



Planeación de aula.

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| Grado: UNDÉCIMO | Area/Asignatura: INGLÉS | Fecha : DEL 24 DE JULIO AL 11 DE AGOSTO |
| Docente / C.D.A.: RICARDO ENRIQUE HERNÁNDEZ DÍAZ | | |
| Sede: PRINCIPAL | Periodo Académico: TERCERO | |
| Eje temático : PREPOSITIONS (TIME, PLACE, LOCATION, ETC) | | |
| Tiempo de Ejecución: 3 SEMANAS | | |

Aprendizajes

1. Objetivos de aprendizajes

Identificar preposiciones de tiempo, lugar, etc; en inglés a través de imágenes, sonidos, textos orales y escritos.

Utilizar, de forma oral y escrita, preposiciones de tiempo, lugar, etc; en inglés.

2. Referentes curriculares (EBC, DBA, Matriz de Referencia, Mallas de Aprendizaje)

EBC

- Identifico el propósito de un texto oral. (2) Escucha
- Identifico palabras clave dentro del texto que me permiten comprender su sentido general. (1,2) Lectura
- Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. (1,2) Escritura
- Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. (2,3) Monólogo

DBA

- Identifica el propósito de un texto oral o escrito relacionado con el uso de las preposiciones. (3) (Modificado)
- Escribe textos sobre temas académicos con una estructura clara y sencilla. (4)

Institución Educativa Técnica Acuícola Nuestra Señora de Monteclaro



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3. Evidencias de Aprendizajes / Desempeños Esperados

Identifica preposiciones de tiempo, lugar, etc; en inglés a través de imágenes, sonidos, textos orales y escritos.

Utiliza, de forma oral y escrita, preposiciones de tiempo, lugar, etc; en inglés.

4. Recursos y materiales

Tablero
Fotocopias
Textos
Computador
Parlante
Video-beam

Momentos de la clase

1. Inicio /exploración de saberes previos

Para introducir la clase el docente utiliza la actividad “SENTENCE SCRAMBLE” en la cual divide el salón en grupos de 5 estudiantes y les entrega recortes de papel que contienen oraciones, donde se utilizan preposiciones, y deben organizarlas. El equipo que logre completar la actividad primero, tendrá puntos extra. (30 min)

Luego el docente escribe las mismas oraciones en el tablero y le pregunta a los estudiantes si pueden identificar las preposiciones utilizadas. Esto para activar sus saberes previos y al tiempo les pregunta ¿Qué es una preposición? ¿Cuándo se utilizan las preposiciones?. (30 min)

2. Contenido / Estructuración

El docente comienza explicando lo que es una preposición con definiciones en inglés y a la vez realiza una clasificación utilizando estructura más avanzada (se apoya en artículos y el texto GRAMMAR WAY):

Preposition Basics

A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. Some examples of prepositions are words like "in," "at," "on," "of," and "to."

Prepositions in English are highly idiomatic. Although there are some rules for usage, much preposition usage is dictated by fixed expressions. In these cases, it is best to memorize the phrase instead of the individual preposition.



Prepositions of Direction

To refer to a direction, use the prepositions "to," "in," "into," "on," and "onto."

- She drove **to** the store.
- Don't ring the doorbell. Come right **in(to)** the house.
- Drive **on(to)** the grass and park the car there.

Prepositions of Time

To refer to one point in time, use the prepositions "in," "at," and "on."

Use "in" with parts of the day (not specific times), months, years, and seasons.

- He reads **in** the evening.
- The weather is cold **in** December.
- She was born **in** 1996.
- We rake leaves **in** the fall.

Use "at" with the time of day. Also use "at" with noon, night, and midnight.

- I go to work **at** 8:00.
- He eats lunch **at** noon.
- She often does for a walk **at** night.

Prepositions of Place

To refer to a place, use the prepositions "in" (the point itself), "at" (the general vicinity), "on" (the surface), and "inside" (something contained).

- They will meet **in** the lunchroom.
- She was waiting **at** the corner.
- He left his phone **on** the bed.
- Place the pen **inside** the drawer.

To refer to an object higher than a point, use the prepositions "over" and "above." To refer to an object lower than a point, use the prepositions "below," "beneath," "under," and "underneath."

- The bird flew **over** the house.
- The plates were on the shelf **above** the cups.
- Basements are dug **below** ground.
- There is hard wood **beneath** the carpet.
- The squirrel hid the nuts **under** a pile of leaves.
- The cat is hiding **underneath** the box.

To refer to an object close to a point, use the prepositions "by," "near," "next to," "between," "among," and "opposite."

- The gas station is **by** the grocery store.
- The park is **near** her house.
- Park your bike **next to** the garage.
- There is a deer **between** the two trees.



Prepositions

Prepositions of Time

They decorate a tree **at Christmas**. In the summer, they go to the beach. His grandfather takes him to the park **on Sunday mornings**.

We use prepositions of time to say when something happens, happened or will happen. The most common ones are **at**, **in** and **on**.

e.g. He goes to school **at** eight o'clock **in** the morning.

| AT | IN | ON | | | |
|--|---|---|--|---|--|
| the time: holidays: in the expressions: | at 7 o'clock at Christmas at Easter at the weekend at the moment at present at dawn at noon at night at midnight | months: seasons: years: centuries: in the expressions: | in September, in March, etc. in the winter/spring/autumn, etc. in 1996, in 1998, etc. in the 20th century in the morning/afternoon/evening in an hour in a minute in a week/few days/month/year | days: dates: part of a particular day: adjective + day: | on Monday on New Year's Day on May 6th on Tuesday evening on a hot day |

Finalmente, el docente muestra un video donde realizan una explicación más profunda y se muestran algunos ejemplos. (20 min)

Link: <https://www.youtube.com/watch?v=fRrVkXG0-v4&t=6s> /

<https://www.youtube.com/watch?v=kq65VGkVwC8>

Observación: el tiempo de estructuración dependerá de la comprensión y avance de los estudiantes, debido a la carga gramatical del aprendizaje.

