

Licenciatura: **TURISMO**

Materia:

**INGLÉS III**

Clave:

PE-LTU306

Modalidad: **EJECUTIVO**

Cuatrimestre:

**3ER CUATRIMESTRE**

Horas:

2

**OBJETIVO:**

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.

| S | CLASE 1  | CLASE 2   | CLASE 3   | CLASE 4   | PLATAFORMA EDUCATIVA |
|---|--|---|---|---|----------------------|
| 1 | <p><b>UNIDAD I:</b><br/><b>WHAT ARE YOU GOING TO DO?</b><br/>Introduction to the class. T explains how to work during the quarter and solves questions. UNIT 1: 1.1 MONTHS AND DATES: Warm up Activity. Look at the calendar on your book. Practice vocabulary and answer the exercises. Fill in the blanks with the correct months.</p> | <p>1.2 FUTURE WITH BE GOING TO. The teacher introduces the topic , explain some exercises and Ss should practice some exercises. 1.3 WH- QUESTIONS WITH BE GOING TO. Tt introduces the structure of the questions, Ss answer exercises on the anthology, then practice making question to each of their classmates.</p>   | <p>UNIT 1: 1.1 MONTHS AND DATES. Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.</p>                               | <p>UNIT 1: 1.2 FUTURE WITH BE GOING TO. Ss make some research to learn about the structure of be going to for future. Then, Ss go to their anthologies to clarify. Ss try to find patterns.</p>   |                      |
|   | <p><b>EN CASA</b></p> <p>UNIT 1: 1.2 FUTURE WITH BE GOING TO. Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.</p>   | <p>UNIT 1: 1.3 WH-QUESTIONS WITH BE GOING TO. Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.</p>  | <p>UNIT 1: 1.3 WH- QUESTIONS WITH BE GOING TO. Ss create questions using the structure previously taught. T creates some questions for the Ss to answer.</p>                                    | <p>1.4 HOLIDAYS AND FESTIVALSS. Warm up Activity. Ask Ss to research information about these holidays . Ss could watch some videos or read extra information with links uploaded on plataform. Point out that Ss can choose any holiday or festival they plan to celebrate.</p> |                      |
| 2 | <p><b>CLASE 1</b></p> <p>1.4 HOLIDAYS AND FESTIVAL. Ss talk about their favorite festivals, in teams answer what, when, where and how to celebrate it using future with be going to. They present the festival to the class.</p>   | <p><b>UNIDAD II:</b><br/><b>WHAT'S THE MATTER?</b><br/>UNIT 2: WHAT'S THE MATTER?: warm-up and review, introduce parts of the body using Power Point slides, listen and practice 2 times, writing: work in pairs and write differents sentences. 2.1 PARTS OF THE BODY. Ss listen to and identify different parts of the body. 2.2 HAVE + NOUN; FEEL + ADJECTIVE. Ss learn different ways to talk about sicknesses and injuries</p> | <p>UNIT 1: HOLIDAYS AND FESTIVALS. Ss research about some festivals around the world and make sentences using future with be going to to talk about them</p>                                    | <p>UNIT 2: WHAT'S THE MATTER?: 2.1 PARTS OF THE BODY Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.</p>   |                      |
|   | <p><b>EN CASA</b></p> <p>UNIT 2: WHAT'S THE MATTER?: 2.1 PARTS OF THE BODY Ss uses online flashcards and games to practice the vocabulary</p>  | <p>UNIT 2: WHAT'S THE MATTER?: 2.1 PARTS OF THE BODY Ss research for the parts of the body not included in the vocabulary previously presented in class.</p>  | <p>UNIT 2: WHAT'S THE MATTER?: 2.2 HAVE + NOUN; FEEL + ADJECTIVE. practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.</p> | <p>UNIT 2: WHAT'S THE MATTER?: 2.2 HAVE + NOUN; FEEL + ADJECTIVE. Ss write some sentences talking about the last time they were sick, what happened?</p>  |                      |
| S | CLASE 1  | CLASE 2   | CLASE 3   | CLASE 4   | PLATAFORMA EDUCATIVA |

