



Lengua Adicional al Español 1

COLEGIO DE BACHILLERES DEL ESTADO DE SONORA

Director General

Mtro. Jorge Luis Ibarra Mendivil

Director Académico

Profr. Julio Alfonso Martínez Romero

Director de Administración y Finanzas

C.P. Jesús Urbano Limón Tapia

Director de Planeación

Mtro. Pedro Hernández Peña

LENGUA ADICIONAL AL ESPAÑOL 1

Módulo de Aprendizaje.

Copyright ©, 2009 por Colegio de Bachilleres

del Estado de Sonora

todos los derechos reservados.

Segunda edición 2010. Impreso en México.

DIRECCIÓN ACADÉMICA

Departamento de Desarrollo Curricular

Blvd. Agustín de Vildósola, Sector Sur

Hermosillo, Sonora, México. C.P. 83280

Registro ISBN, en trámite.

COMISIÓN ELABORADORA:

EQUIPO TÉCNICO

Coordinación general:

Luz María Grijalva Díaz

Elaboradores disciplinares:

Alma Lorenia Valenzuela Chávez	Matemáticas 1
Nydia Gabriela Estrella	Química 1
Luz María Grijalva Díaz	Introducción a las Ciencias Sociales
Diego Navarro Gil	Taller de Lectura y Redacción 1
María del Socorro Salas Meneses	Ética y Valores 1
María Enedina Duarte Camacho	Informática 1
Moisés Galaz Duarte	Lengua Adicional al Español 1
Gabriela Rivera Ramos	Orientación Educativa 1

Revisión Disciplinaria:

Edna Elinora Soto Gracia

Corrección de Estilo:

Edna Elinora Soto Gracia

Diseño:

Joaquín Rivas Samaniego

Grupo Editorial:

Bernardino Huerta Valdez

Cynthia Deyanira Meneses Avalos

Francisco Peralta Varela

Joaquín Rivas Samaniego

María Jesús Jiménez Duarte

Coordinación Técnica:

Claudia Yolanda Lugo Peñúñuri

Coordinación General:

Profr. Julio Alfonso Martínez Romero

Esta publicación se terminó de imprimir durante el mes de junio de 2010.

Diseñada en Dirección Académica del Colegio de Bachilleres del Estado de Sonora

Blvd. Agustín de Vildósola, Sector Sur. Hermosillo, Sonora, México

La edición consta de 11,701 ejemplares.

DATOS DEL ALUMNO

Nombre: _____

Plantel: _____

Grupo: _____ Turno: _____ Teléfono: _____

E-mail: _____

Domicilio: _____

Ubicación Curricular

**COMPONENTE:
FORMACIÓN BÁSICA**

**HORAS SEMANALES:
04**

**CAMPO DE CONOCIMIENTO:
COMUNICACIÓN**

**CRÉDITOS:
08**

Content

Presentación.....	7
Mapa de asignatura	8
BLOCK 1 MY PROFILE AND OTHERS.....	9
<i>Didactic sequence 1. "FIRST DAY OF CLASS"</i>	<i>10</i>
Start up activities.....	12
Development exercises.....	14
Grammar	20
Closing activity	21
<i>Didactic sequence 2. "DAILY ACTIVITIES"</i>	<i>22</i>
Start up activity.....	22
Development activity.....	23
Numbers.....	24
Closing activity	31
<i>Didactic sequence 3. "FAMILY AND COUNTRIES"</i>	<i>32</i>
Start up activity.....	32
Development activity.....	33
Closing activity	36
<i>Didactic sequence 4. "COUNTRIES"</i>	<i>37</i>
Start up activity.....	37
Grammar	40
Closing activities	45
<i>Didactic sequence 5. "MY THINGS"</i>	<i>46</i>
Start up activities.....	46
Development activities.....	48
Closing activities	49
BLOCK 2. MY DAILY ACTIVITIES	53
<i>Didactic sequence 1. "MY LIFE AND ACTIVITIES IN A DAY"</i>	<i>54</i>
Start up activities.....	54
Development activities.....	61
The activity pyramid	63
Closing activity	69
<i>Didactic sequence 2. "ACTIVITIES"</i>	<i>71</i>
Start up activity.....	71
Development activities.....	73
Time expressions	76
Closing activities	78
<i>Didactic sequence 3. "THE CUCHUJAQUI"</i>	<i>79</i>
Grammar	79
Development activities.....	82
Closing activity "Cuchujaqui"	85

Content *(continuación)*

BLOCK 3. DESCRIBES WHAT IS HAPPENING NOW.....87

<i>Didactic sequence 1</i>	88
Start up activities	88
Family tree	90
Closing activity	104
<i>Didactic sequence 2</i> . "CURRENT ACTIONS"	107
Text "East London 2012 Legacy"	108
Grammar simple present vs present progressive	110
Development activities	112
Closing activity	118
Final activity	119

BLOCK 4. ELABORATES THE LIST OF THE SUPERMARKET..... 121

<i>Didactic sequence 1</i> . "COOKING A GREAT DINNER"	122
Start up activities	122
Recipe	126
Development activities	128
A, an and plural nouns	130
Closing activities	134
<i>Didactic sequence 2</i> . "PLURAL NONS"	136
Start up activity	136
Development activities	138
Closing activity	140
<i>Didactic sequence 3</i> . "THERE ARE MANY THINGS IN MY HOUSE"	142
Study the healthy food guide	142
Development activities	143
Grammar	143
Closing activity	147
<i>Didactic sequence 4</i> . "ADVERBS"	149
Start up activity	149
Development activities: How much? / How many?	152
Some / Any	155
A few / A little	158
Many / Much	162
Final Activity	163
Bibliography	165

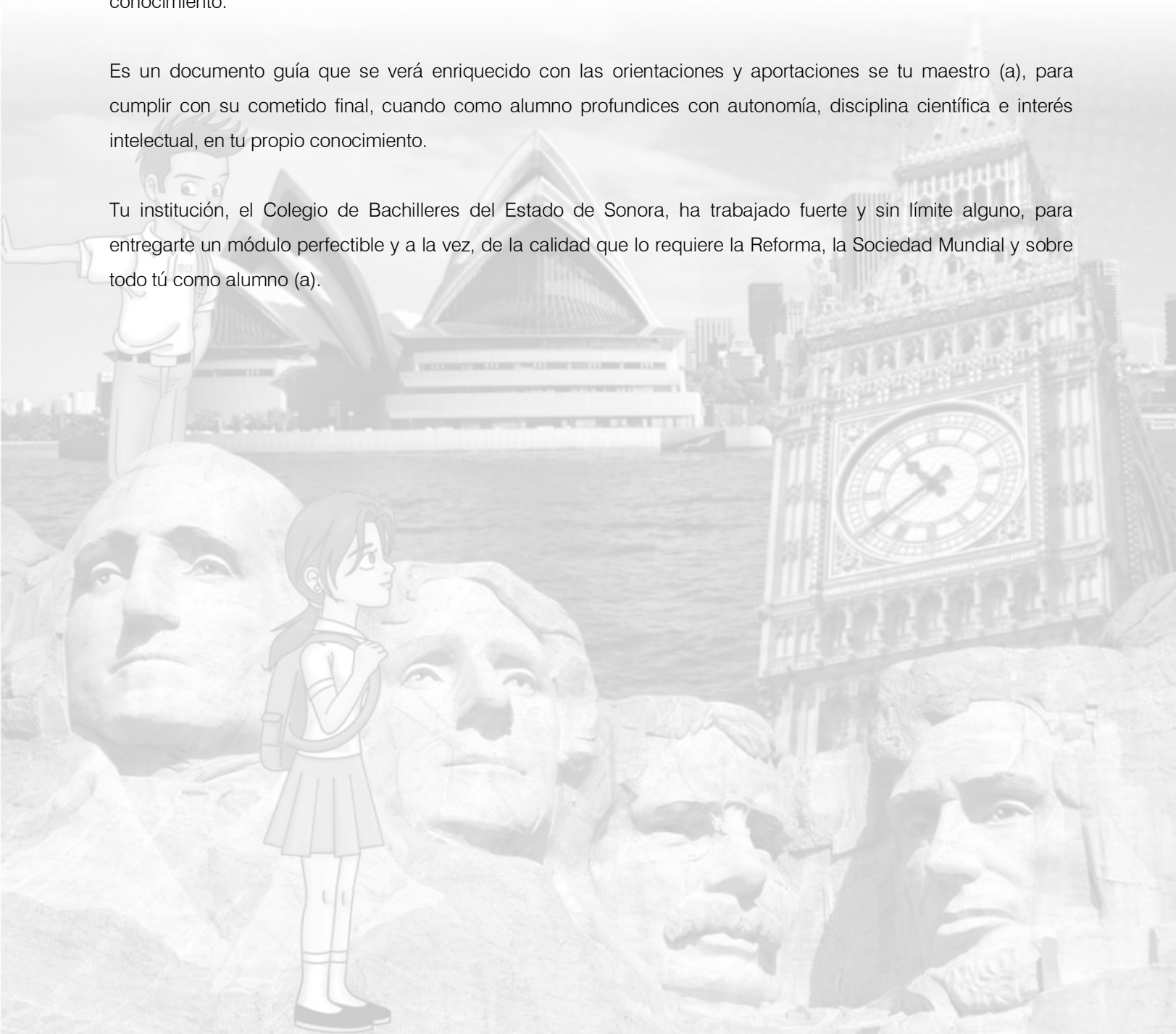
Presentación

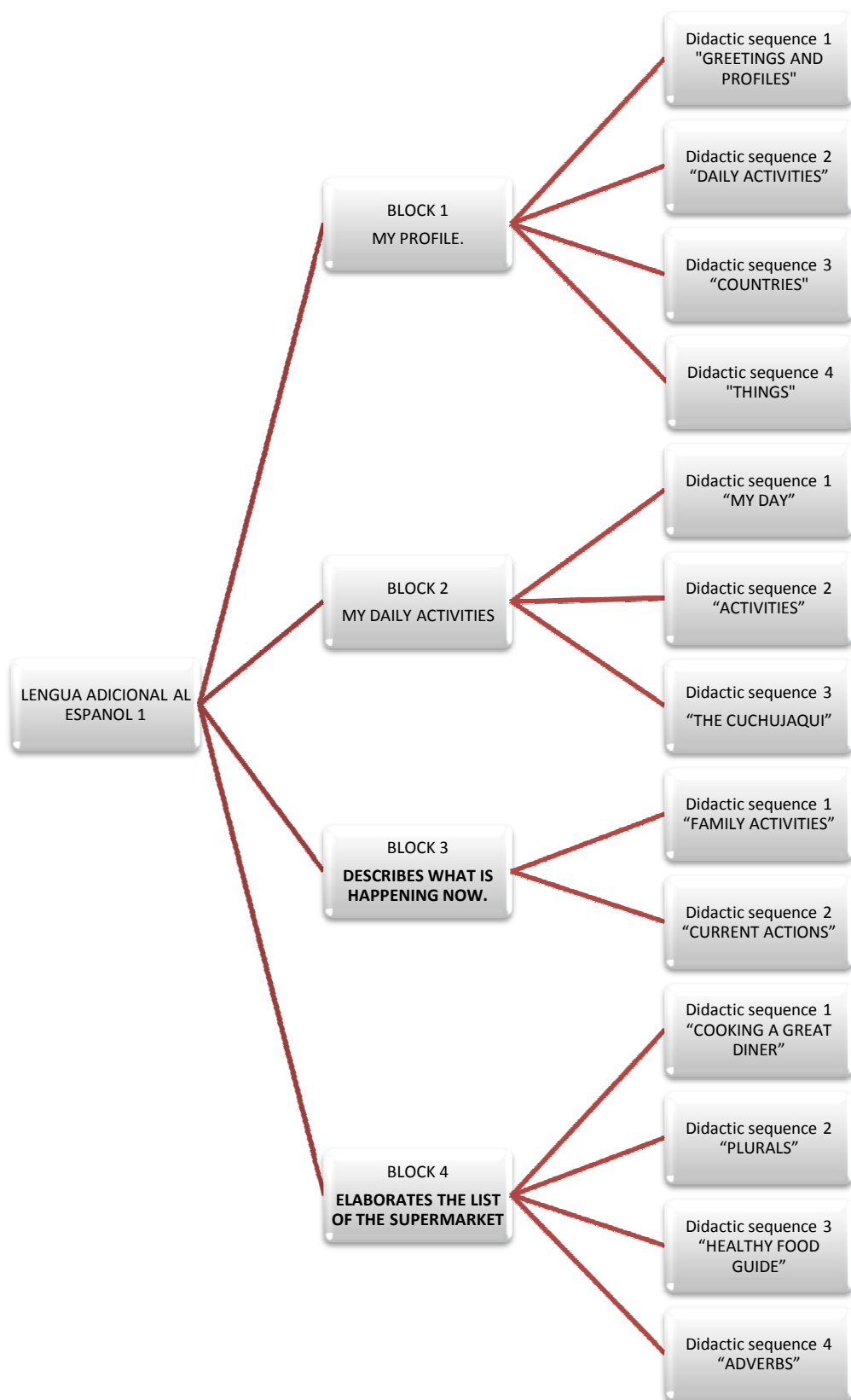
El presente Módulo de Aprendizaje de la asignatura de: Lengua Adicional al Español 1, está diseñado considerando el modelo de competencias y el enfoque centrado en el Aprendizaje, respondiendo así a las nuevas disposiciones establecidas en la Reforma Integral de la Educación Media Superior implementada a nivel nacional. La estructura de este material didáctico integra competencias genéricas y disciplinares básicas que desarrollarás con aprendizajes múltiples, que permitirán apropiarte del conocimiento en forma crítica, analítica y propositiva.

Con la mediación del maestro(a), este módulo te guiará a una nueva experiencia, a un reto: construir tu propio conocimiento.

Es un documento guía que se verá enriquecido con las orientaciones y aportaciones de tu maestro (a), para cumplir con su cometido final, cuando como alumno profundices con autonomía, disciplina científica e interés intelectual, en tu propio conocimiento.

Tu institución, el Colegio de Bachilleres del Estado de Sonora, ha trabajado fuerte y sin límite alguno, para entregarte un módulo perfectible y a la vez, de la calidad que lo requiere la Reforma, la Sociedad Mundial y sobre todo tú como alumno (a).







B L O C K 1

MY PROFILE AND OTHERS.

Unidades de competencia:

Solicita e intercambia información personal, de manera oral y escrita, en situaciones de socialización y recreación o laborales sencillas.

Atributos a desarrollar en el bloque:

Durante el presente bloque se busca desarrollar los siguientes Atributos de las competencias genéricas:

- 4.1 Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.
- 4.2 Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.
- 4.3 Identifica las ideas claves en un texto o discurso oral e infiere conclusiones a partir de ellas.
- 4.4 Se comunica en una segunda lengua en situaciones cotidianas.
- 4.5 Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.
- 6.4 Estructura ideas y argumentos de manera clara, coherente y sintética.
- 7.1 Define metas y da seguimiento a sus procesos de construcción de conocimiento.
- 8.2 Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.
- 10.3 Asume que el respeto de las diferencias es el principio de integración y de convivencia en los contextos local, nacional e internacional.

Time assigned 15 hours.

Didactic Sequence 1

"First day of class"

1. - Questionnaire for the first day of class.

Name: _____ Class: _____
Address: _____ Phone: _____

Why do you want to study English?

	0	1	2	3	4	5
1) To meet foreigners	()	()	()	()	()	()
2) To travel abroad	()	()	()	()	()	()
3) To work with foreigners	()	()	()	()	()	()
4) To work abroad	()	()	()	()	()	()
5) To study abroad	()	()	()	()	()	()
6) As a hobby	()	()	()	()	()	()
7) To make Japanese Friends	()	()	()	()	()	()

What do you like to study?

	0	1	2	3	4	5
1) Conversation	()	()	()	()	()	()
2) Grammar	()	()	()	()	()	()
3) Listening	()	()	()	()	()	()
4) Pronunciation	()	()	()	()	()	()
5) Speaking	()	()	()	()	()	()
6) Spelling	()	()	()	()	()	()
7) Technical Terms	()	()	()	()	()	()
8) Vocabulary	()	()	()	()	()	()
9) Writing	()	()	()	()	()	()


How do you like to study?

	0 - 25 %	25 - 50 %	50 - 75 %	75 - 100 %
1) By yourself	()	()	()	()
2) One partner	()	()	()	()
3) Small groups	()	()	()	()
4) Big groups	()	()	()	()
5) With videos	()	()	()	()
6) With cassettes	()	()	()	()
7) With books	()	()	()	()
8) With papers	()	()	()	()
9) With pictures	()	()	()	()
10) With computers	()	()	()	()
11) Listen to teacher	()	()	()	()
12) Listen to students	()	()	()	()
13) Speaking	()	()	()	()
14) Free conversation	()	()	()	()
15) Low structure	()	()	()	()
16) High structure	()	()	()	()
17) Drills	()	()	()	()



How would you describe your level?

	High	Low		High		Native
Beginner	Beginner	Intermediate	Intermediate	Intermediate	Advanced	Level



Which hobbies do you have?



►► Start up activities

Activity1

- Ask a classmate to tell his or her name and a hobby. You start saying "Hi, I'm _____ and I like skiing". Then he/she says to another classmate, "This is Luis and he likes skiing. I'm Karen and I like drawing". Write the information in the box so you can remember. Then we go around the room; each person introduces who speaks on next. You can clue to others who are having trouble remembering.
- Write 3 or 5 sentences following the pattern, use the information from your interviewed classmates:

NAME	Karen	Luis					
HOBBY	like drawing	likes skiing					

Example:

He is Luis and likes to ski.

She is Karen and likes drawing.

*Challenge: remember as many as possible.

EVALUATION					
Activity no. 1	Product:	Ice breaker activity			Value:
KNOWLEDGE					
Factual		Procedural		Attitude	
Identifies concepts such as phonetic rhythm and the use of the number 40.		Enunciates & integrates problematic situations. Executes and practices phonetics and pronunciation.		Collaborates and shows respect with classmates willing for English pronunciation.	
Auto evaluation		C	MC	NYC	Obtained value:



Activity 2

In teams made by your teacher fill the application; this is a real American application job format. By developing this exercise your teacher will be monitoring and participating with each of the teams by helping finish their format in order to answer questions to expand the vocabulary you manage.

SAMPLE EMPLOYMENT APPLICATION FORM.							Date	
Name _____								
Last			First		Middle		Maiden	
Current address. _____								
Street			No.		City		State Zip.	
Live there _____ years. Telephone (____) _____								
If under 18, please list age			Telephone				Social Security No.	
How many hours can you work weekly?					Can you work nights?			
Days / hours available to work.								
No Pref.	Mon	Tue	Wed	Thur.	Fry	Sat	Sun	
Employment desired:								
Full time only			Part time only				Full or Part Time	
When available for work?								
Type of school.	Name of school		Location (address)				Number of years completed	
Elementary								
Junior High								
High school								
Collage								
Other								
Office knowledge								
PERSONAL COMPUTER	YES	TYPING	YES	WORD PROCESSING	YES	OTHER SKILLS.	YES	
	NO		NO		NO		NO	
Please list two references other than relatives or previous employers.								
Name					Address			
Company					Telephone			
Name					Address			
Company					Telephone			

EVALUATION				
Activity no. 2	Product:	Filled application:		Value:
KNOWLEDGE				
Factual		Procedural		Attitude
Identifies general secondary school language concepts using predesigned formats and completes providing personal information.		Expresses his/her knowledge of previous basic information from secondary school by filling the application as far as they can go, to make real application English.		Appreciates the use of the language in a real and common usage. Collaborates with classmates.
Co evaluation		C	MC	Obtained value:

► Development exercises

- Let's start using English; first thing you have to do is, study these expressions to introduce yourself and other people.



How to Introduce Yourself

• We meet people every day (informally and formally). Do you know, what is the proper and friendly way to meet people? Just follow these few steps to really stand out when you are introduced!

• Difficulty:

Easy Instructions

• Things You'll Need:

Smile Firm Handshake



Step 1

Always stand up when you are introduced. Regardless of your age, standing up is a welcoming gesture.



Step 2

Make sure your handshake is firm, but not squeezing. Try to match the hold of the other person.



Step 3

Always make eye contact and smile! Smiling portrays confidence and friendliness and makes everyone less nervous!



Step 4

Say your name. "Hi, I am Gabrielle Martinez." They usually answer with, "Hello, my name is Sam Smith." A proper response can be, "I am very glad to meet you, Sam."



Tips & Warnings

A firm handshake and a smile cannot go wrong in almost any new environment.

Oral Practice

2. Now in pairs practice the phrases to introduce yourself and others.



Listening

3. Listen and read the following dialogues, with the help of your teacher, order them. Write numbers at the start of each sentence for dialogues A, B, C.

1 -Hi Mrs. Gonzalez. How are you?
-Very good. I'd like to introduce you to my friend Nora.

1 -Juan! Good morning!
-I'm fine, thanks.
-How about you?
-Hello, Nora. It's nice to meet you.

-Hello Mrs. Gonzalez. It's nice to meet you too.

A

-Hello! I am Charles Taylor. It is a pleasure meeting you.

B

1 -Hello. I am Alexandro Valencia. It's a pleasure meeting you too.

1 -Hi, Alma. It's good to see you. How are you?

-Hi, Brad. It's good to see you too. I'm great.

C

4. Listen to the dialogue and act it out.

A: Hi!, good morning.
 B: Good morning to you.
 A: I am Alejandro Martinez. What is your name?
 B: My name is Paul Potts.
 A: OK that's difficult. What is your name again?
 B: My name is P - A - U - L P - O - double T - S.
 A: Ok Paul! nice to meet you.
 B: Nice to meet you too.
 A: Well, this is my friend Carlos Sanchez.
 C: Hi, nice to meet you Paul.
 B: Nice to meet you too Carlos.
 C: Welcome to COBACH.
 A: Yes, welcome Paul.
 B: Thank you both.



5. Match the text and the numbers with the corresponding photograph.



Good morning.
My name is Philippe.
I'm Canadian.
I'm from Quebec.
I'm twenty two years old.
I'm an engineer.

1

Hello!
I'm Bobby.
I'm American.
I'm from Phoenix.
I'm thirty one years old.
I'm a secretary.

2



Hi!
My name is Lidia.
I'm Mexican.
I'm from Ciudad Obregon.
I'm seventeen years old.
I'm a student at COPACH.

3



Hi!
I'm Alexandra.
I'm Greek.
I'm from Athens.
I'm twenty nine years old.
I'm a weather reporter.

4



6. Listen to this dialogue about introductions at a party.

Alex: Hello.

Juliet: Hi!

Alex: My name is Alexander. What's your name?

Juliet: My name is Juliet, Nice to meet you.

Alex: It's a pleasure. This is a great party!

Juliet: Yes, it is. Where are you from?

Alex: I'm from Magdalena, Sonora.

Juliet: Magdalena? Really, are you Mexican?

Alex: NO, I'm not Mexican. I'm Italian.

Juliet: Oh, Ok! You're Italian. That is great.

Alex: Thank you. Where are you from?

Juliet: I'm from London, but I'm not British.

Alex: No, what are you?

Juliet: Well, my parents were Spanish, so I'm Spanish, too.

Alex: That's very interesting. Spain is a beautiful country.

Juliet: Thank you. It is a wonderful place.



6a. Answer these questions about the text (you will use some of this words later)

Alex is ____.

- a) German
- b) Mexican
- c) Italian
- Dutch

Juliet's parents are

- _____.
- a) British
 - b) Mexican
 - c) from London
 - d) Spanish

Juliet is from ____.

- a) London
- b) British
- c) Sonoran
- d) Spain

Jane is ____.

- a) British
- b) Spanish
- c) German
- d) Mexican

7. Complete the dialogue and practice it in teams of three.

A: Hi!, good _____.
 B: _____ morning to you.
 A: I am _____ (your name). What is your name?
 B: My name is _____.
 A: OK that's difficult. How do you _____ that?
 B: _____.
 A: Ok _____, nice to _____ you.
 B: Nice to meet _____.
 A: Well, this is my friend _____.
 C: Hi, nice to meet you _____.
 B: _____ to meet you _____.
 C: Welcome to COBACH.
 A: Yes, welcome _____.
 B: Thank you both.



7a. Order the dialogues.



8. Expanding exercise.

Make a chain introduction in teams of six people. Student A introduces himself/herself to student B, who does the same with student C, and so on. The last person introduces herself/himself to student A

Self-evaluation. Answer the following questions.

🍏 Do you understand these dialogues?



🍏 Do you think they are useful for you?



🍏 What can you learn with the practice of dialogues?



Activity 3

Practice the dialogue your teacher chooses from previous pages, with a partner on the right. When you finish; practice the dialogues, with a partner on your left.



EVALUATION					
Activity no. 3	Product:	Dialogue and conversation practice with a classmate.			Value:
KNOWLEDGE					
Factual		Procedural		Attitude	
Identifies concepts such as basic vocabulary and real application of them, evaluates his/hers previous knowledge.		Expresses his/her knowledge of previous basic information from secondary school by practicing these dialogues and acting them in English.		Appreciates the use of the language in a real and common usage. Collaborates with classmates.	
Co evaluation		C	MC	NYC	Obtained value:

Grammar

FIVE BASIC FACTS

These five questions will help you get to know people. They are simple questions with simple answers and provide information so you can ask more questions.

What is your name?
Where do you live?
What do you do?
Are you at this school/ group?
Where are you from?

MORE QUESTIONS:

These questions help to continue the conversation after your first question.

"What is your name?"
It's a pleasure to meet you. Where are you from?
That's an interesting name. Is it Chinese / French / Indian, etc.?

Here are some questions to help you start speaking English in a real situation. Each of these questions helps to begin or continue a conversation. There are also a number of questions that can help you continue the conversation after the first question.

"Where do you live?"
Do you like that neighborhood?
Do you live in an apartment or house?
"What do you do?"
Which school do you attend?

Do you like your job/school?
What's the best / worst thing about your school?
What do you like best / least about your group/school?"
Where are you from?
"Where is....?"
What is ... like?
Do you like living here?

■ Closing activity

Activity 4

In teams of 4 create a dialogue situated at school, at home, at a restaurant or a movie theatre, about how to introduce yourself and others.. Act it out to the class. Use the box for your information.



Hi! My name is _____

I'm _____

I'm from _____

I'm _____ years old.

DATE: _____

EVALUATION				
Activity no. 4	Product:	Oral / written integrating exposition.		Value:
KNOWLEDGE				
Factual	Procedural		Attitude	
Identifies basic and important vocabulary and usefulness of these phrases in real life.	Reads and answers the questions and dialogues. Applies the dialogues in real life language.		Values the usage of the language in real life English. Integrates these exercises to their knowledge.	
Auto evaluation	C	MC	NYC	Obtained value:

Didactic Sequence 2

"Daily activities"

► Start up activity

Listening and Oral practice

1. Listen and repeat
write the words that refer to each
picture. listen to the audio record.

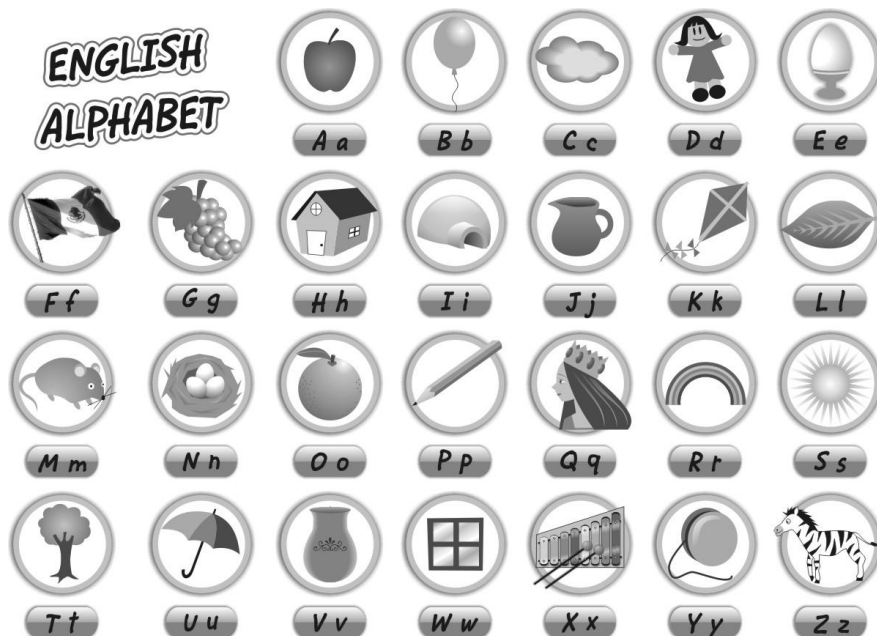
Ex.

A a = Apple

B b = _____

C c = _____

Etc.



2. Write the words you hear in here: (the ones you know) compare them with a partner until you have all the words.

(In the following page you will find some alphabet pictures to reinforce the alphabet and also for you to enjoy. <http://www.alphabet-soup.net/ttools/abcpictures.html>)

In pairs, practice the alphabet by spelling the words from this exercise.

» Development activity

3. Listen to your teacher spell five of the words from the exercise on previous page, write them here.

1. _____
2. _____
3. _____
4. _____
5. _____

4. Unscramble the letters. Write the words.

- udentst _____
- ehuso _____
- eqenu _____
- azrbe _____
- hsigElh _____
- nitsel _____
- activity _____

In pairs practice spelling the words in teams.

Activity 1

A) Practice the alphabet by spelling your full name.

