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| <b>Tipo</b>                    | Formato             | <b>Disposicion:</b> Interno        | <b>Emisión</b>  | <b>Revisión</b> |
| <b>Emitido</b>                 | Dirección Académica | <b>Aprobado:</b> Direccion General | 20/04/2016      |                 |
| <b>Licenciatura:</b>           |                     | <b>Materia:</b> Inglés- nivel 2    | <b>Clave:</b>   |                 |
| <b>Modalidad:</b> Escolarizada |                     | <b>Cuatrimestre:</b>               | <b>Horas:</b> 4 |                 |

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| <b>OBJETIVO:</b> | Each lesson needs to be interactive and dynamic. The teacher is invited to follow the topics listed below, which are taken from UDS ENGLISH HANDBOOK- level 2 but to implement group work, new exercises , games, role-plays and a number of different classroom dynamics. Each sub-topic needs to be worked with students at least three times |
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| S         | CLASE 1   | CLASE 2  | CLASE 3  | CLASE 4  |
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| <b>1</b>  | <b>ENCUADRE</b>   | TOPIC 1: PLACES AND HOW TO GET THERE: warm-up, places in the neighborhood (prepare flashcards), listening, questions with "where", subject pronoun "it", speaking, locations, speaking, role-plays.  | TOPIC 1: PLACES AND HOW TO GET THERE: warm up and review, correct and assess homework, places in a town or city (prepare flashcards), talk about locations, speaking, ways to get places, role-plays.  | TOPIC 1: PLACES AND HOW TO GET THERE: warm up and review, correct and assess homework, the imperative, speaking, means of transportation (prepare flashcards), speaking, role-plays.   |
| <b>2</b>  | TOPIC 1: PLACES AND HOW TO GET THERE: warm up and review, correct and assess homework, "by" to express means, listening, destinations, listening, speaking, listening, discuss how to get places, speaking, role-plays.   | TOPIC 1: PLACES AND HOW TO GET THERE: warm-up and review, correct and assess homework, reading, search for interactive videos about directions and work on them with students.   | TOPIC 2: DESCRIBE CITIES: warm-up and review, correct and assess homework, adjective placement, reading, activity: the teacher brings a few pictures of cities around the world and write adjectives to describe each one of them. Students choose a city and write 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 | TOPIC 2: DESCRIBE CITIES: warm-up and review, correct and assess homework, listening, Present Simple (I, you, we, they). Make sure you have enough practice about it.  |
| <b>3</b>  | TOPIC 2: DESCRIBE CITIES: warm-up and review, correct and assess homework, reading, have students describe the city where they live. Games about countries and nationalities available on: <a href="https://www.eslgamesplus.com/countries/">https://www.eslgamesplus.com/countries/</a>              | ORAL PROTECT (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 | ORAL PROTECT (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   | <b>RETROALIMENTACIÓN DE CONTENIDO</b>  |
| <b>4</b>  | <b>EXAMEN</b>   | TOPIC 3: MY HOME TOWN: warm-up and review, correct and assess homework, vocabulary study (prepare flashcards), reading, speaking, students write about how their ideal city would be like.   | TOPIC 3: MY HOME TOWN: warm-up and review, correct and assess homework, a lot of, there is, there are, practice, writing.  | TOPIC 3: MY HOME TOWN: warm-up and review, correct and assess homework, Present Simple (he, she, it), practice. Games about jobs and places available on: <a href="https://www.eslgamesplus.com/jobs-places/">https://www.eslgamesplus.com/jobs-places/</a>      |
| <b>5</b>  | TOPIC 3: MY HOME TOWN: warm-up and review, correct and assess homework, listening, speaking, students listen for details and create a new dialogue between Susan and Isabel.  | TOPIC 4: TOURIST INFORMATION: warm-up and review, correct and assess homework, vocabulary study (prepare flashcards) listening, listening, students create a new dialogue and role play it.  | TOPIC 4: TOURIST INFORMATION: warm-up and review, correct and assess homework, exercise (in a shop), speaking, students write a new dialogue and role play it.   | TOPIC 4: TOURIST INFORMATION: warm-up and review, correct and assess homework. Group activity: the teacher brings pictures and a brief description of a museum in the world. Based on the information, the students write about it and present the museum orally |
| <b>6</b>  | TOPIC 4: TOURIST INFORMATION: warm-up and review, correct and assess homework. Each student brings pictures, items, brochures from a specific touristic attraction and present the place to the class.  | ORAL PROTECT (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 | 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   | <b>RETROALIMENTACION DE CONTENIDO</b>  |
| <b>7</b>  | <b>EXAMEN</b>   | TOPIC 5: CLOTHES: warm-up and general review, vocabulary about clothes (prepare flashcards), "this"/ "these" / "that" / "those", Role-plays  | TOPIC 5: CLOTHES: warm-up and review, correct and assess homework, Present Simple with "like", "want", "need" and "have", practice 5 times, listening. Students writes sentences using the verbs "like", "want", "need", "have", listening speaking role plays   | TOPIC 5: CLOTHES: warm-up and review, correct and assess homework, colors, sizes, practice, exercise g), listening, role-plays.  |
| <b>8</b>  | TOPIC 5: CLOTHES: warm-up and review, correct and assess homework, favorite, listening, speaking, students create a dialogue similar to j) and they role play it. Games about jobs and places available on: <a href="https://www.eslgamesplus.com/clothes/">https://www.eslgamesplus.com/clothes/</a> | TOPIC 5: CLOTHES: warm-up and review, correct and assess homework, opposite adjectives to describe clothes, speaking, students write sentences with new adjectives, role-plays.  | TOPIC 5: CLOTHES: warm-up and review, correct and assess homework, Present Simple tense with "what", "what color", "what size", "why", "which one", "which ones", practice 5 times, listening, speaking, role-plays.   | TOPIC 5: CLOTHES: warm-up and review, correct and assess homework, listening (Smith and Company), speaking, role-play.   |
| <b>9</b>  | TOPIC 5:CLOTHES: students create an advertisement similar to Smith and Company and present it to the class orally.  | TOPIC 5: CLOTHES: warm-up and review, correct and assess homework, possessive pronouns, practice, whose, listening, speaking,  | TOPIC 6: THINGS TO BUY: warm-up and review, correct and assess homework, practice new vocabulary, speaking, students imagine they are in a foreign country/ city. They need to write where they are, describe the place and what they will buy. They will bring home   | TOPIC 6: THINGS TO BUY: warm- up and review, listening, the teachers/downloads a video from YouTube about "a souvenir shop". Students watch it in classroom and write down the new vocabulary and create a dialogue like in the video.                           |
| <b>10</b> | TOPIC 6: THINGS TO BUY: warm-up and review, correct and assess homework, exercise), speaking, writing, role plays.  | ORAL PROTECT (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 | ORAL PROTECT (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   | <b>RETROALIMENTACIÓN DE CONTENIDO</b>  |