|         |   |  |   |  |                      |
|---------|---|--|---|--|----------------------|
| 3       | UNIT 2: WHAT'S THE MATTER?: 2.3 COMMON MEDICATION. T introduces vocabulary about common medication, T elicits ss to answer what they normally do with certain types of diseases. Ss talk about the common medication they use when they have a fever, a cough, a cold, a backache, a stomachache, insomnia, etc.                                    | 2.4 IMPERATIVES: Ss create a small role-play, a person is sick, another is the doctor, the doctor uses imperatives to give advice.   | UNIT 2: WHAT'S THE MATTER?: 2.2 HAVE + NOUN; FEEL + ADJECTIVE. Ss write some sentences talking about the last time they were sick, what happened?   | UNIT 2: WHAT'S THE MATTER?: 2.3 COMMON MEDICATION Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology. |                      |
| EN CASA | CLASE 5   | CLASE 6  | CLASE 7   | CLASE 8  |                      |
|         | UNIT 2: WHAT'S THE MATTER?: 2.3 COMMON MEDICATION Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.  | UNIT 2: WHAT'S THE MATTER?: 2.3 COMMON MEDICATION Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.   | UNIT 2: WHAT'S THE MATTER?: 2.4 IMPERATIVES Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.                            | UNIT 2: WHAT'S THE MATTER?: 2.4 IMPERATIVES Ss write imperatives about the advices they receive in their house for some kind of common sicknesses                              |                      |
| S       | CLASE 1   | CLASE 2  | CLASE 3   | CLASE 4  | PLATAFORMA EDUCATIVA |
| 4       | UNIT 3: DID YOU HAVE FUN? T elicits prior knowledge about past tense. 3.1 SIMPLE PAST STATEMENTS, REGULAR VERBS. T presents regular verbs in the past and ask students to find patterns and discuss the spelling, then practice some listening saying regular verbs in the past and in the infinitive form  | UNIT 3: DID YOU HAVE FUN? 3.2 PRONUNCIATION SIMPLE PAST -ED ENDINGS. T presents the different wayd to pronounce the -ed endings and how to use them correctly, Ss change verbs to the past and say the correct pronunciation. 3.3 SIMPLE PAST STATEMENTS, IRREGULAR VERBS. T presents common irregular verbs and their past form | UNIT 3: DID YOU HAVE FUN?: 3.1 SIMPLE PAST STATEMENTS, REGULAR VERBS. Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.  | UNIT 3: DID YOU HAVE FUN?: 3.1 SIMPLE PAST STATEMENTS, REGULAR VERBS. Ss create sentences using irregular verbs in the past.   |                      |
| EN CASA | CLASE 5   | CLASE 6  | CLASE 7   | CLASE 8  |                      |
|         | UNIT 3: DID YOU HAVE FUN?: 3.2 PRONUNCIATION SIMPLE PAST STATEMENTS -ED ENDINGS. Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.   | UNIT 3: DID YOU HAVE FUN?: 3.2 PRONUNCIATION SIMPLE PAST STATEMENTS -ED ENDINGS. Ss create sentences using irregular verbs in the past.  | UNIT 3: DID YOU HAVE FUN?: 3.3 SIMPLE PAST STATEMENTS IRREGULAR VERBS. Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology. | UNIT 3: DID YOU HAVE FUN?: 3.3 SIMPLE PAST STATEMENTS IRREGULAR VERBS. Ss create sentences using irregular verbs in the past.  |                      |
| S       | CLASE 1   | CLASE 2  | CLASE 3   | CLASE 4  | PLATAFORMA EDUCATIVA |
| 5       | UNIT 3: 3.4 SIMPLE PAST YES/NO QUESTIONS. T makes random wh questions in simple past, and gives ss the option yes I did, no I didn't. After that, check if the ss understood how to create questions, T. explains and gives more examples if necessary. Ss create their own set of simple past yes/no questions and practice with their classmates. | UNIT 4. WHERE DID YOU GROW UP? Ss listen to different conversations and find questions in the past usind wh words. T and Ss create a bank of questions to ask people we are knowing for the first tiem. Ss practice in pairs and answer to the questions.  | UNIT 3: 3.4 SIMPLE PAST YES/NO QUESTIONS. Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.                              | UNIT 3: 3.4 SIMPLE PAST YES/NO QUESTIONS. Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.         |                      |
| EN CASA | CLASE 5   | CLASE 6  | CLASE 7   | CLASE 8  |                      |
|         | UNIT 3: 3.4 SIMPLE PAST YES/NO QUESTIONS. Ss create and answer simple past yes/no questions.  | UNIT 4: 4.1 WHERE DID YOU GROW UP? Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.  | UNIT 4: 4.1 WHERE DID YOU GROW UP? Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.                                     | UNIT 4: 4.1 WHERE DID YOU GROW UP? Ss create and answer questions using wh words.  |                      |
| S       | CLASE 1   | CLASE 2  | CLASE 3   | CLASE 4  | PLATAFORMA EDUCATIVA |
| 6       | UNIT 4: 4.2 PAST OF BE WAS/WERE. T introduces the topic, Ss practice and solve exercises. Then, Ss create a small biography about themselves, using regular and irregular verbs in the past.  | UNIT 4: 4.3 WH-QUESTIOS WITH DID, WAS AND WERE. T presents exercises to practice and differentiate between the auxiliaries did, was and were. Ss work in pairs and create questions for their classmates. Finally ss introduce their classmates with the information obtained from the questionnaire.                            | UNIT 4: 4.2 PAST OF BE WAS/WERE. Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.                                       | UNIT 4: 4.2 PAST OF BE WAS/WERE. Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.                  |                      |
| EN CASA | CLASE 5   | CLASE 6  | CLASE 7   | CLASE 8  |                      |
|         | UNIT 4: 4.2 PAST OF BE WAS/WERE.Ss create different sentences about their family memebers using past simple.  | UNIT 4: 4.3 WH-QUESTIOS WITH DID, WAS AND WERE. Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.   | UNIT 4: 4.3 WH-QUESTIOS WITH DID, WAS AND WERE. Ss practice vocabulary using the tools provided (video and/or online practice). Ss answer their excercises on the anthology.                        | UNIT 4: 4.3 WH-QUESTIOS WITH DID, WAS AND WERE. Ss answer questions mixing did, was and were.  |                      |

