

TALLER No 5

NOMBRE DEL TALLER:

Have/ don't have

- **ÁREA:** Ingles
- **DOCENTE:** María Elena Muñoz Muñoz
- **GRUPO:** 8°
- **FECHA:** 1 de abril 2024

FASE DE PLANEACIÓN O PREPARACIÓN

COMPETENCIA: Giving Advice

EVIDENCIA DE APRENDIZAJE: El alumno hace un escrito donde utiliza have to/ don't have con la sopa de letras Dialy Rutines

FASE DE EJECUCIÓN O DESARROLLO


INSTRUCCIONES: Lectura de la página 93 del libro Go to way 8 grado.

Actividad uno: Los estudiantes identificaran los deberes de se realizan cada días basándose en la sopa de letras, utilizaràn el have to/ don't have to.

Point B.

Los estudiantes harán oraciones con las actividades del cuadro A de la imagen.

Expanding Knowledge » Children's Duties and Rights

1.  **Speak »** Work with a partner. Discuss who **has to** do the duties in photos A-E at home.


In my house, I **have to** make my bed. How about you?




I **have to** feed my dog.



Actividad dos: La docente leerá el type script y los estudiante llenaran los espacios en blanco

2.  **Listen »** A psychologist is speaking about responsibility. Read the first part of the talk. Then, listen and complete the notes.

So, today I want to talk about responsibility. Being responsible takes dedication and it sometimes means doing things you don't want to do. Or *not* doing things you want to do. OK, there are three types of responsibility.




Responsibility

- Being responsible for yourself
 - 1. You are responsible for your own _____
 - 2. You have to take _____
 - 3. You have to _____ yourself.
- Being responsible for doing the right things
 - 1. You have to _____ and _____
 - 2. At home you have to _____
 - 3. You can also _____
- Being responsible in society
 - 1. You have to _____
 - 2. You have to say _____

Dos: Se hará hacer oraciones usando el have to/ don't have to con las rutinas diarias y se adicionaran las que los estudiantes estimen convenientes.

Tres: (Listening) Los estudiantes copiaran en el cuaderno el punto 5, buscaran el vocabulario desconocido y llenaran los espacios en blanco con las oraciones de la a-h de acuerdo a la lectura realizada por la docente.

5.  **Listen »** A news reporter interviewed some children about their lives and duties. Listen and complete the interviews with a-h.

- a. I have to go to class
- b. I have to take care of them
- c. I have to plant rice and water seeds
- d. I have to cook and clean the house
- e. I have to work ten hours a day
- f. I have to work as a rubbish collector
- g. I have to stay at school for eight hours a day
- h. I have to give the money



Adhira

Adhira

My name is Adhira. I live in Andhra Pradesh, in India. I had to leave school to go to work because my family has economic problems. I work in the fields. 1. _____. 2. _____. I would like to go back to school some day like my brother. He goes to school every day and he is learning many things. I'm sorry I can't do that.



Masashi

Masashi

My name is Masashi and I live in Seto, Japan. I have to study hard. Education in Japan is very strict. 3. _____. I have two hours of homework every night, plus 4. _____ on Saturday. Exams are difficult, so I sometimes get very tired.



Alala

Alala

My name is Alala. I live in a small town in Ghana, Africa. I'm 13 years old, and I don't go to school. I don't know how to read and write. 5. _____. My parents have ten children. Because I'm the oldest, 6. _____. Soon, I will marry and have many children.



Juan

Juan

My name is Juan. I'm 14 years old. I live in Bogotá, Colombia. I go to school every day, but 7. _____ in the afternoons. 8. _____ to my parents because they are poor. I really want to finish high school soon to get a better job. I don't like this job.

EJEMPLOS:

FASE DE EVALUACIÓN

Los estudiantes escribirán sus deberes diarios en casa utilizando los conectores first, next, and, while and finally.