



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE CIENCIAS ADMINISTRATIVAS

PLANIFICACIÓN CURRICULAR BLOQUE
2016 - 2017

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DOCENTE(S)	ASIGNATURA	NIVEL	AÑO/CURSO	TIEMPO		DURACIÓN		BLOQUE N°
				HORAS	SEMANAS	INICIO	FINAL	
Ing. Johnny Campoverde	Language Arts	Superior	Sixth	10	1			1
EJE CURRICULAR INTEGRADOR			EJE DE APRENDIZAJE			EJE TRANSVERSAL		
Listening, Speaking, Reading and Writing for social interaction			Listening, Speaking, Reading and Writing			Interculturality Conversation skills		
TITULO DEL BLOQUE			OBJETIVO					
REPORTED SPEECH			<ul style="list-style-type: none">• To ensure learners are able to discuss direct and indirect questions.• To recognize and apply reported speech with indirect questions.• To use adjectives with negative prefixes and phrasal verbs with <i>through</i>					
DESTREZA 1: Easily recognize and apply non-defining relative clauses to give extra information about people, places, things and possessions.			ESTÁNDAR: READING Understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.					
ESTRATEGIAS METODOLÓGICAS			RECURSOS		EVALUACIÓN			
					INDICADORES		TÉCNICA E INSTRUMENTOS	
Anticipation: ➤ Introduce the grammar and vocabulary topics and objectives. Building of knowledge: (review CLASS PLE) ➤ Present the question, What are you afraid of when you were younger? Elicit opinions in an open class ➤ Look at the pictures SB p'100 elicit answers to the questions. Read and listen. Answer questions of 'discussion box' and share answers. ➤ Introduce grammar topic on 'non-defining relative clauses'. Have Ss identify examples from the text. ➤ Explain the rule and complete it in the book SBp'101 ex 2b ➤ Explain the difference between defining and non-defining relative clause Consolidation:			Student's Book Powtoon Zaption Socrative Blendspace Class CD Computer Digital Dictionary Self study DVD Rom		<ul style="list-style-type: none">• Correctly recognize and apply direct and indirect questions.		Techniques: Reading for matching information Individual class work Tools: Textbook Folder List of exercises	



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<p>➤ Practice in Ss folders Ex 2c-4b-4c/homework in workbook p'86</p>			
<p>DESTREZA 2: Appropriately understand teenager's worries and fears through a professional survey at schools/Recognize adjective with negative prefixes.</p>		<p>ESTÁNDAR: Listening Understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.</p>	
ESTRATEGIAS METODOLÓGICAS	RECURSOS	EVALUACIÓN	
		INDICADORES	TÉCNICA E INSTRUMENTOS
<p>Anticipation:</p> <p>➤ Show pictures SB p'102 and have Ss describe them.</p> <p>Building of knowledge: (review CLASS PLE)</p> <p>➤ Elicit from Ss a list of things teenagers worry about.</p> <p>➤ Listen to a report (CD3 T08) and complete the summary. Ex. 5c-5d</p> <p>➤ Present a list of adjectives with prefixes. Ex 6a</p> <p>Consolidation:</p> <p>➤ Write a short paragraph describing Ss biggest hopes and fears using the grammar.</p> <p>➤ In folders Ss complete the chart of adjectives with prefixes to make their opposites.</p>	<p>Blendspace Powtoon Class CD Computer, projector Dictionary Self-study DVD Rom Internet PenDrive</p>	<ul style="list-style-type: none"> • Coherently understand teenagers' different grammar tenses • Easily apply adjectives with negative prefixes: <i>un-im-in-ir-il</i> <ul style="list-style-type: none"> • <i>unhealthy</i> • <i>impolite</i> • <i>inexpensive</i> • <i>irresponsible</i> 	<p>Techniques: Individual classwork Listening for completing information</p> <p>Tools: Textbook Folder List of questions Socratic</p>
<p>DESTREZA 3: Correctly distinguish/recognize/use definitive, indefinite and no article.</p>		<p>ESTÁNDAR: READING and WRITING Understand everyday signs and notices: in public places, such as streets, restaurants, Railway stations: in workplaces, such as directions, instructions, hazard warnings.</p>	
ESTRATEGIAS METODOLÓGICAS	RECURSOS	EVALUACIÓN	
		INDICADORES	TÉCNICA E INSTRUMENTOS
<p>Anticipation:</p> <p>➤ Introduce the topic by looking at some examples on the board.</p> <p>Building of knowledge:</p>	<p>Class CD Computer/projector Dictionary</p>	<ul style="list-style-type: none"> • Easily identify the correct use of <i>reported speech</i>, and <i>no</i> 	<p>Techniques: Error analysis Written lesson</p>



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<ul style="list-style-type: none"> ➤ Present the rule and explain the use of <i>a, an, the</i>. Match with examples given. SBp'103 Ex 7a-b ➤ Practice Ex 7c Error analysis/correct the mistakes. <p>Consolidation:</p> <ul style="list-style-type: none"> ➤ Homework practice/workbook p'87 ➤ CD Rom printable Unit 15 	Zaption Powtoon Blendspace Internet CD Rom exercises Flash Memory	<i>article</i> according to the rule.	<p>Tools:</p> Questionnaire Written activities
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DESTREZA 4: Effectively recognize social network.	<p>ESTÁNDAR: LISTENING & READING</p> Identify general messages and specific details within the personal, educational public, and vocational domains, provided speech is clearly articulated.		
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ESTRATEGIAS METODOLÓGICAS	RECURSOS	EVALUACIÓN	
		INDICADORES	TÉCNICA E INSTRUMENTOS
<p>Anticipation:</p> <ul style="list-style-type: none"> ➤ Brainstorm the social network Ss know <p>Building of knowledge: (review CLASS PLE)</p> <ul style="list-style-type: none"> ➤ Talk about the use of the social network and how Ss could use it for educative purposes. ➤ Form groups of 4 create a Gmail account, explain Ss the use of Google Docs. ➤ Create a Blog with 2 entries containing Ss research about things teenagers worry about. ➤ Organize which material will be used in the blog. ➤ Choose the best blog in each group. <p>Consolidation:</p> <ul style="list-style-type: none"> ➤ Each group will present the blog explaining how they did it, sharing real experience and the information they uploaded. 	Class CD Computer/projector Dictionary Self-study DVD Rom Teacher's guide Flash Memory Internet Powtoon Zaption Blendspace	Easily distinguish what is the social network. Apply English language in oral and written activities. Apply computing knowledge and correctly use digital devices.	<p>Techniques:</p> Dialogues Class work practice Questions & Answers Survey Interviews <p>Tools:</p> Student's folder List of questions Smartphones/Ipads

ADAPTACIONES CURRICULARES



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NECESIDAD EDUCATIVA ESPECIAL	ESPECIFICACIÓN DE LA ADAPTACIÓN APLICADA
BIBLIOGRAFIA/WEBGRAFIA	OBSERVACIONES
ENGLISH ID, combo 3B Puchta, Herlent-Stranks Jeff 2012 ENGLISH ID 3b, RICHMOND http://www.wordreference.com/es/ www.busyteacher.org	