabulary about abilities (flashcards), practice 3 times, adverbs "well" and "badly", writing, speaking.</p>	<p>TOPIC 2: ABILITIES AND REQUEST: warm-up and review, correct and assess homework, grammar: "can" for ability, practice 3 times, exercise e), discuss your abilities, speaking.</p>


<p>TOPIC 2: ABILITIES AND REQUEST: warm-up and review, correct and assess homework, grammar:"too" + adjective, practice 3 times, exercise h), decline an invitation, role play, speaking.</p>	<p>ORAL PROYECT (20%): the teacher decides a topic (according to the program seen so far) that students (individually or in group) need to present. The students will make a PP presentation about the topic and they will upload their work to "Plataforma Educativa". Next, they will present their work in class, orally. They can project their PP</p>	<p>ORAL PROYECT (20%): the teacher decides a topic (according to the program seen so far) that students (individually or in group) need to present. The students will make a PP presentation about the topic and they will upload their work to "Plataforma Educativa". Next, they will present their work in class, orally. They can project their PP presentation while talking but they can't read it. The teacher will assess the accuracy and content of the PP presentation as well as the oral presentation of the students by means of a grade (out of 20%) on the "Plataforma Educativa".</p>	<p style="text-align: center;">RETROALIMENTACIÓN DE CONTENIDO</p>
<p style="text-align: center;"><b>EXAMEN</b></p>	<p>TOPIC 2: ABILITIES AND REQUEST: warm-up and review, correct and assess homework, grammar: requests with "could", practice 3 times, favors, exercise l), listening.</p>	<p>TOPIC 2: ABILITIES AND REQUEST: warm-up and review, correct and assess homework, ask for and agree to do a favor, role-play, students write a new dialogue and act it out.</p>	
<p>TOPIC 3: THE TRUE FALSE SHOW: warm-up and review, correct and assess homework, exercise a) and b), the teacher creates a new quiz for students, in pairs students create a new quiz and host a new show for the classmates.</p>	<p>TOPIC 3: THE TRUE FALSE SHOW: warm-up and review, correct and assess homework, grammar: the comparatives, practice 3 times, exercise c) exercise d), exercise e).</p>	<p>TOPIC 3: THE TRUE FALSE SHOW: warm-up and review, correct and assess homework, personality adjectives, the teacher brings photos that represent each of the adjectives and practice them, listening, speaking.</p>	<p>TOPIC 3: THE TRUE FALSE SHOW: warm-up and review, correct and assess homework, reading, vocabulary study, exercise j), students make a similar written composition choosing a special place in the world for extreme living.</p>

<p>TOPIC 3: THE TRUE FALSE SHOW: warm-up and review, correct and assess homework, grammar: the superlatives, practice 3 times, exercise k), exercise l), exercise m), exercise n).</p>	<p>ORAL PROYECT (20%): the teacher decides a topic (according to the program seen so far) that students (in group) need to present. The students will make a PP presentation about the topic and they will upload their work to "Plataforma Educativa". Next, they will present their work in class, orally. They can project their PP</p>	<p>ORAL PROYECT (20%): the teacher decides a topic (according to the program seen so far) that students (in group) need to present. The students will make a PP presentation about the topic and they will upload their work to "Plataforma Educativa". Next, they will present their work in class, orally. They can project their PP presentation while talking but they can't read it. The teacher will assess the accuracy and content of the PP presentation as well as the oral presentation of the students by means of a grade (out of 20%) on the "Plataforma Educativa".</p>	<p>RETROALIMENTACIÓN DE CONTENIDO</p>
<p><b>EXAMEN</b></p>	<p>TOPIC 3: THE TRUE FALSE SHOW: warm-up and review, correct and assess homework, speaking o), listening p), writing: summarize each listening.</p>	<p>TOPIC 3: THE TRUE FALSE SHOW: warm-up and review, correct and assess homework, grammar: "too" and "enough", practice 3 times, exercise q).</p>	<p>TOPIC 4: THEY DRESS WELL BUT THEY DRIVE BADLY: warm-up and review, correct and assess homework, reading, vocabulary study, the teacher provides material about cities in the world (like in exercise a) and students write a paragraph about one city.</p>
<p>TOPIC 4: THEY DRESS WELL BUT THEY DRIVE BADLY: warm-up and review, correct and assess homework, grammar: adverbs, practice 3 times, practice with different adverbs, exercise b), writing c).</p>	<p>TOPIC 4: THEY DRESS WELL BUT THEY DRIVE BADLY: warm-up and review, correct and assess homework, speaking d), listening e), students summarize the listenings e).</p>	<p>TOPIC 5: WOULD YOU LIKE TO DRIVE A FERRARI?: warm-up and review, correct and assess homework, reading a), speaking: in pairs students present one of the Amazing Adventures saying why they chose it and why they would like to try it.</p>	<p>TOPIC 5: WOULD YOU LIKE TO DRIVE A FERRARI?: warm-up and review, correct and assess homework, grammar: "would like", practice 3 times, exercise b), the teacher thinks of role-plays that students can perform.</p>

