



Colegio "Villa de las Flores" S.C.

"Ofreciendo una formación integral para toda
la vida"



Pearson

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UNIVERSITY OF
CAMBRIDGE



RG-ING-02-03
VERSIÓN 6

PLAN DE CLASE/NOTA TÉCNICA

(CLASS PLAN/ TECHNIQUE NOTE)

NIVEL: B1+

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(CLASS PLAN/ TECHNIQUE NOTE)

NIVEL: B1+

NOMBRE DEL PROFESOR/ TEACHER: Jose Israel Gutierrez Piña

ASIGNATURA/ SIGNATURE: English

TRIMESTRE/ TRIMESTER: 2nd Trimestre

SEMANA/ WEEK: 7 FEB-10 FEB.

TIEMPO/ TIME: 1 hr 40 minutes

TEMA/ TOPIC: OPINIONS

APRENDIZAJE ESPERADO/ EXPECTED LEARNING: Que el alumno sea capaz de identificar palabras clave en textos complejos.

CONTENIDOS TEMÁTICOS/ CONTENT: Word formation

RECURSOS/ RESOURCES: Libro, audios y libreta.

EVALUACIÓN/ EVALUATION:

- ACTITUDINAL/ ATTITUDINAL: 50% - CONCEPTUAL/ CONCEPTUAL: 50%

IMPLEMENTACIÓN DE ACCIONES DEL P.E.M.C./P.E.M.C. ACCION

IMPLEMENTATION:

Promover en los alumnos, hábitos y valores como la puntualidad, respeto, compromiso, imaginación y tolerancia (por mencionar algunos), a través de actividades culturales y biculturales para generar una visión más amplia de nuestro entorno.



B1+
Friday 10th

INICIO

Los alumnos trabajarán en la página 66 actividad 6, hay 8 ideas que se indica en qué párrafo se encuentran, los alumnos tienen que encontrar en esos párrafos palabras que tengan un mismo sentido a las 8 oraciones.

6 Find words or phrases in the article that mean the following:

- 1 not considered important (para 2)
- 2 likely to run out (para 4)
- 3 effects (para 4)
- 4 relating to what is right and wrong (para 4)
- 5 wars (para 5)
- 6 have contact (para 5)
- 7 a sudden large increase (para 6)
- 8 a way of doing something (para 7)

DESARROLLO

Speaking activity; Los alumnos van a responder la siguiente pregunta de manera hablada.
Why do teachers at Nordahl Grieg School like including video games in their lessons?

Se dará una explicación sobre relative clauses;



explore grammar → p152

defining relative clauses

A These give us essential information. We can use *who*, *which*, *when*, *where*, *whose* and *that*.

The game encourages a creative approach **which** is rarely found in classes on this subject.

They experience a dangerous world **where** there are zombies around every corner.

She has classmates **whose** feelings are less positive.

B We can use *that* instead of *who* and *which*.

New approaches **that** allow students to be more focused are useful.

C We can leave out *who*, *which* and *that* when they are the object of the verb.

It develops the confidence (which) they need.

non-defining relative clauses

D These give us extra, non-essential information. We use commas to separate them from the main sentence.

Aleksander Husay, **who** is a teacher at the school, thinks this is just the start.

In this game, **which** is played in social science lessons, students focus on world politics.

Note: We can't use *that* instead of *who* or *which*, and we can't leave out the relative pronoun.

CIERRE

Las oraciones que aparecen en la página 68 ejercicio 1, los alumnos los van a tener que reescribir con algún relative clause.

1 Read the grammar box. Are the relative clauses in these sentences defining or non-defining?

- 1 Nordahl Grieg School, where Hanne studies, has about 800 students.
- 2 The guy that teaches physics loves video games.
- 3 Jakob, who goes to the school, is very happy.
- 4 The day when we first played *Portal* was exciting.

EVALUACIÓN

Se evaluará las dos actividades de la página 68.