

	PLANEACION LICENCIATURA ESCOLARIZADO	DAC-FOR-01
	DIRECCION ACADEMICA	

Licenciatura:	ENFERMERÍA	Materia: INGLÉS III	Clave:
Modalidad:	ESCOLARIZADO	Cuatrimstre: 3ER CUATRIMESTRE	Horas: 4

<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 3 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. Please, consider the PPP teaching method (Present, Practice, Produce) as a good example to implement in the classroom. The Ss will be able to ask and answer yes/ no questions about holidays with be going to, use future time expressions, listen to and understand conversations about problems, talk about problems using have + noun and feel + adjective and give advice using imperatives.
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S	CLASE 1	CLASE 2	CLASE 3	CLASE 4	ACTIVIDADES EN PLATAFORMA
1	<b>ENCUADRE</b>	<b>UNIT 1: MONTHS AND DATES:</b> Warm up Activity. Are some dates in the year important to you? What date or dates are important? In your notebook write a date that is important to you; don't write the event or	<b>UNIT 1: MONTHS AND DATES:</b> Warm up Activity. Work in pairs. Look at the calendar on your books. Fill in the blanks with the correct months. Now, listen to the audio and check your	<b>1.2 FUTURE WITH BE GOING TO.</b> Warm up Activity. I am going to... Procedure: Look at the slide. Think about your future. When are you going to finish this level of English? (Elicit the answer from the students. Have them answer in complete	
2	<b>1.2 FUTURE WITH BE GOING TO.</b> Warm up Activity. Tr: I am going to get married when I am 28 years old. I am going to have children when I am thirty. Procedure: Now get into trios and tell each other what	<b>1.2 FUTURE WITH BE GOING TO.</b> Warm up Activity. Focus Ss' attention on the Grammar Focus box. Elicit or explain that we use be going to to talk about future plans.	<b>1.3 WH- QUESTIONS WITH BE GOING TO.</b> Warm up Activity. Elicit from students and have them discover important elements and patterns. a. We use "going to" to talk about future plans.	<b>1.3 WH- QUESTIONS WITH BE GOING TO.</b> Warm up Activity. What is your favorite holiday? Why? Procedure: Step 1: Imagine you are going to create a new holiday that the people in Mexico will celebrate. You are	
3	<b>1.3 WH- QUESTIONS WITH BE GOING TO.</b> Role Play Introduction: What do police and detectives do when they capture a criminal? Do they ask him/her a lot of questions about their activities?	<b>1.4 HOLIDAYS AND FESTIVALS.</b> Warm up Activity. Books closed. Write Valentine's Day on the board. Ask the class: "When is Valentine's Day? How do people celebrate it?" If needed, explain that Valentine's	<b>1.4 HOLIDAYS AND FESTIVALS.</b> Warm up Activity. Focus Ss' attention on the title. If needed, explain that a holiday is a special day when people don't go to work or school in order to celebrate a special occasion	<b>1.4 HOLIDAYS AND FESTIVALS.</b> Warm up Activity. Ask Ss to research information about these holidays before class. Explain the task and read the questions. Point out that Ss can choose any holiday or festival they plan to celebrate. Ask two Ss to	Program on platform activities from the unit 1 Workbook: <b>Page 10</b> ; exercise 2, Write sentences about how old the people is going to be in their next birthdays. Also exercise 3 write sentences about Beth's calendar and her plans. <b>Page 14</b> ;
4	<b>EXAMEN 1er. Parcial</b>	<b>UNIT 2: WHAT'S THE MATTER?:</b> warm-up and review, introduce parts of the body using Power Point slides, listen and practice 2 times, writing: work in pairs and write different sentences.	<b>UNIT 2: WHAT'S THE MATTER?:</b> warm-up and review, introduce parts of the body using Power Point slides, listen and practice 2 times, writing: work in pairs and write different sentences.	<b>2.1 PARTS OF THE BODY:</b> warm-up and review, correct and assess homework, listen and practice 2 times. Do some book exercises and ask to your Ss some questions, elicit the answer from the students.	
5	<b>2.1 PARTS OF THE BODY:</b> warm-up and review, correct and assess homework, listen and practice 2 times, grammar: Have + noun; fell + adjective, read and study vocabulary adjectives and illness, exercise.	<b>2.1 PARTS OF THE BODY:</b> warm-up and review, correct and assess homework, listen and practice 2 times, grammar: Have + noun; fell + adjective, read and study vocabulary adjectives and illness, exercise.	<b>2.2 HAVE + NOUN; FEEL + ADJECTIVE</b> warm-up and review, correct and assess homework, listen and practice 2 times, grammar: Have + noun; fell + adjective, read and study vocabulary adjectives and illness,	<b>2.2 HAVE + NOUN; FEEL + ADJECTIVE</b> warm-up and review, correct and assess homework, listen and practice 2 times, grammar: Have + noun; fell + adjective, read and study vocabulary adjectives and illness, exercise.	
6	<b>2.3 COMMON MEDICATION</b> warm-up and review, correct and assess homework, complete exercise, introduce common medication using Power Point slides, listen and practice 2 times.	<b>2.3 COMMON MEDICATION</b> warm-up and review, correct and assess homework, complete exercise, introduce common medication using Power Point slides, listen and practice	<b>2.4 IMPERATIVES</b> warm-up and review, correct and assess homework, grammar: Imperatives, exercise give advice for some common problems, work in pairs and answer helpful advice	<b>2.4 IMPERATIVES</b> warm-up and review, correct and assess homework, reading: ways to improve your health, practice 2 times, exercise a) students make sentences and write about the article. (page 17).	Program on platform activities from the unit 2 Workbook: <b>Page 25</b> ; exercise 1 label the parts of the body, <b>Page 26</b> ; write sentences about what's wrong with the people, <b>Page 28</b> ; exercise 4 Complete the sentences with the correct
7	<b>EXAMEN 2do. Parcial</b>	<b>UNIT 3: DID YOU HAVE FUN?</b> Warm up activity. What do you do on a typical day? Are there any activities you don't like to do? Are the any activities you enjoy doing? make a list on the board to brainstorm and fish for verbs	<b>UNIT 3: DID YOU HAVE FUN?</b> Warm up: Ask Ss "what did you do this weekend?" Have Ss work in pairs and talk about their night. Ss might use the verbs you used in the class before in present for they haven't seen the	<b>3.1 SIMPLE PAST STATEMENTS</b> Regular verb: Write all the verbs the Ss underlined on the board and ask them to explain what they have in common. Explain that these verbs are in the positive form and continue to explain the writing for the different	