<p>TOPIC 5: WOULD YOU LIKE TO DRIVE A FERRARI?: warm-up and review, correct and assess homework, speaking c), listening d), speaking e).</p>	<p>TOPIC 6: PAST EVENTS: warm-up and review, correct and assess homework, describing times before today, practice, years, decade and centuries, listening c), speaking d), rreview of how to read dates and years.</p>	<p>TOPIC 6: PAST EVENTS: warm-up and review, correct and assess homework, grammar: past tense of "be", practice 3 times, exercise e),</p>	<p>TOPIC 6: PAST EVENTS: warm-up and review, correct and assess homework, speaking f), listening g), tell someone about an event, speaking i).</p>
<p>TOPIC 6: PAST EVENTS: warm-up and review, correct and assess homework, listening j), speaking k), the teacher brings information about different famous historical figures and students create a dialogue similar to j) then they act it out.</p>	<p>ORAL PROYECT (20%): the teacher decides a topic (according to the program seen so far) that students (individually or in group) need to present. The students will make a PP presentation about the topic and they will upload their work to "Plataforma Educativa". Next, they will present their work in class, orally. They can project their PP</p>	<p>ORAL PROYECT (20%): the teacher decides a topic (according to the program seen so far) that students (individually or in group) need to present. The students will make a PP presentation about the topic and they will upload their work to "Plataforma Educativa". Next, they will present their work in class, orally. They can project their PP presentation while talking but they can't read it. The teacher will assess the accuracy and content of the PP presentation as well as the oral presentation of the students by means of a grade (out of 20%) on the "Plataforma Educativa".</p>	<p>RETROALIMENTACIÓN DE CONTENIDO</p>
<p>EXAMEN</p>	<p>TOPIC 6: PAST EVENTS: warm-up and review, correct and assess homework, reading l), listening m), writing n), listening o).</p>	<p>TOPIC 7: WHAT DID YOU DO LAST WEEKEND?: warm-up and review, correct and assess homework, grammar: Past Simple tense, practice 3 times, irregular verbs (just the past form) page 44: the teacher reads and translates each base form and teaches the pronunciation of the Past Simple.</p>	<p>TOPIC 7: WHAT DID YOU DO LAST WEEKEND?: warm-up and review, correct and assess homework, the teacher tests students about past forms, listening a), exercise b).</p>

<p>TOPIC 7: WHAT DID YOU DO LAST WEEKEND?: warm-up and review, correct and assess homework, the teacher tests students about past forms, exercise c), describe past activities, speaking.</p>	<p>TOPIC 7: WHAT DID YOU DO LAST WEEKEND?: warm-up and review, correct and assess homework, the teacher tests students about past forms, listening e), vocabualry study, exercise f)</p>	<p>TOPIC 7: WHAT DID YOU DO LAST WEEKEND?: warm-up and review, correct and assess homework, the teacher tests students about past forms, students write about what they did the previous weekend then they present their written production orally in class and classmates ask questions about it using the past.</p>	<p>TOPIC 7: WHAT DID YOU DO LAST WEEKEND?: warm-up and review, correct and assess homework, the teacher tests students about past forms, writing g).</p>
<p>GRAMMAR BOOSTER REVIEW</p>	<p>ORAL PROYECT (20%): the teacher decides a topic (according to the program seen so far) that students (individually or in group) need to present. The students will make a PP presentation about the topic and they will upload their work to "Plataforma Educativa". Next, they will present their work in class, orally. They can project their PP</p>	<p>ORAL PROYECT (20%): the teacher decides a topic (according to the program seen so far) that students (individually or in group) need to present. The students will make a PP presentation about the topic and they will upload their work to "Plataforma Educativa". Next, they will present their work in class, orally. They can project their PP presentation while talking but they can't read it. The teacher will assess the accuracy and content of the PP presentation as well as the oral presentation of the students by means of a grade (out of 20%) on the "Plataforma Educativa".</p>	<p>RETROALIMENTACIÓN DE CONTENIDO</p>

**EXAMEN FINAL**

		<p><b>PLANEACION LICENCIATURA ESCOLARIZADO</b></p>		<p><b>DAC-PLAN-01</b></p>	
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<p><b>ACTIVIDADES EN EL AULA PERMITIDAS:</b></p>	<p>1.-Conducción Docente, manejo de Esquemas, Conceptos Básicos y Referentes Teóricos (Pizarron)</p> <p>2.-Estructuración de Reportes de Lectura y Fichas de Trabajo; uso de Medios Audiovisuales. (Pantalla).</p> <p>3.-Realizar Lecturas de Referencias Bibliográficas Sugeridas y Adicionales para generar Lluvia de Ideas.</p> <p>4.-Propiciar Actividades de Interes dentro del Proceso de Enseñanza - Aprendizaje para generar Investigaciones.</p>
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	5.-Vinculación de la Materia con Casos Prácticos y Reales que se puedan sustentar teóricamente. 6.- 2 Exposiciones durante el Cuatrimestre.
<b>ACTIVIDADES NO PERMITIDAS:</b>	1. Exámenes Orales. 2. Exposiciones como Evaluación. 3. Improvisaciones.

<b>BIBLIOGRAFIA SUGERIDA.</b>					
	<b>TIPO</b>	<b>TITULO</b>	<b>AUTOR</b>	<b>EDITORIAL</b>	<b>AÑO.</b>
1	Libro	UDS English Handbook- Intermediate English level 4	UDS Corporativo		2018

<b>CRITERIOS, PROCEDIMIENTOS DE EVALUACION Y ACREDITACION.</b>	
Trabajos Escritos	10%
Actividades web escolar	20%
Actividades aulicas	20%
Examen	50%
<b>Total</b>	<b>100%</b>
Escala de calificación	7- 10
Minima aprobatoria	7
<b>NOTA:</b>	En la planeación los exámenes aparecen siempre en día lunes, pero dependerá de la programación de la sub-dirección académica, y en esa semana se podrán hacer los cambios necesarios.