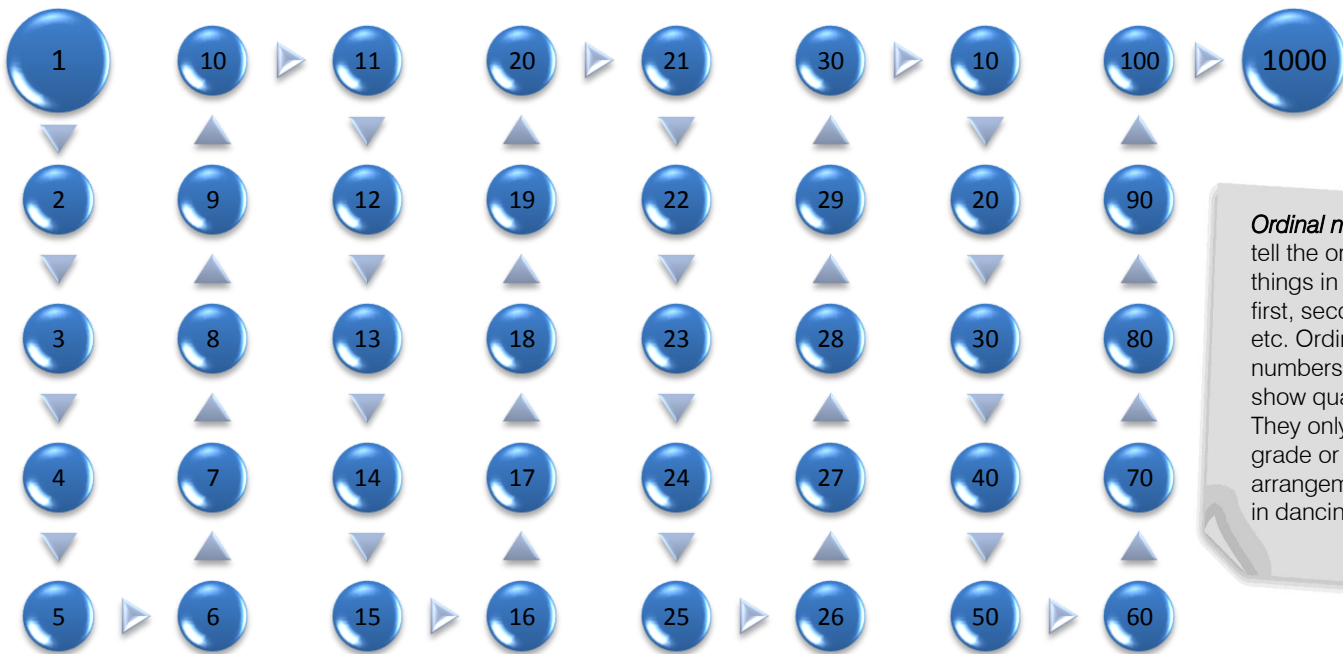
My name is _____

B) Choose a partner and ask his or her name and the spelling by practicing the following dialogue.

- a) Hi good morning/afternoon.
- b) hello, how are you?
- a) fine thank you.
- b) what is your name?
- a) my name is _____.
- b) Excellent. how do you spell your name?
- a) it is _____.
- b) what is yours?
- a) my name is _____ and I spell it _____.
- b) nice to meet you _____.
- a) nice to meet you too _____.

EVALUATION						
Activity no. 1	Product:	Dialogue and Spelling Practice			Value:	
Knowledge						
Factual		Procedural		Attitude		
Identifies basic and important vocabulary and use of spelling for these words.		Reads new vocabulary, and practices the alphabet and word stress. Applies the dialogues in real life.		Values the usage of the language and collaborative work. Integrates this knowledge in real life practice.		
Co evaluation		C	MC	NYC	Obtained value:	

Numbers



Ordinal numbers tell the order of things in a set—first, second, third, etc. Ordinal numbers do not show quantity. They only show grade or arrangement. Like in dancing steps.

5. Study and learn the application of the Numbers in a calendar for a real life usage:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		First 1	Second 2	Third 3	Fourth 4	Fifth 5
Sixth 6	Seventh 7	Eighth 8	Ninth 9	Tenth 10	Eleventh 11	Twelfth 12
Thirteenth 13	Fourteenth 14	Fifteenth 15	Sixteenth 16	Seventeenth 17	Eighteenth 18	Nineteenth 19
Twentieth 20	Twenty-first 21	Twenty-second 22	Twenty-third 23	Twenty-fourth 24	Twenty-fifth 25	Twenty-sixth 26
Twenty-seventh 27	Twenty-eighth 28	Twenty-ninth 29	Thirtieth 30	Thirty-first 31		

Cardinal number is a number, such as 3 or 11 or 412, use them in counting to indicate quantity but not order. You know them also as "counting numbers," because they show quantity.

Months: January, February, March, April, June, July, August, September, October, November, December.

Days: _____

6. Make the crossword puzzle about numbers visiting the following web page:
http://www.oup.com/elt/global/products/englishfile/elementary/b_vocabulary/bank01/vocabulary01_01/

7. Match the numbers with their written form.

One
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

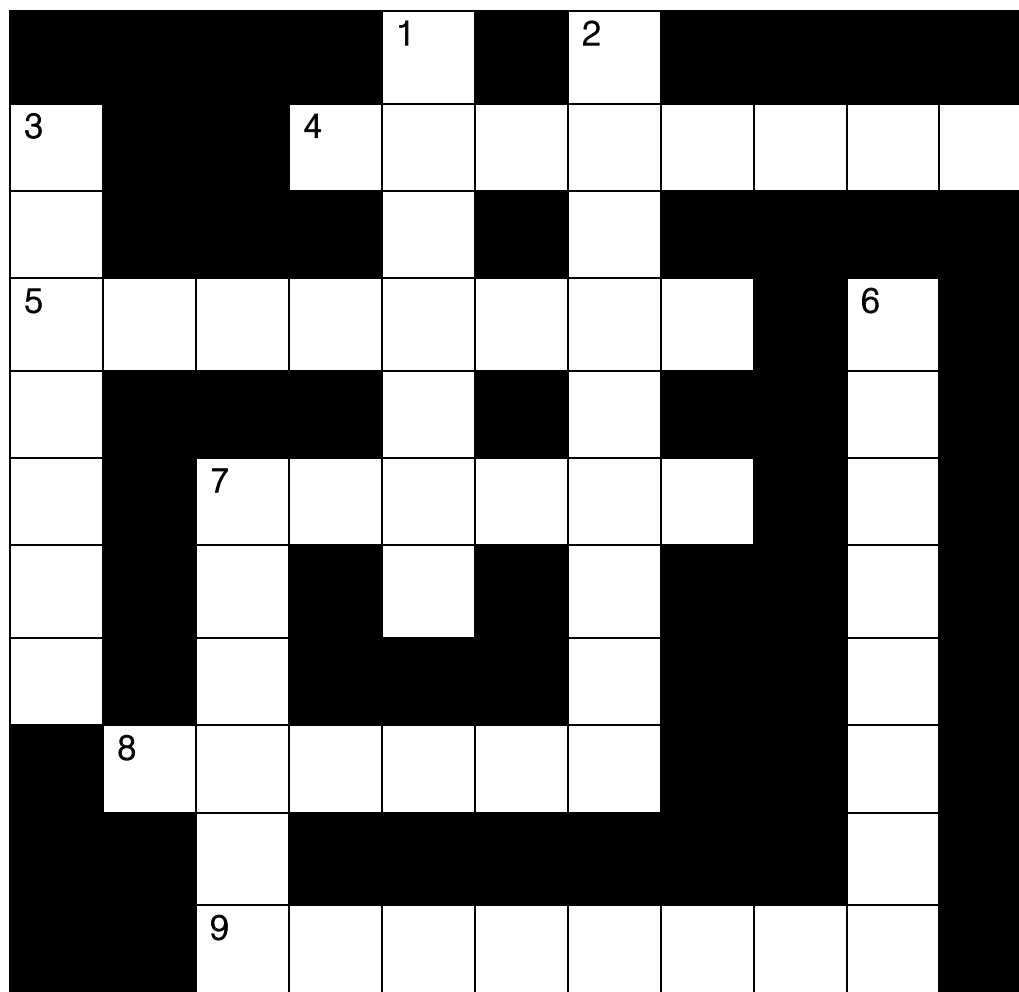
18 3 15 2 13 9
1 16 7 8 10 5
6 17 14 20 11
12 19 4

8. Listen to your teacher say the number and circle the one you see.

- g) 4 15 13
h) 7 27 37
i) 14 15 16
j) 8 9 18
k) 29 21 26
l) 25 26 27

- a) 13 30 33
b) 21 12 20
c) 43 45 47
d) 66 76 86
e) 67 76 26
f) 90 19 9

9. Write the words for the numbers into the crossword, If you are stuck, you can always ask for your teachers help to get the letters.



Across

4) 19

5) 14

7) 20

8) 11

9) 18

Down

1) 16

2) 17

3) 15

6) 13

7) 12

Oral practice

10. Interview classmates. Use the chart bellow to write the information, about 5 classmates; you need to find: age, day of birth, season of the year on birthday. If necessary, ask your teacher for help.

Day	Month	Short Form	Student Name.	Season	Age
	January	Jan.		Winter	
	February	Feb.			
21th	March	Mar.	Patty	Spring	15
	April	Apr.			
	May	May			
	June	Jun.		Summer	
	July	Jul.			
	August	Aug.			
	September	Sep.		Autumn/fall.	
	October	Oct.			
	November	Nov.			
	December	Dec		Winter	

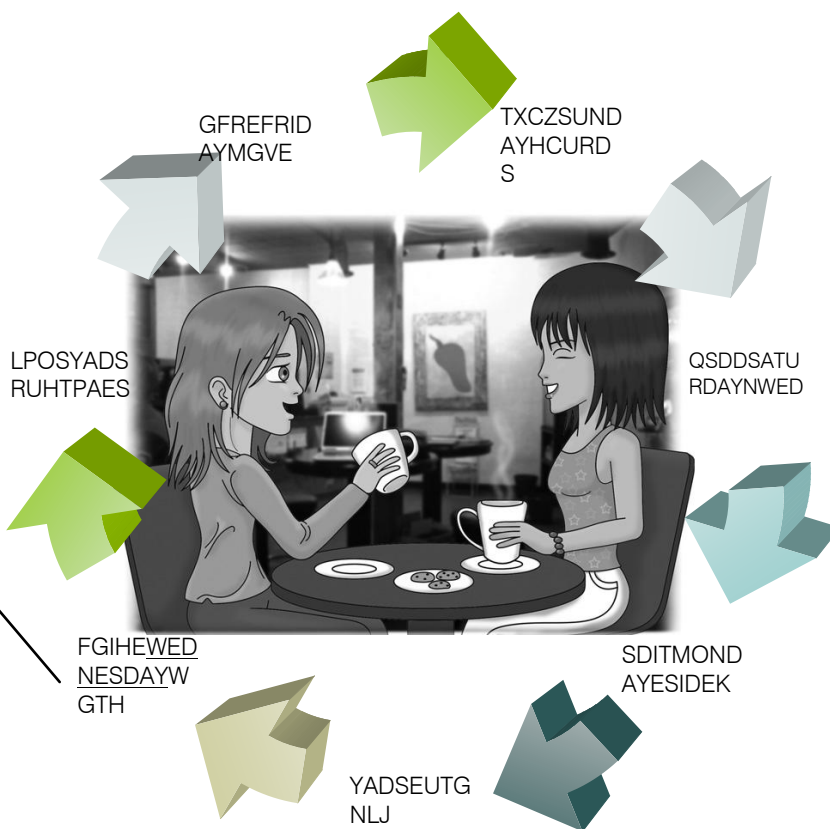
A: Hi Rachael when's your birthday?
A: what is the season of your birthday?

B: Oh! It is on January 20th.
B: My birthday is on winter.

Example:
Juanita's birthday is on March. 21st it is spring. She is 15 years old.

Exercises

11. Find and underline the days of the week. Search in all directions. Follow the example.



12. Answer the question about dates

What day is today?

Sun	Mon	Tue	Wed	Thu	Fri	Sat	Today is Thursday.
Sun	Mon	Tue	Wed	Thu	Fri	Sat	_____
Sun	Mon	Tue	Wed	Thu	Fri	Sat	_____
Sun	Mon	Tue	Wed	Thu	Fri	Sat	_____
Sun	Mon	Tue	Wed	Thu	Fri	Sat	_____
Sun	Mon	Tue	Wed	Thu	Fri	Sat	_____
Sun	Mon	Tue	Wed	Thu	Fri	Sat	_____

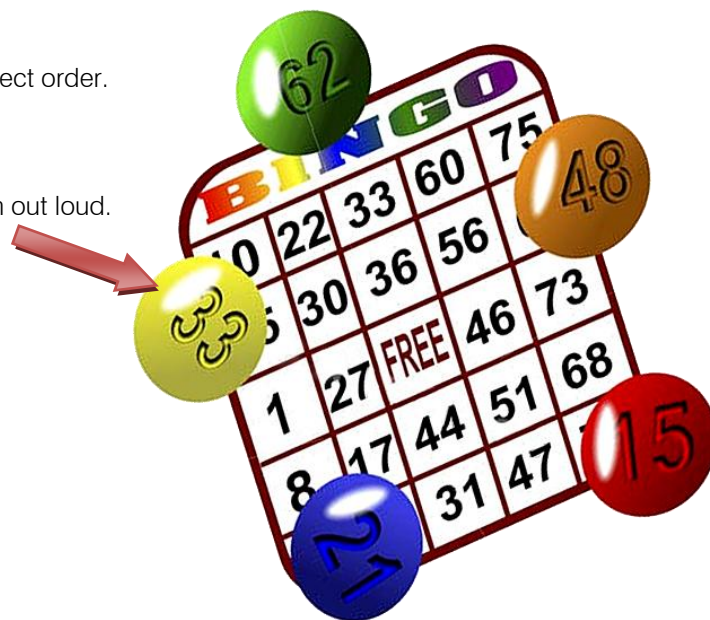
13. Match the items on the right to the items on the left.

() 40	Thirteen
() 13	Fifty
() 30	Eighteen
() 16	Nineteen
() 14	Fifteen
() 18	Eighty
() 90	Sixteen
() 80	Fourteen
() 19	Thirty
() 15	Forty
() 50	Ninety
() 60	Sixty



13 a. Practice with a partner saying the numbers in the correct order.

14. Listen and circle the numbers you hear, then repeat them out loud.



15. Listen to your teacher and write the number on the lines.

_____	_____
_____	_____
_____	_____

Activity 2

Cultural Note:

Investigate in a book or internet, how do people write the date in the U.S.A. but what about other English speaker countries? Make a flash card with both usages mark the differences and bring them to the class.



EVALUATION						
Activity no. 2	Product:	Prepares Flash Cards			Value:	
Knowledge						
Factual		Procedural		Attitude		
Identifies basic vocabulary such as months of the year, days of the week and the function of these words in real life.		Reads and answers the exercises. Applies the vocabulary about months, days of the week and numbers.		Analyses the usage of the information in real life. Integrates these words to acquired knowledge.		
Auto evaluation		C	MC	NYC	Obtained value:	

Activity 3

Integrating block 1 and block 2:

In small groups, discuss about the importance of knowing personal information. Write your conclusions.

Why is it important to know personal information about you and others?

Why is it important to know how to ask for information and how to give personal information?

EVALUATION				
Activity no. 3	Product:	Discussion and written report in teams.		Value:
Knowledge				
Factual	Procedural		Attitude	
Identifies important vocabulary and usefulness of these phrases in life.	Practices written and auditive skills making the discussion and report. Uses prior knowledge.		Values the usage of the language in daily English. Integrates vocabulary to their knowledge.	
Co evaluation	C	MC	NYC	Obtained value:

» Closing activity

Activity 4

Create a calendar for your classroom:

1. Divide the group in six teams.
2. Each team investigates 2 different months.
3. Go to <http://www.world-calendar.com/> or <http://earthcalendar.net/index.php> or <http://www.timeanddate.com/calendar/> or <http://www.starfall.com/n/holiday/calendar/load.htm?f&n=main> search and choose the month for your team from the chart.
4. Design it (consider Mexican and American holidays).
5. Create a flash card (or poster) write dates of both countries; incorporate images, clipart, pictures, etc.
6. Bring your posters next class.
7. Create a Mega Calendar puzzle with all the teams work.

Team 1	January February.	Team 3	May June	Team 5	September October
Team 2	March April	Team 4	July August	Team 6	November December

EVALUATION:

Team name or number: _____ Date: _____

Product (____ %)

	Points value.	Student
Presentation	1	
Creativity	2	
Correct language	5	
Photos or images	2	
Total	10	

EVALUATION							
Activity	No. 4	Product:	Mega Calendar			Value:	
Knowledge							
Factual			Procedural			Attitude	
Identifies basic vocabulary. Works with numbers, months, cultural information and the use of these words in real life.			Looks for and identifies the use of the numbers and calendars in daily basis.			Applies responsibly the language usage in real life. Integrates these words to the knowledge.	
Co evaluation			C	MC	NYC	Obtained value:	

Didactic sequence 3

“Family and Countries”

» Start up activity



Look at the family tree and find out the meaning of the underlined words in Spanish.

Alfonso is Carmen's father

Elena is Luis's wife

Jenifer is Luis's daughter

Alfonso is Amelia's husband

Carmen is Kiev's mother

“Family Activities”

1. Read the following paragraph.

MEET MY FAMILY

Here's my family. My mum is a hairdresser. My dad is a policeman. I've got a sister. Her name is Christine - or Chris and she is a typist. She's at work in the mornings. I've got three brothers. Mark is thirteen. Tommy and Derek are nine. I'm eleven. We've got a dog. His name is Wag. He's ten. We've got a flat. We haven't got a garden but we've got a balcony. I've got lots of friends. Martin Litt is among them. He is a teacher at Green Street School.

Card Walker



» Development activity

2. Do you understand everything in the text? I hope, you do. It's very simple. Write (A) for agree, if I'm correct. Underline the correct answer.

1. There are seven of them.
☐ No, there aren't. There are eight of them.
☐ Yes, there are seven of them.
2. Card's father is a teacher.
☐ Yes, Card's father is a teacher.
☐ No, Card's father is a policeman.
3. Card's mum is a doctor.
☐ No, Card's mum is a hairdresser.
☐ Yes, Card's mum is a doctor.
4. He has a sister, Christine by name, or Chris.
☐ Yes, he has a sister, Christine, or Chris by name.
☐ No, he hasn't a sister. He has a brother.
5. He has also two brothers.
☐ Yes, he has also two brothers.
☐ No, he has three brothers.
6. Mark is thirteen.
☐ Yes, Mark is thirteen.
☐ No, Mark is fourteen.
7. Derek is ten.
☐ No, Tommy and Derek are nine.
☐ Yes, Tommy and Derek are ten.
8. Card is eleven.
☐ No, Card is twelve.

- ☐ Yes, Card is eleven.
9. They've got a dog, Wag by name.
☐ Yes, they've got a dog, Wag by name. He is ten.
☐ No, they've got a cat.
10. They've got a big garden.
☐ No, they have no garden, but they have a balcony.
☐ Yes, they've got a big garden.
11. Card has lots of friends.
☐ No, Card hasn't a lot of friends. She has one friend.
☐ Yes, Card has lots of friends.
12. Martin Lott, a teacher at Green Street School is among them.
☐ No, Martin Lott isn't among them.
☐ Yes, Martin Lott, a teacher at Green Street School is among them.
13. Is Card's family large? How many of them are there in the family?
☐ Yes, Card's family is large. There are six of them.
☐ Yes, Card's family is large. There are seven of them

3. Based on the block content, write eight things you normally do in a park.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____

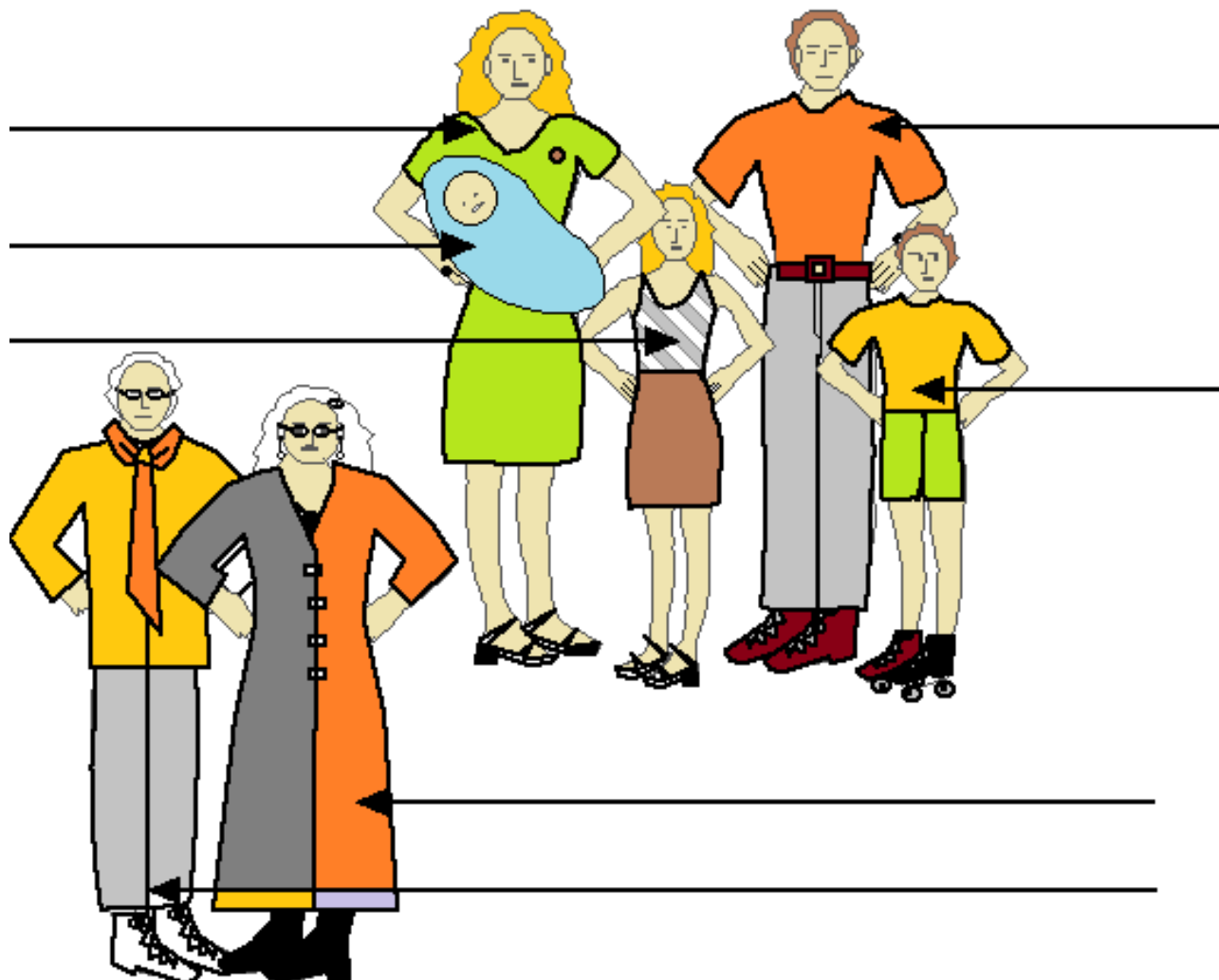
Activity 1

Write a paragraph like the one in the previous page. Write activities you usually do with your family.

Every day my family...

EVALUATION					
Activity no. 1	Product:	Paragraph			Value:
KNOWLEDGE					
Factual		Procedural			Attitude
Reaffirms the use of vocabulary words, pronunciation and word stress a paragraph.		Identifies and comprehends the use of vocabulary about family members.			Shows creativity writing a paragraph. Is opened to teacher's feedback.
Auto evaluation		C	MC	NYC	Obtained value:

Create a family tree here bases on your knowledge



■ Closing activity

Activity 2

Now create your own and add the names of your own family in the tree.



EVALUATION							
Activity	No. 2	Product:	Family Tree			Value:	
Knowledge							
Factual		Procedural			Attitude		
Identifies basic vocabulary. Works with personal information and the use of these words in real life.		Looks for and identifies the use of the vocabulary in daily basis.			Applies responsibly the language usage in real life. Integrates these words to the knowledge.		
Co evaluation		C	MC	NYC	Obtained value:		

Didactic sequence 4 “Countries”

► Start up activity

Countries, nationalities and gentiles



1. Look at the map and the flags. With your teacher's help and a dictionary find the name of the countries.

- How are the people from those countries named? (answer next page)
- Write a report on the reference chart below. (answer next page)



Country	Nationality	Language
Australia	Australian	English
Bolivia	Bolivian	Spanish
Brazil	Brazilian	Portuguese
Canada	Canadian	English/French
China	Chinese	Mandarin/Cantonese
England	British	English
France	French	French
Germany	German	German
Greece	Greek	Greek
Ireland	Irish	Irish/English
Italy	Italian	Italian
Japan	Japanese	Japanese
Mexico	Mexican	Spanish
Russia	Russian	Russian
Spain	Spanish	Spanish
United states	American	English

Exercises

2. Fill in the missing information.

I live in France, I'm _____.

2. I live in _____. I'm English

3. I live in America. I'm _____.

4. I live in _____. I'm Irish

5. I live in Italy. I'm _____.

6. I live in _____. I'm Spanish.

7. I live in Germany. I'm _____.

8. I live in _____. I'm Japanese

9. I live in Scotland. I'm _____.

10. I live in Great Britain, I'm _____.

3. Fill in the missing information.

1) He lives in Tokyo. He is from _____.

He is a _____.

2) He lives in Guadalajara _____.

He is from. He is a _____.

3) She lives in Madrid _____.

She is from. She is a _____.

4) He lives in Berlin _____.

He is a _____.

5) He lives in Ottawa _____.

He is a _____.

4. Match the columns. Write the letters in the parentheses.

1. () He lives in Peru.

2. () Mark lives in Serbia.

3. () Peter lives in Washington.

4. () Allen lives in Amsterdam. She is from Holland.

5. () He is from Belgium.

6. () My friend lives in Vietnam.

7. (F) Elizabeth is from Wales. She is Welsh.

8. () People from Algeria are Algerian. Karim is from Algeria.

9. () Poland citizens are Polish.

10. () Amir lives in Morocco, he is from Caza.

a. He is a Serb.

b. He is a Moroccan.

c. He is a Vietnamese.

d. Alfred is a Pole.

e. He is an Algerian.

f. She is a Welshwoman.

g. He is an American.

h. He is a Belgian.

i. She is a Dutchwoman.

j. He is a Peruvian.

5. Draw your favorite flag or map and write a sentence about it.



Oral practice

Activity 1

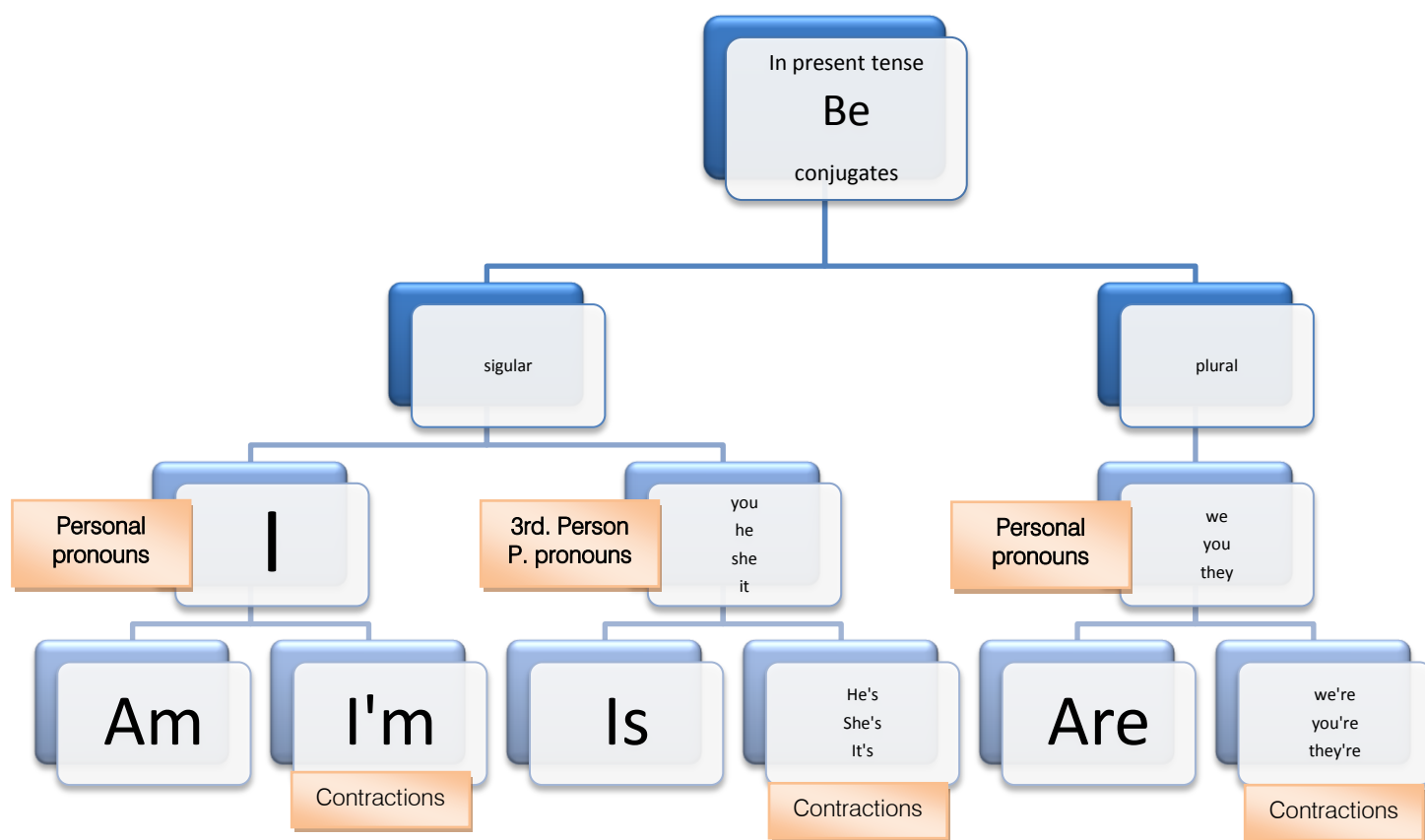
In teams of three, each student chooses one of the squares below (each one different) and explains what it is without saying the name. Stop after each sentence. The first sentence must include just the nationality, e.g. "She is Scottish, and she lives in a castle"

David Beckham (UK)	Sumo (Japan)	Bulldog (UK)	Kiwi (New Zealand)	Wallaby (Australia)	Koala (Australia)	Real Madrid (Spain)	Man U (=Manchester United-UK)	Chelsea (UK)	Cristiano Ronaldo (Portugal)
Baseball (USA)	Nintendo Wii (Japan)	Kangaroo (Australia)	Subway (USA)	Disneyland (USA)	Ferrari (Italy)	MacDonald's (USA)	Kimchi (Korea)	Adidas (Germany)	Karate (Japan)
Play station Portable (PSP- Japan)	Mercedes Benz (Germany)	Football/ soccer (UK)	Yakult (Japan)	Winnie the Pooh (UK)	Cadbury's (UK)	Pocari Sweat (Japan)	Baskin Robbins (USA)	Golf (Scotland)	Hamburger (USA)
Mini (UK)	Maple syrup (Canada)	Yamaha (Japan)	One Piece (Japan)	Pokemon (Japan)	Kit Kat (UK)	Bic (France)	Swatch (Switzerland)	Kellogg's (USA)	The Red Sox (USA)
Pixar (USA)	Nessie (= the Loch Ness monster-Scotland)	Lego (Denmark)	Panda (China)	Honda (Japan)	Taekwondo (Korea)	Coca Cola (USA)	Xbox (USA)	Samsung (Korea)	Nike (USA)
Harry Potter (UK)	Sushi (Japan)	iPod (USA)	KFC (Kentucky Friend Chicken-USA)	Sony (Japan)	Nestle (Switzerland)	Tulip (Holland/ The Netherlands)			



EVALUATION					
Activity no. 1	Product:	Oral practice.		Value:	
KNOWLEDGE					
Factual		Procedural		Attitude	
Identifies important vocabulary about the use of countries and nationalities in English.		Practices oral auditory and written skills plus memory exercises. Uses the knowledge in new situations.		Values the usage of the language in real life English. Integrates new words to his/her understanding.	
Auto evaluation		C	MC	NYC	Obtained value:

Grammar



The subjects of these sentences are, I, you, he, she, it; we, you, and they:

I am Cristobal.
You are Alejandra.
He is Bernardo.
She is Marcela.
It is the Pyramid.
We are the Serrano.
You are the Juarez.
They are the Smiths.

