

## OTEACHER ENGLISH IV PLANNING

### GENERAL DATA

<b>School:</b> Atotonilco el Alto.	<b>Partial:</b> First	<b>School year:</b> February-June 2020
<b>Teacher:</b> Laura I Legorreta Barajas.	<b>Semester:</b> 4th	<b>Total class-hours of application:</b> 15
<b>Career:</b> PIA, Graphic design and Electromechanic.	<b>Purpose of the subject or sub- module:</b> Students express their opinions freely, work collaboratively and develop critic and reflexive thought considering and respecting the classmates and teacher's opinions and assistance. Students work responsibly and with solidarity.	
<b>Subject or sub- module:</b> English IV	<b>Disciplinary or professional competences to develop:</b> Communicate in a foreign language through logical speech, oral or written, consistent with the communicative situation.  Perceive, identify, complete missing information on incomplete texts  Identify the structure from paragraph with website context.  Value logical thinking in the communicative process of their daily and academic life	
<b>Generic competences and attributes to evaluate:</b>		
<b>Elements of transversality:</b> Transversal project " ____"		
<b>Socioemotional skill:</b>	First/Second semester	CONOCE-T
	Third/Fourth semester	RELACIONA-T
	Fifth/Sixth semester	ELIGE-T
		Self-knowledge <input type="radio"/>
		Social conscience <input type="radio"/>
		Take responsible decisions <input type="radio"/>
		Auto-regulation <input type="radio"/>
		Collaboration X
		Perseverance <input type="radio"/>

**Construye T Lessons: 1.3 – 4.3**

**TEACHING AND LEARNING STRATEGIES**

	<b>Date/Time</b>	<b>Expected learning/ Contents/ Skills:</b>	<b>Number of evidence or product</b>	<b>Description of activities:</b>	<b>Evaluation: Type/Agent/ Evaluation instrument</b>	<b>Observations of the activity</b>
<b>O P E N I N G</b>	Feb 04 <sup>th</sup> – 07 <sup>th</sup>	“Layout and class presentation”	“Lay out”	In the first class session the teacher presents and explains the contents, class rules, evaluation form and requirements.	Diagnostic test, Heteroevaluation and coevaluation. Check lists and evaluation rubrics.	
	Feb 04 <sup>th</sup> – 07 <sup>th</sup>	Diagnostic test	1Test	The student answers the diagnostic test following the teacher’s indications.	Hetero-evaluation and Auto-evaluation.	Students’ results.
	Feb 04 <sup>th</sup> – 07 <sup>th</sup>	Discussing different aspects of one’s life situations. Describing people’s personality Talking about permanent and temporary situations in the present	2  1A	Draw Ss’ attention to the title of the lesson and ask them some adjectives related with personality, write them down on the board, then ask them to identify which of them are positive or negative.  Ask Ss’ to describe their personality using some adjectives	Auto-evaluation.	

D E V E L O P M E N T	Feb 10 <sup>th</sup> – 14 <sup>th</sup>	Discussing different aspects of one's life situations. Describing people's personality Talking about permanent and temporary situations in the present	3 1A -	The teacher explains the subject using the whiteboard and explain the activity to the students. Page 8 to 13 from the book.	Co-evaluation Book	
	Feb 10 <sup>th</sup> – 14 <sup>th</sup>	Talking about family members Expressing one's opinion and giving reason making comparisons	4 1B	<p>The teacher writes a mind map on the board with the family members, ss' complete the activity on their notebook</p> <p>The teacher asks ss' check the family tree on lesson 1B, and ask them to complete the blanks with the words on the box, then ss' read a text and answer the questions</p> <p>The teacher writes on the board some adjectives and draw some example using the comparison of adjectives, then ss' complete some sentences with the correct form of the adjective</p>	Hetero-evaluation Checking answers page 9 and 10	

Feb 10 <sup>th</sup> – 14 <sup>th</sup>	Discussing different aspects of one's life situations. Describing people's personality Talking about permanent and temporary situations in the present	5 ConstruyeT lesson 1.3	The teacher will read the ConstruyeT lesson 1.3, and ss' answer and share their answers  Ss' will complete it and some of the Ss' will share it	Auto- evaluation.	
Feb 17 <sup>th</sup> - 21 <sup>st</sup>	Talking about clothes, accessories and fashion Describing different styles of dress	6 1C- 1D	The teacher writes some verbs in past simple and write some examples explaining used to aff, neg, and question form.  Ss' read a text and answer some questions. Ss' complete an activity writing the verbs in past tense, then share your answers and correct the mistakes  The teacher explains and writes some examples about SOME,ANY, NO AND THEIR COMPOUNDS Ss' practice grammar from 1D	Auto-evaluation Page 11 and 13	
Feb 24 <sup>th</sup> - 28 <sup>th</sup>	Talking about the weather Referring to conditions and their results	7 2A – 2D  8	The teacher explains the conditional type 1 and type 2 Ss' write their differences  The teacher will read the ConstruyeT lesson 2.3	Hetero-evaluation. Page 20 - 23	

