

TEACHER PLANNING ENGLISH IV GENERAL DATA

School: PLANTEL 23 TLAJOMULCO SANTA FE 14ET0023U	Partial: Two	School year: FEB-JUL 2020 CALENDAR A
Teacher: MARÍA DEL CONSUELO PRADO SÚ	Semester: 4 th	The activities will be done through the CLASSROOM platform
Career: Programming PGA	Purpose of the subject or sub- module: The students build descriptions extensively using syntactic and grammatical elements, they make comparisons of two or more objects that have common or contrasting elements; they can express using intensifiers in different contexts; they use tag questions to confirm suppositions and connect sentences and ideas using specific vocabulary, all of this considering communication as the main idea of the speech development.	
Subject or sub- module: ENGLISH IV	Disciplinary or professional competences to develop: COMPONENT: Communication: interpersonal relationships, Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences. COMPETENCE: Students produce, communicate, interact, and collaborate with others (transversal axis for all subjects from Communication and Social Sciences as disciplinary fields). Reading, writing, speaking and listening. CONTENT: Collaborative work in classroom as a basis for the integration of the learning community. The importance of language and grammar. Argumentative text. The text as resource information and new ideas.	
Generic competences and attributes to evaluate: Competence 4. Listen, interpret and issue pertinent messages in different contexts using appropriate means, codes and tools. Attribute 4.3. Ss identify the key ideas in an oral text or speech and draw conclusions from them. Attribute 4.4. Ss communicate in a second language on daily situations.		

TEACHING / LEARNING STRATEGIES ENGLISH IV

	Date/Time	Expected learning/ Contents/ Skills:	Number of evidence or product	Description of activities:	Evaluation: Type/Agent/ Evaluation instrument	Observations of the activity
O P E N I N G	Week 7	Ss can express facts, they can also use a different time tense to identify and express real situations and their logical conclusion. Ss use the passive voice to talk about how thing have been done	11.- Grammar: Article THE 15- Write sentences in passive voice 8.- Book p 34-37	On a portfolio sheet, copy the frame with your handwriting. (download the attached document). At the end of the note, copy the criteria to evaluate this partial 2: Portfolio (Activities delivered in due time and form) and Book (units 3 and 4 including workbook and revision) = 40% Lab activities = 10% Workshop = 10% Platform = 10% Exam = 30%	Grammar content check list Book checking/ Portfolio checking/	
	(3 hours)			On a portfolio sheet, put the title: GRAMMAR, put the nomenclature: 1.11.1. ARTICLE "THE", put group name and grade on the sheet. Investigate the use of the indefinite article "THE", when you use it and when you don't. Complete half a page. The research may be in Spanish, the intention is that you understand it.		
	March 16-20 2020			Answer pages 34 and 35 of your book: Do the reading THE SKY AT NIGHT ", answer the comprehension exercises" B "and" C "on page 35. Answer the grammar exercise "B" on p. 35		



	<p>Week 8 (3 hours) March 23-27 2020</p>	<p>Ss tag the questions</p> <p>The students apply the knowledge acquire about tag questions using the four abilities in English (writing, listening, speaking and reading)</p>	<p>13.- Writing 1 Robots p 36</p> <p>15.- Write sentences with tag questions</p> <p>16.- Speaking: Hi-tech computer glasses (words per minute) p 40-41</p> <p>18.- Book p 38-43</p> <p>19.- Idioms (lab)</p>	<p>On a portfolio sheet other than grammar, vocabulary and framing, put the title: LAB ACTIVITY, put nomenclature: 6.19 IDIOMS, put group and grade name. Investigate what are IDIOMS, write a list of 10 IDIOMS in English and their equivalent in Spanish.</p> <p>On a portfolio sheet (other than vocabulary and grammar), you put the title WRITING, write the nomenclature and read: 2.13.1. ROBOTS, put name, group, grade and date. Copy the text from page 36. Remember that the goal is to understand the text and learn to write vocabulary. When you're done copying, reflect on what the reading was about (no need to write the reflection). Take a photo of the text and send it.</p> <p>SPEAKING: 4.16.1. HI-TECH COMPUTER GLASSES On a portfolio sheet (other than vocabulary, writing and grammar), you put the title SPEAKING, write the nomenclature 4.16.1. HI-TECH COMPUTER GLASSES, put name, group, grade and date. Read the text on pages 40-41 several times and take time. Count the words you read in one minute. Record your best record on the sheet. Record your reading (only 1 minute) and upload your audio file.</p>	<p>Speaking test./heteroevaluation</p> <p>Grammar content check</p> <p>Vocabulary-lossary/</p> <p>Book checking/</p> <p>Portfolio checking/</p>	