CONTRACTIONS

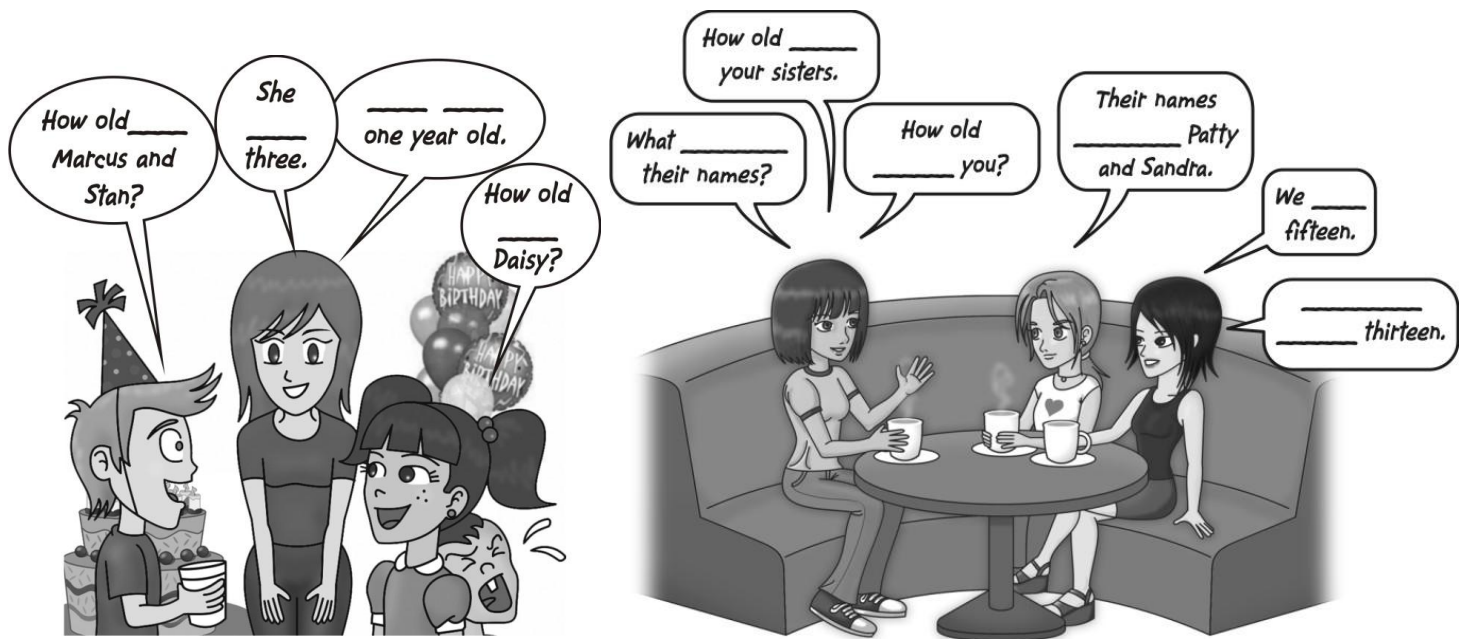
Use contractions. They are very common.

I am Mike = I'm Mike.
You are Valerie = You're Valerie.
He is Bruce. = He's Bruce.
She is Helen. = She's Helen.
It is the Pyramid. = It's the Pyramid.
We are the Smiths. = We're the Smiths.
They are the Smiths. = They're the Smiths.
My name is Mike. = My name's Mike.
Her name is Valerie. = Her name's Valerie.
His name is Bruce. = His name's Bruce.
Your name is John. = Your name's John.

"Name" is the subject of these sentences:

My name is Cristobal.
Your name is Valeria.
His name is Bernardo.
Her name is Esther.
Its name is the Pyramid.
Our name is Serrano.
Your name is Sierras.
Their name is Stevens.

6. Use the information on previous page to find the answers using the verb BE in the following conversations.



7. Fill in the blanks with "he," "she," "it," "they" or "we"

- The boy is fat. _____ is fat.
- The girl is tall. _____ is tall.
- I go to school with my friends. _____ go to school.
- The horse is strong. _____ is strong.
- Lee is a policeman. _____ is a policeman.
- Mary and John come from England. _____ come from England.
- Marlene is a teacher. _____ is a teacher.
- My family and I go to a party. _____ go to a party.
- The dog runs fast. _____ runs fast.
- The students study English. _____ study English.

8. Orally practice exercise 6 with a classmate. Change the same exercise to the negative form.

9. Fill in the blanks with 'm, 's, or 're.

- It _____ her birthday. She _____ fifteen today.
- They _____ Nacho and Ricky and they _____ from Cananea Sonora.
- I _____ sixteen and they _____ seventeen.
- You _____ not from Mexico. You _____ from Hermosillo.
- I _____ Sandra and He _____ Sebastian.
- We _____ eighteen years old.

Activity 2

Map for interrogative form.

What do you have to do to make a negative sentence in English? In teams made by your teacher, elaborate a mind map about the simple present negative forms and the verb "BE" present them in class. Evaluate the map with the chart on this page

The subjects of these sentences are,
I, you, he, she, it; we, you,
and they:

I am NOT Cristobal.
You are NOT Alejandra.
He is NOT Bernardo.
She is NOT Marcela.
It is the NOT Pyramid.
We are NOT the Serrano's.
You are NOT the Juarez's.
They are NOT the Smith's.

Evaluate a classmate
map according to the
questions.
(VG) very good, (G)
good, (B) bad

Content
(VG) (G) (B)
Oral presentation
(VG) (G) (B)
Understanding
(VG) (G) (B)
Visual appreciation
(VG) (G) (B)
Comments:

EVALUATION				
Activity no. 2	Product:	1. Mind map for negative form.		Value:
KNOWLEDGE				
Factual	Procedural		Attitude	
Identifies important vocabulary and grammar rules. Uses these phrases in real English.	Practices the written skill and audition on the exercises. Uses the knowledge in new situations.		Values the usage of the language in real life English. Integrates new vocabulary to their knowledge.	
Co evaluation	C	MC	NYC	Obtained value:



Activity 3

Map for negative form.

What do you have to do to make a interrogative sentence in English? In teams made by your teacher, elaborate a mind map about the simple present interrogative forms and the verb "BE" present them in class. Evaluate the map with the chart on this page.

The subjects of these sentences are, I, you, he, she, it; we, you, and they:

am I Cristobal?
are You Alejandra?
Is He Bernardo?
Is She Marcela?
is It the Pyramid?
are We the Serrano's?
are You the Juarez's?
are They the Smith's?

Evaluate a classmate map according to the questions.
(VG) very good, (G) good, (B) bad

Content
(VG) (G) (B)
Oral presentation
(VG) (G) (B)
Understanding
(VG) (G) (B)
Visual appreciation
(VG) (G) (B)
Comments:

EVALUATION				
Activity no. 3	Product:	2. Mind map for interrogative form		Value:
KNOWLEDGE				
Factual	Procedural		Attitude	
Identifies important vocabulary and grammar rules. Uses these phrases in real English.	Practices the written skill and audition on the exercises. Uses the knowledge in new situations.		Values the usage of the language in real life English. Integrates new vocabulary to their knowledge.	
Co evaluation	C	MC	NYC	Obtained value:

10. Look at the text. What is it? A letter? A homepage? After identifying the text, read and write the missing words. Then listen to the exercise and check your answers.

Colegio de Bachilleres del Estado de Sonora - Windows Internet Explorer

http://www.cobachsonora.edu.mx/

Google

Buscar

Compartir

Sidewiki

Corrector ortográfico

Traducir

Autocompletar

Favoritos

Más complementos

Sitios sugeridos


Colegio de Bachilleres del Estado de Sonora.

Página


Seguridad

Herramientas

Hi ! my name's Bobby.
Welcome to my homepage.
1). _____ 'm fifteen years old
and I 2). _____ a student at
COBACH.
I'm from Alamos Sonora.
My favorite sport is Baseball.
My favorite day of the week is
3). _____.




These _____ my friends,
Daniel and Paula. They are
seventeen years old and they
_____ n't from here. Their
favorite sports _____ soccer
and tennis. _____ favorite
day of the week is _____.



1. *Who* are your friends?
2. *What's* your favorite day of the week?
3. *What's* your favorite sport?
4. *What is the text* about it?

This is Emma. _____ is my
best friend.
She _____ fifteen years old and
_____ 's from _____.
Her favorite sport _____
skating. Her favorite day of the week is _____.



Answer the questions about you and read them in class.

Internet | Modo protegido: activado

100%

11. Look at the words and put them in the correct order to make positive sentences with the verb to be.

A) I years am old. Fifteen

B) San Luis Río Colorado. from We are

C) My Antonio name a and is student. I'm

D) Book. my is This

E) Day today. nice a It's

F) Mario. Her name is brother's

G) An Armando is engineer.

H) Is name My Roberto. husband's

I) An are my class. students forty There

J) He address letter. the of is new at top My

■ Closing activities

Activity 3

Read the text below

My name is Magdalena Sanchez and I'm a teacher. My address is Purple Street, 91 and my telephone number is 6622 07 2106. I'm 39 years old and I'm married. My daughter, Yenisei, she is two and half years old. My husband, Bernie, is Italian. He is a bank teller.

Fill in the line to complete the paragraph.

My _____ Mario and _____ a doctor. My _____ York Avenue, 23 and my telephone number _____ 555-09-95. _____ 45 years old and _____ married. My son, Peter, _____ ten years old. My wife, Gabriela, is Mexican. She _____ a lawyer.

Write a short paragraph about you! use the verb "BE". Include negative and interrogative forms.

EVALUATION					
Activity no. 3	Product:	Written report.			Value:
Knowledge					
Factual		Procedural		Attitude	
Identifies importance of the use of the verb “BE”. Practices phrases in daily expressions.		Practices written skills on the exercises. Uses knowledge in new situations.		Values the usage of the language in real life English. Integrates the verb “BE” to his / her knowledge.	
Auto evaluation		C	MC	NYC	Obtained value:

Didactic Sequence 5

"My things"

► Start up activities

1. Read this dialogue between two friends who meet at the store. Choose a word to complete the sentences. Pay attention and choose the correct word. Then in pairs act out the Dialogue.

Amelia: Hi Ruth!

Ruth: Hi Amelia. (It/Its/It's) so good to see (you/you're/your). (You/You're/your) looking well these days.

Amelia: Thanks. I was just at the beauty salon getting (me/my/I) hair done.

Ruth: (It/Its/It's) looks great. By the way, I saw you yesterday.

Amelia: Oh, really? Where?

Ruth: As always my friend; at the mall. I was in line shopping for (me/my/I) husband's birthday present, but I couldn't say hello.

Amelia: Well, tell him I say happy birthday.

Ruth: I will. We want to invite (you/you're/your) over for (us/we/our) party. Do (you/you're/your) want to go?

Amelia: Sure! When is (it/its/it's)?

Ruth: (It/Its/It's) on Saturday at 6:00.

Amelia: Do (you/you're/your) want me to bring anything?

Ruth: No. I'm making (his/him/he's) a cake, and I'm cooking a special family recipe for him.

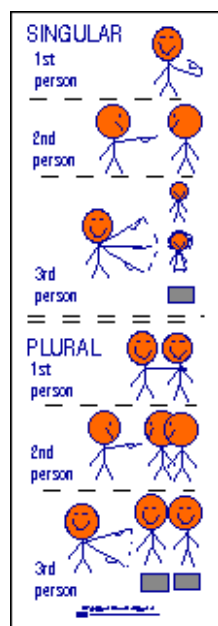
Amelia: Well, if it's OK, I might bring a present anyway.

Ruth: OK. I'll see (you/you're/your) then.



2. Look at the images and find the person that corresponds to each possessive adjective. In the next box fill with the words to compare both, don't forget to ask for the help of your teacher if you need it

Make the exercise about Possessive Adjectives.



my
your
his
her
its
our
your
their

Write your answers here:

Personal pronouns	Possessive adjectives.

3. Select the correct possessive adjective for each of the following sentences circle the correct:

1. The boy walks to my/ your/ her/ his/ its/ our/ your (plural)/ their chair.
2. The girl walks to my/ your/ her/ his/ its/ our/ your (plural)/ their chair.
3. I walk to my/ your/ her/ his/ its/ our/ your (plural)/ their chair.
4. We study my/ your/ her/ his/ its/ our/ your (plural)/ their lessons every night.
5. I put my/ your/ her/ his/ its/ our/ your (plural)/ their copybook on the desk.
6. Mary likes my/ your/ her/ his/ its/ our/ your (plural)/ their English class.
7. We bring my/ your/ her/ his/ its/ our/ your (plural)/ their pens to the lessons.
8. The boys bring my/ your/ her/ his/ its/ our/ your (plural)/ their copy books to the lesson.
9. The girls bring my/ your/ her/ his/ its/ our/ your (plural)/ their books to the lesson.
10. Mr. Smith drives to school in my/ your/ her/ his/ its/ our/ your (plural)/ their car.



4. There are seven mistakes in this conversation can you tell them? Underline and rewrite the correct sentences in the box bellow.

Jane: Tina, come and play.

Tina: Hello, girls. What you are doing?

Candy: We is playing with his dolls.

Jane: Look! This is me doll. She name is Lily. I love she.

Tina: She's lovely. I hope me will get a doll on me birthday.

Jane: _____

Tina: _____

Candy: _____

Jane: _____

Tina: _____



I have brown hair.
My hair is brown.



Alma has long hair.
Her hair is long.



He has short black hair.
His hair is short and black.

► Development activities

5. Follow the dialogue about Mr Beat and a new student. Identify the use of the possessive adjectives by underlining them.

1. Mr Beat: Hello, my name's Chris Beat. I'm your new English teacher.
2. Student: Hello, Mr Chris, it's nice to meet you.
3. Mr Beat: No, that's not right. My first name is Chris, my last name is Beat.
4. Student: Oh, I'm sorry Mr Beat.
5. Mr Beat: That's all right. What's your name?.
6. Student: My first name is Sam, my last name is Collin.
7. Mr Beat: Good. You can call me by my first name; Chris, if you like.
8. Student: Great, you can call me Sam.
9. Mr. Beat: Good. Well it's time to start our lesson.

Cultural note:

In many countries the teachers are called by their last names.

Comprehension questions about the dialogue.

What's the teacher's full name?	
How does the student want to be called?	
When on line number 9 Mr. Beat says OUR, what does he refer to?	
Why does Mr. Beat correct the student on line 3?	

6. Match the words on the right with the possessive adjectives on the left.

- (D) You're Bruce Bailey. ____ name's Bruce Bailey.
 () He's Tommy. ____ name's Tommy.
 () I'm Lucy. ____ name's Lucy.
 () They're Sally and April. ____ names are Sally and April.
 () She's Karen. ____ name's Karen.
 () It's called the London Eye. ____ name's the London Eye.
 () We're the Hand family. ____ family name's Hand.
 () It's the San Angel Hotel. ____ name's the Marriot Hotel.
 () This is Marta's book. It's ____ book.
 () This is everyone web site. It's ____ web site.

- A) Our
 B) Her
 C) My
 D) His
 E) Their
 F) Your
 G) Its
 H) her
 I) Its
 J) our



7. Fill in with the correct possessive adjective.

Hi _____ name is Alejandro. Since the year 2000 we live here in Sonora. This is _____ house. Mary is _____ sister; she goes to High School. Mom and Dad have a car. _____ car is red. I have a cat. _____ name is Mr. fuzz it is black but _____ paws are white. Susan my older sister, has a son and _____ name is Bob. I also have a brother. What 's _____ brother's name? _____ name is Mark.

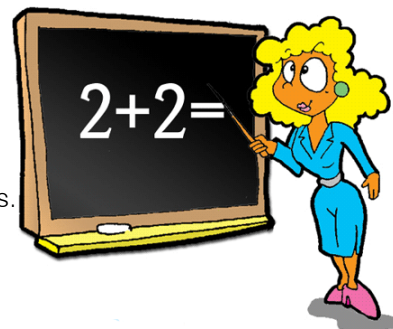
Read the text about a donkey in the next page

8. Type the correct word in the boxes below.

my your his her its our their



1. Paulo likes school.
2. Martha sees mother every day.
3. My friends bring children to our home on Saturdays.
4. My dog eats food slowly.
5. I always forget key.
6. You write in notebook in class.
7. We take pencils to class.
8. The men always bring girlfriends to the parties.
9. Mrs. Rivera teaches class in the morning.
10. She likes to give presents to grandchildren.



© www.ClipProject.info

■ Closing activities

Activity 1

Underline all possessive adjectives, verb be and personal pronouns use in the following text. Then, answer the questions about the text:

Mrs. Smith is going shopping with her son. They are looking for a present for Mr. Smith's birthday. Mrs. Smith wants to buy him a new camera and Tom wants to buy him a jumper.

They drive to a big department store on the high street. Mrs. Smith uses the escalator to go to the Electrical Department on the third floor and Tom takes the stairs up to the Men's Clothing Department on the first floor.

When she gets to the Electrical Department she finds that cameras are sold in the Photography Department on the ground floor. She takes the elevator down and asks the sales assistant there for some help. She doesn't know much about cameras and needs some advice. He recommends an automatic camera by Olympus, but it is too expensive. She asks him if he has anything a little cheaper and he tells her about a special offer on the Pentax range. It still seems expensive so she thanks the assistant and decides to shop around first.

Meanwhile, Tom is looking at the jumpers. He only has \$100.00 to spend so he can't afford most of them. He sees his mother and they decide to go to the smaller shops round the corner.

Answer the questions. Compare yours with a partner and feed them back with your teacher.

1. Did they walk to the shops?
A No
B Yes
2. Can Mrs. Smith afford the Olympus camera?
A Yes
B No
3. Where are the cameras sell?
A The Photography Department
B The Electrical Department
C The Men's Clothing Department.
4. Are they looking for a Christmas present?
A No
B Yes
5. How does Mrs. Smith get around the store?
A She takes the escalator up and the elevator down.
B She takes the elevator up and the escalator down.
C She walks up the stairs and takes the elevator down.
D She walks up and down the stairs.
6. Mrs. Smith went into town alone.
A True
B False
7. How much does Tom have to spend?
A \$ 10
B \$ 20
C \$ 15
8. What department does Mrs. Smith go to first?
A The Photography Department.
B The Men's Clothing Department.
C The Electrical Department.
9. What department does Tom go to?
A The Photography Department.
B The Men's Clothing Department.
C The Women's Clothing Department.
10. Where do Mrs. Smith and Tom go after the department store?
A To the shops round the corner.
B To the supermarket round the corner.
C To the bakery round the corner.

EVALUATION				
Activity no. 1	Product:	Text Identification and comprehension.		Value:
Knowledge				
Factual		Procedural		Attitude
Identifies important vocabulary, learns the use of the possessive adjectives in a proper way.		Practices written comprehension skills and Uses knowledge in new situations.		Values the usage of the language in real life English. Integrates possessive adjectives and vocabulary to their knowledge.
Auto evaluation		C	MC	NYC
				Obtained value:

Activity 2

FINAL PROYECT. Applying what you just learned!

Follow the Instructions:

1. Go to www.sharetalk.com (you need shockwave in your computer)
2. Create an account (you need a valid e-mail address)
3. After logging in find a friend on the Internet who can speak English.
4. Introduce yourself and ask your friend to help you with your project It is a good moment to explain that you are working in a final project for your English subject.
Explain that you will only use his / her information for this project. if you need help ask your teacher.
5. You will have to ask your friend for this information: full name, age, address, phone number, date of birth, about the family (names and ages) and any other question you would like to ask and you think is important.
6. Use the information from your friend to make your presentation. Don't forget to use images or photos.
7. Present your international friend to the class.

Fluency:

connection when speaking, not stopping all the time.

Pronunciation:

clear, understandable.

Voice level:

audible or not.

Theme:

International friend.

Presentation format:

Power Point
Presentation or
flipchart.

Subject matter:

Report about your new international friend. Add personal information, country, nationality, etc.

Individual work.

ORAL PRESENTATION.

Evaluation	Max. value.	Student points.
Fluency	2	
Pronunciation	2	
Voice level	1	
Attitude	2	
total	7	

PRODUCT

Evaluation	Max. value.	Student points.
presentation	2	
creativity	3	
grammar use	6	
photos or images	2	
total	13	

EVALUATION

Activity no. 2	Product:	Final Block integrating Activity.	Value:	
Knowledge				
Factual	Procedural		Attitude	
Identifies grammar, and language. its importance and its proper use in a text.	Practices general comprehension and written skill on the report. Uses the knowledge in new situations.		Values the usage of the language. Integrates these words to their appreciation.	
Auto evaluation	C	MC	NYC	Obtained value:



MY DAILY ACTIVITIES

Unidades de competencia:

Solicita e intercambia información referente a actividades cotidianas que realiza el mismo y terceras personas, de manera oral y escrita, en situaciones sencillas de socialización y recreación o laborales.

Atributos a desarrollar en el bloque:

Durante el presente bloque se busca desarrollar los siguientes Atributos de las competencias genéricas:

- 4.1 Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.
- 4.2 Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.
- 4.3 Identifica las ideas claves en un texto o discurso oral e infiere conclusiones a partir de ellas.
- 4.4 Se comunica en una segunda lengua en situaciones cotidianas.
- 4.5 Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.
- 6.4 Estructura ideas y argumentos de manera clara, coherente y sintética.
- 7.1 Define metas y da seguimiento a sus procesos de construcción de conocimiento.
- 8.2 Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.
- 10.3 Asume que el respeto de las diferencias es el principio de integración y de convivencia en los contextos local, nacional e internacional.

Time assigned: 15 hours.

B
L
O
C
K

2

Didactic Sequence 1

“My life and activities in a Day”

» Start up activities

1. Read the text, and then answer the questions about it.

Reading about Alfonso.

Alfonso lives in Navojoa. He Works in a café and his wife is a teacher for Cobach. His wife's name is Enedina. Enedina and Alfonso both enjoy their jobs. The café where Alfonso works is near his house, and most of his friends live nearby. Enedina works in the South of the city and travels to work by bus.

Alfonso doesn't have any sisters, but he has two brothers. His brothers are both older than him. Alfonso's parents are divorced. His mom Dolores lives in Hermosillo. She is a tour guide and her job is very interesting. His dad Alberto is retired.

Alfonso's best friend is called Mario. Mario works in an office. They play football together on Sundays. Football is Alfonso's favorite game. His favorite team is “Las Chivas” club.

Mario doesn't have any brothers, but he does have a younger sister, Isabella. His sister is very pretty and has long dark hair.

What is Alfonso's job?

What is his dad's name?

How many sisters does Alfonso have?

Where does his mother live?

What is Mario's sister name?

2. Make a chart with all the information about Alfonso and Enedina from the text.

Alfonso's daily activities	Enedina's daily activities






















3. Write any new words from the text here:

New words	Meaning




Vocabulary needed for this block

4. Study the following vocabulary

Daily activities

				
Wake up	Get up	Take a shower	Brush (my) teeth	Wash (my) face
				
shave	Dry (my) hair	Brush (my) hair	Comb (my) hair	Put on Make up
				
Take a bath	Get dressed	Have breakfast	go to work	
				
go back home	Get undressed	cook	Have lunch	
				
Have dinner	drink	Watch TV	go to bed	sleep

5. Pair Work. With this activity chart, you will match the activities from previous page to the ones you do more often during a week.

Time	Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5:30 am	Sleep Wake up						
6:00 am							
7:00 am							
1:00 pm							
3:00 pm							
5:30 pm							
9:45 pm							

6. Look at the vocabulary here you have some extra words you might need. (you don't need to memorize them)

1

wake up, wash your face, take a shower, dry your hair, brush your teeth, eat breakfast, get dressed, go to the bathroom, make your bed, go to school, study, have lunch, get home, do your homework, have dinner, take a bath, go to sleep.

2

floss, drive/go to work, make coffee, take a walk, do the laundry, do the dishes, read the paper, clean the house, take a nap, shave, go grocery shopping, cook dinner, do your make-up, do your hair

7. Match the pictures with the activities from the box.



1. wake up
2. Get up
3. Take a shower
4. Brush (my) teeth
5. Wash (my) face
6. Shave
7. Dry (my) hair
8. Brush (my) hair
9. Comb (my) hair
10. Put on make up
11. Take a bath
12. Get dressed
13. Have breakfast
14. go to work
15. go back home
16. Get undressed
17. Cook
18. Have lunch
19. Have dinner
20. Drink
21. Watch TV
22. go to bed



8. Answer the following questions.

1. What category does the vocabulary word above belong to?

- a) Food.
- b) Works.
- c) Irregular verbs.
- d) Daily activities.

2. Do you recognize any word or action? Underline the ones you know.

3. Guess what is the block going to be about? Write a 15 word paragraph about it.



9. Listen and Read the text below

I am a singer and this is about a person like me. Jennifer Lang is one of my favorite singers. She is a jazz singer and often performs in clubs as I do, but her voice is very different from mine. I consider myself a singer of standard jazz songs. Jennifer, on the other hand, considers herself a singer of original material only. One thing is certain: we both consider ourselves lovers of great music! We both went to the Julliard School of Music in New York. Our teacher, Jeannie Sax, continues to teach other students at the school. She gives them three lessons a week - just like she did when we went to school. Another similarity that we share is that we are both from Wisconsin. Jennifer grew up in Green Bay while I grew up in Plainfield, a much smaller city than hers. Jennifer is married and her husband, Andy, works as an investment banker in New York. His office is on 5th Avenue where he arrives every morning at seven thirty. They have very different professions, but they feel their marriage is successful for this very reason. I am not jealous of her/their success, but I am jealous of her/their wonderful marriage. Maybe someday I will meet a man just like hers/him.

10. Answer the following questions about the text.

1. What is the occupation of the narrator and Jennifer?
2. What type of singer do they consider themselves?
3. What do they have in common?
4. Who is Jeannie Sax?
5. Where are they from?
6. Is the narrator married?
7. Why is the narrator jealous?
8. From block 1; what can you find in this text?
9. After you answer the questions underline the personal pronouns and possessive adjectives.

Rewrite the text and adapt it to yourself.

I am _____

Activity 1

Product: Make a collage in a flip chart with 1 or 2 vocabulary boxes, according to your teacher instructions. Cut out or draw the images, don't forget to write down the corresponding activity. Present it in class.

Make the Collage on this page.



EVALUATION					
Activity no. 1	Product:	Vocabulary Collage			Value:
KNOWLEDGE					
Factual		Procedural			Attitude
Recognizes important vocabulary to be used in common English.		Identifies and understands the vocabulary.			Collaborates with classmates sharing vocabulary.
Auto-evaluation		C	MC	NYC	Obtained value:

► Development activities

Crossword Puzzle

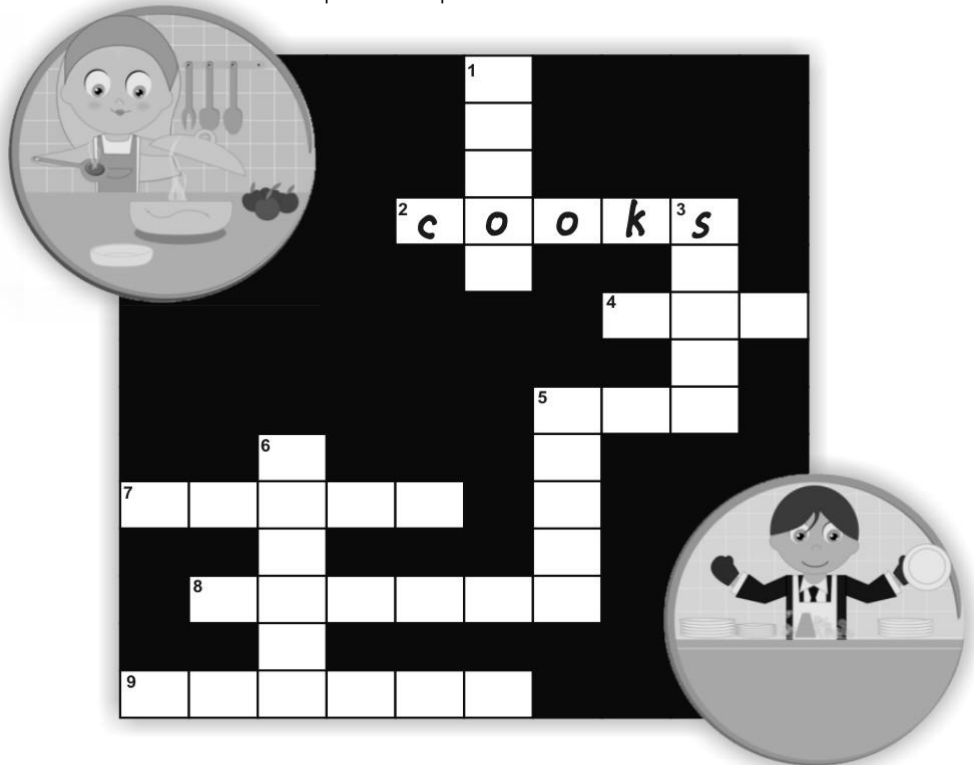
11. Pairs work. Fill in the Crossword and use the words to complete the sentences.
Make the question HOW DO YOU HELP AT HOME? This helps to complete the sentences.

