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| **SECRETARÍA DE EDUCACIÓN PÚBLICA**  **SUBSECRETARÍA DE EDUCACIÓN MEDIA SUPERIOR**  **UNIDAD DE EDUCACIÓN MEDIA SUPERIOR TECNOLÓGICA INDUSTRIAL Y DE SERVICIOS**  **CENTRO DE ESTUDIOS TECNOLÓGICOS INDUSTRIAL Y DE SERVICIOS No. \_\_**  **Nombre del Plantel \_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | | | | |
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| **Instrumento de registro de la Planeación Didáctica** | | | | | | | | | | | |
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| **Identificación** | **Institución:** |  | **Plantel:** |  | | | **C.C.T** |  | | | |
| **Docente (s) que elaboró el instrumento:** |  | | | | | **Fecha de elaboración:** |  | |  |  |
| **Día** | | **Mes** | **Año** |
| **Asignatura o submódulo:** | | | | **Semestre:** | **Carrera:** | **Período de la aplicación:** | |  | | |
|  | | | |  |  | **Duración en Horas** | |  | | |
| **Campo disciplinar de la asignatura** | | | | The basic disciplinary competence of communication is related to the student’s ability to communicate effectively in Spanish and in a second language in different contexts, using distinct means and instruments. | | | | | | |
| **Communication** | | | |
| **Propósito formativo del campo disciplinar** | | | | | | |
| **Transversalidad con otras asignaturas** | | | |  | | | | | | |
| **Ámbitos del perfil de egreso en el que contribuye la asignatura** | | | |  | | | | | | |

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| I**ntenciones Formativas** | **Propósito formativo de la asignatura** | | Students will use language to express past and present activities, and to share or request personal information in simple and direct exchanges. |
| **Aprendizajes clave de la asignatura campo disciplinar** | **Ejes disciplinarios** | Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields). |
| **Componente** | Communication and interpersonal relationships. Integration of learning communities.  Contextualization of learning communities through students' interests and academic experiences. |
| **Contenido central** | Collaborative work in classroom as a basis for the integration of the learning community. |
| **Aprendizaje esperado** | | 1  Students activate previous knowledge.  Students write and upload to an online blog a short conversation in which they use greetings and the questions *What's your name? Where are you from? How old are you?* and *How do you spell…?* in order for them to get to know other individuals.  2  Students are required to use verb *to be* in present simple, in its interrogative form to get information from other people. Students design a survey to get information about a person's occupation by asking about his / her name, age, and objects that the interviewed individual uses at work.  3  Students use the affirmative form of verb *to be* in present simple as well as personal pronouns to provide their own information in written form.  Students understand the use of verb *to be* in present simple in affirmative form and personal pronouns to describe people.  Students use vocabulary related to family members.  Students use possessive adjectives to talk about their relationship with family members.  Students use some verbs in present simple to talk about their daily activities and other people's routines.  Students use frequency adverbs to emphasize how often their activities are performed.  Students draw a family tree and include basic information about themselves and two relatives (name, age, occupation, and physical appearance). Students include in their family tree their daily routines by using some verbs and frequency adverbs.  Students write about the daily routine of two more family members, using verbs and frequency adverbs properly. |
| **Proceso de aprendizaje** | | Development of specific linguistic skills |
| **Contenidos específicos** | | **Lesson 1:** Verb *to be*, subject pronouns, possessive adjectives, alphabet, and numbers 1-50.  **Lesson 2, 3:** Verb *to be* third person singular. Verb *to be* in all its forms (affirmative, interrogative, and negative). *Wh-* questions.  **Lessons 4, 5:** Simple present tense. Months, days of the week. Ordinal numbers. Adverbs of frequency. Physical descriptions |
| **Habilidades socioemocionales (HSE) a desarrollar** | | Self-awareness: Identity |
| **Competencias Genéricas y atributos** | | 4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.  7. The student has initiative and interest to learn throughout his / her life.  8. The student participates and collaborates effectively in groups. |
| **Competencias Disciplinares** | | 1. The student identifies, orders, and interprets the ideas, data, and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.  2. The student evaluates a text and compares its content with others, taking into consideration previous and new knowledge.  4. The student produces texts based on the normative use of the language, considering intention and communicative situation.  11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation. |