D E V E L O P M E N T				<p>GRAMMAR: 1.12.3. TAG QUESTIONS</p> <p>Review the session on TUESDAY, APRIL 21, 2020.</p> <p>On a portfolio sheet (other than vocabulary, writing) write the title:</p> <p>GRAMMAR: 1.12.3. TAG QUESTIONS</p> <p>Put name, group, grade and date and write a summary of what was said in the session.</p> <p>BOOK: Answer grammar section page 39</p> <p>Take a photo of your summary and activity on page 39 and upload it.</p>	
	Week 9	Ss manifest actions in progress in the past perfect	11.- Grammar: Tag questions	<p>On a different portfolio sheet (not in grammar, framing, or lab activity), you put the title, nomenclature, name, group, and grade:</p> <p>1.12.1. PARTS OF THE BODY: copy the vocabulary of the parts of the body on page 48 and translate.</p>	Grammar content check list
	(3 hours)		12.- Vocabulary Parts of the body (chart)		Speaking test/ Vocabulary-glossary/check list
	March 30-31		13.- Writing The roots of Hip-Hop p91	<p>WRITING: 2.14.3. THE ROOTS OF HIP-HOP</p> <p>On a portfolio sheet (other than vocabulary and grammar), you put the title WRITING, write the nomenclature and read: 2.14.3. THE ROOTS OF HIP-HOP, put name, group, grade and date.</p> <p>Copy the text from page 91</p> <p>Remember that the goal is to understand the text and learn to write vocabulary.</p>	Book checking/ Portfolio checking/
	April 1-3	Ss are able to speak or write about stative events and action events	15.- Write sentences in Past Perfect	<p>When you're done copying, reflect on what the reading was about (no need to write the reflection).</p> <p>Take a photo of the copied text you send.</p>	
	2020		18.- Book p 48-51		