8	<b>3.1 SIMPLE PAST STATEMENTS</b> regular verbs: Warm up: Ask the Ss "what did you do yesterday?" in order to elicit the info from previous classes. -Write on the board the time expression found	<b>3.1 SIMPLE PAST STATEMENTS</b> regular verbs: Explain the pronunciation of the ending of the verbs in past, let them know that it is important to speak loud and clear and that their accent isn't an issue. Complete activity 4	<b>3.2 IRREGULAR VERBS:</b> Warm up: Make Ss Stand up in one big circle to play the "Oca game". Ss put their right hand on top of their partners' left hand. The palms are facing up. Then, verify the hands are in the right position	<b>3.2 IRREGULAR VERBS:</b> Warm up: Ss write five things they did and five things they didn't do last weekend. Have them work in pairs and read their sentences to each other. - Explain that these verbs are irregular and their	
9	<b>3.2 SIMPLE PAST STATEMENTS:</b> Irregular verbs: Review the grammar for simple past regular and irregular verbs Activity 1 page 35. Ask Ss to work in pairs. Monitor the activity and help when necessary.	<b>3.4 SIMPLE PAST YES/NO QUESTIONS:</b> Warm up: Ask Ss "What did you do last summer?" Make a list of the activities mentioned, present the past form if necessary.	<b>3.4 SIMPLE PAST YES/NO QUESTIONS</b> Warm up: Present short questions in past. Ask Ss "Did you have a good summer?" help them know it's a yes/no answer. And continue with the questions using	<b>3.4 SIMPLE PAST YES/ NO QUESTIONS:</b> Warm up: Write the following questions on the board and have the Ss answer and practice asking in pairs. 1. Did you do homework last night? 2. Did you watch any interesting movies this month? 3. Did you	
10	<b>3.4 SIMPLE PAST YES/ NO QUESTIONS</b> Summer activities: Ss go to page 36 activity 10 B "Did you ... last summer?" they work with these questions in pairs, then share each other's answers with the class. Ask some	<b>3.4 SIMPLE PAST YES/ NO QUESTIONS:</b> Simple past yes/no questions: Summer activities: Ss complete activity 7 page 44 workbook about Greg's summer activities. - Ss make a list of the things they did and	<b>3.4 SIMPLE PAST, PAST AND PRESENT PRACTICE</b> Warm up: Ask Ss "Are you different now from when you were a child? , How?" You can start by giving your example and have Ss share their answers to	<b>3.4 SIMPLE PAST, PAST AND PRESENT PRACTICE:</b> Did you have a good weekend?: Warm up: Ask Ss what makes a weekend a good or bad. - Ss read about four people's weekend. Ask them to identify the verbs in the text and ask "Who had a	Program on platform activities from unit 3 Workbook <b>Page 39</b> ; First look at the pictures and then write sentences about what people did last Saturday. <b>Page 40</b> Complete the blog with sentences and use the simple past form of the
11	<b>EXAMEN 3er. Parcial</b>	<b>UNIT 4: WHERE DID YOU GROW UP?</b> Warm-up, review verb BE, present the topic, explain the topic, explain the verb BE in simple past, use slides, use interchange program, use book and work book, practice regular verb	<b>UNIT 4: WHERE DID YOU GROW UP?</b> Warm-up, review verb BE, present the topic, explain the topic, explain the verb BE in simple past, use slides, use interchange program, use book and work book, practice regular verb	<b>4.1 STATEMENTS WITH PAST OF BE</b> Warm-up, review verb BE, present the topic, explain the topic, explain the verb BE in simple past, use slides, use interchange program, use book and work book, practice regular verb exercises. Start listening a	
12	<b>4.2 PAST OF BE NEGATIVE SENTENCES WAS + NOT , WERE + NOT</b> Warm-up, review verb BE, present the topic, explain the topic, explain the verb BE in simple past, use slides, use interchange program, use	<b>4.2 PAST OF BE NEGATIVE SENTENCES WAS + NOT , WERE + NOT</b> Warm-up, review verb BE, present the topic, explain the topic, explain the verb BE in simple past, use slides, use interchange	<b>4.2 PAST OF BE NEGATIVE SENTENCES WAS + NOT , WERE + NOT</b> Warm-up, review verb BE, present the topic, explain the topic, explain the verb BE in simple past, use slides, use interchange	<b>4.3 WH-QUESTIONS WITH DID, WAS AND WERE</b> Warm-up, present the topic and explain the difference between the questions with DID, WAS, WERE	
13	<b>4.3 WH-QUESTIONS WITH DID, WAS AND WERE.</b> Do a review about the topic and some feedback with the Ss, practice the questions with a dynamic and a little interview with peer work .	<b>4.3 WH-QUESTIONS WITH DID, WAS AND WERE</b> Warm-up, review the topics and the questions from last class, review when the Ss will use wasn't/ weren't, and practice some WH QUESTIONS explain the	<b>4.3 WH QUESTIONS WITH DID/ WAS/ WERE AFFIRMATIVE AND NEGATIVE FORMS.</b> Review the use of each auxiliary, ask to the Ss if they have questions about this topic, the teacher will ask the Ss some questions	<b>4.3 WH QUESTIONS WITH DID/ WAS/ WERE AFFIRMATIVE AND NEGATIVE FORMS.</b> Assessment, feedback with the Ss, the Ss will talk about their past using the past of be and the teacher will ask some questions using did, was and	Program on platform activities from unit 4 Workbook <b>Page 57</b> ; Unscramble the questions about your elementary school days. Then answer with your own information. <b>Page 58</b> ; exercise 7 Complete the questions with did ,was or were.
14	<b>EXAMEN FINAL</b>				