| **Competencias profesionales** | | **Communicating and Influencing**  **Written Communication**  Expressing oneself clearly in writing by   * expressing ideas concisely in writing. * knowing and tailoring the written communication to reach the audience. * spelling and using punctuation correctly. * using concrete, specific and correct language. * using an appropriate writing style. |
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| **STARTER AND LESSON 1** | | | | | |
| **Actividades de aprendizaje** | | | | | |
| **Apertura** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **STARTER**  The teacher leads a warm-up introductory game, intended to recall and learn the names of the class members.  **Starter Activity 1**  Teacher asks students to work in pairs to link pictures to a specific expression in order to activate previous language.  Teacher may use the flashcards to illustrate each expression.  **Starter Activity 2**  Teacher plays an audio file and asks students to answer the questions and identify greetings and useful language to introduce oneself.  **Starter Activity 3**  Teacher plays the audio file so that students can recognize the right sound of the letters in English.  Then teacher asks students to spell their own name to their partners for about one minute.  **Lesson 1 Activity 1** Teacher plays audio track with numbers.  Teacher asks students to peer review the list of numbers.  **Lesson 1 Activity 2**  Teacher asks students to brainstorm ideas about the concept of visas for visiting other countries.  Teacher plays audio track for a visa application for a model of asking for and providing personal information.  **Lesson 1 Activity 3**  Teacher asks students to answer the activity about the use of possessive adjectives by inferring from the models provided. Extra or previous practice can be conducted using the Language Guide section or teaching with a Grammar Poster. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 7, 8, 12, 13  *- Take the Lead* SB pages 4, 5, 9, 10  - Language Guide p 80  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Block 1, *Classroom Language* flashcard  Class audios, tracks 2-5  Grammar Poster Block 1, Lesson 1 |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **STARTER**  Students participate in a game for learning names.  **Starter Activity 1**  Students, in pairs, link the classroom language expressions to the corresponding pictures.  **Starter Activity 2**  Students answer the listening comprehension questions in their notebook and activate previous knowledge on greetings.  **Starter Activity 3**  Students repeat the alphabet in order to verify the sound of each letter. Then they spell their own name to as many partners as possible in about one minute.  **Lesson 1 Activity 1**  Students complete the activity and compare results with partners for peer review.  **Lesson 1 Activity 2**  Students brainstorm ideas on the topic of getting a visa for visiting other countries. Students listen to someone filling out a visa application and complete the form. Then students compare results among peers.  **Lesson 1 Activity 3**  Students answer the activity about the function of possessive adjectives. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Diagnostic  Continuous  Observation Guide |  |
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| **Actividades de aprendizaje** | | | | | |
| **Desarrollo** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Starter Activity 4**  Teacher asks students to read the examples to answer the questions on the right by figuring out the rules of the verb *to be* based on the examples.  Teacher may explain the contractions to students.  **Starter Activity 5**  This activity may be linked to Activity 4.  Teacher leads a whole class activity where students complete the table with the correct forms of the verb *to be.*  **Starter Workout**  Teacher asks students to individually complete the six activities of the Workout section.  **Lesson 1 Activity 4**  Teacher asks students to complete a table about the use of possessive adjectives collectively as to compare results and discuss any differences. Have students practice and clarify any doubts by completing the Grammar Drill for Block 1, Lesson 1.  **Lesson 1 Activity 5**  Teacher asks students to complete a conversation with key words to provide personal information.  Teacher may form pairs for peer correcting the conversationand reading aloud.  Teacher may ask pairs to role-play the conversation with their own information in anticipation to the following production activities.  **Lesson 1 Workout**  Teacher asks students to individually complete the six activities of the Workout section. | | | * - board * - markers * - notebook * - pencil * - *Take the Lead* TG p. 8, 11, 13, 15 * *- Take the Lead* SB p. 5, 7, 10, 12   - Language Guide p.80 |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Starter Activity 4**  Students read the yellow box and choose the correct option about the correct form of the verb *to be*.  