NOTE:

For the third person singular (he, she, it), we add "S" or "ES" to the main verb.

Pronunciation chart.

/s/	/z/	/iz/
Writes	Sells	Teaches
Works	Flies	watches



Across:

- 2 My mother usually _____ the meal.
- 4 I usually _____ the table before meals.
- 5 I always _____ the floor with a mop.
- 7 Luis is a lazy boy. He never _____ at home.
- 8 Every morning I _____ the plants.
- 9 My father usually _____ the dishes.

Down:

- 1 I usually sweep the floor with a _____.
- 3 I always _____ the floor at home.
- 5 Tom always helps at home. He usually _____ his bed in the morning.
- 6 My brother sometimes _____ the window.

12. Now rewrite the complete sentences from the crossword.

My mother usually cooks the meal.



13. Match the words from columns A and B.

A	B
___ wash	1) the house
___ comb	2) my face
___ clean	3) my teeth
___ water	4) the plants
___ brush	5) the table
___ set	6) my hair
___ sweep	7) the floor

14. Make sentences with information from both columns.

Ex. Mary **brushes** her hair in the morning.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

15. Look at the pyramid and discuss it in teams of four made by your teacher.

THE ACTIVITY PYRAMID

EACH WEEK, TRY TO INCREASE YOUR PHYSICAL ACTIVITY USING THIS GUIDE. HERE'S HOW TO START...

IF YOU ARE INACTIVE

(Rarely do activity)

Increase daily activities at the base of the Activity Pyramid by

- taking the stairs instead of the elevator
- hiding the TV remote control
- making extra trips around the house or yard
- stretching while standing in line
- walking whenever you can

IF YOU ARE SPORADIC

(Active some of the time, but not regularly)

Become consistent with activity by increasing activity in the middle of the pyramid by

- finding activities you enjoy
- planning activities in your day
- setting realistic goals

IF YOU ARE CONSISTENT

(Active most of the time, or at least four days each week)

Choose activities from the whole pyramid by

- changing your routine if you start to get bored
- exploring new activities

ABOVE ALL... HAVE FUN AND GOOD LUCK!



Activity 2

Ask your teacher for help if you need it. Study the activity pyramid and make your own, adapt it to your daily activities.

Create your pyramid here.

EVALUATION						
Activity no. 2	Product:	Pyramid creation			Value:	
KNOWLEDGE						
Factual		Procedural			Attitude	
Recognizes and applies the use of daily activities relating them with his / her life.		Uses the main ideas of the pyramid graphic and adapts them to his / her own reality.			Shows his / her creativity presenting their work, being opened for feedback.	
Auto-evaluation		C	MC	NYC	Obtained value:	

READING.

16. Read about Almita's life. Then answer the questions.

My name is Alma Gabriela Grijalva and I'm Mathematics' teacher. I'm from Obregon Sonora, but I live in Hermosillo now. My address is 1189 W. Quiroga Blvd. and Juan Siqueiros Street, Colonia Olivares, and my telephone number is (662) 278-4563. I'm 25 years old and I'm married. My husband, Francisco, he is from Guadalajara. He is a Policeman. We have two sons. Ishmael is ten and Pablo, is three. I'm very happy now because, March 21st, is my birthday. And we are having a huge social gathering in the Street with all our neighbors.

COMPREHENSION

17. Answer these questions from the text.

What is Almita's profession? She's Mathematics' teacher

How old is Alma? _____

What is her address? _____

When is her birthday? _____

Who are her sons? _____

What is her telephone number? _____

Where is her husband from? _____

How's Alma today? _____

Why is she happy? _____

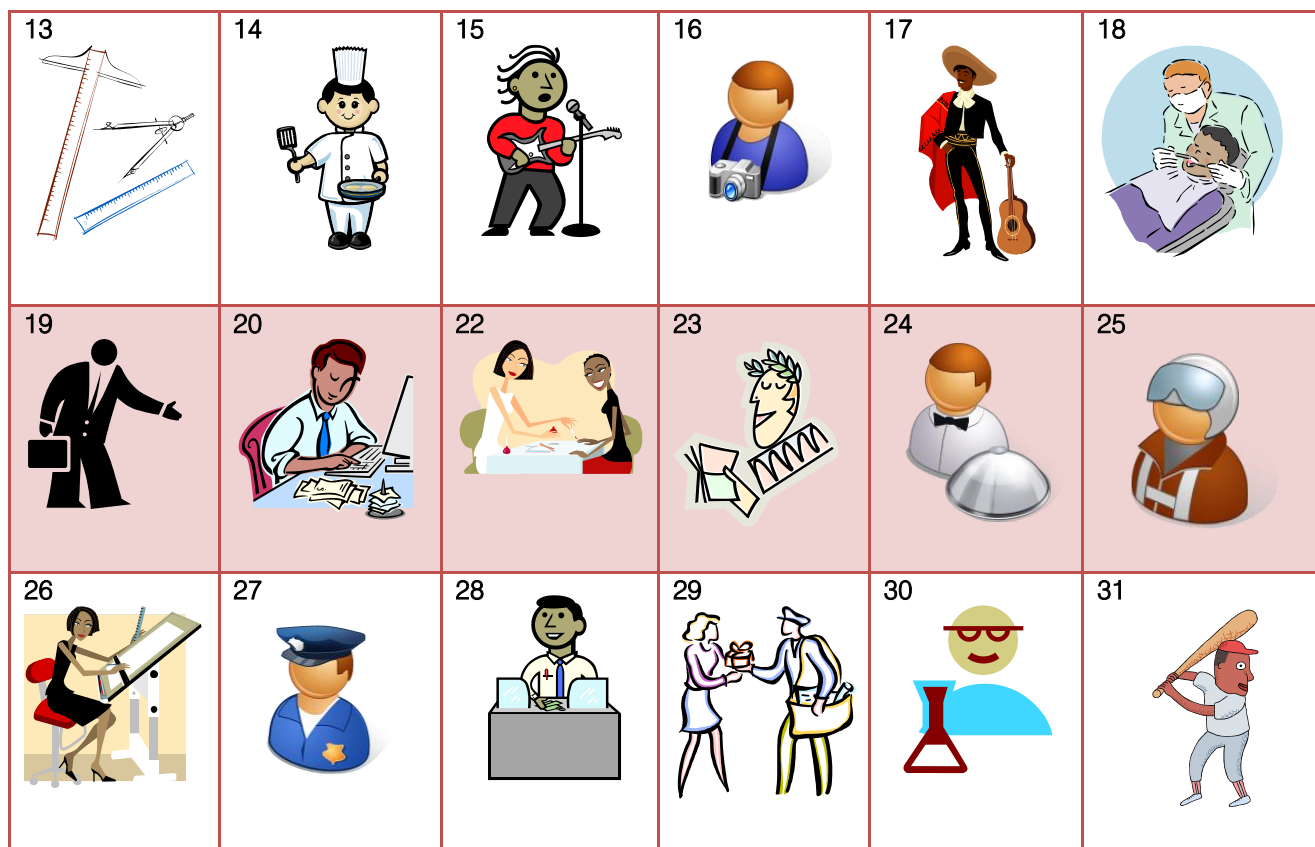


Vocabulary

Professions and occupations

18. Match the picture to the name. Use your dictionary.

1 	2 	3 	4 	5 	6
7 	8 	9 	10 	11 	12



	a veterinarian		a (sport) player		a mailman
	a waiter / waitress		a cook/chef		a lawyer, judge
	a policeman		a hairstylist		a pilot
	a painter		a veterinarian		an accountant
	a janitor		a teacher		a fireman
	a security guard		a musician		an engineer
	a secretary		a dentist		an architect
	a salesperson		a singer		a nurse
	a photographer		an actor / actress		a doctor
	a cashier		a carpenter		a businessman



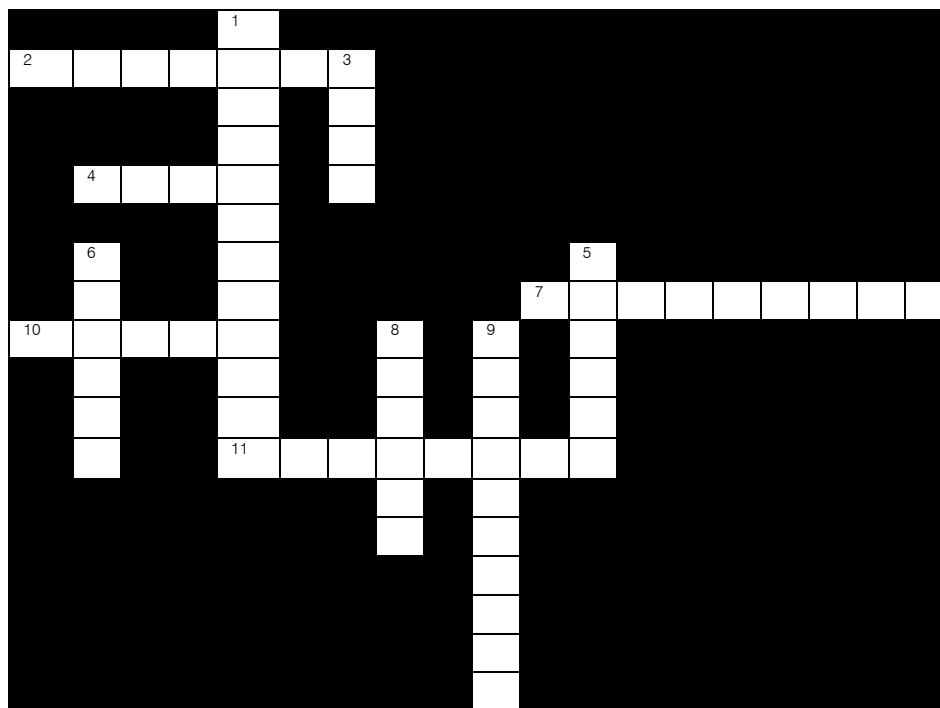
Exercises

19. Match the jobs on the left to their definitions on the right.

- | | |
|---------------------|---|
| () Journalist | 1) person who drives a bus. |
| () Teacher | 2) He/she works in a school and teaches students. |
| () police officer | 3) rescues people from burning buildings and helps put out fires. |
| () accountant | 4) works in hospital and helps doctors. |
| () Business person | 5) defends people's rights in court. |
| () doctor | 6) flies an airplane. |
| () nurse | 7) takes people's orders in a restaurant and serves them food. |
| () pilot | 8) works in a police station and maintains public security. |
| () taxi driver | 9) works in a bank and keeps records of money. |
| () bus driver | 10) works in a hospital and treats patients. |
| () manager | 11) answers phone calls and does office work for his/her boss. |
| () chef | 12) drives a taxi. |
| () actor | 13) person who reports news on TV, radio or Newspaper. |
| () actress | 14) does the cooking in a restaurant or hotel. |
| () firefighter | 15) a woman who plays a role in a movie. |
| () waiter | 16) manages the affairs of a company or business. |
| () lawyer | 17) one who does business. |
| () secretary | 18) a man who acts in a movie. |

Jobs word puzzle

20. Use the clues below to help you guess these job related words.



Across

2. Who takes care of teeth?
4. Who cooks in a restaurant or hotel?
7. This person helps to keep us safe.
10. Who flies planes?
11. This person reports the news on radio or TV.

Down

1. Who fights fires?
3. What does a taxi driver drive?
5. This person treats patients at the hospital.
6. Who works in a restaurant, but is not a cook?
8. Where does a teacher work?
9. Where does a waiter work?

21. Find the correct pieces and put them together to form job related words.

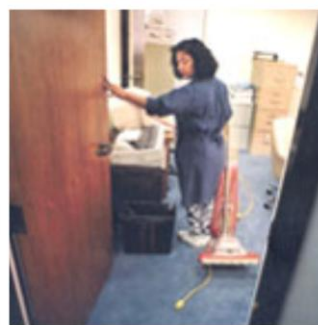
etary	nu	lot	ter
ager i	officer	alist	pi
ress	ress	tist	ntant
ac	den	cher	wai
ighter	rse	journ	police
driver	ch	wait	law
ef	firef	secr	yer
act	man	essman	busin
doc	taxi	accou	tea
tor	tor		

Place your answers here:

22. Let's meet some fascinating citizens from Sonora. They are very special people. Find out what they do, where they work, when they work .



Sergio Duran is a doctor. He works in the emergency department at San Jose's Hospital. His job is to observe and attend patients all night. She is in the hospital from five in the evening to seven in the morning.



Panchita Blanco is a student during the day, but at night she is a Janitor. She works in different places. Her hob is to clean offices. She works from ten at night to six in the morning.



Gisela Ramos is a newspaper editor. She works at "El Imparcial" Journal. Her job is to write and correct articles. She is at the newspaper from three in the afternoon to twelve midnight.



Jesus Flores is a police officer. He works at the police station. His job is to protect the people on the streets. He is in his work from three in the afternoon to eleven at night.

23. Comprehension: Complete the table using the information in the texts.

Name	Job	Activity	Work place	Schedule.
Antonio (not in the texts)	Teacher	Attend students	COBACH	7:00 a.m.-2:40 p.m.

■ Closing activities

24. Interview **four** classmates. Begin your research like this:

A: Excuse me, I'm doing schoolwork, can you answer some questions for me, please?

B: Yes, of course...

A: What time do you plan your week activities?

B: I never plan my activities.

A: What do you like to drink?

NOTE: Use the **Question** column to create your own. Give the options and then mark the answer with an X.

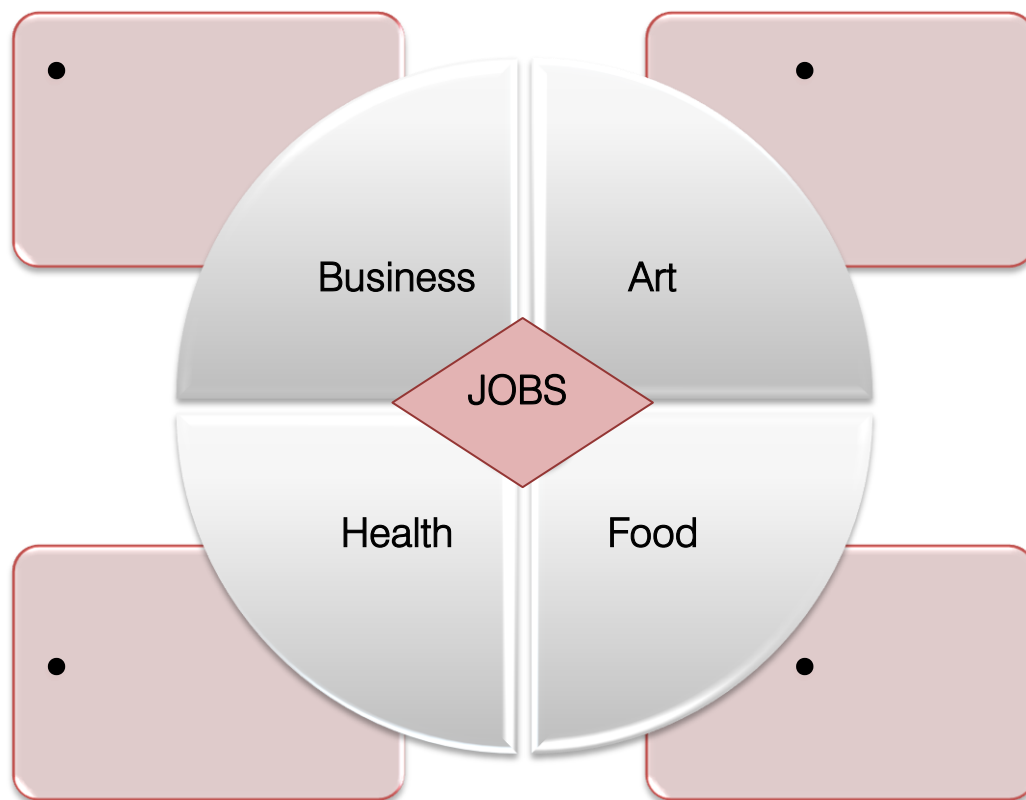
Question What/when /do(es) he, you	Answer options				
	Mark with X.				
Wake up	Before 7	After 9	With the alarm clock		Other
Drink	Tea	Coffee	Cola	Milk	Beer
Make a telephone call	Morning	At school	On the bus		After school.
Plan	Before school	Before class	At night		Never X
Do homework	At school	Before classes	In the afternoon		At night
Eat	Spaghetti	Toast	Chocolate		Hamburger
Watch TV.	The news	A sports match	A soap opera		A video
e-mail	Once a day	Twice a day	Every night		Never
Meet a friend	Week ends	After school	Before school		At night
Speak a Language	English	French	Spanish		Chinese

Ask your teacher
for help with the
questions.

25. In dyads create a dialogue with the questions and answers from the previous exercise, write it here then practice it with your partner.

Activity 3

Classify the occupations and professions from the preceding pages in diverse categories.



What do you want to be when you turn into an adult?

Why do you want to study that subject?

Where can you study your carrier?

Do some research and present a report to the class on a flip chart (use images and anything you think that is useful) with a brief oral presentation

EVALUATION					
Activity no.3	Products:	Dialogue and Subject exposition		Value:	
KNOWLEDGE					
Factual	Procedural			Attitude	
Reaffirms the usage of vocabulary about Jobs, occupations and daily activities presenting both products.	Requests and exchanges information related to Jobs, occupations and daily activities in a simple dialogue.			Uses assertively grammar and vocabulary with the results, dealing with a communicative situation.	
Auto evaluation	C	MC	NC	Obtained value:	

Didactic Sequence 2 “Activities”

► Start up Activity



READ.

Jessica's day.

1. This is Jessica. She is a nurse from Guaymas. Jessica wakes up at 5:30 every morning. First, she gets up, goes to the bathroom and takes a shower. Then she has coffee and toast for breakfast while she listens to the radio. At 6:30 she goes to work. At 5:00 in the afternoon she comes home. At 6:00 o'clock she usually makes dinner. After dinner she sometimes calls a friend. At 9:30 he always watches the news on TV. At around 11:00 o'clock he goes to bed.

Comprehension: Answer the questions about the text.

Where is Jessica from? _____.


How many hours does she work every day? _____.

What does she like to do every day after work? _____.

Jessica usually has the same breakfast. What is it? _____.

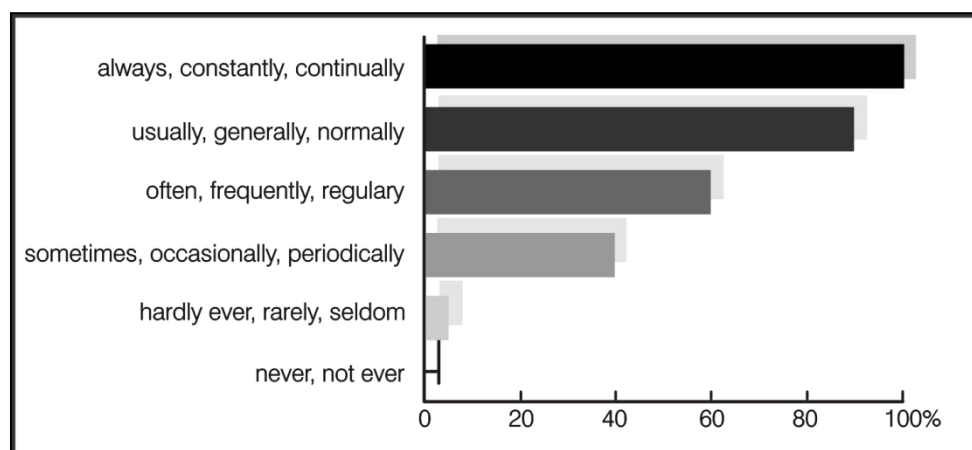
How often does Jessica go to bed at 11:00 p.m.? _____.

2. Now in teams made by your teacher create here Jessica's day schedule in images. Draw anything about her day.

5:00 – 5:30 am.	6:00 – 6:30 am	12:00 – 12:30 pm.	5:00 – 5:30 pm
6:00 – 6:30 pm.	7:00 – 7:30 pm	8:00 – 8:30 pm	9:00 – 9:30 pm.
10:00 – 10:30 pm	11:00 – 11:30 pm		

How often do you do your things?

Use: We use adverbs of frequency to talk about how often we do something.



Frequency adverbs answer the typical question starting with "How often".

Examples:

- 1) How **often** do you brush your teeth?
I **always** brush my teeth.
- 2) How **often** does your mother cook?
She **seldom/rarely** cooks.
- 3) How **often** is Claudio late for class?
He is **never** late for class.

Pay attention, you will need this later in the block to ask about time.

The question is; What time...?

To answer the exact time we use the preposition "at" before the time.

Example:

What time do you wake up?
I wake up at 7:00 am.

3. Complete the sentences with an adverb of frequency.

- 1) They _____ drive. They don't have a car.
- 2) I _____ eat turkey. (Only at Christmas)
- 3) She doesn't have a watch so she's _____ late.
- 4) We _____ get up at 8:00, except Saturdays and Sundays.
- 5) I _____ play tennis (when I have time)



► Development activities

4. Rewrite each sentence, placing the adverb in parenthesis in the correct position.

EX: John listens to me (never)

John never listens to me.

REMEMBER, make each sentence as “natural-sounding” as possible ☺

1. John watches scary movies. (never)

2. I eat cereal in the morning. (sometimes)

3. My team wins. (never)

4. My sister is very generous. (usually)

5. John is upset. (always)

6. He is so annoying! (sometimes)



5. Order the words below to make sentences. The adverbs go after the verb to be and before all the other verbs.

'm / late / I / never

1 _____.

seldom / go / they / in / the / week / out

2 _____.

don't / her / we / see / often

3 _____.

take / too / long / in / the / shower / I / always

4 _____.

on / time / usually / Sam / arrives

5 _____.

always / clean / class / isn't / our

6 _____.

out / go / do / always / you / on / Fridays

7 _____?

sometimes / sad / feel / you / do

8 _____?

That / dirty / pig / his / teeth / never / cleans

9 _____.

smiles / our / math's / teacher / hardly / ever

10 _____.

SPECIAL NOTE:

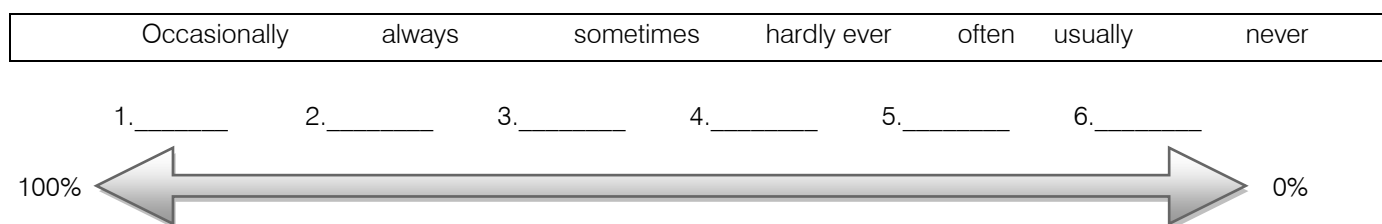
sometimes you will see some of these adverbs at the beginning and at the end of sentences.

However, that is not accepted in the exercise because that's too easy, so keep working.

6. Write in the line the correct frequency adverb use the chart from previous page.

Mo	Tue	Wed	Thu	Fr	How often?
✗	✓	✓	✓	✓	
✓	✓	✓	✗	✗	
✓	✗	✓	✓	✗	
✗	✓	✗	✓	✗	
✗	✗	✗	✗	✗	

7. Order the adverbs onto the scale, based on the adverbs chart from previous page.



Activity 1

In teams of four, create and act out a dialogue. Use daily activities and frequency adverbs. Decide a subject (character) for it and make a plan to present it in class.

EVALUATION				
Activity no. 1	Product:	Dialogue creation and act out.		Value:
KNOWLEDGE				
Factual		Procedural		Attitude
Reaffirms the use of adverbs of frequency and daily activities linking both subjects.		Recognizes the important data of a conversation relating the description of daily activities and their frequency.		Uses vocabulary assertively, dealing with a real communicative situation.
Co evaluation		C	MC	Obtained value:



8. Write the following sentences with the given frequency adverb or adverbial phrase.

1. I go to the pictures (often).

_____.

2. I have seen an elephant (never).

_____.

3. She's a good student (always).

_____.

4. I do my homework (usually).

_____.

5. I forget my homework (sometimes).

_____.

6. I can open these milk cartons (never).

_____.

7. It rains when I am on holidays (usually).

_____.

8. I do fitness training (three times a week).

_____.

9. My flat mate is at home (most evenings).

_____.

10. Have you been to New York (ever)?

_____.



Always

Never

Often

Quite often

Sometimes

Hardly ever

Never

Time Expressions

9. How can I ask for the time?

You use these expressions in English to ask for the time:
What time is it? Or What's the time? (less used).

On the other hand, there are other possibilities:

- Have you got the time?
- Could you tell me the time please?
- Would you mind telling me the time?
- Have you got the time on you?
- You wouldn't know the time, would you?
- Do you know the time?

It is used "a.m." and "p.m." in a more formal language and normally written. Ex. *Banks are open from 9:30 a.m. to 2:30 p.m.*

It is more normal to say: 'In the morning', 'In the afternoon', 'In the evening', 'At night'

7:00 a.m. = seven o'clock in the morning.

2:15 p.m. = quarter past two in the afternoon.

7:30 p.m. = half past seven in the evening

11:00 p.m. = eleven o'clock at night

O'clock it is an old contraction that means 'of the clock'.



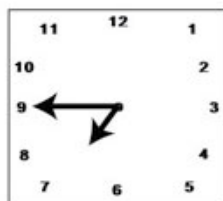
When the time is at a fraction of minutes, less than 30 you use the adverb 'past'. If it is higher, the minutes are indicated with the preposition 'to'.

It's twenty past eleven. It's ten to four.

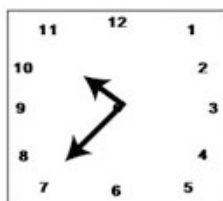
In official Schedules (ex. Means of transportation like buses, etc) the 24 hour international time division is still in use.

I left on the 17:30 train from Montreal.

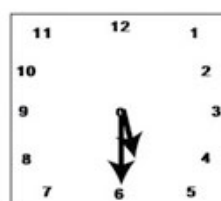
10. Write on the lines the correct time in words and numbers.



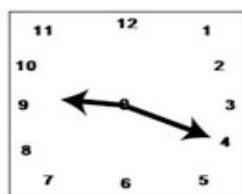
it is _____



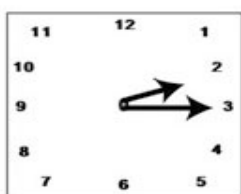
it is _____



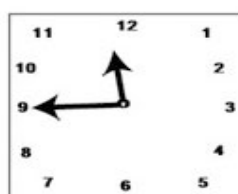
it is _____



it is _____



it is _____



it is _____

11. Read and listen the short description below:

I usually get up at a quarter past seven - that's seven fifteen in the morning. I have breakfast at eight o'clock and then take the bus to work at half past eight. I usually arrive at work at a quarter to nine. Sometimes, the bus is late and I arrive at about nine. My morning is usually pretty busy and I like taking a coffee break at twenty to eleven if possible. Then I work until lunchtime at noon. In the afternoon, I usually have another break at three fifteen. I usually finish work at a quarter to five and arrive home around six in the evening. At night, I usually go to bed at eleven o'clock.



12. Now listen and practice the following questions to ask about time. Pay attention on the different ways people ask about time.

A) What's the time?

It's half past three.

B) What time is it?

It's eight twenty.

C) Have you got the time by any chance?

It's twenty five past nine.

D) Do you have the time, please?

It's six fifteen.

E) Sorry, could you tell me the time, please?

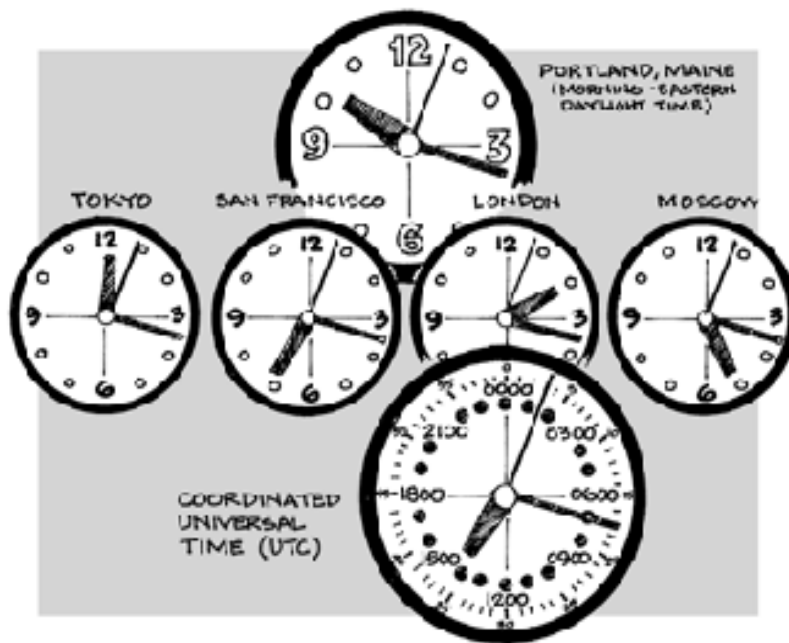
It's quarter to two.

F) What's the time please?

It's two fifty.

G) Do you know what the time is?

It's ten past twelve.