<b>ACTIVIDADES EN EL AULA PERMITIDAS:</b>	1.-Conducción Docente, manejo de Esquemas, Conceptos Básicos y Referentes Teóricos (Pizarron) 2.-Estructuración de Reportes de Lectura y Fichas de Trabajo; uso de Medios Audiovisuales. (Pantalla). 3.-Realizar Lecturas de Referencias Bibliográficas Sugeridas y Adicionales para generar Lluvia de Ideas. 4.-Propiciar Actividades de Interes dentro del Proceso de Enseñanza - Aprendizaje para generar Investigaciones. 5.-Vinculación de la Materia con Casos Prácticos y Reales que se puedan sustentar teoricamente. 6.- 2 Exposiciones durante el Cuatrimestre.
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<b>ACTIVIDADES NO PERMITIDAS:</b>	1. Exámenes Orales. 2. Exposiciones como Evaluacion. 3. Improvisaciones.
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SUGERENCIA BIBLIOGRAFICA				
No	TIPO	TITULO	AUTOR	EDITORIAL
1	Libro	Interchange Intro	C. Richards, Jack.	Cambridge
2	Libro	Empower	Doff, Adrian.	Cambridge
3	Libro	Four Corners	C. Richards, Jack.	Cambridge
4	Libro	Think	Puchta, Herbert.	Cambridge

SUGERENCIAS DE VIDEOS ACADEMICOS				
No	TIPO	TITULO	LINK	AUTOR
1	Video	FUTURO CON "BE GOING TO"	<a href="https://www.youtube.com/watch?v=U-8yPyCDHI&amp;t=191s">https://www.youtube.com/watch?v=U-8yPyCDHI&amp;t=191s</a>	Francisco Ochoa Inglés Fácil
2	Video	MALESTARES Y ENFERMEDADES EN INGLÉS	<a href="https://www.youtube.com/watch?v=EKNJV7KK1gM">https://www.youtube.com/watch?v=EKNJV7KK1gM</a>	Inglés Paso a Paso con Lucie
3	Video	PASADO SIMPLE (VERBOS REGULARES E IRREGULARES)	<a href="https://www.youtube.com/watch?v=moYDA4jbPV4">https://www.youtube.com/watch?v=moYDA4jbPV4</a>	Inglés Paso a Paso con Lucie

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Actividades aulicas	10%
Actividad en Plataforma Educativa	30%
Examen	60%
Total	100%
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 subdirección académica, y en esa semana se podrán hacer los cambios necesarios.
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