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| 11 | <b>EXAMEN</b>       | TOPIC 7: EVENTS AND TIMES: warm-up and general review, what time is it? (practice 5 times), speaking, role-plays. The teacher brings toy clocks to school so students can practice with them.                               | TOPIC 6: EVENTS AND TIMES: warm-up and review, correct and assess homework, early, on time, late, listening, speaking, role-plays.<br>Games about jobs and places available on: <a href="https://www.eslgamesplus.com/days-weeks-months-year/">https://www.eslgamesplus.com/days-weeks-months-year/</a> | TOPIC 7: EVENTS AND TIMES: warm-up and review, correct and assess homework, vocabulary about events, days of the week, practice with many games. Students think of other types of events and discuss the vocabulary with the teacher. Students write sentences with the new vocabulary. |
| 12 |                     | TOPIC 7: EVENTS AND TIMES: warm-up and review, correct and assess homework, questions about time and prepositions "at" and "on", listening (events on the calendar), talk about the time of an event, speaking, role-plays. | TOPIC 7: EVENTS AND TIMES: warm-up and review, correct and assess homework, ordinal numbers (practice 5 times), speaking, listening about the months of the year.   | TOPIC 7: EVENTS AND TIMES: full practice of the months of the year with games, worksheets, etc. , speaking, role-plays.   |
| 13 |                     | TOPIC 7: EVENTS AND TIMES: warm-up and review, practice all prepositions together. The teacher can create an interactive quiz to play in classroom. Review of the Grammar Booster.  | 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   | 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   |
| 14 | <b>EXAMEN FINAL</b> |   |   |   |

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|  |                     | <b>PLANEACION LICENCIATURA ESCOLARIZADO</b> | <b>DAC-PLAN-01-P</b> |                 |
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| <b>Emitido</b>  | Dirección Académica | <b>Aprobado:</b> Direccion General          | 20/04/2016           |                 |

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| <b>ACTIVIDADES EN EL AULA PERMITIDAS:</b> | <ol style="list-style-type: none"> <li>1.-Conducción Docente, manejo de Esquemas, Conceptos Básicos y Referentes Teóricos (Pizarron)</li> <li>2.-Estructuración de Reportes de Lectura y Fichas de Trabajo; uso de Medios Audiovisuales. (Pantalla).</li> <li>3.-Realizar Lecturas de Referencias Bibliográficas Sugeridas y Adicionales para generar Lluvia de Ideas.</li> <li>4.-Propiciar Actividades de Interes dentro del Proceso de Enseñanza - Aprendizaje para generar Investigaciones.</li> <li>5.- Uso del centro de computo para actividades de aprendizaje con libro de Interchange y paginas web acordes al tema.</li> <li>6.- 2 Exposiciones durante el Cuatrimestre. Vinculación de la Materia con Casos Prácticos y Reales que se puedan sustentar teoricamente.</li> </ol> |
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| <b>ACTIVIDADES NO PERMITIDAS:</b> | <ol style="list-style-type: none"> <li>1. Exámenes Orales.</li> <li>2. Exposiciones como Evaluacion.</li> <li>3. Improvisaciones.</li> </ol> |
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| <b>BIBLIOGRAFIA SUGERIDA.</b> |             |   |                 |                  |             |
|-------------------------------|-------------|---|-----------------|------------------|-------------|
|                               | <b>TIPO</b> | <b>TITULO</b>                               | <b>AUTOR</b>    | <b>EDITORIAL</b> | <b>AÑO.</b> |
| 1                             | Libro       | UDS English Handbook- Basic English level 2 | UDS Corporativo |                  | 2018        |
| 2                             | Libro       |   |                 |                  |             |
| 3                             | Libro       |   |                 |                  |             |

| <b>CRITERIOS, PROCEDIMIENTOS DE EVALUACION Y ACREDITACION.</b> |             |
|--|-------------|
| Trabajos en Plataforma   | 30%         |
| Tareas   | 10%         |
| Examen   | 60%         |
| <b>Total</b>   | <b>100%</b> |
| Escala de calificación   | 7- 10       |
| Minima aprobatoria   | 7           |

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| <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. |
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| <b>JUSTIFICACION DEL CAMBIO DE PLANEACION</b> |  |
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