If there are any doubts, or for extra practice, they may go to the Language Guide.  **Starter Activity 5**  Students complete the table with the correct forms of the verb *to be*.  **Starter Workout**  Students complete the activities of the Workout section. They may check answers in pairs.  **Lesson 1 Activity 4**  Students complete the table as a group as to discuss and settle any differences. Students may have extra practice drills on the Digital Component.  **Lesson 1 Activity 5**  Students complete the conversation with words from a box. In pairs, students verify and discuss answers and read aloud the conversation.  Additionally, students role-play the conversation replacing details with their own information.  **Lesson 1 Workout**  Students complete the activities of the Workout section. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Diagnostic  Continuous  Mid-term evaluation  Observation Guide  Workout section |  |
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| **Actividades de aprendizaje** | | | | | |
| **Cierre** | **Actividades del Docente** | | | **Recursos utilizados** | **Duración** |
| **Starter Activity 6**  Teacher organizes a meeting session where students go around the classroom introducing themselves to everyone they meet.  **Starter Activity 7 - Self-assessment**  Teacher asks students to complete the graphic organizer about their progress. If time allows, teacher may ask random students to share their results with the class.  **Starter - Self-awareness**  Teacher asks students to answer the self-awareness questions. Then teacher asks volunteer students to share their answers and leads a respectful conversation with the rest of the class.  Teacher works with students to complete the *Knowing Myself* socio-emotional skills worksheet.  **Lesson 1 Activity 6**  Teacher leads pairs of students to interview each other in order to obtain basic personal data and complete a card.  For checking answers, teacher may organize a quick game or activity where students share their results with the rest of the class.  Before activity 7, teacher may lead students to create, all together, their own personal blog.  **Lesson 1 Activity 7**  Teacher asks students to write the interview from Activity 6 as the first entry of their blogs. It is important that teacher reminds students to proofread their work before publishing it.  **Lesson 1 Activity 8 - Self-assessment**  Teacher asks students to complete the self-assessment table. If time allows, teacher may ask random students to share their results with the class.  **Lesson 1 - Self-awareness**  Teacher asks students to complete the table with their own information. Then teacher asks volunteer students to share their answers to the last question and lead a respectful conversation about them.  As a complement, the teacher may do with the students the *Body Relaxation* worksheet. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 9, 13, 14  *- Take the Lead* SB pages 6, 10, 11  - Language Guide p. 80  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Socio-emotional Skills worksheet, Block 1, *Knowing Myself*  Socio-emotional Skills worksheet Block 1, *Body Relaxation* |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Starter Activity 6**  Students go around the classroom introducing themselves to every partner they meet.  **Starter Activity 7- Self-assessment**  Students complete the self-assessment graphic organizer. Before completing it, students reflect on their own learning process during the lesson.  **Starter - Self-awareness**  Students, answer the self-awareness questions with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class.  **Lesson 1 Activity 6**  Students, in pairs, take turns to interview each other. They fill out the information card with their basic personal data.  Students share the results of the previous interview as part of a conversation activity.  Students follow the lead of the teacher to create their own personal blog. If students need extra help, they may visit the suggested website.  **Lesson 1 Activity 7**  Students write the conversation they had with their partners in Activity 6 as the first entry of their blog. It is important that students proofread their work before publishing it.  **Lesson 1 Activity 8 - Self-assessment**  Students read through the self-assessment table. Before completing it, students reflect on their own learning process and experience with the activities in the lesson.  **Lesson 1 - Self-awareness**  Students check the self-awareness table with their own personal information. After some reflection they answer the last question with more personal details they would like to share with the class.  For concluding, volunteer students share their answers to be respectfully discussed with the whole class. |  | Introductory conversations and list of greetings compiled  Blog entry with personal information, uploaded to a blog site  Creation of personal blog | Teacher assessment  Self-assessment  Peer assessment  Diagnostic  Continuous  Final evaluation  Formative assessment  Rubrics  Observation Guide |  |