	<p>Week 10 (3 hours) April 20-24 2020</p>	<p>Ss manifest actions in progress in the third conditional</p> <p>Ss are able to speak or write and distinguish prepositions</p>	<p>11.- Grammar: Passive voice</p> <p>13.- Writing: The Bermuda Triangle p 54</p> <p>15.- Write sentences in third conditional</p> <p>20.- Time clauses p49 (lab)</p> <p>21.- *Prepositions of time *Prepositions of place *Prepositions of movements P55</p>	<p>GRAMMAR 1.12.2 "PASSIVE VOICE" READ THE NEXT TEXT. "PASSIVE VOICE" is a grammatical point where the subject becomes the object of the sentence, and the object becomes the subject. For example, if I say an ACTIVE sentence: THE MECHANIC FIXES THE CAR, (it is active because the subject "THE MECHANIC" is the one who performs the action). Now, TO SAY THAT MASS PRAYER the passive voice, THE SUBJECT (the mechanic), becomes the object. And the OBJECT (the car) becomes the SUBJECT, and my prayer is like this: THE CAR IS FIXED BY THE MECHANIC. In English it would be like this: Active voice: THE MECHANIC FIXES THE CAR Passive voice: THE CAR IS FIXED BY THE MECHANIC. Guys, to form PASSIVE VOICE you need the VERB TO BE plus PAST PARTICIPLE OF THE VERB. NOW CHECK THE VIDEO On a portfolio sheet (it can be on the back of the previous GRAMMAR entry), you put the title GRAMMAR, you identify the activity with the nomenclature: 1.12.2 "PASSIVE VOICE", you put name, group, grade and date. Write a summary of at least half a page, where you explain in your own words the use of "PASSIVE VOICE", in its different times (present, past or future). Write 5 examples. Take a photo of your work and upload it.</p> <p>LAB ACTIVITY: 6.20. TIME CLAUSES Do an investigation on TIME CLAUSES. On a portfolio sheet (other than vocabulary and grammar), you put the title LAB ACTIVITY, write nomenclature 6.20. TIME CLAUSES, you put name, group, grade and date. Write the investigation, take a photo and send it.</p>	<p>Grammar content check list</p> <p>Vocabulary-glossary/check list /</p> <p>Book checking/</p> <p>Portfolio checking</p>	
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	<p>Week 11 (3 hours) April 27-30 May1 2020</p>		<p>12.- Vocabulary: Natural phenomena p 52</p> <p>12.- Vocabular y: Adjectives ending in <i>ed</i> and <i>ing</i> p 56</p> <p>18.- Book p 52-55</p> <p>18.- Book p 56-57</p>	<p>VOCABULARY: 1.13.3 ADJECTIVES ENDING IN ED AND ING On a portfolio sheet, (other than grammar), put the title and nomenclature, date, your group name and grade. Copy the vocabulary from page 56 (the words in bold) and translate it.</p> <p>BOOK: Answer the vocabulary section on pages 56. Put your name, group, grade and date, next to the exercise. Take a photo of your work and upload it.</p> <p>1.12.2. NATURAL PHENOMENA: copy the vocabulary of the body parts on page 52 and translate.</p> <p>BOOK: answer the vocabulary section on pages 48 and 52</p>	<p>Vocabulary-glossary/check list /</p> <p>Book and portfolio checking</p>	
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C L O S U R E	<p>Week 12</p> <p>Evaluation week</p> <p>(3 hours)</p> <p>May</p> <p>04-08 2020</p>	<p>Book revision</p> <p>Portfolio revision</p> <p>Platform revision</p>	<p>CECYTEJ BILINGUAL Platform</p> <p>Finish all 11 units of your platform this week and you will get your reward.</p> <p>Upload your evidence where YOUR FULL NAME AND THE RATINGS OF EACH UNIT are clearly visible.</p> <p>ENGLISH LAB instructions:</p> <p>Check the video, copy the lyrics in a portfolio paper sheet with the corresponding name:</p> <p>Title: ENGLISH LAB</p> <p>Dance Monkey.</p> <p>Write your name, group, grade and date.</p> <p>Illustrate the work.</p> <p>And the rest of the week, SING, SING, DANCE AND ENJOY YOUR DAYS AT HOME.</p> <p>Make the time be pleasant.</p> <p>That's going to be the only work for this week.</p> <p>I hope I can see you soon.</p> <p>Take care and obey the rules, stay home, don't go out. Send me a comment, BUT do it in English, TRY and practice.</p> <p>One more thing, if you have homework not done, it is time to catch up with it.</p> <p>If you haven't finished the PLATFORM, do it this week. COMPLETE.</p>	<p>Heteroevaluación: books and portfolios check content/check list</p>
	<p>Didactical resources and/or materials:</p>	<p>Book, notebook, student portfolio, projector, computer, speakers, copies, marker, paper, dictionary</p>		
<p>Sources of information:</p>	<p>www.mmpublications.com</p> <p>Open skies 4- H.Q. Mitchell/ Marileni Malkogianni</p>			

Observations subsequent to the application:	ELABORATED BY MARÍA DEL CONSUELO MPRADO SÚ	REVIEWED BY
	Name and Signature	Name and Signature
	Elaboration date: <u>January 13, 2020</u>	Review date: _____