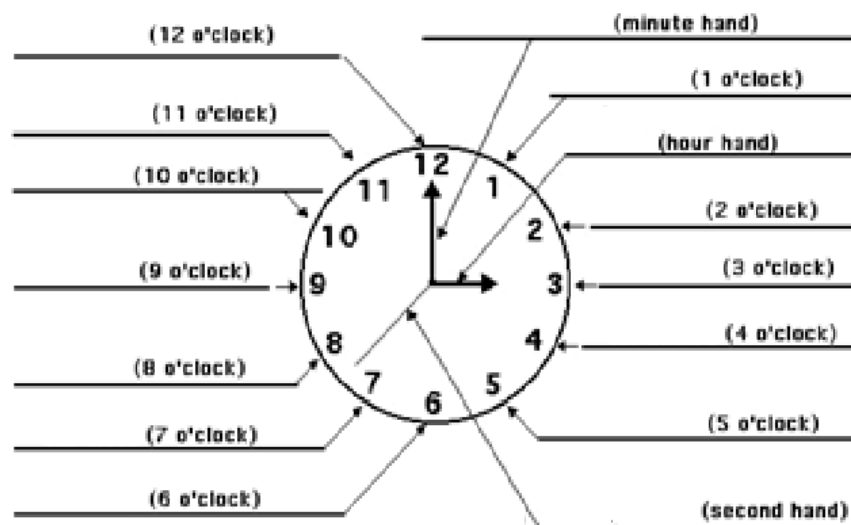
■ Closing Activities

Activity 2

Analyze the chart and solve the problems. Use short answers.

Margarita's Party begins at 7:30 pm and ends at 9:30 pm. How long does it last?	Mr. White starts work at 9 o'clock. He works for 10 hours. What time does he leave?	Julia has a meeting in Nogales. It takes her 8 hours to drive there. If the meeting begins at 1:00 pm, what is the latest she can leave home and still arrive on time?	Lisa spends 3 hours looking round the shops. She always returns home at quarter to 1. What time does she start shopping?
Answer:	Answer:	Answer:	Answer:
In winter, the time in Beijing, China is 8 hours later than in London. If the time in Beijing is 7:15 pm, what time is it in London?	Sandra goes to bed at half past 10. She gets up the next morning at half past 6. How long does she spend in bed?	On Sundays, many shops are only allowed to open for 6 hours. If they open at 10:00 am, what time do they have to close?	Fred arrives at the airport 3 hours before his flight is due to leave. His flight is at 2:45. What time does Fred arrive?
Answer:	Answer:	Answer:	Answer:
Name:		Date:	Signature:

After you solve the problems from the chart, compare your results with your classmates. Read them in class and register your answers. Use your dictionary if you need it. Don't forget to sign the chart.



EVALUATION				
Activity no. 2	Product:	Chart resolution		Value:
KNOWLEDGE				
Factual		Procedural		Attitude
Uses the vocabulary related to time schedules and development of recreational activities, work, and school in the context of a communicative situation.		Recognizes the important data relating the description of daily activities and their frequency.		Uses vocabulary assertively, dealing with a real communicative situation.
Co evaluation		C	MC	NYC
Obtained value:				

Didactic Sequence 3

“The Cuchujaqui”

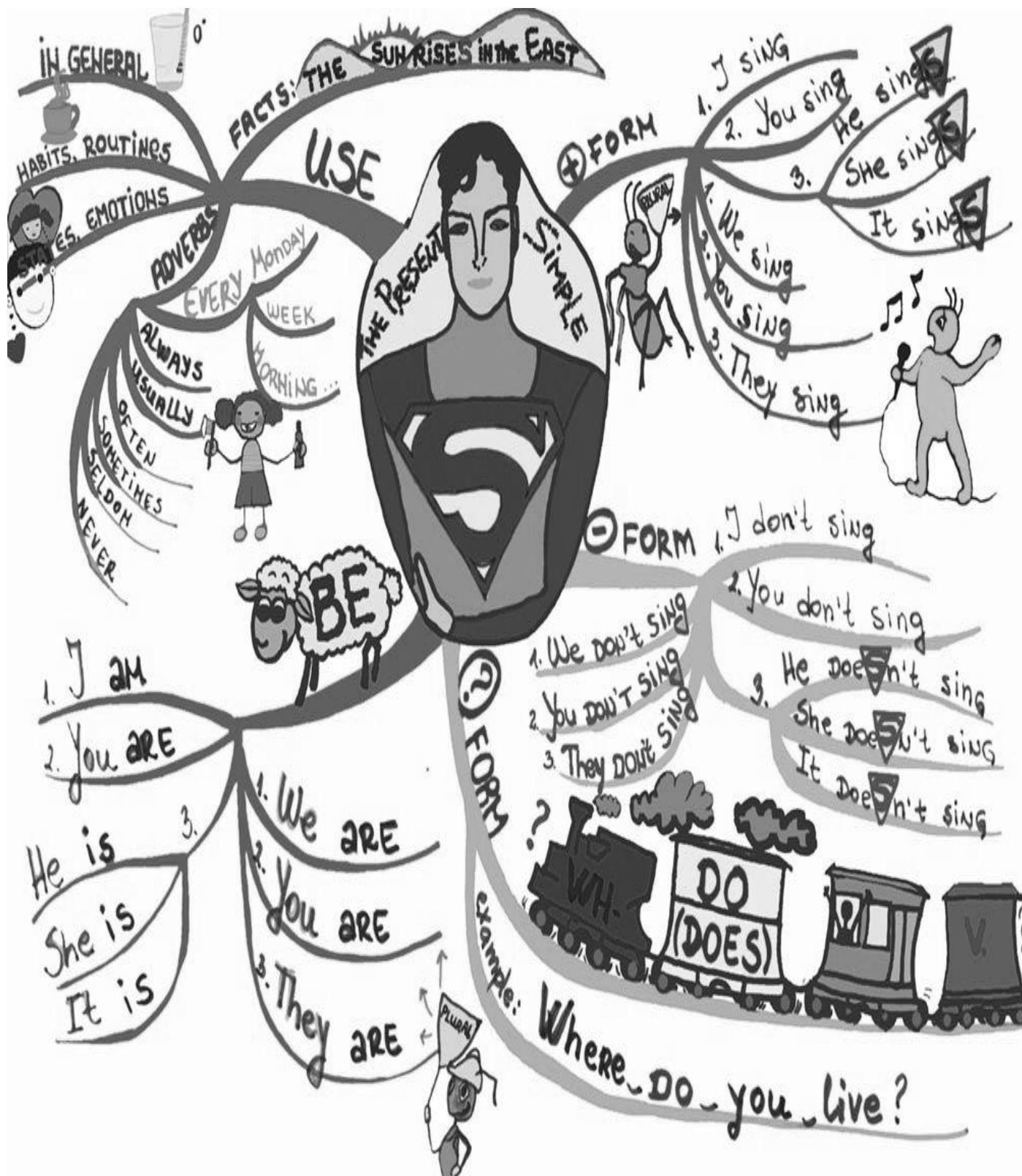
► Start up activities

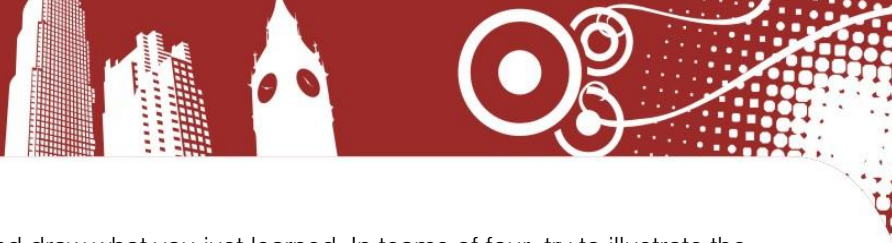
GRAMMAR

Simple Present

FORM	[VERB] + s/es in third person
	Examples: You speak English. Do you speak English? You do not speak English.
Complete List of Simple Present Forms	
<p>USE 1 Repeated Actions</p> <p>Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.</p>	<p>Examples:</p> <p>I play tennis. She does not play tennis. Does he play tennis? The train leaves every morning at 8 AM. The train does not leave at 9 AM. When does the train usually leave? She always forgets her purse. He never forgets his wallet. Every twelve months, the Earth circles the Sun. Does the Sun circle the Earth?</p>
<p>USE 2 Facts or Generalizations</p> <p>The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things</p>	<p>Examples:</p> <p>Cats like milk. Birds do not like milk. Do pigs like milk? California is in America. California is not in the United Kingdom. Windows are made of glass. Windows are not made of wood. New York is a small city. It is not important that this fact is untrue.</p>
<p>USE 3 Scheduled Events in the Near Future</p> <p>Speakers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.</p>	<p>Examples:</p> <p>The train leaves tonight at 6 PM. The bus does not arrive at 11 AM, it arrives at 11 PM. When do we board the plane? The party starts at 8 o'clock. When does class begin tomorrow?</p>
<p>USE 4 Now (Non-Continuous Verbs)</p> <p>Speakers sometimes use the Simple Present to express the idea that an action is happening or is not happening now. This can only be done with Non-Continuous Verbs and certain Mixed Verbs.</p>	<p>Examples:</p> <p>I am here now. She is not here now. He needs help right now. He does not need help now. He has his passport in his hand. Do you have your passport with you?</p>
<p>ADVERB PLACEMENT</p> <p>The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.</p>	<p>Examples:</p> <p>You only speak English. Do you only speak English?</p>

In teams made by your teacher, study and analyze this mind map. answer the evaluation exercise on the next page.





Activity 1

Take your markers, color pencils and crayons and draw what you just learned. In teams of four, try to illustrate the simple present grammar rule with the interpretation of this map made by a Serbian elementary student. Now make your own.

Mind map:

EVALUATION						
Activity no. 1	Product:	Mind map			Value:	
KNOWLEDGE						
Factual		Procedural			Attitude	
Forms and reaffirms the use of the simple present in all its forms.		Practices and develops the use of verbs in simple present, third person, and the auxiliary "does" .			Uses vocabulary assertively, dealing a real communicative situation.	
Auto evaluation		C	MC	NYC	Obtained value:	

► Development activities

Review the mind map, to complete the exercises.

1. Write the correct form of the verb in each sentence.

1. John _____ (play/plays) soccer.
2. They _____ (don't/doesn't) study after school.
3. We _____ (take/takes) the SUBA bus to the office every day.
4. What _____ (do/does) you want to study?
5. On Tuesdays, I _____ (go/goes) to the mall.
6. Terry _____ (play/plays) soccer; he _____ (practice/practices) every day.
7. _____ (Do/Does) Lucy ride her bike to school, or _____ (do/does) she take the bus?
8. On Sunday, he _____ (don't/doesn't) read the newspaper.
9. Where _____ (do/does) they work?
10. How _____ (do/does) you spell your name?

2. Make questions with the word groups, using (do) or (does).

1. (Where/she/live)

_____ ?

2. (When/you/play/baseball)

_____ ?

3. (What/they/eat/for/breakfast)

_____ ?

4. (When/he/come/home/from/office)

_____ ?

5. (she/want/to/work/in/the/school)

_____ ?

6. (your/mother/take/you/to/church)

_____ ?

7. (What/time/you/get/up)

_____ ?

8. (Where/your/father/work)

_____ ?

9. (Juan/live/in/Colorado)

_____ ?

10. (How/Jess/and/Said/go/to/school)

_____ ?



3. Underline the correct answer.

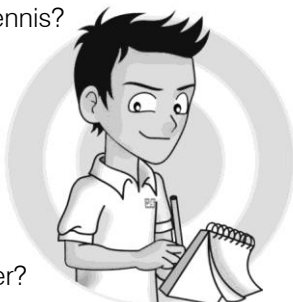
- Do you play tennis?
Yes, I do.
Yes, I am.

- Does she play tennis?
Yes, she do.
Yes, she does.

- Is he a lawyer?
No, he isn't.
No, he don't.

- Are you a teacher?
Yes, I do.
Yes, I am.

- Does he go to school?
No, he does not.
No, he don't.



- Is Marvin a doctor?
Yes, he does.
Yes, he is.

- Are you a student?
Yes, you are.
Yes, I am.

- Does she speak English?
Yes, she does.
Yes, she do.

- Do you work?
Yes, I am.
No, I don't.

- Does she play golf?
No, she is not.
Yes, she does

NOTE:

a sentence expresses a complete thought or idea and contains a subject and a predicate (a verb). When a sentence is unfinished, either because it is missing a subject or verb, or because it needs the information required to express the thought, it is called a sentence fragment.

4. Change affirmative sentences into negative.

AFFIRMATIVE	NEGATIVE
1. I get up at 7:30 every morning.	
2. She drinks coffee everyday.	
3. My brother usually does his homework.	
4. We go to computer course at the weekends.	
5. Mrs. Fun speaks French.	
6. My cousin and I like pop music.	
7. Refik does his homework every	

5. Choose the correct answer

() 1. He ____ it.

- a) don't like
- b) doesn't like
- c) doesn't likes
- d) don't likes

() 2. They ____ here very often.

- a) don't come
- b) doesn't comes
- c) doesn't come

() 3. John and Mary ____ twice a week.

- a) come
- b) comes
- c) coming

() 4. I ____ mind at all.

- a) not
- b) isn't
- c) don't
- d) doesn't

() 5. It ____ sense.

- a) don't make
- b) doesn't makes
- c) doesn't make

() 6. They ____ happy.

- a) seem
- b) seems
- c) seeming

() 7. You ____ to do it.

- a) don't have
- b) doesn't has
- c) doesn't have

() 8. She ____ a brother.

- a) doesn't has
- b) don't has
- c) don't have
- d) doesn't have

() 9. The journey ____ an hour.

- a) take
- b) takes
- c) do take

() 10. I ____ it now.

- a) want
- b) wanting
- c) was
- d) were

■ Closing activity

“Cuchujaqui”



In the State of Sonora is located a magnificent territory totally diverse from all you may seen before. The Cuchujaqui reserve represents the tropical part of Sonora, since the temperature, the amount of rain, the grounds, the type and amount of plants and animals are characteristic of tropical zones. This important corner of Sonora has a surface of 92,000 has, including the Sierra of Alamos and the Cuchujaqui Stream. The main objectives of this protected natural area is to assure the protection of the central areas, the ecosystems and the region species, and to give advice to the communities settled in the area regarding the rational and manageable use of the existing natural resources. Nature lovers find a great variety of vegetation in this area, from pine forests, and oak woodlands, to jungle.

The wild habitants of these regions make it an exciting place to visit; some of those are turtles, boas, rattlesnakes, pichihuatas (a very poisonous snake), lizards, iguanas, gila monster and scorpions; amphibians are present in the reservation with 20 different species. Among the 80 species you can find of mammals you can see jaguars, ocelots, deer, javelins, skunks, wild cats and bats. Thanks to the friendly ecosystem offered on this land 300 species of migratory birds can be found added to the amazing variety of the region. Definitely a great place to visit on your next trip, if you like to do some ecotourism. For its entire imposing scenery this is definitely an impressive territory that you wouldn't dream to find in the middle of Sonora.

What does Cuchujaqui represent for Sonora and why is it important?

What makes Cuchujaqui an exciting place?

What kind of people loves to visit Cuchujaqui?

Name the existing fauna for this reserve

Activity 2

Make a triptych to promote "Cuchujaqui" eco-tourism. Add the most important data from the text above. You might need to search for more info in Internet to add to the product. Integrate a reason for the importance of eco-tourism in Sonora.

Paste your triptych here.

EVALUATION				
Activity no. 2	Product:	Triptych		Value:
KNOWLEDGE				
Factual		Procedural		Attitude
Reaffirms the usage of the simple present in a text related to reality. Verifies reading skills.		Searches, identifies and understands general ideas in a short text using basic reading comprehension strategies.		Uses assertively the information related to grammar and vocabulary according to the text comprehension.
Auto evaluation		C	MC	NYC
Obtained value:				



DESCRIBES WHAT IS HAPPENING NOW

Unidades de competencia:

Solicita e intercambia información referente a acciones que se realizan en el momento en que se esta hablando, de manera oral y escrita en situaciones sencillas de socialización y recreación o laborales.

Atributos a desarrollar en el bloque:

Durante el presente bloque se busca desarrollar los siguientes Atributos de las competencias genéricas:

- 4.1 Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.
- 4.2 Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.
- 4.3 Identifica las ideas claves en un texto o discurso oral e infiere conclusiones a partir de ellas.
- 4.4 Se comunica en una segunda lengua en situaciones cotidianas.
- 4.5 Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.
- 6.4 Estructura ideas y argumentos de manera clara, coherente y sintética.
- 7.1 Define metas y da seguimiento a sus procesos de construcción de conocimiento.
- 8.2 Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.
- 10.3 Asume que el respeto de las diferencias es el principio de integración y de convivencia en los contextos local, nacional e internacional.

Time assigned 15 hours.

B
L
O
C
K

3

Didactic sequence 1

►► Start up activities

Activity 1

Listen to the following vocabulary. Study the words and its pronunciation. pay attention to the word stress.

Men's Clothes



suit(s)



shirt(s)



tie(s)

Women's Clothes



dress(es)



blouse(s)



skirt(s)



tanktop(s)

Uni-sex



coat(s)



jacket(s)



t-shirt(s)



trouser(s)



jean(s)



short(s)



jumper(s) pullover(s)



cardigan(s)



sweatshirt(s)















glove(s)



mitten(s)





Holiday/Leisure Clothes					
					
swimming trunk(s)		bikini(s)		swimsuit(s) swimming costume(s) bathing costume(s)	
Nighthwear					
					
nightdress(es) nightie(s)		pyjama(s)		dressing gown(s)	
Footwear					
					
shoe(s)	sandal(s)	boot(s)	Wellington(s)	slipper(s)	sock(s)

EVALUATION						
Activity no. 1	Product:	Listening activity			Value:	
KNOWLEDGE						
Factual		Procedural			Attitude	
Distinguishes and contrasts the use of vocabulary.		Practices and comprehends the correct use and pronunciation of the vocabulary and its stress.			Shows respect by paying attention to the vocabulary pronunciation and word stress.	
Auto evaluation		C	MC	NYC	Obtained value:	

► Development exercises

Use the words from the vocabulary to complete the charts.

	Summer		Winter

Fill in the blanks below with words from this box:

Scarf	hat	dress	shorts	Laundry	cold
wash	fits	footwear	cool	T-shirt	for
gloves	coat	fold	sandals	Dry	Sweater
boots	try	sunglasses	running	Shoes	



Winter clothes

On a _____ winter day, it's important to _____ warm. Many people wear a _____ over their shirt. And when they go outside, they put on a warm _____. As well, people put a _____ on their head, _____ on their hands, and a _____ around their neck.



Summer Clothes

In summer, people like to keep _____. So many people wear _____ instead of pants and a _____ instead of a long-sleeve shirt. As well, people wear _____ to protect their eyes from the bright sun.



Footwear

There are many different types of _____. People wear _____ to the beach, _____ when they exercise, and _____ on rainy or snowy days.



Shopping for Clothes

Shopping _____ clothes can be a lot fun. But before you buy anything, you should always _____ it on and make sure it _____.



Laundry

When your clothes get dirty, it's time to do the _____. First, you _____ the clothes. Next, you _____ them. Finally, you _____ them and put them away.



Belt	Bikini
Blouse	Boots
Cap	Coat
Dress	Gloves
Hat	Jacket
Jeans	Mittens
Overalls	Pajamas
Pants	Sandals
Shirt	Shoes
Shorts	Socks
Suit	Sunglasses
Sweater	Tie
T-shirt	Uniform
Vest	Skirt



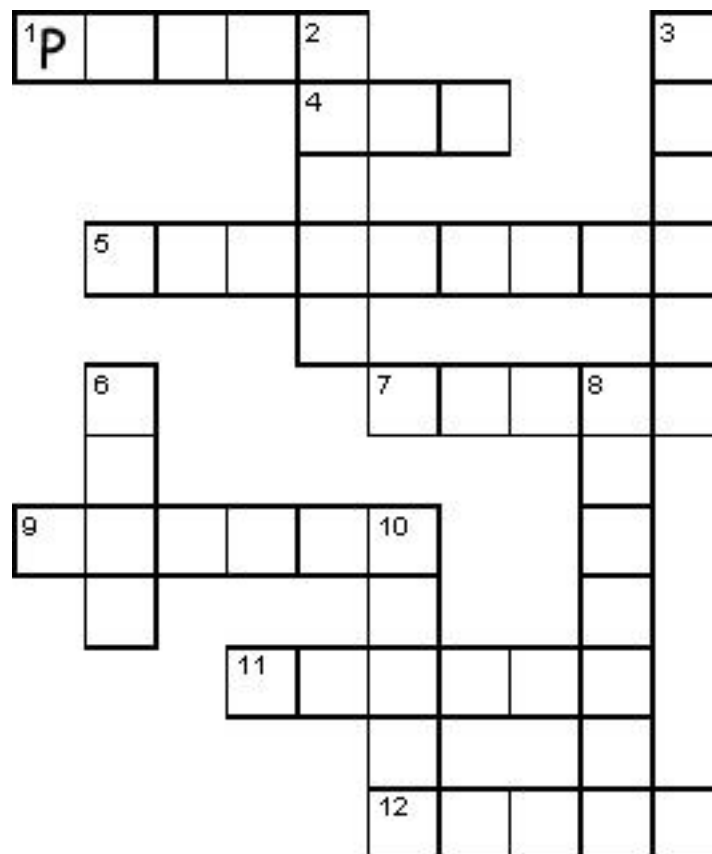
Clothes crossword.

Across

- What do you wear on your lower body?
- What do you wear on your head?
- What do you wear under your pants?
- What do some girls wear instead of pants and a shirt?
- What do you wear on your hands?
- What do you wear over your shirt when you go outside?
- What do you wear on your upper body?

Down

- What do you wear on your feet when you go outside?
- What do you wear on your lower body on hot sunny days?
- What holds your pants up?
- What do you wear on cold winter days?
- What do you wear on your feet to keep them warm?



Activity 2

In teams of three, Read the text and draw the people from it into the boxes.

It's a cool day in Guadalajara today. Mr. Saenz is going to church with his family. He's wearing a suit, a tie and a shirt. His wife, Lore is wearing a blouse and a skirt, and his daughter, Margarita is wearing a hat, a coat and a dress. Marcus is on vacation in San Carlos, the weather is nice and hot. He's wearing a swimsuit because he is surfing. Jesus is enjoying the cold weather in a Yecora cottage. Today he's snowboarding. He's wearing warm clothes, a jacket, pants, a hat, gloves and boots.

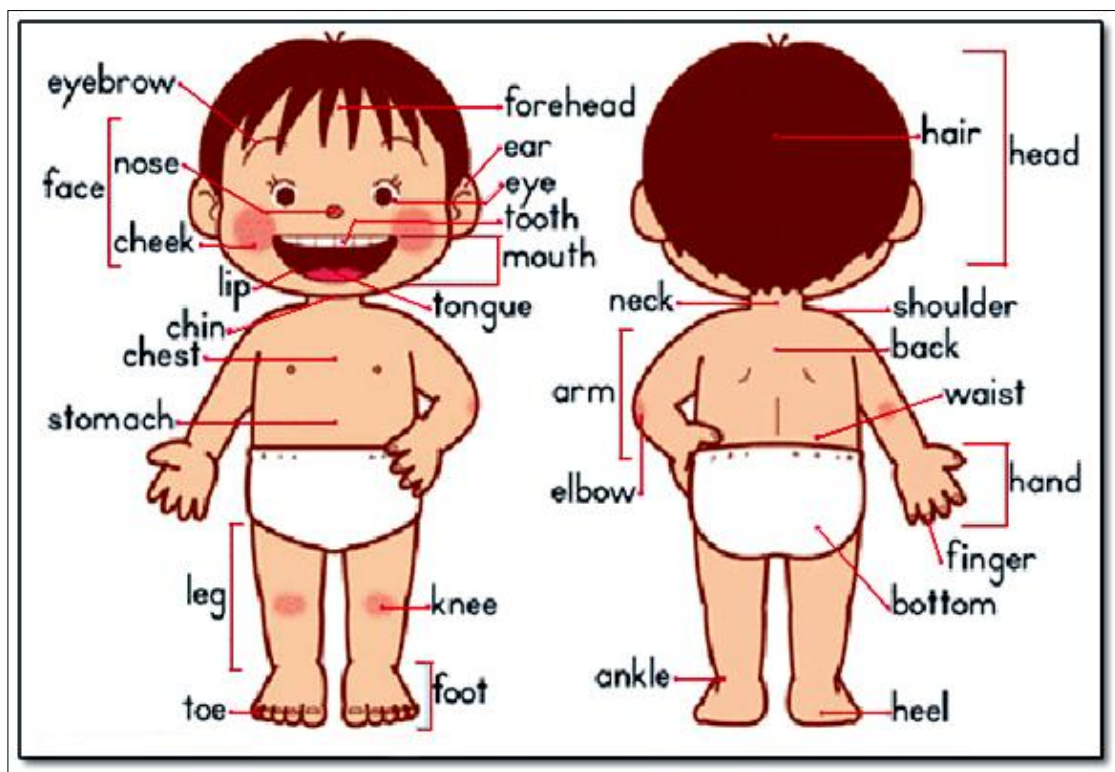
Smith's Family

Marcus

Jesus

EVALUATION						
Activity no. 2	Product:	Drawing text interpretation			Value:	
KNOWLEDGE						
Factual		Procedural			Attitude	
Distinguishes and contrasts the use of vocabulary.		Practices and comprehends the correct use and pronunciation of the vocabulary and its stress.			Shows creativity by making a drawing about the vocabulary pronunciation and word stress.	
Auto evaluation		C	MC	NYC	Obtained value:	

Now let's become skilled at the parts of the body.



For extra work go to the following web page.

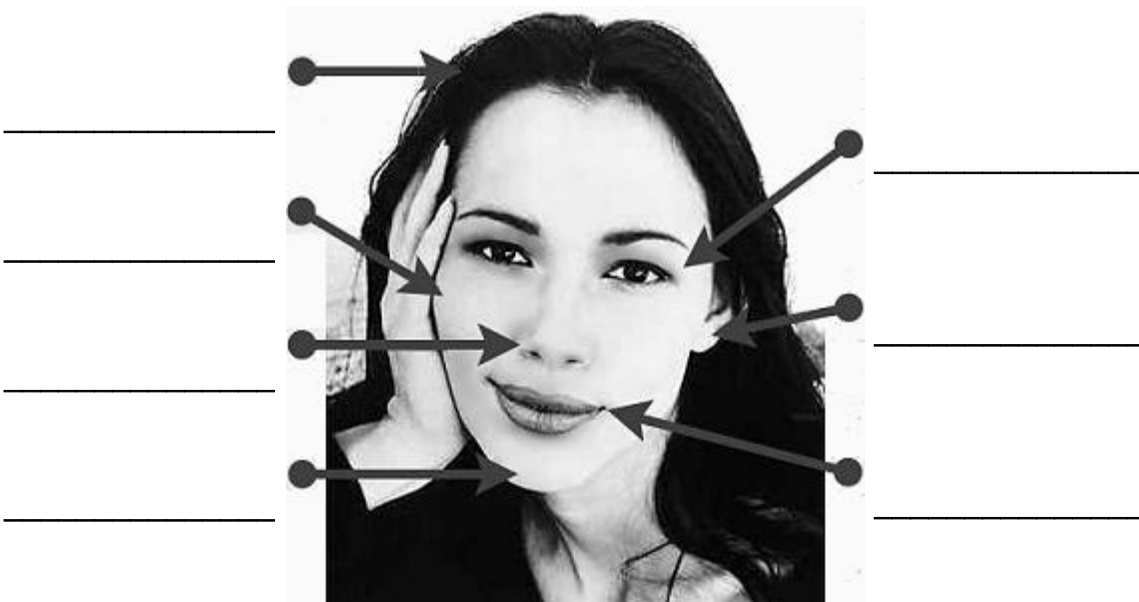
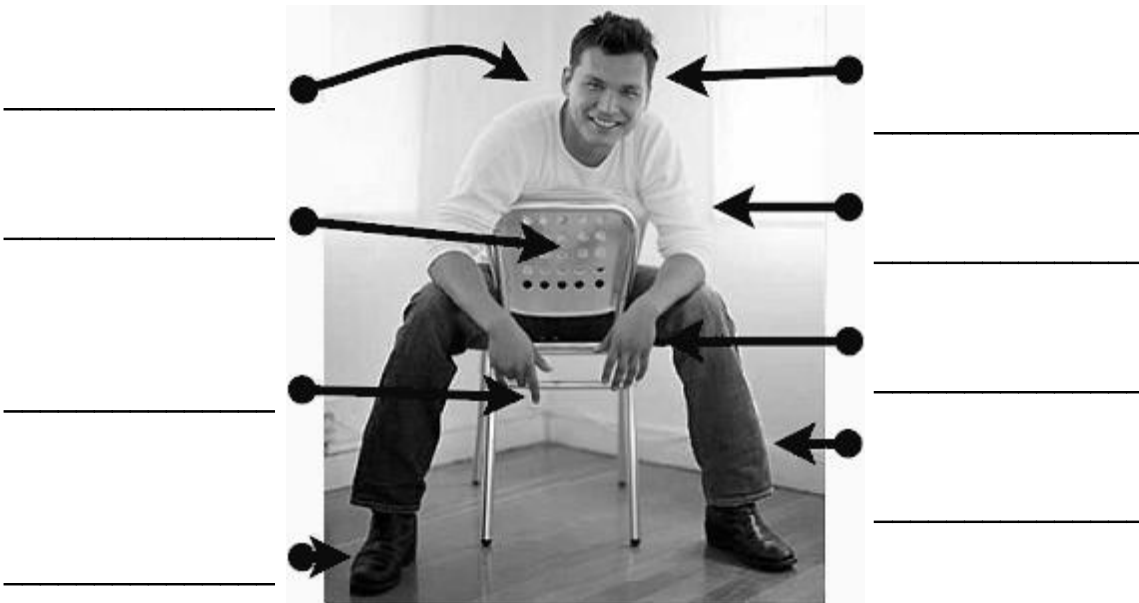
<http://www.languageguide.org/english/vocabulary/body/>

Find the words in the letter soup.