**LESSON 2**

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| **Actividades de aprendizaje** | | | | | |
| **Apertura** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 2 Activity 1**  Teacher asks students to read an article. Students underline all the words that look or sound similar to Spanish.  Then teacher leads a class discussion about how cognates help them understand the rest of the text and how useful they are for learning a language.  **Lesson 2 Activity 2**  After the discussion, teacher asks students to read the text again in order to answer the reading comprehension questions.  For checking results, teacher leads a whole class conversation where studentsshare and discuss their answers as a class.  **Lesson 2 Activity 3**  Teacher opens the activity by asking students how they know if a sentence is a statement or a question. Teacher writes ideas on the board.  Then as part of the main conversation, teacher asks students to choose the correct answers to the statements to infer the rule to make questions with the verb *to be*.  You can aid the presentation with a Grammar Poster for the use of the verb *to be.* | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 16, 17  *- Take the Lead* SB pages 13, 14  - Language Guide p. 80  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Grammar Poster, Block 1, Verb *To Be* |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 2 Activity 1**  Students read an article looking for cognates, or words in English that are similar to Spanish.  Students participate in a discussion about the usefulness and convenience of finding cognates in a text for understanding general meaning.  **Lesson 2 Activity 2**  Students answer the questions after reading the text one more time.  Then they participate in a class discussion to compare results.  **Lesson 2 Activity 3**  Students participate in a brainstorm about the characteristics of verb *to be* questions. Then complete the activity about the position of the verb *to be* in interrogative and affirmative forms.  Allow them time to check the Language Guide section, if necessary. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Continuous  Observation Guide |  |
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| **Actividades de aprendizaje** | | | | | |
| **Desarrollo** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 2 Activity 4**  Teacher asks students to answer Activity 4 by completing the affirmative sentences with the correct form of the verb *to be* and then turning those sentences into the interrogative form.  The teacher forms pairs so that students discuss and compare their results.  Finally, students share their results to the whole class to be discussed and compared. Have students practice and clarify any doubts by completing the Grammar Drills for Block 1, Lesson 2.  **Lesson 2 Activity 5**  Teacher forms pairs where each student reads a different profile and then asks each other questions about their profile.  **Lesson 2 Workout**  Teacher asks students to individually complete the six activities of the Workout section.  Then teacher asks students to compare answers in pairs.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 17, 19  *- Take the Lead* SB pages 14, 16  - Language Guide p. 80  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Grammar Drills, Block 1, Lesson 2 |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 2 Activity 4**  Students complete the table individually then, in pairs, discuss and compare their results. Then students participate in a whole class conversation for setting the final results.  **Lesson 2 Activity 5**  Students, in pairs, read the different profiles and then ask questions in order to get to know their characters. They may ask all the questions for each profile or they may take turns asking one question at a time.  **Lesson 2 Workout**  Students complete the activities of the Workout section.  Then students compare their answers with a partner.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Diagnostic  Continuous  Mid-term evaluation  Observation Guide  Workout section |  |

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| **Actividades de aprendizaje** | | | | | |
| **Cierre** | **Actividades del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 2 Activity 6**  Teacher asks students to write the conversation they had with their partners about the profiles in Activity 5. Even if they are repeating the conversation it would be a good idea to suggest to students that they correct any mistakes they find.  **Lesson 2 Activity 7 - Self-assessment**  Teacher asks students to answer the self-assessment questions. If time allows, teacher may ask random students to share their results with the class.  **Lesson 2 - Self-awareness**  Teacher asks them to complete a table with information about themselves. Then teacher asks volunteer students to share their answers and leads a respectful conversation about them.  