TEACHER PLANNING ENGLISH IV GENERAL DATA

School: PLANTEL 23 TLAJOMULCO SANTA FE 14ET0023U	Partial: Three	School year: FEB-JUL 2020 CALENDAR A
Teacher: MARÍA DEL CONSUELO PRADO SÚ	Semester: 4 th	Total class-hours of application: 5 weeks-15 hours
Career: Programming PGA	Purpose of the subject or sub- module: The students build descriptions extensively using syntactic and grammatical elements, they make comparisons of two or more objects that have common or contrasting elements; they can express using intensifiers in different contexts; they use tag questions to confirm suppositions and connect sentences and ideas using specific vocabulary, all of this considering communication as the main idea of the speech development.	
Subject or sub- module: ENGLISH IV	Disciplinary or professional competences to develop: COMPONENT: Communication: interpersonal relationships, Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences. COMPETENCE: Students produce, communicate, interact, and collaborate with others (transversal axis for all subjects from Communication and Social Sciences as disciplinary fields). Reading, writing, speaking and listening. CONTENT: Collaborative work in classroom as a basis for the integration of the learning community. The importance of language and grammar. Argumentative text. The text as resource information and new ideas.	
Generic competences and attributes to evaluate: Competence 4. Listen, interpret and issue pertinent messages in different contexts using appropriate means, codes and tools. Attribute 4.3. Ss identify the key ideas in an oral text or speech and draw conclusions from them. Attribute 4.4. Ss communicate in a second language on daily situations.		
Elements of transversality: Subject: Content: Specific Content: Learning Outcome:		

Evidence of Learning:				
Socioemotional skill:	First/Second semester	CONOCE-T	Self-knowledge <input type="radio"/>	Auto-regulation <input type="radio"/>
	Third/Fourth semester	RELACIONA-T	Social conscience <input type="radio"/>	Collaboration <input checked="" type="radio"/>
	Fifth/Sixth semester	ELIGE-T	Take responsible decisions <input type="radio"/>	Perseverance <input type="radio"/>
Construye T Lessons:				
Week 14: Lesson		Week 15: Lesson		
Week 16: Lesson				

TEACHING / LEARNING STRATEGIES ENGLISH IV

	Date/Time	Expected learning/ Contents/ Skills:	Number of evidence or product	Description of activities:	Evaluation: Type/Agent/ Evaluation instrument	Observations of the activity
O P E N I N G	Week 13 (3 hours) May 11-15 2020	Ss identifies activities that started sometime in the past but haven't concluded yet and have an impact in his or her present in a time line Ss expresses the same ideas with different words.	23.- Grammar: Present Perfect Simple 23.- Grammar: Present Perfect Progressive 24.- Vocabulary (lab) Ever, never, before, always, so far, already, yet, once, twice. 25.- Writing Indian Gold p90 27.- Conjugate sentences in Present Perfect Simple	Time for work, time to play/Working your way Warm up Draw students' attention to the title of the lesson. Elicit answer. Ask students some questions. Have students answer some question and predict. Grammar Model the target language present perfect simple with simple sentences for students. Invite them to participate in the activity. Then direct students' attention to the grammar chart and explain. Have students do the grammar practice in the student's book. Have students ready to identify the stressed in some words. Will guess what the lesson is about. Ask questions. Answer first activity on the book. Speak Have students talk in pairs to discuss about working during vacation. Model the target language: present perfect progressive with simple sentences for students. Invite them to participate in the activity. Then direct students' attention to the grammar chart and explain. Have students do the grammar practice in the student's book. Read	Grammar content check list/self-evaluation Vocabulary-glossary/check list / self-evaluation	