			Construye T lesson 2.3	Ss' read a text and answer some questions Ss' complete some dialogues using conditionals type 1 and 2		
C L O S U R E	March 02 <sup>nd</sup> - 06 <sup>th</sup>	Talking about environment Referring to the future Making offers, promises and requests	9 2C- 2D	The teacher will explain the subject using the whiteboard and explain the activity to the students. Page 22 to 31 from the book.	Co-evaluation Page 24 - 27	
	March 02 <sup>nd</sup> -06 <sup>th</sup>	Construye T card 3.3 <b>EVALUATION</b> differently depending on the circumstances.	10	The students answer their evaluation 1.	Hetero-evaluation. Test	
<b>Didactical resources and/or materials:</b>	<b>Open Skies 4(Book); Notebook; English Spanish dictionary; Whiteboard and Markers.</b>					
<b>Sources of information:</b>	<b>Open Skies 4 (book); English-Spanish dictionary, and internet.</b>					
<b>Observations subsequent to the application:</b>						

ELABORATED BY

REVIEWED BY

LAURA I LEGORRETA BARAJAS

\_\_\_\_\_  
Name and Signature

\_\_\_\_\_  
Name and Signature

Elaboration date: \_\_February 04<sup>th</sup> 2020\_\_\_\_\_

Review date: \_\_\_\_\_

## TEACHER ENGLISH IV PLANNING

### GENERAL DATA

<b>School:</b> Atotonilco el Alto.	<b>Partial:</b> Second	<b>School year:</b> February – June 2020.
<b>Teacher:</b> LAURA I LEGORRETA BARAJAS	<b>Semester:</b> 4 <sup>th</sup>	<b>Total class-hours of application:</b> 25
<b>Career:</b> Graphic design and electromechanic, Industrial food production	<b>Purpose of the subject or sub- module:</b> The students express themselves clearly in English in oral and written form. The students talk about issues related to science, technology and any gadgets. Discussing facts. they exchange information. Speculate and make deductions. They talk about the advantages and disadvantages of something.	
<b>Subject or sub- module:</b> English IV	<b>Disciplinary or professional competences to develop:</b> Communicate in a foreign language through logical speech, oral or written, consistent with the communicative situation. Perceive, identify, complete missing information on incomplete texts Identify the structure from paragraph with website context. Value logical thinking in the communicative process of their daily and academic life.	
<b>Generic competences and attributes to evaluate:</b> 4.- He/She listens, interprets and communicates messages relevant to different contexts by using appropriate means, codes and tools. 4.2 He/She uses different communicative strategies according to the audience, context and his/her objectives. 10.- He/She keeps a respectful attitude towards interculturality and diversity of beliefs, values, ideas and social practices.		
<b>Elements of transversality:</b> Proyecto transversal “ _____ ”		
<b>Socioemotional skill:</b>	<b>First/Second semester</b>	<b>CONOCE-T</b>
	<b>Third/Fourth semester</b>	<b>RELACIONA-T</b>
	<b>Fifth/Sixth semester</b>	<b>ELIGE-T</b>
		<b>Self-knowledge</b> <input type="radio"/>
		<b>Auto-regulation</b> <input type="radio"/>
		<b>Social conscience</b> <input type="radio"/>
		<b>Collaboration</b> X
		<b>Take responsible decisions</b> <input type="radio"/>
		<b>Perseverance</b> <input type="radio"/>