M	H	K	M	T	E	N	A	F	K	A	R
O	T	N	F	N	O	S	E	C	A	E	K
U	O	E	R	I	G	O	A	M	D	C	C
T	O	E	S	L	N	B	F	L	Q	J	E
H	T	E	E	T	H	G	U	S	I	W	N
E	L	G	I	A	A	O	E	D	N	A	H
Y	R	O	I	M	H	M	Y	R	X	E	J
E	J	R	V	S	G	E	B	P	L	E	F
E	P	H	F	E	N	Z	Y	B	P	T	D
E	N	G	L	I	S	H	O	N	C	A	L
B	O	D	Y	I	Y	W	R	A	E	R	H
N	G	T	F	U	N	R	R	H	K	M	R

head nose arm leg face
mouth elbow knee hair teeth
hand foot ear neck finger toe
eye shoulder back body

Write in the line the correct Word for each body part.



Walking in the park

1. It's holiday. At the moment you are at the park. Look at the picture and write a letter to your best friend describing what people are doing.



Dear _____ :

I'm having a great time here. Now I'm sitting under a tree

- We use the Present Progressive Tense to talk about activities happening now.

E.g.: Kids **are** watching TV.

- We can also use the Present Progressive Tense to talk about activities happening around now, and not necessarily this very moment.

E.g. Sally **is studying** really hard for her exams this week.

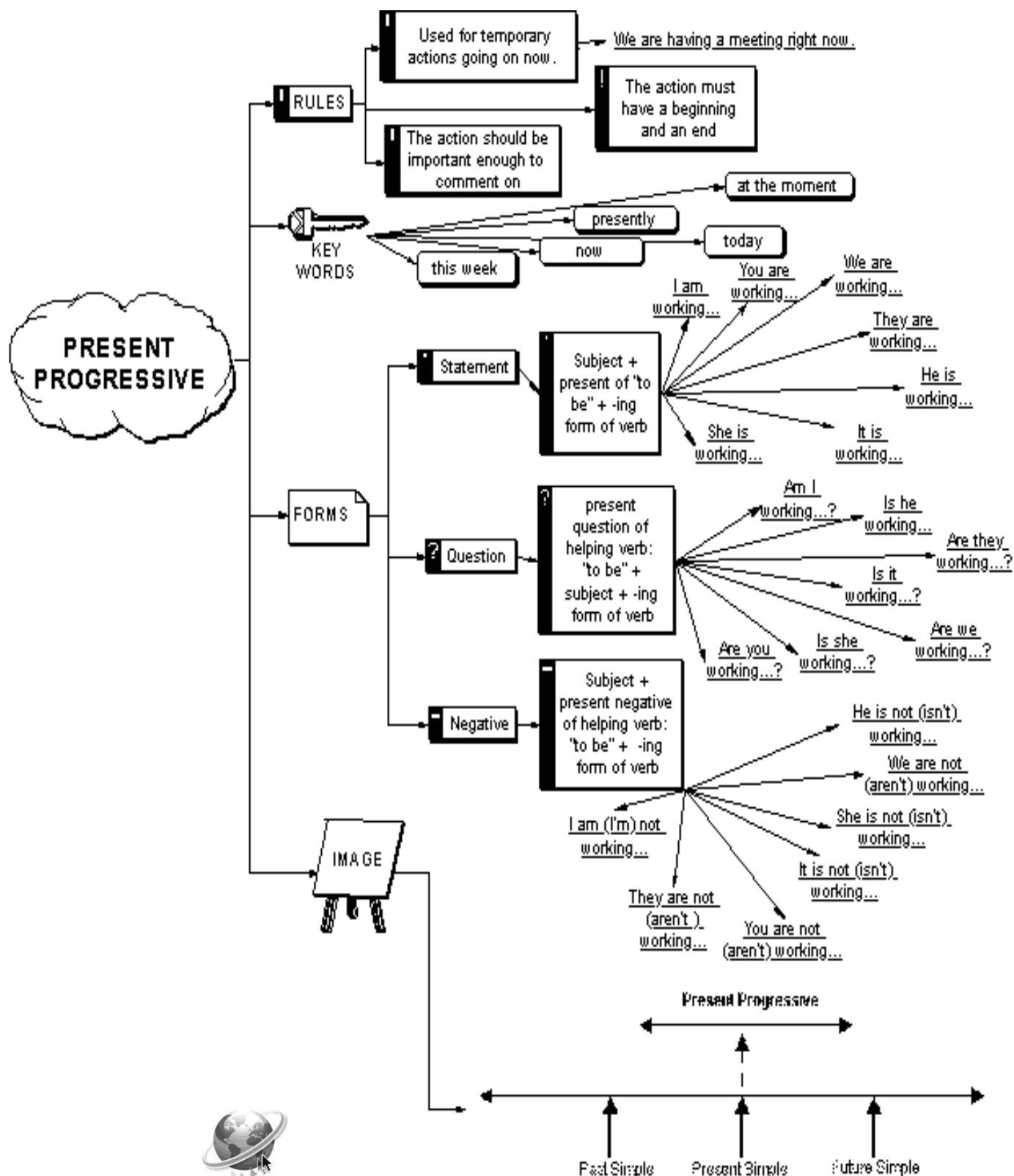
- The Present Progressive Tense is also used to talk about activities happening in the near future, especially for planned future events.

E.g. I **am seeing** my dentist on Wednesday.



Grammar

2. Look at the following map. In groups of four, study the rules to use the present progressive tense.



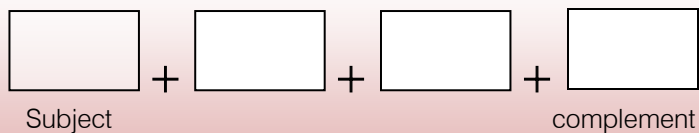
Reference

http://www.impact-english.com/members/Grammar_Explanations/Maps/PresentProgressive-Map.htm

Complete the tables. Use the map for your answer.

Present progressive tense.
Uses are

Grammar structure



Write two examples affirmative (), Negative (), interrogative (), based on your study.







Complete the sentences. Use the affirmative form. Use the verbs in parenthesis



She's _____ (bake) cookies.



He's _____ (ride) a horse.



They're _____ (read).



He's _____ (paint) a portrait.



We're _____ (sing) in a chorus.



I'm _____ (dance).

Complete the sentences. Use the negative form. Use the verbs in parenthesis



She's _____ (knead) for cookies.



He's _____ (take) a ride in a horse.



They're _____ (read).



He's _____ (paint) a portrait.



We're _____ (sing) in a chorus.



I'm _____ (dance).

Complete the sentences. Use the affirmative form. Use the verbs in parenthesis



_____ she _____ (cook) for cookies?



_____ she _____ (ride) a bike?



_____ They _____ (play)?



_____ He _____ (paint) a portrait? _____ We're _____ (talk) in a classroom?



_____ I'm _____ (ride).



Make sentences using short forms/contracted forms.

Example: he is writing - he's writing

1) He is repairing the car.

2) They are asking for help.

3) I am dancing in a ballet.

4) It is raining in Ures.

5) You are sleeping in my bed.

6) She is wearing a new belt.

7) We are playing baseball.

Fill in the correct verb forms.

1. () Tom ____ cleaning the shop.

- a) am
- b) are
- c) is

2. () My friends ____ watching a new DVD.

- a) am
- b) are
- c) is

3. () We ____ making sandwiches.

- a) am
- b) are
- c) is

4. () Ronny and David ____ running out of the house.

- a) am
- b) are
- c) is

5. () My baby brother ____ playing with his toys.

- a) am
- b) are
- c) is

6. () George ____ wearing a pullover today.

- a) am
- b) are
- c) is

7. () They ____ doing an exercise.

- a) am
- b) are
- c) is

8. () I ____ sending a text message.

- a) am
- b) are
- c) is

9. () Our class ____ visiting a museum.

- a) am
- b) are
- c) is

10. () The teacher ____ checking the homework.

- a) am
- b) are
- c) is



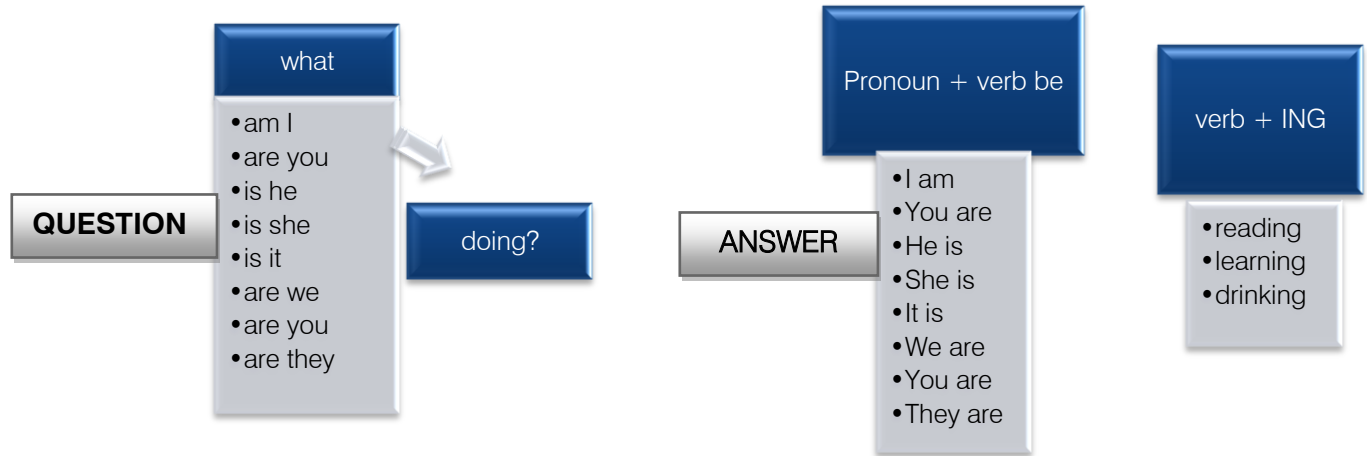
Activity 3

Create a mind map, based in the information from previous page, use your notes taken from your teacher's explanation (You can find a mind map about simple present in block two).

Mind map in here:

EVALUATION						
Activity no. 3	Product:	Mind map			Value:	
KNOWLEDGE						
Factual		Procedural			Attitude	
Distinguishes and contrasts the use of the present progressive.		Practices and comprehends the use of the present progressive.			Shows creativity by making a mind map about the present progressive and grammatical references.	
Auto evaluation		C	MC	NYC	Obtained value:	

This is a good way to make questions and answers using the present progressive form.



Spelling rules for adding the ING form.

One more thing you must know, is that when you add ING to the verbs you need these rules.

We usually add **ing**

work	working
stand	standing
learn	learning

Some verbs have irregular **ing** form

lie	lying
die	dying
travel	Br. travelling Am. traveling

When the verb ends in an **e**, we drop the **e** and adding

come	coming
have	having
write	writing

If a one syllable (with only one vowel sound) verb ends in one consonant that follows one vowel (for example a, o, e), we double the consonant.

swim	Swimming
get	Getting
stop	Stopping

Activity 4

http://www.northwood.org.uk/Spelling/Year%203/sorting%20ing%20words/adding%20ing/activity_1.html Solve the exercise. Print and bring the answered page to class. Compare your results with your classmates.

Attach the exercise signed by your teacher

EVALUATION					
Activity no. 4	Product:	Answered exercise Go to			Value:
KNOWLEDGE					
Factual		Procedural			Attitude
Distinguishes and contrasts the use of the spelling to add ING to the verbs and uses the question forms for the present progressive.		Practices and comprehends the use of the tense with the use of the rules studied.			Shows creativity by answering the web game about the use of ING and grammatical references.
Auto evaluation		C	MC	NYC	Obtained value:



3. Pair work.

Now is your turn to ask and answer questions. Write the interrogative sentences and answer them. Practice the short dialogues with your partner.

Mark / Drink coke?
Is Mark drinking coke?
No He isn't. He is drawing.

• All / Swim?

• Mary / Sing?

• Emily / Sleep?



• Frank and Joe / Study?

• Gary / watch TV?

• Mark / Skate?

• Joe / eat / apple?



4. Complete the sentences in present progressive. Use the verbs in parentheses.

- I _____ (play) football tonight.
- I can't play with you now. I _____ (finish) my homework.
- Sally _____ (take) a bath .
- What _____ (you/ do) at the weekend?
- Peter and Mary _____ (go) out.
- She _____ (eat) in the kitchen.
- My little sister _____ (watch) TV.
- My friends' _____ (make) a lot of noise.



5. Write the questions. Use the correct form of present continuous.

Example:

What are they doing? (do) They're playing football.

- _____?(go) She's going to the cinema.
- _____?(do) I'm doing my homework.
- _____?(listen to) His Pop Music.
- _____?(read) A book about England.



6. Fill in the blanks with the verbs from the box. Use the ING form.

Play

Do

Use

read

drive

Talk

Go

Sleep

join

Study

- The children are _____ in the park.
- What are you _____ here?
- Who is _____ on the phone?
- My mother is _____ a book about the Bubonic Plague.
- Mike is _____ his car right now.
- Mr. Obama is _____ his left hand to sign papers to many presidents.
- I am not _____ with you. You talk too much.
- Grace is _____ on the couch.
- Who is _____ the expedition through "La Pintada"?
- Manny is _____ for tomorrow's test .

Oral practice

Now it's time to have a conversation. Choose an idea from the box and talk about it. You may use the dialogue as a guide.

- A. What are you doing?
 B. I'm _____.
 A. That's odd! Do you frequently _____?
 B. No. I never _____, but I'm _____ now.
 A. Why are you doing that?!
 B. Because _____ is not working.
 A. I'm sorry to take notice of that.



Drink coffee in a glass / my cup is broken
 Write with a marker / my pen is lost
 Clean my teeth with soap / I ran out of tooth paste
 Dry my hair with the fan / my hair dryer doesn't work

■ Closing activity

7. Use the ING structure and change the following verbs.

1. rule	6. read
2. guide	7. play
3. do	8. study
4. wash	9. work
5. sit	10. talk

8. Look for twelve more verbs in your dictionary and change them to the present progressive form adding ING.

VERB	PRESENT PROGRESSIVE FORM
1. _____	add ing _____.
2. _____	add ing _____.
3. _____	add ing _____.
4. _____	add ing _____.
5. _____	add ing _____.
6. _____	add ing _____.
7. _____	add ing _____.
8. _____	add ing _____.
9. _____	add ing _____.
10. _____	add ing _____.
11. _____	add ing _____.
12. _____	add ing _____.

*Don't forget to ask
your teacher for help
if you need it.*



9. (pair work) Use an appropriate verb to complete the sentences in **simple present**, then rewrite each sentence using **present progressive** negative form:

Example: She **goes** to school. She **is not going** to school.

- 1) I _____ my car to work. _____
- 2) They _____ dinner at around 6:00. _____
- 3) He _____ too much television! _____
- 4) We _____ our bikes to work every morning. _____
- 5) The train _____ cheaper than the bus. _____
- 6) You _____ beautiful! _____
- 7) They swim twice a week. _____
- 8) She _____ her family on weekends. _____



10. Complete the sentences using the present progressive of the verb in parentheses. Then change the sentences to interrogative form.

Example: she **is standing** (stand) outside. **Is she standing** outside?

- 1) You _____ (work) too hard! _____
- 2) This Saturday, I _____ (go) to Caborca. _____
- 3) They _____ (take) a Spanish class. _____
- 4) We _____ (play) basketball right now. _____
- 5) Next year, she _____ (move) to Canada. _____
- 6) We _____ (try) to learn Math. _____
- 7) I _____ (think) about my girlfriend. _____
- 8) I _____ (do) this right. _____
- 9) You _____ (be) so nice to me. _____

Activity 5

After answering all the exercises from previous pages, create an exercise by yourself and then give the exercise to a classmate. Ask him or her to answer it.

Write your exercise

EVALUATION				
Activity no. 5	Product:	Create exercises made by student		Value:
KNOWLEDGE				
Factual		Procedural		Attitude
Distinguishes and contrasts the concept about the use of the present progressive		Comprehends and writes simple sentences and paragraphs about activities done at the moment of speaking.		Shows creativity by creating and giving feed back to classmates in the exercises about the present progressive form.
Auto evaluation		C	MC	NYC
				Obtained value:

Didactic sequence 2

Current actions

» Start up activity



1. Can you complete the story?. Use Simple Present and Present Progressive tense.

Today (be) _____ Betty's birthday. Betty (love) _____ birthdays. She
(be) _____ always very excited and (wake up) _____ very early. At
six o'clock in the morning, Betty (hear) _____ a noise. She (get up)
_____ and (go) _____ into the sitting room. What (go on)
_____ ? Look! Betty's cat Carlos (sit) _____ on the table and he (play)
_____ with Betty's presents. Betty (be) _____ really mad with the Cat,
but today is her birthday and she (enjoy) _____

2. What is the text about? _____

Who is the main character in the text? _____

What time does she get up? _____

Based in the text, with your own words write about the difference between simple present and present progressive.

“East London 2012 Legacy”

3. Pair work. Read and listen to the text. Underline the words you don't understand. In pairs decide which is the MAIN idea of the text.



In London, people are working very hard to be prepared for the Olympic Games for 2012. They are getting ahead of themselves planning also for after the Games, now. They are sharing it around ensuring everyone in London will benefit from the 2012 Games, financially, socially, and physically. Londoners are looking at the bigger picture working with a range of partners to create a sustainable urban community on the Olympic site and in the wider surrounds. They are on the ball already delivering skills training, employment and business programmes linked to the 2012 Games. They are being good sports working with partners such as Sport England, UK Sport and the host boroughs. They are also acting locally, but thinking globally making sure the Games maintains London's position as a world city.



Activity 1

Search for some news about the Olympic Games 2012, in teams made by your teacher create a representation of a TV news broadcast. Each person of the team writes a small paragraph as the above with news talking about what is happening NOW in the Olympic Villa while it is under construction in London. The news must have sentences using **ING** in the verbs.

Write your article here.



EVALUATION						
Activity no. 1	Product:	Dramatization			Value:	
KNOWLEDGE						
Factual		Procedural			Attitude	
Distinguishes and contrasts the concept about the use of the present progressive.		Comprehends and writes simple sentences and paragraphs, about activities done at the moment of speaking.			Shows creativity by creating and giving feed back to classmates in the exercises about the present progressive.	
Co evaluation		C	MC	NYC	Obtained value:	

Grammar Simple Present Vs. Present Progressive.

The present simple tense is used for two main types of action:

Habits	Actions which happen regularly (every day, every week, etc.)
States	Things which do not often change (opinions, conditions, etc.)

Some examples will help to make this clearer:

Type of action	Examples	Explanations
Habit	Myrna goes to class every day.	"Every day" is a habit.
	It rains a lot in Vancouver.	This means that it rains often.
	Sam always talks about his family.	"Always" means this is a habit.
	Jess spends Christmas with his parents.	This implies that he spends Christmas with his parents every year.
State	Alma lives in Florida.	This is a state, because it doesn't change.
	Juan Pablo has red hair.	Someone's hair colour doesn't usually change.
	Martin likes chocolate.	Feelings and emotions (like, hate, want, hope, etc.) When we like something, usually, we always like it.
	Anna believes in God.	Beliefs and opinions are states. They don't often change.

The present continuous tense is used for two main types of action:

A temporary action happening now	Something which is going on right now.
A definite plan for the future	Something we intend to do, usually in the near future

Here are some examples

Type of action	Examples	Explanations
Temporary action happening right now	John is winning the game.	Right now, John is winning, but the game isn't finished yet.
	It's raining outside.	It's raining right now (but it may stop soon).
	Sonya's working in the library.	She's working there right now.
	Cesar is spending Christmas with his family.	He's spending Christmas with his family right now.
Habitual actions with a negative sense	My little brother is always crying	Actions that are repeated but are usually annoying or referred to the negative (with the frequency adverb always)
Definite plan for the future	I'm playing soccer tomorrow.	This plan is already arranged and definite.
	Sandra's leaving for Navojoa on Friday.	She has probably already bought her ticket.
	The Olympics are taking place here next year.	This is certain.
	I'm having a party next week.	All the plans have been made.



Activity 2

In pairs talk about the differences explained in the charts about simple present and present progressive, make a chart based on the ones above and hand it in to your teacher include a short explanation in your own words.



EVALUATION						
Activity no. 2	Product:	Matrix chart			Value:	
KNOWLEDGE						
Factual		Procedural			Attitude	
Distinguishes and contrasts the concept about the use of the present progressive.		Comprehends and writes simple sentences and paragraphs, about activities done at the moment of speaking.			Shows creativity by creating and giving feed back to classmates in the exercises about the present progressive.	
Co evaluation		C	MC	NYC	Obtained value:	

► Development activities

4. Put the verbs in the PRESENT SIMPLE/PRESENT CONTINUOUS.

1. What _____ (you/do)? b: I'm a nurse.
2. What _____ (you/do)? b: I _____ (want) to get this car started.
3. Where _____ (you/work)? B: I _____ (work) in a big insurance company.
4. Where _____ (you/work)? B: I'm in Carmen's this week.
5. _____ (your son/play) the violin? B: No, the piano.
6. _____ (your son/play) the violin? B: Actually, that's the radio.
7. What language _____ (she/speak)? It _____ (sound) like Russian.
8. What language _____ (she/speak)? b: French- she's from Belgium.
9. Who _____ (drink) champagne? B: Me, when I can afford it.
10. Who _____ (drink) champagne? B: Me, can I have some more.

5. Put the verbs in the PRESENT SIMPLE or the PRESENT CONTINUOUS.

1. Vegetarians are people who _____ (not / eat)
meat.
2. Look out! My mother _____ (come)
3. Some people still _____ (think) the sun _____ (go) round the earth.
4. I _____ (play) basket ball every
weekend.
5. Who _____ (sit) in my chair?
6. What _____ (happen) in golf if you _____ (lose) the ball?
7. Look! He _____ (wear) the same pants as me.
8. a: What _____ (you/look) at? B: A very pretty bird!
9. I _____ (stay) with Alan for a few weeks until my department is ready.
10. We _____ (usually/stay) with Pedro when we go to Cananea.
11. What time _____ (you/go) to bed on Sundays?
12. Why _____ (you/wait) outside the house.



6. Make QUESTIONS for the following answers.

1. Mark and George are engineers.
2. Pam starts school at nine o' clock.
3. Bob is writing a letter.
4. John hates football.
5. Yes, I do. (You like hip hop)
6. No, she isn't (Reggie is listening to the teacher)
7. It is half-past seven.
8. No, I haven't (got any brothers or sisters)
9. Yes, she does. (Paula walk to school every morning)
10. Our children visit their grandparents twice a week.

Activity 3

Search for videos, TV. Programs or cartoons watch them and make a description with simple sentences about the actions that you can identify

Written report:

EVALUATION						
Activity no. 3	Product:	Written report			Value:	
KNOWLEDGE						
Factual		Procedural			Attitude	
Distinguishes and contrasts the concept about the use of the present progressive.		Comprehends and writes simple sentences and paragraphs, about activities done at the moment of speaking.			Shows creativity by creating and giving feed back to classmates in the exercises about the present progressive.	
Auto evaluation		C	MC	NYC	Obtained value:	

7. Decide which of the verbs from the box below best completes the article insert in the blanks the correct letter.

1	A) spending	B) spends	C) spent
2	A) work	B) works	C) working
3	A) is	B) are	C) be
4	A) has	B) have	C) had
5	A) eating	B) eats	C) eat
6	A) bought	B) buys	C) buy
7	A) containing	B) contains	C) contain
8	A) increase	B) increasing	C) increases
9	A) is	B) are	C) be
10	A) respond	B) responded	C) responding
11	A) sells	B) sell	C) selling
12	A) profit	B) profiting	C) profits
13	A) eat	B) ate	C) were eating
14	A) become	B) became	C) becoming
15	A) does	B) is	C) have

Too Much Fast Food?

According to a recent survey, Mexican consumers are ____ (1) more money on convenience foods since the economic downturn. Because companies are trying to make do with fewer staff, employees are ____ (2) harder than ever before. More women ____ (3) joining the workforce as well. They ____ (4) less time to prepare nutritious home-cooked meals for their families. Instead, families ____ (5) out or ____ (6) convenience foods, such as frozen pizzas and instant noodles. These foods ____ (7) more fat, salt and sugar than home-cooked meals. Experts say that eating too much of them ____ (8) the risk of serious health problems, including diabetes and heart disease. However, the trend towards convenience foods ____ (9) benefitting some business sectors. Supermarkets are ____ (10) to



the higher demand for quick, easy-to-serve meals by increasing their selection of convenience and pre-packaged foods. These products often ____ (11) for higher prices than fresh food. Restaurants also ____ (12) from the trend: most Mexican people now ____ (13) out at least once a day. Is convenience food just a fad or is home-cooked food ____ (14) a thing of the past? How ____ (15) this trend affecting our health?

8. Do you think is present simple or present continuous? Change the verb if it is wrong.

Are you having a motorbike?

Do you have a motor bike?

I'm staying in a hotel near the sea.

I'd like to buy this coat. How much is it costing?

What you doing?

I'm usually getting up at 6.00.

This book is difficult. I'm not understanding it.

I watch a lot of TV every night.

Excuse me. Are you knowing the way to the museum?

9. Think about grammar! Are the sentences true or false?

a) When you talk about a habit or a routine, you use the present simple. _____

b) The present progressive is for actions that do not finish. _____

c) When the subject of the sentence in simple present is he, she or it, add -s or -es. _____

10. Choose the most suitable word or phrase for each space.

1. 'Someone B for you outside.' 'Who is it?'

A) waits B) is waiting C) waiting

2. 'What _____ of this book?' 'I think it's fantastic!'

A) do you think B) is you think C) you do think

3. _____ in ghosts?

A) Are you believe B) Are you believing C) Do you believe

4. Kate is busy. She _____ for a test.

A) is study B) is studying C) is studies

5. _____ a great time at the moment!

A) We are have B) We're have C) We're having

6. Tina usually _____ at 7.00.

A) get up B) is getting up C) gets up



11. Fill in the blanks using present simple or Present Continuous. Use the verbs in parenthesis.

I) It _____ (be) Saturday afternoon and I _____ (watch) TV now. There _____ (be) an interesting program about wild animals. My mother _____ (help) my brother with his Math's homework because he can't do it himself. In fact he _____ (hate) doing homework. My father _____ (cut) the grass in the garden. My sister _____ (read) a book in her room. She _____ (love) reading so she _____ (go) to the library every Saturday, and _____ (borrow) four or five books. I _____ (not / know) how many books she has got in her bookcase.

II) Harold Black is a famous pianist. He _____ (give) two or three concerts every week. He _____ (travel) a lot and this week he is in New York. He is staying at an expensive hotel. He is at this hotel now. He _____ (have) his breakfast in the dining room. He _____ (drink) a cup of coffee and he _____ (read) a newspaper. Harold _____ (be) always very busy. He _____ (play) the piano regularly. He _____ (practice) for four hours everyday. He _____ (go) to bed late and he always _____ (get up) early. But he sometimes _____ (get) dressed so quickly, and this morning he _____ (wear) one blue sock and one red one!



Family vacation activities

Activity 4

Based in all the exercises in present simple and present progressive and text, write a paragraph about the activities that you and your family do on a typical vacation trip or in a holiday. Write at least 10 activities. Keep simple sentences.



Family Activities & Things to Do with Kids

If you're planning a vacation with your family, things to do that are kids-friendly and fun for parents as well are key. San Carlos is a top destination for family vacations, as well as is Kino bay and Rocky Point. Each municipality has many fun and interesting things for your family to do while on vacation. Whether its zoos, aquariums or museums your family is interested in, these cities are perfect for year-round family vacations!

EVALUATION						
Activity no. 4	Product:	Observational and written report			Value:	
KNOWLEDGE						
Factual		Procedural			Attitude	
Distinguishes and contrasts the concept about the use of the present progressive .		Comprehends and writes simple sentences and paragraphs, about activities done at the moment of speaking.			Shows creativity by creating and giving feed back to classmates in the exercises about the present progressive.	
Auto evaluation		C	MC	NYC	Obtained value:	

■ Closing activity

“What are the animals doing?”



12. In teams of three, create a fable or short story about the animal pictures and actions in simple present and present progressive

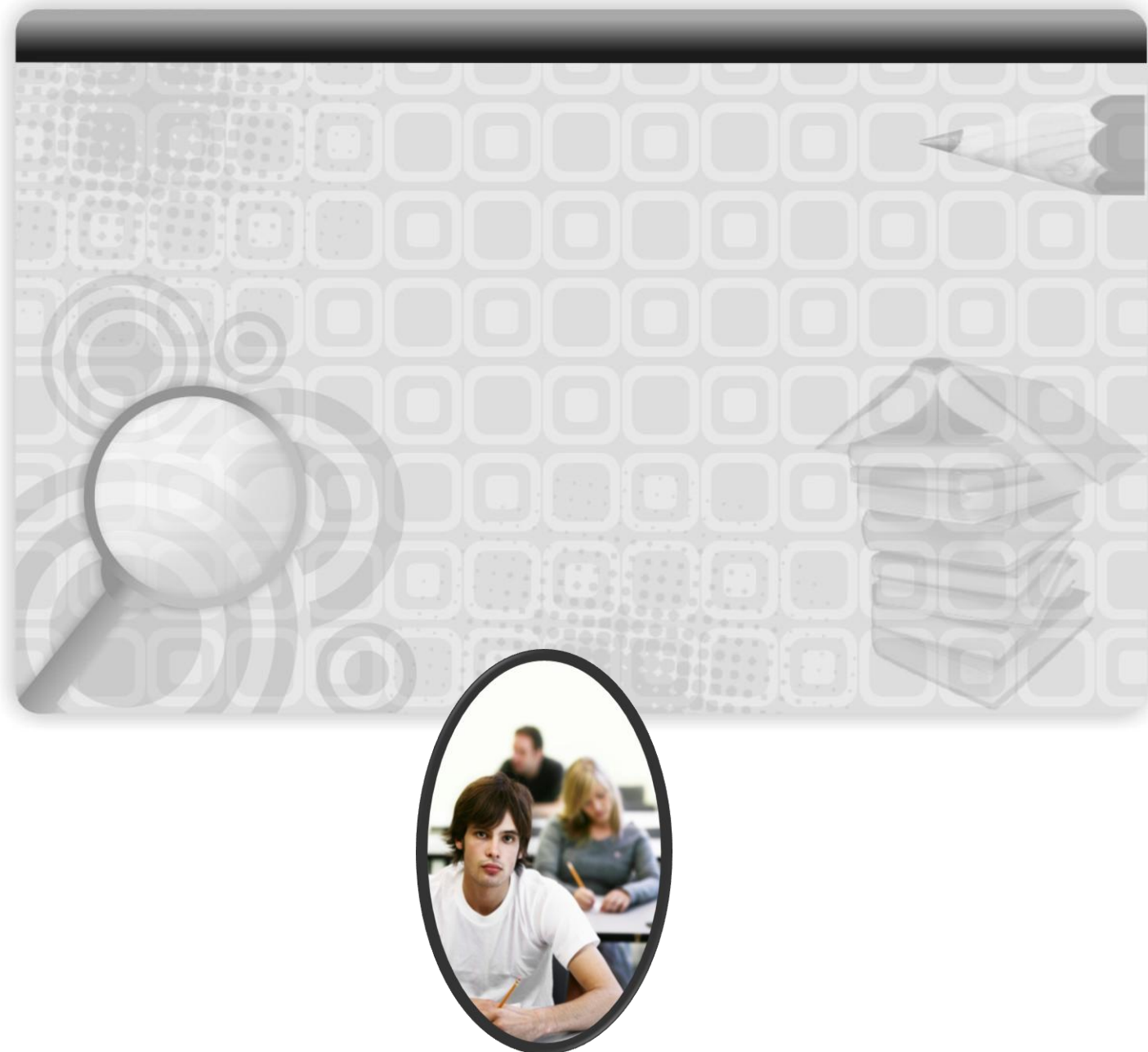
Short story name _____



■ Final activity

Activity 5

Suppose you are reporter working for a news broadcast attending a LIVE REPORT of a politic event, social event, parade, sports event etc. Use the structures and vocabulary you studied in the block. Then make an oral presentation of your report in front of the class.