			<p>27.- Conjugate sentences in Present Perfect Progressive</p> <p>30.- Book p 62-65</p> <p>31.- Lab: Ever, never, before, always, so far, already, yet, once, twice.</p>	<p>Have ss read the text to complete an activity p63</p> <p>Gap-fill exercise in the workbook section in the student book page 64-65</p> <p>Completion and exercises in the student book pg. 65 Vocabulary</p> <p>Ever, never, before, always, so far, already, yet, once, twice.</p> <p>WRITING 8: Indian Gold p90</p>		
	<p>Week 14</p> <p>(3 hours)</p> <p>May</p> <p>18-22 2020</p>	<p>Students can express facts, Giving a result with the time clauses.</p>	<p>23.- Grammar: (lab) So-such Clauses of result p67</p> <p>24.- Vocabulary: suffixes –ion, -ation, and –ment.</p> <p>26.- Dictation: Writing a résumé p71</p> <p>28.- Speaking (words per minute) Jaime Oliver, TV chef. P66</p> <p>29.- Listening: Beyoncé Knowles p67</p> <p>30.- Book p 66-69</p>	<p>Famous and successful/Having fun</p> <p>Warm up</p> <p>Draw students' attention to the title of the lesson and the pictures. Ask ss to guess about the lessons and elicits ideas. Have ss to listen, read and select the best title for the text. Have ss do the activity.</p> <p>Vocabulary</p> <p>Nouns formed by using verbs adding a suffix. Have ss remind the use of suffixes –ion, -ation, and –ment.</p> <p>Grammar</p> <p>So-Such. Model the target language clauses of result with simple sentences for students. Invite them to participate in the activity. Then direct students' attention to the grammar chart and explain. Have students do the grammar practice in the student's book.</p> <p>Have ss answer questions about Beyoncé then compare with the listening</p> <p>Speak (words per minute) Jaime Oliver, TV chef. P66</p> <p>Have students think about a famous person and what makes her/him successful. Have student convince their classmates.</p> <p>Read and listen</p> <p>Have students do both activities at the same time. Check comprehension and have them do the comprehension exercise p 67</p> <p>Values logical thinking in the process of communication in the academic and daily living.</p> <p>Completion and exercises in the student book pg. 66</p> <p>The students apply the knowledge acquire about clauses of result using the four abilities in English (writing, listening, speaking and reading) p67</p>	<p>Grammar content check list/self-evaluation</p> <p>Speaking test./heteroevaluation/ Speaking rubric</p> <p>Listening comprehension test /heteroevaluation/ listening rubric</p> <p>Vocabulary-lossary/check list / self-evaluation</p> <p>Book checking/heteroevaluation</p>	



			<p>31.- Lab: Ever, never, before, always, so far, already, yet, once, twice.</p> <p>32.- Clauses of result: So-Such</p>	<p>Vocabulary Have Ss do the reading and ask about places and entertainments p 68 Read Have Ss read the text quickly. Answer activity with their own answer. Practice exercise in the student book p68 Gap-fill exercise in the workbook section in the student book Listen How much ss know about Beyoncé Knowles p 67</p> <p>Note 3 - Dictation: Writing a résumé p71</p>	Portfolio checking/hetero evaluation	
D E V E L O P M E N T	<p>Week 15 (3 hours) May 25-29 2020</p>	<p>Ss talk about experiences they have had</p> <p>Talk about Art</p> <p>Express surprise and state problems</p>	<p>23.- Grammar: (lab) Neither/either -So/too</p> <p>25. Writing: Sights to see: Madurodam, Cheese market of Alkmaar, Skinny bridge, p 80</p> <p>26.- Dictation: Note 4: Description of an event p85</p> <p>28.- Speaking: La Tomatina (Words per minute) p 84</p> <p>30.- Book p 76-79</p> <p>33.- Lab: Neither/either -So/too</p>	<p>Theater group/Fine Arts Warm Up Draw students' attention to the title ask them to guess what it is about. Ask ss if they have ever been to the theater and what they say. Practice exercise in the student book Gap-fill exercise in the workbook section p 77 Vocabulary Have ss read through the definitions. Ask ss about the meaning of adjectives. Have Ss do the activity individually or in pairs then do the listen and check their answers. Read Have ss guess what the article is about. Have ss listen, read and check their answers. Grammar Model the target language so, neither, too, either with simple sentences for students. Invite them to participate in the activity. Then direct students' attention to the grammar chart and explain. Have students do the grammar practice in the student's book. Have ss look at the words. Ask if they know the meaning of some elicit answer. Have ss do the activity individually or in pairs. Draw students' attention to the title of the lesson. Ask students what the lesson is about. Ask ss some questions: have you ever...and elicit answers. Model the target language: defining relative clauses with simple sentences for students. Invite them to participate in the activity. Then direct students' attention to the grammar chart and explain. Have students do the grammar practice in the student's book Write Sights to see: Madurodam, Cheese market of Alkmaar, Skinny bridge, p 80 Speaking La Tomatina (Words per minute) p84</p>	<p>Vocabulary-glossary/check list / self-evaluatio</p> <p>Grammar content check list/self-evaluati on</p> <p>Speaking test./heteroevaluation/ Speaking rubric</p> <p>Listening comprehension test /heteroevaluation/ listening rubric</p>	