**LEARNING AND TEACHING STRATEGIES**

	Date/Time	Expected learning/ Contents/ Skills:	Number of evidence or product	Description of activities:	Evaluation: Type/Agent/ Evaluation instrument	Observations of the activity
<b>O P E N I N G</b>	March 09 <sup>th</sup> – Oct 13 <sup>th</sup>	To talk about issues related to science technology and gadgets	1 3A	The teacher asks: Are you interested in subject like science and technology? What do you think is the most important inventions?, who Galileo Galilei was, after that they read a text about Galileo and the students answer some	Auto-evaluation  Book 3 A	The activities will be inserted in the Classroom platform  Students will have a youtube video ; <a href="https://www.youtube.com/watch?v=04mNLfCcTck">https://www.youtube.com/watch?v=04mNLfCcTck</a>

				questions on page 34 and 35		
	March 09 <sup>th</sup> – Oct 13 <sup>th</sup>	Talking about robots, technology and inventions. Construye T card 4.3	23B 3	<p>The teacher asks to students to guess what the lesson will be about and elicit the answer</p> <p>The teacher asks ss to focus on the Present Simple Passive. Have students do the grammar practice in the student's book.</p> <p>The teacher and students will use cards 4.3 from collaboration activities.</p>	Co-evaluation Card 4.3	<p>; The activities will be inserted in the Classroom platform</p> <p><a href="https://www.youtube.com/watch?v=04mNLfCcTCk">https://www.youtube.com/watch?v=04mNLfCcTCk</a></p>



D E V E L O P M E N T	March 16 <sup>th</sup> – 20 <sup>th</sup>	Talking about gadgets Talking about geographical features	4 3C	<p>The teacher asks ss to tell you the advantages and disadvantages they think tablets have.</p> <p>Ask them to write 2 columns with the advantages and disadvantages ideas. Then the teacher explains about tag questions</p> <p>Ss answer pages 38 to 39 from the book. The Ss practice some idioms and some tag endings</p>	<p>Auto-evaluation</p> <p>Book</p> <p>Rubric.</p>	<p>The activities will be inserted in the Classroom platform</p> <p>Ss will watch the following video to answer the grammar activities <a href="https://youtu.be/93fi9PULmAA">https://youtu.be/93fi9PULmAA</a></p>
	March 16 <sup>th</sup> – 20 <sup>th</sup>	Speculating and making predictions	5 3D 6 3E	Ask ss some questions about technology and	<p>Co-evaluation</p> <p>Check list.</p>	The activities will be inserted in the Classroom platform

				<p>how it will be in the future.</p> <p>Then ask them to read a text a loud and after that they will complete some sentences</p> <p>ask them to speak about how you think and computers and cars of the future will be.</p> <p>Ss read and complete page 42 and 43</p>		<p>Ss will watch the following video to answer the grammar activities</p> <p><a href="https://youtu.be/KMxhIOp8WIo">https://youtu.be/KMxhIOp8WIo</a></p>
March 23 <sup>rd</sup> – 27 <sup>th</sup>	Discussing past events and situations. Describing accidents	7 4A	<p>The teacher asks ss if they have experienced a natural disaster</p> <p>The teacher draws ss attention to</p>	Co-evaluation	<p>The activities will be inserted in the Classroom platform</p> <p>Ss will read the document attached to understand the grammar rules and the activities</p>	

				<p>the first example. Point out that while is used to link two clauses describing actions which were happening at the same time in the past</p> <p>The teacher asks ss to pay attention to the grammar reference p95</p> <p>Then ss answer pages 48 and 49</p>		
March 23 <sup>rd</sup> – 27 <sup>th</sup>	Sequencing past actions and events	8 4B 4C	<p>The teacher asks ss what are the differences between crime and criminal is.</p> <p>Ss answer complete some</p>	Hetero- evaluation Pages 50 to 53	<p>The activities will be inserted in the Classroom platform</p> <p>Ss will read the document attached to understand the grammar rules and the activities</p>	

				<p>sentences using a specific verb, then the ss look for the grammar reference on page 96, then ss answer page 50 and 51</p> <p>The teacher asks students to look at the pictures and guess what the story is about.</p> <p>Ss look for the grammar reference on page 96, then ss answer page 50 and 51</p>		
March 30 <sup>th</sup> - April 03 <sup>rd</sup>	talking about mystery	8 4D 4E	The teacher asks ss if they have ever heard about the mystery of the	Co-evaluation book Check list	The activities will be inserted in the Classroom platform  Ss will read the document attached to understand the grammar rules and the activities	