EVALUATION						
Activity no. 5	Product:	Dramatization			Value:	
KNOWLEDGE						
Factual		Procedural			Attitude	
Distinguishes and contrasts the concept about the use of the present progressive and simple present.		Investigates and practices the usage of both tenses in a correct form.			Shows creativity by creating and giving feed back to classmates in the exercises about the present progressive.	
Auto evaluation		C	MC	NYC	Obtained value:	



Evaluation Rubric

Student(s) name(s): _____

Team product (10%)		
Rubric	Max. pts.	Student pts.
Presentation		
Creativity		
Correct grammar use		
Photos and Images		
TOTAL		
oral presentation (5%)		
Rubric	Max pts.	Student pts.
Fluency		
Pronunciation		
Voice level		
Confidence		
TOTAL		

Fluency- continuity when speaking, not stopping constantly.

Pronunciation - understandable.

Voice level - audible or not audible.





B L O C K

4

ELABORATES THE LIST OF THE SUPERMARKET

Unidades de competencia:

Solicita e intercambia información referente a productos alimenticios en una despensa o en el supermercado, su disponibilidad y precio, de manera oral y escrita, en situaciones comunicativas del ámbito familiar o escolar.

Atributos a desarrollar en el bloque:

Durante el presente bloque se busca desarrollar los siguientes Atributos de las competencias genéricas:

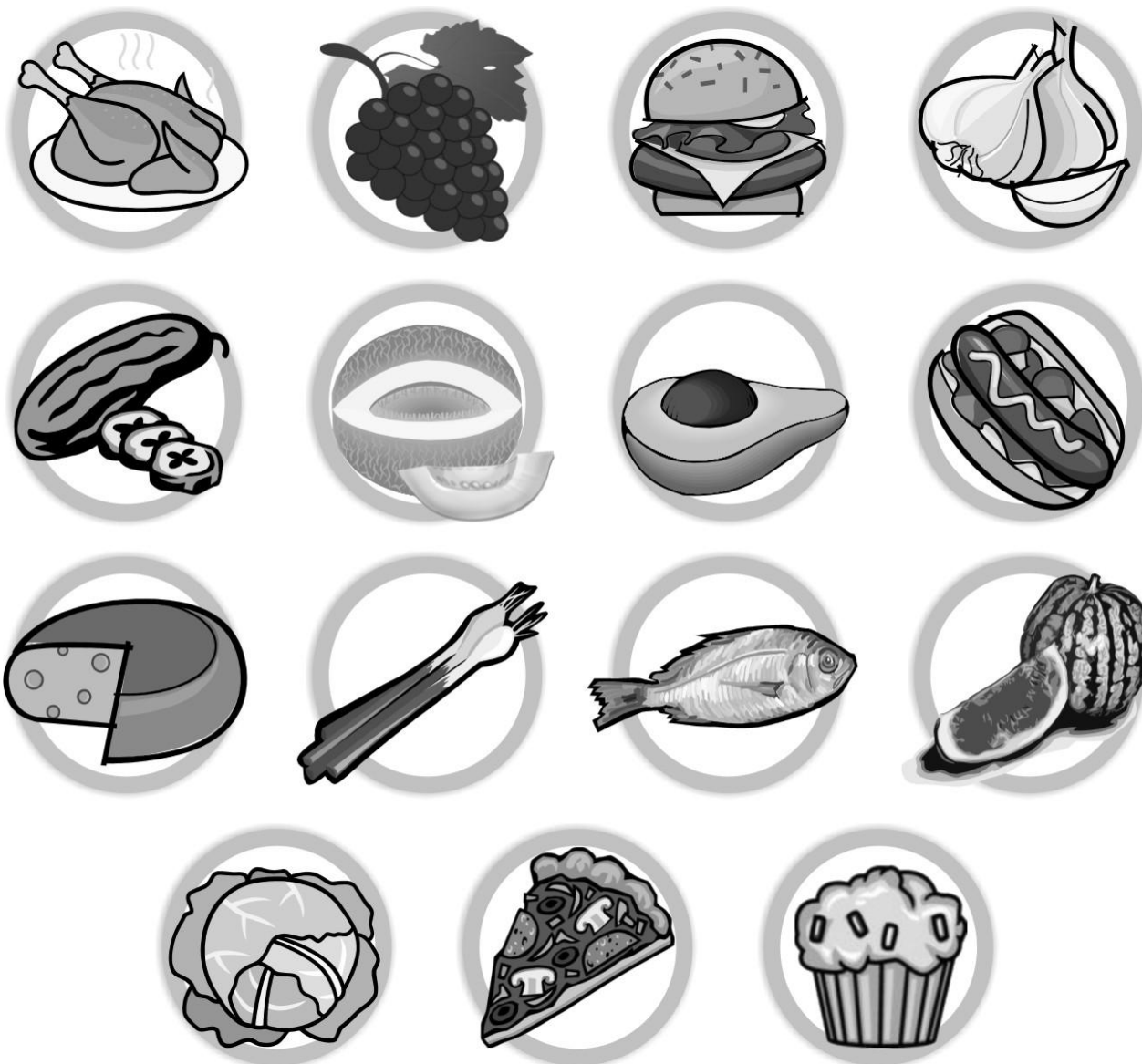
- 4.1 Expresa ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.
- 4.2 Aplica distintas estrategias comunicativas según quienes sean sus interlocutores, el contexto en el que se encuentra y los objetivos que persigue.
- 4.3 Identifica las ideas claves en un texto o discurso oral e infiere conclusiones a partir de ellas.
- 4.4 Se comunica en una segunda lengua en situaciones cotidianas.
- 4.5 Maneja las tecnologías de la información y la comunicación para obtener información y expresar ideas.
- 6.4 Estructura ideas y argumentos de manera clara, coherente y sintética.
- 7.1 Define metas y da seguimiento a sus procesos de construcción de conocimiento.
- 8.2 Aporta puntos de vista con apertura y considera los de otras personas de manera reflexiva.
- 10.3 Asume que el respeto de las diferencias es el principio de integración y de convivencia en los contextos local, nacional e internacional.

Time assigned 15 hours.

Didactic sequence 1 “Cooking a great dinner”

► Start up activities

1. Look for two minutes at the pictures bellow.

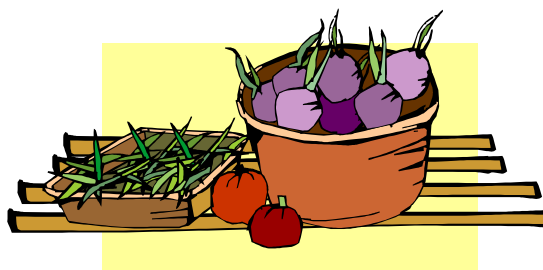
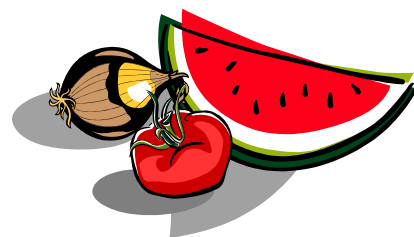


2. Now close your book and write in a sheet of paper all the things you can remember.

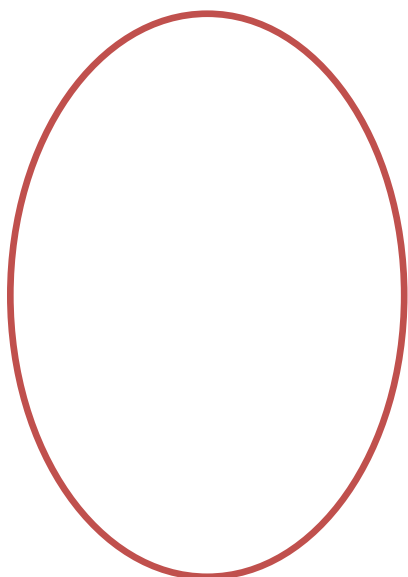
3. Write vocabulary here.

4. Write names of food from previous page, under the categories.

Vegetables	Fruits	Drinks	Desserts	Main Course



5. What do you need to make: a cake? A sandwich? a salad?. Choose one and write a list of ingredients. Draw a picture of your meal.



Activity 1

Cooking a great dinner

Answer the questions above, then prepare a flash card with your own recipe and images from it.



1. Do you know any recipe or a family?

2. Do you prepare the recipe by yourself or as a family?

3. What do you need for your recipe? (name the ingredients and quantities)

4. What members of your family participate when you do this activity.

5. What else do you need to make the recipe?

EVALUATION						
Activity no. 1.	Product:	Questionnaire			Value:	
KNOWLEDGE						
Factual		Procedural			Attitude	
Recognizes important vocabulary to be used in common English.		Identifies and understands the vocabulary.			Collaborates with classmates sharing vocabulary.	
Auto-evaluation		C	MC	NYC	Obtained value:	



Activity 2

Create a flash card according to activity 1 in previous page and explain it to the class.

Insert flashcard here.

EVALUATION				
Activity no. 2.	Product:	Flash card		Value:
KNOWLEDGE				
Factual		Procedural		Attitude
Recognizes important vocabulary to be used in common English.		Identifies and understands the vocabulary.		Presents the work in a timely manner Collaborates with classmates sharing vocabulary.
Auto-evaluation		C	MC	NYC
Obtained value:				

Recipe



5. Read the recipe and search the words you don't understand.

Turkey Bacon Double Cheese Burgers with Fire Roasted Tomato Sauce

Recipe courtesy of Rachael Ray, 2008. Home and Garden T.V.

Cook T.	30 min	Level	Easy	Yield	4serves.
Close T.	Prep15 min	You need to	Cook	30 min	Total: 45 min

Ingredients:

Extra-virgin olive oil, for drizzling plus 1 tablespoon
 8 slices turkey bacon
 2 1/2 pounds ground turkey breast
 2 green onions, finely chopped
 A handful cilantro leaves finely chopped
 1 tablespoon chipotle chili powder
 1 1/2 teaspoons smoked sweet paprika
 Salt and freshly ground black pepper
 2 teaspoons zest and the juice of 2 limes
 1 red onion, chopped
 1 tablespoon Worcestershire sauce
 2 tablespoons brown sugar
 1 (15-ounce) can fire-roasted diced tomatoes, lightly drained
 2 rounded tablespoon grainy mustard
 8 slices pepper jack cheese, from the deli counter
 4 large sandwich size English muffins, lightly toasted.

Directions:

Heat a drizzle of olive oil in a large nonstick skillet over medium to medium-high heat and add the turkey bacon. Cook until crisp, 3 minutes on each side; remove to plate. While the bacon cooks, combine the turkey breast, green onions, cilantro, chipotle, paprika, salt and pepper, lime zest and juice. Mix the turkey breast with seasonings and form 4 sections, from each, 2 patties. Place the first 4 patties in the pan; cook 3 to 4 minutes on each side. Remove from the skillet and place onto a plate and loosely cover with foil to keep warm. While the first batch of burgers cook heat 1 tablespoon oil in a sauce pot over medium-high heat. Add onions and soften 3 to 4 minutes, season with salt and pepper and then add Worcestershire, brown sugar, tomatoes, and mustard. Let the sauce cook on low. Add the second batch of burgers to the skillet and cook 3 to 4 minutes on each side. Top with a slice of cheese and 2 pieces bacon. Tent skillet with foil and cook on low to moderate heat to melt cheese, for about 1 minute. Place burgers on muffin bottoms. Top with bacon double cheese burgers, fire roasted tomato sauce and English muffin top

6. With the help of your teacher or using your dictionary, write the meanings of the underline words

COOKING INSTRUCTIONS VOCABULARY

Heat	combine	Place	Add	Tent
Cook	Remove	Mix	Season	Top

Grammar

WHEN TO USE -A-

Use a if the next word begins with a consonant SOUND.
This is a sound rule, NOT a spelling rule.

a box

a cat

a university (university begins with a consonant sound)

a unicorn (unicorn begins with a consonant sound)

a European trip (European begins with a consonant sound)

a hotel (hotel begins with a consonant sound)

WHEN TO USE -AN-

Use AN if the next word begins with a vowel SOUND.
This is a sound rule, NOT a spelling rule.

an atom

an entrance

an ice cream cone

an uncle (uncle begins with a vowel sound)

an hour (the h is silent, thus a vowel sound)

How do you know when to use the indefinite articles?

"A" goes before all words that begin with consonants.

a purple onion

a buffalo

a big apple

With one exception: Use **"an"** before unsounded **h**.

an honorable work

an honest error

"An" goes before all words that begin with vowels:

an apricot

an egg

an Indian

With two exceptions: When **U** makes the same sound as the **Y** in **YOU**, or **O** makes the same sound as **W** in **WON**, then **a** is used.

a union

a united front

a unicorn

► Development activities

7. Pair Work. Act out the dialogue with your partner and answer the questions.

Clerk: Hello! "El Rancho Food Market" May I help you?

Lady: Yes, This is Mrs. Gainer Do you have Home delivery service?

Clerk: Yes, Mrs. Gainer and with no extra charge.

Lady: Well, I just watched Rachael Ray Program on TV and I like today's recipe.

Clerk: We have everything you need in here.

Lady: This is what I need for the recipe.

Clerk: Go ahead I am ready to take your order.

Lady: One package of bacon, it has to be turkey bacon, don't forget!

2 1/2 pounds ground turkey breast

2 green onions

a bunch of cilantro

2 limes

1 red onion

1 bottle of Worcestershire sauce

1 can of diced roasted tomatoes

1 package of sliced jack cheese

1 package of English muffin bread

Clerk: Is that all Mr. Gainer?

Lady: Let me check if I have the other ingredients in my cupboard.

Clerk: Ok, Mrs. Gainer.

Lady: Yes, I have the species; I have paprika, pepper, and brown sugar.

Clerk: OK, I have the grocery list. Give me your address and I am delivering in an hour.

Lady: My address is: 1430 Industrial Park DR. Please hurry up!



What kind of service is Mrs. Gainer asking for?

Is there an extra pay for the service?





Activity 3

Suppose you are making dinner tonight. In teams of three, write a conversation asking for the ingredients for your recipe in a Grocery Store. Then practice, your teacher decides which dialogues to present in class.

Create a dialogue

EVALUATION				
Activity no. 3.	Product:	Conversation		Value:
KNOWLEDGE				
Factual		Procedural		Attitude
Recognizes the use like, units of measure and weight, packaging and quantities to be related with count and non countable nouns.		Requests and exchanges oral and written information regarding to supermarket products in a simple conversation.		Dialogues with a determined and empathic attitude.
Auto-evaluation		C	MC	Obtained value:

A, AN and plural nouns



Study the information in the box. Which nouns are singular? Which nouns are plural?

Countable nouns are the ones which we can count.

They have singular and plural forms:

- one orange, two oranges, three oranges, etc.
- one tomato, two tomatoes, etc.

Uncountable nouns are the ones we cannot count. They have only singular forms:

- some bread, some milk, some sugar, etc.

Countable nouns Countable nouns

Affirmative: There is a plum.
Negative: There isn't a plum.
Interrogative: Is there a plum?

There are some mandarins.
There aren't any mandarins.
Are there any mandarins?

Affirmative: There is a plum.
Negative: There isn't a plum.
Interrogative: Is there a plum?

There are some mandarins.
There aren't any mandarins.
Are there any mandarins?



Uncountable nouns
Affirmative:
There is some milk.

Negative:
There isn't any milk.

Interrogative:
Is there any milk?



Activity 4

Do you know what the picture is about? Investigate about this pyramid then write in a 15 word paragraph about how do you think this is related to the subject of study. With the help of a dictionary, write in the box all the elements you see in the pyramid.

Fats, Oils and Sweets

Milk

Vegetables

Fruits

Meat, Meat Substitutes and Other Proteins

Breads, Grains and Other Starches

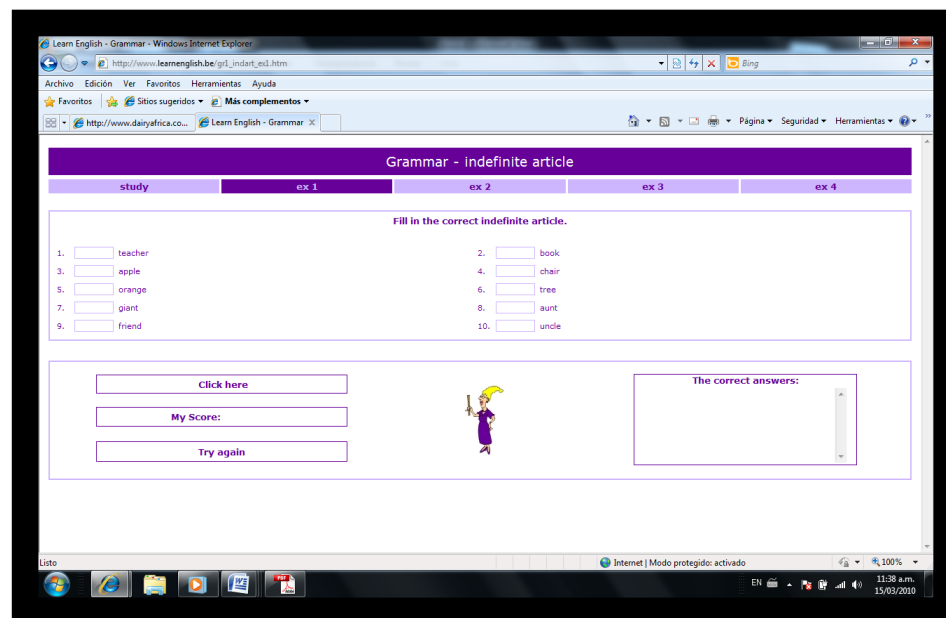
What other things (food, objects, etc.) are countable or non countable.

COUNT Pencils	NON COUNT traffic

EVALUATION					
Activity no. 4.	Product:		Written report		Value:
KNOWLEDGE					
Factual			Procedural		Attitude
Recognizes important vocabulary to use during the sequence and in common English.			Writes simple sentences about everyday products at home.		Collaborates with classmates sharing vocabulary.
Auto-evaluation			C	MC	NYC
			Obtained value:		

Activity 5

In the web page http://www.learnenglish.be/gr1_indart_ex1.htm, do the exercises to apply the rules for the use of the articles A/AN print your result and attach it to your book



Attach web exercise here.

EVALUATION					
Activity no. 5.	Product:.		Web exercise		Value:
KNOWLEDGE					
Factual			Procedural		Attitude
Recognizes important vocabulary to be use during the sequence and in common English.			Practices the use of indefinite articles, A or AN		Commits himself / herself by doing the web exercise.
Auto evaluation			C	MC	NYC
					Obtained value:

8. Now write the correct word under the chart.

chicken	Hamburger	cucumber	muffin	cheese
grapes	garlic	Avocado	Hot-dog	onion
cantaloupe	pizza	Watermelon	lettuce	fish

A	AN
	Apple

9. Fill in the line with A or An read very carefully.

- 1) Lucy has ____ dog.
- 2) Let's sing ____ song.
- 3) Emily needs ____ new desk in her room.
- 4) I need ____ blue pen.
- 5) Ben has ____ old bike.
- 6) Peter has ____ aunt in Berlin.
- 7) We listen to ____ English CD.
- 8) She has ____ exercise book in her school bag.
- 9) The speed of this car was 160 miles ____ hour.
- 10) They finished ____ unit.

I have a Dog named Queen.



■ Closing activity

10. Fill in **a/an**, or (-) nothing into the line if there isn't an answer.

Example: She is a really nice person. You must meet her.

1. There isn't _____ TV at home.
2. There isn't enough _____ air in the lift.
3. Is there anyone from _____ Germany in here?
4. There isn't enough _____ snow to go skiing.
5. How many planets are there in our _____ solar system?
6. can I have water in _____ glass?
7. There is a lot of rain in _____ winter.
8. There is a big black cloud in _____ sky.
9. How many _____ tall players are there in your team?
- 10 There aren't any _____ serious problems.
- 11 Is there _____ good-looking man in your club?
- 12 Is there _____ tired student in the class?
- 13 How many small apples are there in _____ this bag?
- 14 How many days are there in _____ week?
- 15 There is _____ famous university in Oxford.



11. Fill in a/an.

1. This is _____ window.
2. This is _____ open window.
3. This is _____ cow.
4. This is _____ risky animal.
5. This is _____ animal.
6. There is _____ Indian restaurant on the corner.
7. The Fiesta Inn is _____ expensive hotel.
8. The Nile is _____ African river.
9. She is _____ engineer.
10. She is _____ doctor.
11. It's _____ beautiful day.
12. I have _____ old cook book.
13. I have _____ book.
14. I have _____ important question.
15. This is _____ cheap blouse.
16. That is _____ big hat.
17. He is _____ actor.
18. He has _____ math test today.
19. He is _____ actor.
20. Can you give me _____ good example?



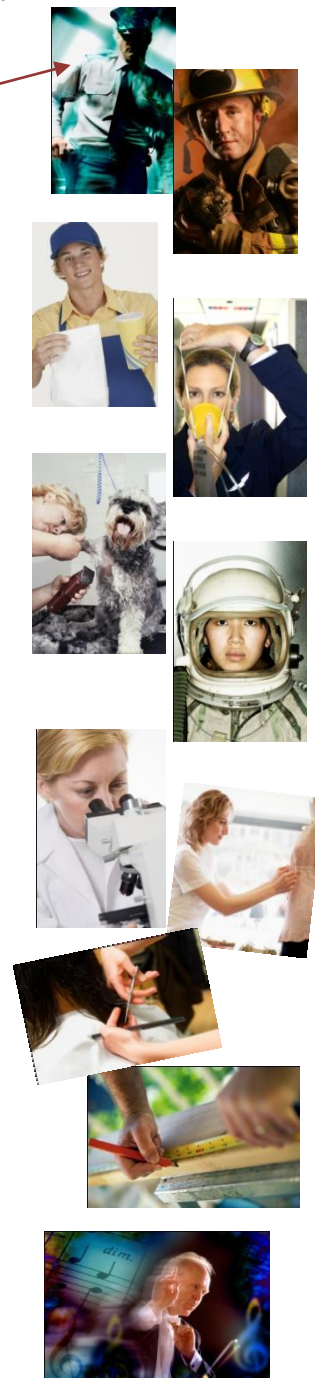
Activity 6

Write a sentence for each of the items. Use "A or AN" as it is appropriate. Use your dictionary if you need it.



Example: I am a police men and I capture the criminals.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____



EVALUATION					
Activity no. 6	Product:	Exercise resolution..			Value:
KNOWLEDGE					
Factual		Procedural		Attitude	
Recognizes important vocabulary to be used in common English.		Identifies and understands the vocabulary.		Collaborates with classmates sharing vocabulary.	
Auto-evaluation		C	MC	NYC	Obtained value:

Didactic Sequence 2

“Plural Nouns”

» Start up activity

Rules:

- Most nouns form the plural by adding “s” to the singular form.
- Add “es” to nouns that end in: “s”, “z”, “ch”, “sh”, “x”.
- Change “y” to “i” and add “es” to nouns that end “y” followed by a consonant.
- Some nouns have an irreg. plural form **woman-women**.
- Some nouns have the same singular and plural form **deer-deer**.
- Some nouns that end in “f” or “fe” changes to “ves”.

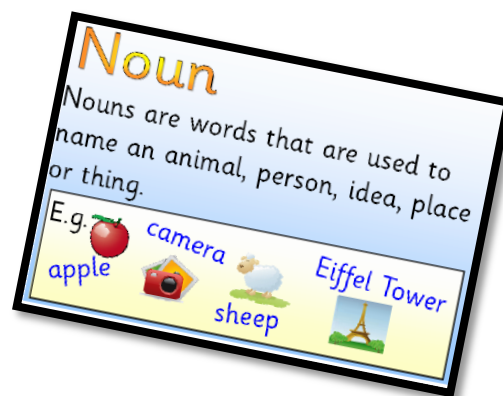
1. Study the board, and then complete the rules.

Singular	Plural	Some nouns ending in -f or fe drop the -f and take _____ to form their plural.
Leaf	leaves	Example: _____
Knife	knives	Nouns ending in a consonant + y drop the y and take _____.
Pony	Ponies	Example: _____
Bed	beds	Nouns ending in a vowel + y take – _____.
Patch	Patches	Example: _____
Book	Books	Some nouns ending in -o take _____.
Prize	Prizes	Example: _____

Irregular plural nouns

Some nouns are irregular.
These are some examples:

Fish / fish
Fireman / firemen
Child / children
Woman / women
Foot / feet
Tooth / teeth
Mouse / mice



Singular	Plural
Man	Men
Woman	Women
Child	Children
Person	People
Foot	Feet
Tooth	Teeth
Sheep	Sheep



Singular	Plural
One bus	Two buses
One class	Two classes
One box	Two boxes
One country	Two countries
One boy	Two boys
Wife	Wives
Tomato	Tomatoes

2. Write the correct plural form for each occupation from activity 6

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.

- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.

3. Convert each singular noun to plural, and each plural noun to singular.

- | | |
|-------------|-------------------------|
| (1) days | (18) walls |
| (2) memos | (19) pulleys |
| (3) half | (20) bravos |
| (4) autos | (21) company |
| (5) roofs | (22) clubs |
| (6) dwarves | (23) tiger |
| (7) puppies | (24) tomato |
| (8) ponchos | (25) ghetto |
| (9) army | (26) trench |
| (10) sheaf | (27) foot |
| (11) sheep | (28) button |
| (12) dish | (29) lassoes |
| (13) wish | (30) volcanos/volcanoes |
| (14) files | (31) spies |
| (15) men | (32) sombrero |
| (16) church | (33) lous |
| (17) echo | |

► Development activities

4. Fill the line with the words in parenthesis using the correct plural noun form. (Use your dictionary for best results)

- 1) _____ are small and stinking. (child)
- 2) My old friend Jessica thinks that men and _____ don't really like each other very much. (woman)
- 3) The police are looking for a _____ with blond hair and a red shirt. (man)
- 4) Tyler counted at least 2000 _____ before he finally fell asleep. (sheep)
- 5) How many roast _____ do you want? (potato)
- 6) I see three _____ sitting on the temple walls. (monkey)
- 7) The Spanish _____ have plans to provide more computers for schools. (government)
- 8) Big _____ need to consider what effects their products have on the environment. (company)
- 9) _____ have broken into a museum and stolen a Picasso. (thief)
- 10) The trees put down _____ all over the driveway. (leaf)
- 11) Did you remember to bring the box of _____? (match)
- 12) That road is always full of _____. (automobile)

5. Write each sentence in the box, change the underlined nouns into plural.

- 1) I like strawberry.
- 2) They sell French and American cheese.
- 3) The store has a wide range of candy.
- 4) She made two meatloaf.
- 5) The dish were seasoned with herb and spice.

6. Match the pictures to the phrases.

- _____ A pound of coffee
- _____ A dozen eggs
- _____ A loaf of bread
- _____ Bottles of soda
- _____ A shopping bag
- _____ A can of soda
- _____ A gallon of juice.
- _____ A glass of water
- _____ A box of cereal
- _____ A bottle of water



ianimals!

Find the singular (one) and plural (more than one) which go together.
Be careful! Some of the plurals are wrong.

gooses	flys	goose	meeeces	fly
sheep	sheeps	mice	finches	mouse
geese	sheep	finch	flies	finchs

3. Write the correct word here

Singular:

Plural:

7. Answer the cross word puzzle.

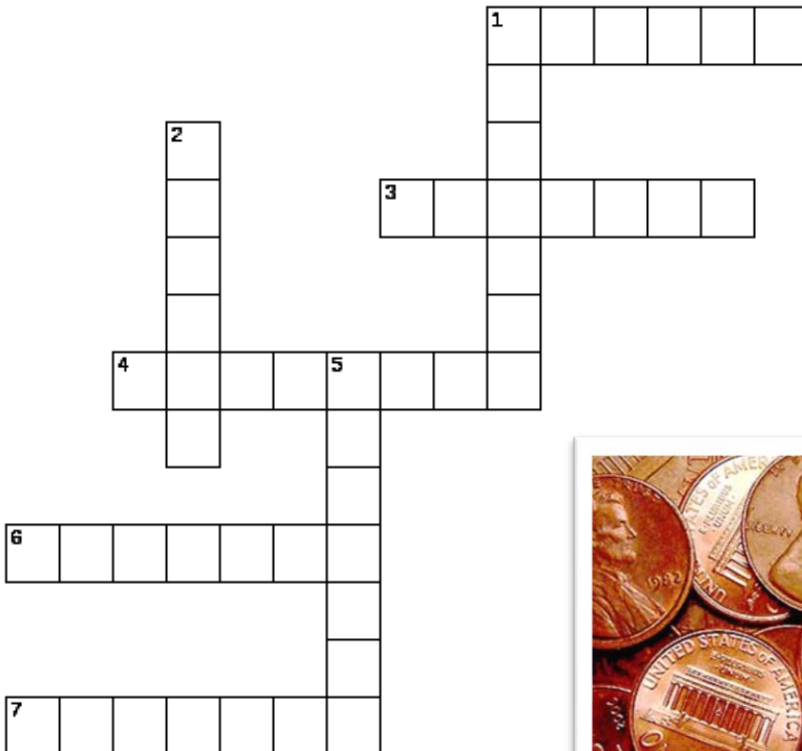


Across Clues

1. plural of piano
3. plural of bench
4. plural of holiday
6. plural of gerbil
7. plural of belief

Down Clues

1. plural of penny
2. plural of video
5. plural of dress



■ Closing activity

8. Write the plural form of the noun in the blank. Then, check your answer with the help of your teacher.

#	IMAGE	YOUR RESPONSE
e.g.		The plural form of butterfly is: butterflies
1.		The plural form of chimney is:
2.		The plural form of watch is:
3.		The plural form of wolf is:
4.		The plural form of roof is:
5.	0000	The plural form of zero is:
6.		The plural form of wrench is:
7.		The plural form of mosquito is:
8.		The plural form of cherry is:
9.		The plural form of peach is:
10.		The plural form of witch is:

Activity 1

In pairs search the web with the pages given below. Go to the page assigned by your teacher. Complete the exercise, print your results and attach it to your book.