3. Práctica / Transferencia

Se proponen una serie de actividades de práctica orientadas al desarrollo del aprendizaje en cuestión:

1-completar con las preposiciones sugeridas:



3

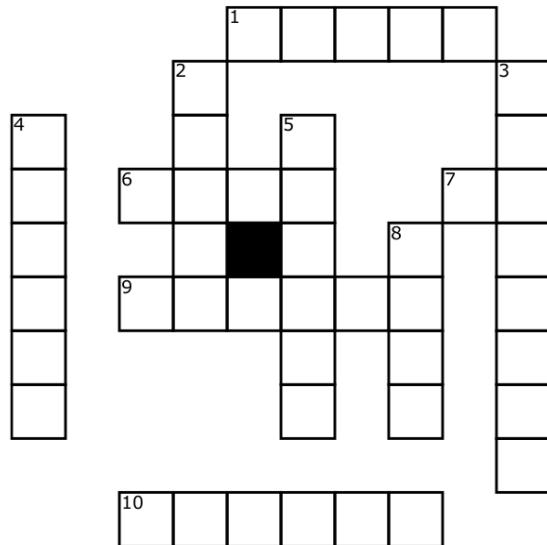
Fill in the gaps with at, on or in where necessary.

- 1 Mr Simpson is arriving ...on... Friday.
- 2 I like walking in the park hot days.
- 3 The accident happened yesterday evening.
- 4 I am very busy the moment.
- 5 Tom plays tennis every Sunday.
- 6 The bus leaves ten minutes.
- 7 They were at the zoo this morning.
- 8 I have a doctor's appointment today.
- 9 They played tennis last Saturday.
- 10 We can go to the beach Sunday.
- 11 My family has lunch noon.
- 12 We give presents Christmas.
- 13 Don't forget to call Jill tonight.
- 14 The farmer woke up dawn and fed the chickens.

2-Completar el crucigrama con preposiciones de lugar:

Name: _____ Date: _____

Preposition of Place



Across

1. Lower than something
2. Higher than something
6. From high to low
3. On the other side
7. From low to high
4. At the back of
9. Next to
5. Opposite of outside
10. In the direction of something
8. Close to

Down

3-El docente utiliza un video-quiz donde se evalúan varios tipos de preposición y en el cual se refuerza la parte fonética, y se revisa estructura previamente aprendida.

Link: <https://www.youtube.com/watch?v=6sjD-ebuV14>



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4-Se utiliza un ejercicio de comprensión lectora donde deberán completar información e identificar algunas preposiciones (tipo pruebas saber):

'The Lucky Country' - AUSTRALIA

1) Read the text and choose the right answer a, b, c or d.

Australia's first settlers 1_____ the Aboriginals, a dark-skinned race of hunters and food-gatherers. They arrived from Asia at least 38.000 years 2_____. Some of them used a 3_____ bridge which was linking the two continents at that time, but later was covered by rising sea levels, other people 4_____ with the help of rafts and canoes.

About the time of European settlement, the Aboriginal population 5_____ to have numbered some 30.000.

The continent 6_____ by the Dutch in 1606, who called it New Holland.

7_____ 1770 Captain Cook made his first visit to Australia. He landed at Botany Bay. Excursions inland 8_____, but the bay proved unsuitable and the first settlement was made instead at Port Jackson, on the site of present-day Sydney. (The first 9_____ came from Britain in 1788).

In 1804 Captain Matthew Flinders 10_____ the name of **Australia**, but the term 11_____ into general use until the 1820s.

2) Complete the sentence in an appropriate way.

The text is about _____

a) European invading Australia
b) famous people, who visited Australia
c) some facts from the early history of Australia
d) the continent and its name

3) Which sentence doesn't fit the text?

1) Captain Cook visited Australia in the 18th century.
2) The first settlers from Britain were the Dutch.
3) The continent was discovered by the Dutch in the 17th century.
4) The first people from Britain settled not far from present-day Sydney.

4) Which word is the synonym for unsuitable in the text?

a) convenient b) unprotected
c) inappropriate d) illegal

5) Complete the sentence with the appropriate word.

The Dutch called the new continent _____

a) Sydney b) New Holland c) Port Jackson d) Australia

6) Who gave the country the name of Australia?

1) the English 2) the Dutch
3) Captain Cook 4) Matthew Flinders

7) Choose the best heading of the text.

1) Captain Cook in Australia.
2) Australian Aboriginals.
3) From the early History of Australia.
4) The First European Settlement in Australia.

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El docente pide a los estudiantes que realicen una descripción escrita acerca de su ciudad natal en la cual deben utilizar por lo menos 20 preposiciones (lugar, tiempo, relación espacial, etc) y que será debatida y retroalimentada en la clase siguiente. Se puede apoyar de textos, internet, diccionarios o cualquier herramienta posible. (40 min para producción y 90 min para debate y retroalimentación)

Finalmente deberán trabajar en grupos para recrear una situación cotidiana donde hagan descripciones orales utilizando las preposiciones de manera adecuada con tema libre. (30 min para preparar y el tiempo de la presentación dependerá de la cantidad de grupos)



4. Descripción de la Evaluación y Valoración/cierre

Se tendrá en cuenta la participación oral y escrita en las actividades de exploración y práctica.

La actividad de comprensión lectora, la descripción escrita y la presentación oral tendrán una nota formal que será la primera del periodo.

Como evaluación final del aprendizaje, se adaptará un ejercicio tipo pruebas saber para reforzar estructura.