				<p>Ask ss to read through the lists of verbs and phrases and match them.P78 Read Have ss listen, read and answer. Have ss form seven true statements Grammar</p> <p>CONSTRUYE-T Week 15: Lesson</p> <p>WRITING 9: Sights to see: Madurodam, Cheese market of Alkmaar, Skinny bridge, p 80 Note 4: Description of an event p 85</p>	<p>Book checking/hetero evaluation</p> <p>Portfolio checking/hetero evaluation</p>	
	<p>Week 16 (3 hours) June 1-5 2020</p>	<p>Ss are able to write ethnic cuisine</p> <p>Discuss about festivals and celebrations</p> <p>Ss are able to talk about Art</p>	<p>24.- Vocabulary: Items and phrases about cuisine</p> <p>25.- Writing Antoni Gaudí p87</p> <p>28.- Speaking: La Tomatina (Words per minute) p 84</p> <p>29.- Listening Eating competition p85</p>	<p>Sights to see/Ethnic cuisine Warm up Ask students some questions and elicit answers. Have ss listen for specific information to be placed in the correct order. Vocabulary Read through the sentences 1-5 and help ss to deduce the meanings of the words in bold. Have ss do the activity individually or in pairs p81 Items and phrases about cuisine. Vocabulary lists/ glossary on portfolio. Practice exercise in the student book. Gap-fill exercise in the workbook section in the student book. Completion and exercises in the student book p82 Speak La Tomatina (Words per minute) p84. Have ss talk in groups of three. Using the prompts given and the grammar as well Read Underline unknown words. Answer their book. Have Ss read about Ethnic cuisine. Have ss do the reading comprehension activities. Ss write a recipe (ingredients and procedure Read and underline unknown words Write Writing Antoni Gaudí p87 Listen Eating Competition p 85</p>	<p>Listening comprehension test /heteroevaluation/ listening rubric</p> <p>Speaking test./heteroevaluation/ Speaking rubric</p> <p>Vocabulary-glossary/check list / self-evaluation</p> <p>Book and portfolio checking/hetero evaluation</p>	

C L O S U R E	<p>Week 17</p> <p>Evaluation week</p> <p>(3 hours)</p> <p>June</p> <p>8-12 2020</p>		<p>Book revision</p> <p>Portfolio revision</p> <p>Exam 2nd partial</p>	<p>Writing 10: Antoni Gaudí p87</p> <p>Review for the departmental exam</p> <p>Teacher will check notebooks and books and assign the grading criteria points to the students, in order for them to know their grades for the third partial.</p> <p>Departmental Exam</p>	<p>Coevaluation: Ss portfolio check list</p> <p>Selfevaluation: group evaluation check list</p> <p>Heteroevaluatio n: books and notebooks check content/check list</p>	
Didactical resources and/or materials:	Book, notebook, student portfolio, projector, computer, speakers, copies, marker, paper, dictionary					
Sources of information:	www.mmpublications.com Open skies 4 - H.Q. Mitchell/ Marileni Malkogianni					
Observations subsequent to the application:						

ELABORATED BY
MARÍA DEL CONSUELO MPRADO SÚ

REVIEWED BY

Name and Signature

Name and Signature

Elaboration date: January 13, 2020

Review date: _____