- a) http://www.english-hilfen.de/en/exercises/nouns_articles/plural.htm
- b) http://www.english-hilfen.de/en/exercises/nouns_articles/plural2.htm
- c) http://www.english-hilfen.de/en/exercises/nouns_articles/plural3.htm
- d) http://www.english-hilfen.de/en/exercises/nouns_articles/plural4.htm
- e) http://www.english-hilfen.de/en/exercises/nouns_articles/plural5.htm
- f) <http://www.english-hilfen.de/en/exercises/plural1/index.php>
- g) <http://www.english-hilfen.de/en/exercises/plural2/index.php>
- h) <http://www.english-hilfen.de/en/exercises/plural3/index.php>



Attach exercise here.

EVALUATION						
Activity no. 1	Product:	Web page resolution			Value:	
KNOWLEDGE						
Factual		Procedural			Attitude	
Recognizes and consolidates vocabulary related to use of plurals.		Recognizes important data about the use of plurals in real life English.			Commits himself / herself by doing the web exercise.	
Auto-evaluation		C	MC	NYC	Obtained value:	

Didactic sequence 3

“There are many things in my house”

► Start up activity

1. Look at the picture and match the items with the numbers/

My Bedroom



- ___ Fish
- ___ Desk
- ___ Computer
- ___ Wardrobe
- ___ Ball
- ___ Bed
- ___ Picture
- ___ Rug
- ___ Armchair
- ___ Chest of drawers
- ___ Curtain
- ___ Pillow
- ___ Bookcase
- ___ Lamp
- ___ Bedside table

2. In pairs read the text and have a chat with your classmate about the shopping centers you have in your city at a close proximity.



There is a new shopping mall on Blvd. Cultura in Hermosillo city.

There are two unlikely department stores and a great superstore. There's a movie theatre with four screens and four VIP screens, six modern restaurants, and two fitness centers (gyms). There are eighteen different small restaurants in the food court; there are also lots of breathtaking stores, including a music store and a library that has a lot of books finally a huge parking lot.

3. In pairs, respond the questions from the text.

1. How many small restaurants are there? _____ There are eight restaurants _____
2. How many gyms are there in the mall? _____
3. Is there any bank? _____
4. Is there a superstore? _____
5. Is there a video store? _____
6. Are there any movie theaters in the mall? _____

► Development Activities

Grammar

There is (singular)	Is used to express that something exist. Example: There is a ball.
There are (plural)	Is used to express that more than one thing exist. Example: There are balls.

Interrogative form

Singular

Sentence	There is a pet in my house
Interrogative sentence (+)	Is there a pet in your house? Yes, there is.
(-)	Is there a pet in your house? No, there is not (isn't)

Plural

Sentence	There are eleven player in the field
Interrogative sentence (+)	Are there eleven players in the field? Yes, there are.
(-)	Are there eleven players in the field? No there aren't

Affirmative /singular There is a tomato.

Affirmative /plural There are cows in the cattle farm.

Negative There aren't avocados in my refrigerator
There isn't milk in the glass.
There aren't oranges.

Interrogative Is there a loaf of bread?
Are there kiwis on the cake?

Oral practice:

4. In teams of three, talk about what there is in your community.

Here are some helpful words:

Church School Movie theatres Park Stadium Video store
Pharmacy Restaurants Shopping center



4. Now with the help of your teacher make a chart like the ones above and find the way to say this in a Negative form.

Activity 1

Use the chart from previous page to create a mind map using **there is** and **there are**.



EVALUATION					
Activity no. 1.	Product:	Mind map			Value:
KNOWLEDGE					
Factual		Procedural			Attitude
Recognizes important vocabulary to be used in common English.		Identifies and understands the vocabulary.			Collaborates with classmates sharing vocabulary.
Auto-evaluation		C	MC	NYC	Obtained value:

5. Use "there is" for one item. (Singular nouns) Use "there is" for non-count items. (Non-count Nouns) Use "there are" for many items. (Plural nouns)

Read the sentence; decide on the answer circle the correct verb.

There is / are many animals in the zoo.

There is / are a zebra in the grass.

There is / are many baby lions near their parents.

There is / are many monkeys in the trees.

There is / are some water in the lake near the elephants.

There is / are many people visiting the animals today.

There is / are a gorilla in the tree.

There is / are bananas in the tree with the gorilla.

There is / are a rock near the tree.

There is / are an eel in the aquarium, too.

There is / are many animals to see at the zoo.

There is / are a snake in the window.

There is / are lions in the zoo, too.

There is / are a bird next to the tree.

There is / are an elephant in the zoo.

There is / are birds in the zoo.

There is / are many children, too.

There is / are some grass under the tree.

There is / are many birds near the gorilla.

There is / are many sharks in the aquarium.

There is / are lots of water for the fish.

6. Look at this picture and tick all the correct sentences.

- ☐ There are two rulers.
- ☐ There are two spiders.
- ☐ There is one mouse.
- ☐ There are three pencil-cases.
- ☐ There are three schoolbags.
- ☐ There is one eraser.
- ☐ There is one yellow car in the picture.
- ☐ There are two boys and two girls.
- ☐ There is one red book.
- ☐ There is one ball.



7. Use the correct form of there is/are to fill the line.

Be careful about the negative sentences. Use your brain!

- 1 _____ a lot of traffic in Hermosillo.
- 2 _____ any where to park around here?
- 3 _____ much sugar.
- 4 _____ enough time to finish?
- 5 _____ a few bananas and a few apples.
- 6 _____ only one way to solve this problem.
- 7 _____ a student here who wants to volunteer?
- 8 _____ many tigers left in the world.
- 9 _____ a lot of information available on this subject.
- 10 _____ any public buses in Alamos?

8. Write There is or There are in the boxes

below.

1. _____ five pens in the box.
2. _____ a car in the garage.
3. _____ some books on the table.
4. _____ a telephone in the bedroom.
5. _____ two tables in the kitchen.
6. _____ many birds in that tree.
7. _____ a magazine on the floor.
8. _____ four chairs in the room.
9. _____ seven days in a week.
10. _____ a drink in the fridge.

9. Choose the correct answer.

- 1 - ____ two.
a) There is
b) There are
- 2 - There ____ a lot of people coming.
a) is
b) are
- 3 - There ____ a lot of water on the carpet.
a) is
b) are
- 4 - There ____ a lot of noise coming from next door.
a) is
b) are
- 5 - There ____ a lot of traffic in the rush hour.
a) are
b) is
- 6 - There ____ only one possible answer.
a) is
b) are

10. Underline there is or there are to the following sentences.
Example: (There are there is) many stars in the sky.

1. (There is, There are) a fly in my soup.
2. (There is, There are) many parks in New York.
3. (There isn't, There aren't) any tigers in Africa.
4. (There is, There are) lots of hotels in big cities.
5. (Is there, Are there) a bank near here?
6. (Is there, Are there) life on Mars?
7. (Is there, Are there) a telephone I can use?
8. (There is, There are) a football game tomorrow.
9. (There is, There are) 8 students in my class.
10. (There isn't, There aren't) many people my town.



■ Closing activity

Activity 2

In pairs, chat about this picture, and then make a complete description of it. What is there in the picture? Share it with a classmate. Finally write your description next page.



EVALUATION					
Activity no. 2.	Product:	Image Description		Value:	
KNOWLEDGE					
Factual		Procedural		Attitude	
Recognizes the use of there is and there are, related with count and non countable nouns.		Requests and exchanges written information on a simple text.		Appreciates in a collaborative attitude a determined and empathic approach.	
Co-evaluation		C	MC	NYC	Obtained value:

Write your description here.

Didactic sequence 4

“Adverbs”

» Start up activity

My Living Room

Describe the picture starting like this: There is... There are...



1. Description

Use some adverbs when...

Much: Is used for uncountable nouns, you can use “a lot of” too.

Too much: more than necessary.

Few: Always is written next to the nouns in plural.

Little: Is used with uncountable nouns.

Many: Is used for countable nouns in negative e interrogative sentences while you can use “A lot of” in affirmative sentences.

Some: Is used in affirmative sentences. (I need some oranges)

Any: Is used in negative sentences (I don’t want any coke) and generally, in interrogative ones (Do we have any bread?).

Note: Some and Any do not have any translation in Spanish.

Oral practice

2. In dyads choose a food from the box, then complete the dialogue and practice the conversation.

A: I want to make a _____. Is there any _____?

B: How much do you need?

A: About _____

B: Oh, yes. There is a _____ in the storeroom.

A: Are there any _____?

B: Yes, there are, How many do you need?

A: I need _____. And is there any _____?

B: Yes, there _____.

A: Is there any _____?

B: Oh! There isn't any. Do you want me to go to the store?

A: Yes, please.

B: Ok I'll be here in a minute.

Salad
Sandwich
Pizza
Tacos
Hot dogs
Cake

3. Read and complete with the information from the box in the blanks.

Marisol is a teacher and she is working _____ hours. Today is Sunday and she is very busy because she is moving into a new house. She is also very happy because this is her first home. She spends _____ hours packing her things. She packs her school stuff into _____ boxes. She doesn't buy _____ furniture because she already has some. She doesn't have _____ money to buy new things right now. She doesn't have _____ time either. She has to move in a _____ days! She is lucky because she has _____ friends who can lend a hand to her move to the new house.

4. Choose an adverb of quantity from the box for each figure.

Too	too much	too many	some	any	few	Little
-----	----------	----------	------	-----	-----	--------



Pay attention:

FOR COUNTABLE NOUNS: few, a few, many, too many

FOR UNCOUNTABLE NOUNS: little, a little, much, too much

FOR BOTH USE: enough, a lot of, some, any

Remember!!

Examples of countable nouns: apple/s, pen/s, chair/s, etc.

Examples of uncountable nouns: water, money, rice, etc.

Now check this:

How much?
= uncountable
nouns

For example:
How much coffee
do you drink?

How many?
= countable nouns

For example:
How many cups of
coffee do you drink?

5. Make questions with how much and how many. Use “there is” / “there are”

HOW MANY				HOW MUCH	
Lakes	movies theaters	People	high schools	Rivers	Dogs
Pollution	Hospitals	theaters	superstores	Rain	interesting sports fields
Crime	Oil	Mountains	cats	Traffic	Water
Gold	music concerts	Hotels	churches	Universities	

Ex. How many High schools are there in your city?
How much flour is there in your recipe?

► Development Activities

How much? How many?

	Countable Nouns	Uncountable Nouns
In questions:	We use how many with plural countable nouns:- "How many newspapers do you read every day?" "How many Euros have you got?"	We use how much with uncountable nouns:- "How much paper is in the printer?" "How much money have you got?"

6. Write sentences for some of the words you listed on page 6 in the pyramid but now using, too much, too many.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7. Exchange your book with your partner and check each other's work.

8. Choose the best option to complete the sentences.

1. Wow! Look at that! How _____ books do you have on your shelves?

- (a) much
- (b) many
- (c) any
- (d) some

2. Would you like _____ juice?

- (a) many
- (b) an
- (c) some
- (d) much

3. How _____ money do you have?

- (a) much
- (b) more
- (c) many
- (d) often

4. I only have _____ dollars.

- (a) some
- (b) any
- (c) a little
- (d) a few



5. I want to make orange juice. Have you got _____ oranges?

- (a) much
- (b) an
- (c) any
- (d) few

6. No, I don't. But I have _____ apples, if you'd like to make apple juice instead.

- (a) a little
- (b) some
- (c) any
- (d) few

9. These sentences have one of the following words/phrases missing. **Too, too much, too many.** Rewrite each sentence correctly and include one of the words/phrases.

1 It's very jam-packed on this beach. There are people.

2 I am still feeling hungry, and I've had my lunch. I didn't eat food.

3 Which ice cream shall we have? There are flavors to choose from!

4 I did exercise at the gym yesterday. My muscles are really aching.

5 This suitcase isn't big. I can't fit all my clothes in it.

6 I'm really tired. I got up early this morning!

7 This tea is too sweet. There's sugar in it!

8 I can't come to the meeting today. Sorry, I'm busy.



Activity 1

Create a conceptual map or graphic organizer about the use of **too much, too many**.



EVALUATION					
Activity no. 1.	Product:	Graphic report			Value:
KNOWLEDGE					
Factual		Procedural			Attitude
Recognizes the use of few and little and consolidates vocabulary related with the subject.		Requests and exchanges information in a graphic form an in a simple way.			Appreciates in a collaborative attitude a determined and empathic approach.
Auto-evaluation		C	MC	NYC	Obtained value:



Some, Any

Countable		Uncountable	
There are some	people.	There is some	money.
	cups.		traffic.
	books.		paper.
	newspapers.		time.
	chairs.		coffee.
	shoes.		food.
	Euros.		

	Countable	Uncountable
Statements:	We can use some in positive sentences with plural countable nouns:-	We can use some in positive sentences with uncountable nouns:-
Positive:	I read <i>some</i> books.	I would like <i>some</i> coffee.

Countable		Uncountable	
There aren't any	people.	There isn't any	money.
	cups.		traffic.
	books.		paper.
	newspapers.		time.
	chairs.		coffee.
	shoes.		food.
	Euros.		

Statement:	We can use any in negative sentences with plural countable nouns:-	We can use any in negative sentences with uncountable nouns:-
Negative:	I don't read <i>any</i> books.	I don't want <i>any</i> coffee.

Countable		Uncountable	
Are(n't) there any	people?	Is(n't) there any	money?
	cups?		traffic?
	books?		paper?
	newspapers?		time?
	chairs?		coffee?
	shoes?		food?
	Euros?		

Questions:	We can use any in questions with plural countable nouns:-	We can use any in questions with plural uncountable nouns:-
Positive Q:	Are there <i>any</i> books?	Do you need <i>any</i> coffee?
Negative Q:	Aren't there <i>any</i> books?	Don't you need <i>any</i> coffee?

Note! When you expect the answer to be "Yes." to an offer or polite request, you can ask a question using some.

	Countable	Uncountable
Question:	Can I have <i>some</i> books, please?	Would you like <i>some</i> coffee?

In a Restaurant

10. Complete the dialogue with: some – any – a

A: Do you want _____ coffee?

B: Yes and I also want _____ cookies.

is there _____ chicken hamburger?

A: We don't have _____ but we have _____ chicken sandwich.

11. Fill in all the lines with some – any – a.

1.- There are _____ potatoes in the fridge.

2.- There isn't _____ bottle of yogurt on the table.

3.- I don't have _____ money.

4.- Susan needs _____ sugar to prepare the cake.

5.- Do you want _____ cake?

6.- Peter and Karla don't have _____ cheese for their hamburgers.

7.- We don't have _____ money to buy a present to our mother.

8.- There are _____ oranges and bananas in the fridge. Do you want _____?

9.- Do you need _____ lettuce for the sandwich? Thanks, but I don't like _____.

10. Is there _____ milk? No there isn't _____.

12. Write in the lines with some/any

1- There is _____ water

2- There isn't _____ water

3- Is there _____ water ?

4- There are _____ eggs

5- There aren't _____ eggs

6- Are there _____ eggs?

13. Fill in the lines with some/any

1- In my house there are _____ windows.

2- In the kitchen there are _____ draws.

3- Are there _____ clocks in the kitchen?

4- No, there aren't _____ clocks.

5- There are _____ chairs.

6- There aren't _____ telephones.



Activity 2

Read the conversations below. Create your own with the help of a partner, then act out the dialogue in class.

Barbara: Is there **any** milk left?
 Karen: Yes, there is **some** in the container on the table.
 Barbara: Would you like **some** milk?
 Karen: No, thank you. I don't want to drink **any** tonight. But I can have **some** water, please?
 Barbara: Sure. There is **some** in the fridge.

Barbara: Do you know **any** guys from Cananea?
 Karen: Yes, I think there is **some** guy who is from Cananea in my English class.
 Barbara: Great! Can you ask him **some** questions for me?
 Karen: No problem. Is there **any** special thing you want me to ask?
 Barbara: No, I don't have **any** particular thing in mind. Maybe you can ask him **some** questions about life in Cananea. Is that OK?
 Karen: I would be happy to do that for you.

Dialogue here.

EVALUATION					
Activity no. 2.	Product:.	Reading and conversation practice		Value:	
KNOWLEDGE					
Factual		Procedural		Attitude	
Recognizes the use of some and any, and consolidates vocabulary related with the subject.		Requests and exchanges oral, listening and written information regarding to supermarket products in a simple conversation.		Talks with a determined and empathic attitude.	
Co-evaluation		C	MC	NYC	Obtained value:

A few, A little

Barbara: Do you know **any** guys from Cananea?
 Karen: Yes, I think there is **some** guy who is from Cananea in my English class.
 Barbara: Great! Can you ask him **some** questions for me?
 Karen: No problem. Is there **any** special thing you want me to ask?

There are a few	people	There is a little	money
	cups		traffic
	books		paper
	newspapers		time
	chairs		coffee
	shoes		food
	Euros		

Countable	Uncountable
Statements:	
Positive: "I meet <i>a few people</i> every day."	"There is <i>a little paper</i> in the printer."
"I only have <i>a few Euros</i> ."	"I only have <i>a little money</i> ."

14. Decide whether you have to use a **little** or a **few**. Write in the line the correct word.

- a _____ apples
- a _____ rice
- a _____ bicycles
- a _____ trees
- a _____ boys
- a _____ money
- a _____ dogs
- a _____ time
- a _____ sugar
- a _____ cups



15. Circle what you have to use "a little" or "a few".

Jane has invited a **little** **a few** boys to her party.

Can I have a **little** **a few** sugar for my tea, please?

Do you want to make pancakes? you need a **little** **a few** eggs and a **little** **a few** flour.

Do you have a **little** **a few** minutes? I need to talk to you.

When I am on holiday, I always write a **little** **a few** lines home.

I have a **little** **a few** headache.

There is still a **little** **a few** work to do.

They sang a **little** **a few** songs.

Would you like a **little** **a few** more rice?

16. Decide what to use little or few. Write your choice on the line.

1. We have _____ snow every winter.

little

few

2. _____ people is interested in the exhibition.

Little

Few

3. I speak _____ French.

few

little

4. There are _____ gentlemen nowadays.

little

few

5. She has _____ relatives.

little

few

6. There is _____ water in the pond.

little

few

7. The Engineer spends _____ time in the company.

little

few

8. We have _____ knowledge of this subject.

little

few

9. There are _____ mushrooms in my mushroom soup.

little

few

10. _____ animals can survive in the Altar desert.

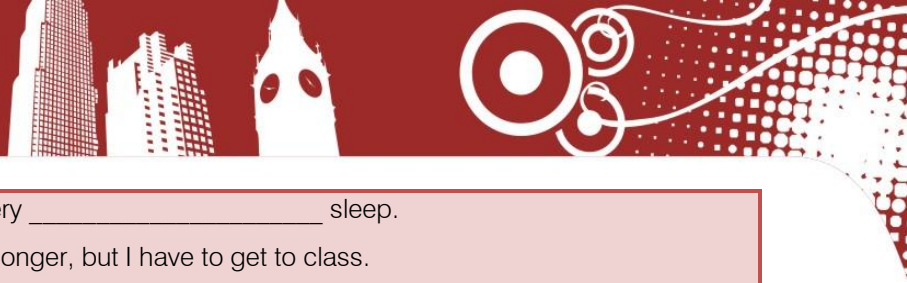
Little

Few

Activity 3

Take action with the exercise sheet, than compare your answers with a partner and check the responses

Words of quantity: A few - few / a little - little		Name: _____ Date: _____
COUNT NOUNS – use A FEW or FEW	NON-COUNT NOUNS – use A LITTLE or LITTLE	
<u>A FEW = some (two or three)</u> Example: I saw <u>a few</u> friends at the mall. Meaning: I saw <u>some</u> friends at the mall. Meaning: I saw two or three friends at the mall.	<u>A LITTLE = some (a small amount)</u> Example: I have <u>a little</u> homework. Meaning: I have <u>some</u> homework. Meaning: I have a small amount of homework.	
<u>FEW = almost none</u> Example: He has <u>few</u> friends because he's unfriendly. Meaning: He has almost no friends because he's unfriendly.	<u>LITTLE = almost none</u> Example: There is <u>little</u> pollution in that country. Meaning: There is almost no pollution in that country.	
Part A. Choose the correct answer to complete the sentences		
1. Max: Do you have <u>[a few / few]</u> pieces of paper I can borrow?		
2. Luis: Sure. Here's <u>[a little / little]</u> paper for you.		
3. Pat: I only have <u>[a little / little]</u> money for lunch. Let's go somewhere inexpensive.		
4. Jim: I can lend you <u>[a few / few]</u> dollars if you want.		
5. Irene is really unfriendly. She has very <u>[a few / few]</u> friends.		
6. She also has very <u>[a little / little]</u> patience with other people.		
7. Pablo has many acquaintances, but he only has <u>[a few / few]</u> very close friends.		
8. He thinks that it's better to have <u>[a few / few]</u> close friends, than dozens of acquaintances.		
9. Sara likes <u>[a little / little]</u> honey in her tea.		
10. Renee likes <u>[a few / few]</u> spoonfuls of sugar in hers.		
11. Fran enjoys listening to <u>[a few / few / a little / little]</u> music when she gets home from school.		
12. She is thinking about buying <u>[a few / few / a little / little]</u> new CD's next week.		
13. We got to the airport early because there was very <u>[a few / few / a little / little]</u> traffic at 3 am.		
14. Since we got there early, we had <u>[a few / few / a little / little]</u> time to catch a nap in the terminal.		
Part B. Write the correct answer to complete the sentences		
15. Ben's pants are getting _____ too short for him. He's getting taller by the minute!		
16. I suppose we'll have to buy him _____ new pairs of pants this weekend.		
17. Employee: I'm sorry, but I'm not finished yet. I need _____ more minutes.		
18. May I please have _____ more time to finish my project?		
19. Darlene: If you're hungry, I'd be happy to cook you _____ eggs.		
20. Tim: No thanks. I ate _____ fruit about an hour ago.		



21. Student: I stayed up too late last night; I got very _____ sleep.
22. I wish I could sleep _____ longer, but I have to get to class.
23. Very _____ people are millionaires.
24. I don't necessarily want to be a millionaire, but I'd like to have _____ more money in the bank.
25. A common saying: Into every life, _____ rain must fall.
26. An Irish blessing: May your joys be many and your troubles be _____.
27. Mari: Can I please borrow your dictionary to look up _____ words?
28. I always use a dictionary, so I make very _____ mistakes in spelling.
29. Tamara speaks very _____ English. When she visited Phoenix, she didn't speak to anyone in Russian.
30. Tamara can say _____ words in Russian, but only small words like "please" and "thank you".

EVALUATION						
Activity no. 3.	Product:	Exercise answering.			Value:	
KNOWLEDGE						
Factual		Procedural			Attitude	
Recognizes the use of few and little and consolidates vocabulary related with the subject.		Requests and exchanges written information regarding to simple use of this sentences.			Collaborates and appreciates with a determined and empathic attitude.	
Auto-evaluation		C	Mc	Nyc	Obtained value:	

Many, Much

There aren't many	people cups books newspapers chairs shoes	There isn't much	money traffic paper time coffee food
-------------------	--	------------------	---

	Countable	Uncountable
Statements:		
Negative:	I don't read <i>many</i> books.	I don't drink <i>much</i> coffee.
Questions:		
Positive.	Are there <i>many</i> books?	Do you need <i>much</i> coffee?
Negative.	Aren't there <i>many</i> books?	Don't you need <i>much</i> coffee?

17. Decide what to use much or many. Underline the correct one.

Much / many cars

Much / many music

Much / many pictures

Much / many flowers

Much / many milk

Much / many numbers

Much / many money

Much / many tea

Much / many girls

Much / many pencils



18. Choose the correct word to complete the sentence. Use **much** or **many**.

Jane hasn't got _____ time.

Do you know _____ words in English?

He didn't eat _____ meat.

There isn't _____ butter in the fridge.

How _____ eggs did the hens lay?

Samantha has as _____ money as Bruce.

How _____ lessons do you have on Mondays?

There was too _____ noise in the streets.

I cannot see _____ stars in the sky tonight.

Do you have _____ friends abroad?



19. Decide between **much** or **many** to complete the sentence.

She has so _____ friends!

Too _____ cooks spoil the broth.

Hurry up. I don't have so _____ time.

We went to a dairy yesterday. I had never seen so _____ cows before.

It's also quite amazing how _____ milk these cows produce every day.

You have too _____ money. Won't you share it with me?

There are so _____ poor people in the world.

There are too _____ children in the house.

My father doesn't drink _____ coffee.

How _____ of you have ever been to London?

■ Final activity

Activity 4

In teams of four maximum, prepare the presentation of a new product (a new brand of milk, a soap with more cleaning power, etc..) you must prepare an information brochure in English, this ought to contain information regarding sizes of presentations, price discounts, how to shop it, etc.. Each team must carry out the product presentation to the group.

Elements to assess	Weighted	Final points.
Teamwork		
Dynamic		
Brochure of the new product		
Product presentation		
Understanding of terms		
Vocabulary management		
Useful tool for pronunciation		
Active participation in teamwork		
Incorporation of new vocabulary		
Aspects of grammar		
Presentations of ideas in a clear and orderly		
Quality of information		
Creativity with which the product design		
Handling the issue		
Order of ideas presented		
Didactic material		

much + uncountable

much + countable

EVALUATION					
Activity no. .4	Product: New product presentation			Value:	
KNOWLEDGE					
Factual	Procedural			Attitude	
Recognizes the use of few and little and consolidates vocabulary related with the subject.	Builds and exchanges written skills in a creatively way the information on a cartoon or photo magazine.			Appreciates in a collaborative attitude a determined and empathic approach.	
Auto-evaluation	C	MC	NYC	Obtained value:	

Bibliography

Colegio de Bachilleres del Estado de Sonora	Reforma Integral a Educación Media Superior.
Módulo	Lengua Adicional al Español 1
Bushel Brenda and Dyer Brenda.	
Global Out look high intermediate reading 1. McGraw-Hill Contemporary. New York, NY. 2003.	
Evans Virginia and O'Sullivan Neil.	
Click On 1. Student. book & Work book. Express Publishing. Liberty House, New Greenham Park, Newbury, England. 2000.	
Dos Santos Manuel	
Super Goal, teacher's manual 1st. And 2nd. Semester. McGraw-Hill Interamericana. México D.F. 2005.	
Dos Santos Manuel.	
Ingles 1y2 Colegio de Bachilleres del Estado de México. McGraw-Hill Interamericana. México D.F. 2004.	
Zamarrón Terán Francisco.	
Focus on English, Student book 1. Global Educational Solutions Innovative ELT Publisher. Mexico D.F. 2004.	
Dos Santos Manuel.	
Ingles 1y2 Colegio de Bachilleres del Estado de Oaxaca. McGraw-Hill Interamericana. México D.F. 2006.	
Kim Milne Thompson and Elinore Hane Duque Henshaw.	
<ul style="list-style-type: none"> • Skills 1 Ingles Secundaria. • Norma Ediciones S.A. de C.V. • Tlalnepantla, Estado de México. • 2007. 	
Matías Silva Gudelia. González Sánchez Ana Claudia. Mercado Vargas Guadalupe.	
<ul style="list-style-type: none"> • Ingles 1 con enfoque en competencias. • Book Mart. S.A.de C.V. • Puebla, Puebla. • Julio 2008. 	
Llanas Angela, Williams Libby, Rollers Mickey, Sturtevant Jane.	
<ul style="list-style-type: none"> • Style Resource Book 1&2. • Macmillan Education. • Oxfordshire, Oxford, England. • 2009. 	

Schramper Azar Betty.

- Understanding and using English grammar, Third edition.
- Prentice Hall Regents.
- Upper Saddle River, NJ.
- 1999.

Luna Manuel and Del Paso Adriana.

Rally On 1 Student Book. Distribución gratuita en Secundaria
Macmillan Education.
Mexico D.F.
2006.

Anna Ingrid & Peterson Crews.

Ingles 1 (4 habilidades)
Colección Innovación Educativa.
Coyoacán, México. D.F.
2004.

Argudin, Yolanda.

Educación Basada en Competencias. Nociones y antecedentes.
Editorial Trillas.
Mexico D.F.
2006.

Catalano, Ana Maria.

Diseño curricular basado en normas de competencias laboral: conceptos y orientaciones metodológicas.
Banco Interamericano de Desarrollo.
Buenos Aires, Argentina.
2004.

Dirección General de Educación Tecnológica Industrial (DGETI)

Compendio de Secuencias Didácticas.
Primera edición
Mexico D.F.
2005.

Miguel Díaz, Mario de.

Modalidades de enseñanza centradas en el desarrollo de competencias orientaciones para promover el cambio metodológico en el espacio europeo de educación superior.
Ediciones Universidad de Oviedo.
Oviedo, España.
2006.