For reinforcement the teacher asks students to complete the Self-awareness worksheet *Share Your Skills* | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 18  *- Take the Lead* SB pages 15  - Language Guide p. 80  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Socio-emotional Skills worksheet, Block 1, *Share Your Skills* |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 2 Activity 6**  Students write in their books the conversation they created in Activity 5.  It would be a good idea to draft the conversation in their notebooks as to proofread any possible mistakes.  **Lesson 2 Activity 7 Self-assessment** Students read through the self-assessment questions. Before answering them, students reflect on their own learning process and experience with the activities in the lesson.  **Lesson 2 - Self-awareness**  Students make a poster with the skills they are good at.  Then after some reflection, they complete the self-awareness table with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class. |  | Written conversation to ask and give information about others. | Teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Rubrics  Observation Guide |  |

**LESSON 3**

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| **Actividades de aprendizaje** | | | | | | |
| **Apertura** | **Actividad del Docente** | | | | **Recursos utilizados** | **Duración** |
| **Lesson 3 Activity 1**  Teacher opens the activity showing the flashcards *Where are you from?* and *Professions* to talk about nationalities and occupations.  Teacher asks students to complete a table by classifying words in three categories (country, nationality, and occupation).  If necessary, students may go to the visual dictionary on page 87.  Results may be discussed in a whole class conversation.  **Lesson 3 Activity 2**  Teacher opens the activity by asking students to listen to a conversation in order to complete personal information in some profiles.  Then, depending on the class, teacher may lead a whole class conversation or join groups to compare results.  **Lesson 3 Activity 3**  Teacher writes on the board the basic question words (*what, where, when, how*) in order to have a brief discussion about their function with students. Students may already know them. If that be the case, they may answer the activity at the same time or they may do it at the end as a conclusion.  Allow time for students to check the Language Guide section if needed. | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 20, 21  *- Take the Lead* SB pages 17, 18  - Language Guide p. 81  - Visual Glossary, p. 87  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  flashcards, Block 1, *Where are you from?*  and *Professions*  Class audios, track 6 |  |
| **Actividad del estudiante** | | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 3 Activity 1**  Students will identify occupations and nationalities. Then they will classify the words in the box into countries, nationalities, and occupations.  For concluding, students compare results in a whole class conversation.  **Lesson 3 Activity 2**  Students, in groups, complete the profiles after listening to a conversation. Then they compare their results with other groups or in a whole class conversation focusing on understanding any differences in their results.  **Lesson 3 Activity 3**  Students match the question words to their definitions after discussing and reflecting on their meaning. | |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Continuous  Observation Guide |  |
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| **Actividades de aprendizaje** | | | | | | |
| **Desarrollo** | **Actividad del Docente** | | | | **Recursos utilizados** | **Duración** |
| **Lesson 3 Activity 4**  You can use as aid a Grammar poster for *Wh-* questions.  Teacher asks students to complete some questions with the correct question word. For further practice, have students complete the Grammar Drills for Block 1, Lesson 3.  Teacher asks volunteer students to read the results for verification.  **Lesson 3 Activity 5**  Before the activity, teacher asks students to read the Language box. With that information, students complete some sentences with the right article.  Depending on the time, the complete activity can be done as part of a whole class activity.  **Lesson 3 Activity 6**  Students play charades for practicing the different forms of questions covered so far. One student thinks about a famous person, the rest of the group asks questions in order to guess the name of the person.  **Lesson 3 Workout**  Teacher asks students to individually complete the five activities of the Workout section.  Then teacher asks students to compare answers in pairs.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 21, 23  *- Take the Lead* SB pages 18, 20  - Language Guide p. 81  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Grammar Drills, Block 1, Lesson 3 and Poster Block 1, *–Wh Questions* |  |