				Bermuda triangle, then they read the text and write true or false in some sentences related with the text.	Hetero- evaluation	
	April 06 <sup>th</sup> – 17 <sup>th</sup>	<b>Vacation</b>				
<b>C L O S U R E</b>	April 20 <sup>th</sup> - 24 <sup>th</sup>	Evaluation partial 2	4	<p>Construye T card 7.3 and 8.3</p> <p>Ss look some adjectives and they identify the differences with them</p> <p>Ss will write story</p>	Hetero-evaluation  Test	<p>The activities will be inserted in the Classroom platform</p> <p>Ss will read the document attached to understand the grammar rules in order to answer the activities</p>
	april 20 <sup>th</sup> - 24 <sup>th</sup>		5	The students answer their evaluation 2.	Hetero-evaluation.  Check List	

					Test	
<b>Didactical resources and/or materials:</b>	<b>Open Skies 4 (Book); Notebook; English Spanish dictionary; Whiteboard and Markers.</b>					
<b>Sources of information:</b>	<b>Open Skies 4 (book); English-Spanish dictionary, and internet.</b>					
<b>Observations subsequent to the application:</b>						

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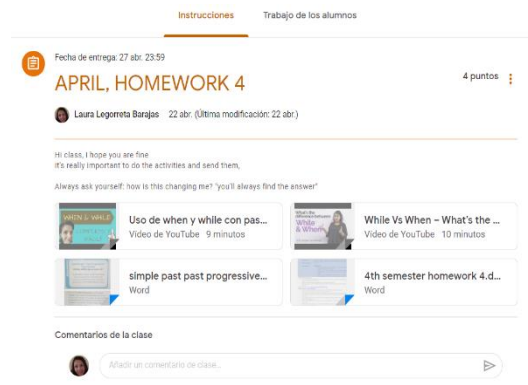
Elaboration date: \_\_\_\_\_ February 07<sup>th</sup> 2020 \_\_\_\_\_

Review date: \_\_\_\_\_



Third/Fourth semester	RELACIONA-T	Social conscience <input type="radio"/>	Collaboration X
Fifth/Sixth semester	ELIGE-T	Take responsible decisions <input type="radio"/>	Perseverance <input type="radio"/>
Construye T Lessons: 9.3 – 12.3			

### LEARNING AND TEACHING STRATEGIES

	Date/Time	Expected learning/ Contents/ Skills:	Number of evidence or product	Description of activities:	Evaluation: Type/Agent/ Evaluation instrument	Observations of the activity
<b>O P E N I N G</b>	April 27 <sup>th</sup> - May 01 <sup>st</sup>	Talking about experiences Linking past and present time	1 5A	<p>The teacher asks “in your opinion, what is important when choosing a career? What do you like doing in your spare time?”</p> <p>Then in pairs ss answer the following question “what sort of things do you usually do when you go on vacation? What do you think of the idea of working while on vacation? ”</p> <p>Ss read and answer 5A</p>	Co-evaluation	<p>The activities will be inserted in the Classroom platform</p> <p>Ss will read the document attached to understand the grammar rules and the activities</p> 



	April 27 <sup>th</sup> - May 01 <sup>st</sup>	Talking about work and careers Focus on the duration of an action	2 5B	The teacher explain the present perfect progressive, ss check the page 97	Co-evaluation Book	The activities will be inserted in the Classroom platform  Ss will read the document attached to understand the grammar rules and the activities Ss will watch a youtube video to understand the present perfect progressive
	May 04 <sup>th</sup> – 08th	Construye T card 9.3 and 10.3	3	The teacher and students will use cards 9.3 and 10.3 to develop socio emotional activities.	CONSTRUYE Card 9.3 and 10.3	The activities will be inserted in the Classroom platform  Ss will read the document attached to understand the grammar rules and the activities
	May 04 <sup>th</sup> – 08th	<u>Transversal project structure</u>	4	The Ss will start working with their transversal project. _____	Power point presentation.	The activities will be inserted in the Classroom platform  Ss will read the document attached to understand the grammar rules and the activities
<b>D E V E L</b>	May 11 <sup>th</sup> - 13th	Talking about famous people	5 5C -5E	The teacher will explain the clauses of result, ss read aloud a text then they answer some questions from the text	Auto-evaluation Check list	The activities will be inserted in the Classroom platform  Ss will read the document attached to understand the grammar rules and the activities