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|   | CLASE 1          | CLASE 2 |  |  | PLATAFORMA EDUCATIVA |
| 7 | EXAMEN DE MODULO |         |  |  |                      |

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| <b>ACTIVIDADES EN EL AULA PERMITIDAS:</b> | <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> <p>5.-Vinculación de la Materia con Casos Prácticos y Reales que se puedan sustentar teoricamente.</p> |
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| <b>ACTIVIDADES NO PERMITIDAS:</b> | <p>1. Exámenes Orales.</p> <p>2. Exposiciones como Evaluación.</p> <p>3. Improvisaciones.</p> |
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| <b>SUGERENCIA BIBLIOGRAFICA</b> |       |                   |                    |           |
|---------------------------------|-------|-------------------|--------------------|-----------|
| 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=0-8yPyCDHI&amp;t=191s">https://www.youtube.com/watch?v=0-8yPyCDHI&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=moYDA4jbPy4">https://www.youtube.com/watch?v=moYDA4jbPy4</a>                     | Inglés Paso a Paso con Lucie |

**CRITERIOS, PROCEDIMIENTOS DE EVALUACION Y ACREDITACION.**

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|--|-------|
| <b>Actividades en Plataforma Educativa</b> | 50%   |
| 1er Actividad                              | 25%   |
| 2da Actividad                              | 25%   |
| <b>Examen</b>                              | 50%   |
| <b>Total</b>                               | 100%  |
| <b>Escala de calificación</b>              | 7- 10 |
| <b>Minima aprobatoria</b>                  | 7     |

**NOTA:**

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.