



UNIVERSIDAD DE CÓRDOBA
FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
DECANATURA – COMITÉ DE PRÁCTICA PEDAGÓGICA
LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN
HUMANIDADES - INGLÉS



CLASS PLANNER

PRE-SERVICE TEACHER: Jose Eduardo Barragán Arteaga

SCHOOL: Institución Educativa Eugenio Sánchez Cárdenas

SUBJECT: English **GRADE:** 8° **CLASSROOMS:** 1° and 3°

1. NAME OF THE UNIT: Are you okay?

2. TOPIC: Health issues.

3. STANDARDS:

- Sigo las instrucciones dadas en clase para realizar actividades académicas.
- Hago descripciones sencillas sobre diversos asuntos cotidianos de mi entorno.
- Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas.

4. COMPETENCES: Linguistic and Pragmatic.

5. AIMS:

- To learn how to identify someone's illness.
- To understand the complete meaning of statements written in the target language.
- To encourage oral and written production in the target language. *

6. AIM INDICATORS: Students will be able to:

- Complete worksheets with instructions given in the target language.
- Associate pictures with their meaning in the native and in the target language.
- Identify illnesses and provide the necessary medical treatment.

7. ACTIVITIES:

- **WARM-UP:** The class will start with the teacher pasting on the board the picture of a human body. The purpose of this activity is to review the vocabulary related to the parts of the body, which is essential before teaching health issues.

- **OPENING:** After that, students will be given a worksheet for them to match the picture of the illnesses with the correct words. Students will be able to figure out

most of them due to their relationship with the body part. The rest will be provided by the teacher at the end of the activity.

- **DEVELOPMENT:** Students will be given a short reading and then they will use the vocabulary they just learned to answer a set of questions related to illnesses.
- **CLOSURE:** The teacher will use flash cards in order to present the vocabulary related to medicines. After that, the students will integrate the vocabulary learned through both activities in order to write medical prescriptions (e.g. She has a headache. She needs an aspirin.).

8. RESOURCES AND MATERIALS: Worksheet, flashcards, pictures and reading.

9. EVALUATION:

The students will be assessed informally and formally since the teacher will take into account their participation in class as well as the quality of their oral and written performance.



10. ADVISOR'S OBSERVATIONS:

Vo.Bo. COORDINADOR DE PRÁCTICA

Vo.Bo. DOCENTE ASESOR

Narrative Reading

"Marco Doesn't Feel Well"

Marco Carlson  doesn't feel well this morning. His head hurts and he has a sore throat. He doesn't want to go to work today. His wife, Rita, also does not feel well. She has an earache  and a headache too. Rita does not want to go to work. Marco and Rita need to stay home and rest. They need to eat some soup and drink some tea.

Exercise 11: Answer the following questions about the story.

1. Does Marco feel well this morning? _____
2. Does he have a stomachache? _____
3. What's the matter with him? _____
4. Does he want to go to work? _____
5. What is the name of Marco's wife? _____
6. Does she feel well this morning? _____
7. What's the matter with her? _____
8. What do Marco and Rita need to do? _____

9. What do they need to eat? _____
10. What do they need to drink? _____