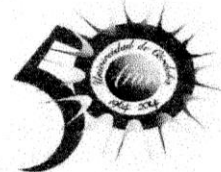




Nit: 891080031-3

UNIVERSIDAD DE CÓRDOBA
FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
DECANATURA – COMITÉ PRÁCTICA PEDAGÓGICA



LICENCIATURA EN EDUCACION BÁSICA CON ÉNFASIS
HUMANIDADES –INGLÉS

PLANNER (PLAN DE CLASES)

DOCENTE EN FORMACIÓN: Stefany Aristizabal Uparela
INSTITUCIÓN EDUCATIVA: Andres Rodriguez Balceiro. (Sahagún)
ASIGNATURA: Inglés GRADO: 8°
INTENSIDAD HORARIA SEMANAL: 6
FECHA DE CLASE: Marzo 31/2016
HORA DE INICIO: 10am HORA DE FINALIZACIÓN: 11am

I. TITLE OF THE UNIT: A healthy lunch

II. STANDARDS:

- Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. 1.2
- Comprendo una descripción oral sobre una situación, persona, lugar u objeto.

III. COMPETENCES: Pragmática y lingüística.

IV. DBA: Participa en conversaciones cortas en las que brinda información sobre sí mismo, sobre personas, lugares y eventos que le son familiares.

V. AIMS:

- To read and comprehend short texts according to the unit's topic that is "a healthy lunch".
- To comprehend when people is talking about possession.

VI. AIM INDICATORS:

- Students will be able to read and identify "have got" in the reading "Mary's family", and share with classmates and the teacher what the reading was about through a comprehension activity of true or false.
- Students will be able to listen and comprehend when people is talking about possession "have got" through a listening activity where three friends are in a supermarket. ✓

VII. ACTIVITIES:

- OPENING: the students' attendance will be checked. To start the teacher will play a conversation (listening) in which students will listen twice in order to complete a transcript of the conversation between three friends in a supermarket. After that students will share the answers of the activity and read the conversation in pairs.
- DEVELOPMENT: students will be given a short Reading: "Mary's family", then some of students will read aloud and the teacher will correct all pronunciation mistakes and clarify some doubts whether students have ones.
- CLOSURE: after Reading, students will do a comprehension activity in which they have to put true or false according to the statement. This activity will be done in pairs. After this, the teacher will present a food plan in order to ask student to do the same for the next class.

VIII. MATERIALS:

- Copies ("Mary's family" Reading).
- Copies of the conversation transcript.
- Markets.

IX. EVALUATION

- Pronunciation
- Reading and listening activities.

IX. BIBLIOGRAFÍA

X. OBSERVACIONES DEL DOCENTE ASESOR

Daniela Jorjey A.
III - 11 - 16.

Vo.Bo. COORDINADOR DE PRÁCTICA

Vo. Bo. DOCENTE ASESOR

LISTENING ACTIVITY

IN PAIRS, LISTEN THE CONVERSATION BETWEEN DAISY AND HER MOM, AND COMPLETE THE BLANKET SPACES.

Daisy: Hi, Mum!

Mum: Hi, Daisy!

Daisy: _____ a minute?

Mum: Sure, is everything OK?

Daisy: Yeah, how're things with you?

Mum: Not bad, I'm a bit tired, but we finish the trek tomorrow then it's back to Bangkok and...

Daisy: Listen, Mum, _____ any _____ at home?

Mum: Ummm... yeah, I think so. Look in the back of the cupboard, where the _____ and _____ are.

Daisy: Great. Thanks Mum.

Mum: All right, love. Listen, _____ an idea for the weekend. How about going to ... oh Daisy ... I'm losing my signal. Let's speak tomorrow.

Daisy: OK... bye. Yes, _____ some at home.

Coffee Have you got tea I've got have we got
red chili peppers we've got