O P E N T						
	May 11 <sup>th</sup> - 13 <sup>th</sup>	Talking about the theater Expressing agreement and disagreement	6 6A	The teacher explain grammar “so, neither, too, either”. Ss do some activities according to	Hetero-evaluation.	The activities will be inserted in the Classroom platform  Ss will read the document attached to understand the grammar rules and the activities
	May 16 <sup>th</sup> – 22 <sup>nd</sup>	Defining people and things	7 6B	Ss match some verbs with the phrases, then they check their answers  In pairs read an article and complete the activities on page 60-61	Auto-evaluation	The activities will be inserted in the Classroom platform  Ss will read the document attached to understand the grammar rules and the activities
	May 16 <sup>th</sup> – 22 <sup>nd</sup>	Giving extra information Construye T card 11.3 and 12.3	8 6C	The teacher will explain the subject using the whiteboard and explain the activity to the students. Page 80-81 from the book.  Ss answer the construyeT cards	Co-evaluation	The activities will be inserted in the Classroom platform  Ss will read the document attached to understand the grammar rules and the activities

<b>C L O S U R E</b>	May 25 <sup>th</sup> – 29 <sup>th</sup>	Transversal project structure		The Ss will start working with their transversal project.	Co-evaluation  Power point presentation.	The activities will be inserted in the Classroom platform  Ss will read the document attached to understand the grammar rules and the activities
	May 25 <sup>th</sup> – 29 <sup>th</sup>	Departmental Evaluation		The students answer their evaluation.	Test	Ss will answer a test in the google form.
		Departmental Evaluation		The students answer their evaluation.	Test	
<b>Didactical resources and/or materials:</b>	<b>Open Skies 4 (Book); Notebook; English Spanish dictionary; Whiteboard and Markers.</b>					
<b>Sources of information:</b>	<b>Open Skies 4 (book); English-Spanish dictionary, internet, and power point software.</b>					
<b>Observations subsequent to the application:</b>						

ELABORATED BY

REVIEWED BY

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Elaboration date: \_\_\_\_\_ February 15<sup>th</sup>  
2020\_\_\_\_\_

Review date: \_\_\_\_\_

**RUBRIC CONVERSATION IN PAIRS**

**ENGLISH IV**

Levels of proficiency Categories	EXEMPLARY	LEARNED	BASIC	APPRENTICE
LANGUAGE	No problems in grammar or vocabulary. Highly effective and understandable message	Few problems in grammar and vocabulary. Non effectiveness in the message	Many problems observed in grammar and vocabulary that leads listener to misunderstandings	Many problems observed in grammar and vocabulary that leads listener to misunderstandings
ORGANIZATION	Easy to get the ideas. The speaker gives alternative options to be understood. The message is completely understandable	Not many difficulties to get the ideas. The message is most of the times understandable	Difficulties to get the ideas. The message need to be guessed from other source but not the actual production	Many problems observed that make the message be understandable
CONTENT	The speaker provides content with the appropriate information to be understood. He/She says almost all words connected to the topic	The speaker provides content enough to be understood. He/She says many words connected to the topic	The speaker does not provide content enough to be understood. He/She says few words connected to the topic	The speaker faces many troubles to communicate the ideas. He/She says almost nothing
PRONUNCIATION	Highly affective intonation. Proficient word stressing and word linking. Distinctive and audible sounds produced	Slight problems in intonation. Word stressing usually unclear. Word sounds with slight problems	Some problems in intonation. Word stressing sometimes unclear. Word sounds with lots of problems	Serious problems with intonation. Amateurish word stressing and word linking. Awkward sounds produced

## CHECK LIST AUTO-EVALUATION

### ENGLISH IV

## Self Assessment Checklist

Did you introduce yourself to your audience ?	Yes	No
Did you aim to arouse the interest of your audience ?	Yes	No
Did you begin with a clear introduction of your topic with an overview of what you will cover ?	Yes	No
Were your ideas presented clearly with a logical flow from one point to the next ?	Yes	No
Did you conclude by summing up what you had said ?	Yes	No
Were your visual aids presented clearly ?	Yes	No

CHECK LIST ORAL PRESENTATION

ENGLISH IV

Name: _____		Date: _____			
Topic: _____		Time: _____			
<i>Criteria</i>	<i>Assessment</i>				<i>Comments</i>
States name	3	2	1	0	
States purpose for presentation	3	2	1	0	
Makes eye contact with audience	3	2	1	0	
Uses gestures to support talk	3	2	1	0	
Voice can be heard by participants	3	2	1	0	
Pacing is appropriate for topic	3	2	1	0	
Uses grammatically correct language	3	2	1	0	
Uses appropriate vocabulary for topic	3	2	1	0	
Adheres to time limit	3	2	1	0	

- 3: exceeds standards
- 2: meets standards
- 1: below standards
- 0: not evidenced

Total Points: \_\_\_\_\_