| **Actividad del estudiante** | | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 3 Activity 4**  Students complete the questions by writing the right question word. Allow time for students to complete the Grammar Drills for Lesson 3. Then volunteer students read the results for verification and comparison.  **Lesson 3 Activity 5**  Students read the Language box and go to the Language Guide section on page 81 for further explanation.  Then they choose the right article (*a, an, the*) to complete the sentences.  **Lesson 3 Activity 6**  Students take turns to ask questions that will help them to guess the name of the person sitting in front.  Students take turns to correct the sentences.  **Lesson 3 Workout**  Students complete the activities of the Workout section.  Then students compare their answers with a partner.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Diagnostic  Continuous  Mid-term evaluation  Observation Guide  Workout section |  |
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| **Actividades de aprendizaje** | | | | | | |
| **Cierre** | **Actividades del Docente** | | | | **Recursos utilizados** | **Duración** |
| **Lesson 3 Activity 7**  Teacher asks students to complete the activity by deciding on what kind of questions they will ask to obtain specific information during an interview for a survey.  With the questions ready, teacher asks students to go through the classroom and interview several partners in order to make a comparison of results.  Teacher may ask students to upload their questions as a new entry of their blog.  **Lesson 3 Activity 8**  With the surveys ready, teacher asks students to read their answers in order to compare results and determine the most popular future occupation.  **Lesson 3 Activity 9 - Self-assessment** Teacher asks students to complete a self-assessment table. If time allows, teacher may ask random students may share their results with the class.  **Lesson 3 - Self-awareness**  Teacher asks students to answer the questions with information about themselves. Then teacher asks volunteer students to share their answers and leads a respectful conversation about them | | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 22  *- Take the Lead* SB pages 19  - Language Guide p. 81  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component: |  |
| **Actividad del estudiante** | **Duración** | | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 3 Activity 7**  Students read the statements and decide on the correct question to ask for that particular information.  Once the questions are ready, students interview several partners in order to compare particular information.  If required, students may upload their questions as a new blog entry of their blogs.  **Lesson 3 Activity 8**  Students read out loud and compare their results from the previous activity.  They need to determine the most popular future occupation.  Students could include the result as part of their latest blog entry.  **Lesson 3 Activity 9 - Self-assessment**  Students read through the self-assessment aspects in the table. Before answering them, students reflect about their own learning and experience with the activities in the lesson.  **Lesson 3 - Self-awareness**  Students, after some reflection, answer the self-awareness questions with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class. |  | | A survey to know about people's occupations.  Statistical conclusion written with the interview or uploaded to the personal blog. | Teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Observation Guide |  |

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| **LESSON 4** | | | | | |
| **Actividades de aprendizaje** | | | | | |
| **Apertura** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 4 Activity 1**  The teacher asks students to listen to a description of activities in order to complete with the days of the week.  **Lesson 4 Activity 2**  Teacher asks students to scan a text and find the answers to some questions requesting for specific information. It would be important to set a short time limit as to develop the scanning skill.  Once the answers are ready, teacher asks for another more careful reading to check answers.  Finally, teacher asks students to register the answers in their notebooks.  **Lesson 4 Activity 3**  Teacher asks students to find and circle the verbs in the examples on page 22.  Then, with the verbs clear, students answer the two questions aimed to identify the changes in third person singular.  Teacher may check results as a whole class discussion. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 24, 25  *- Take the Lead* SB pages 21, 22  - Language Guide p. 81  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Class audios, track 7 |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 4 Activity 1**  Students listen to someone talking about his weekly activities. Students need to write the days of the week.  **Lesson 4 Activity 2**  Students scan the text in order to find the answers to the questions. Then they read it again more carefully to confirm answers. Once the answers are confirmed they are registered in their notebooks.  **Lesson 4 Activity 3**  Students read the examples in yellow in Activity 3 and circle the verbs. After analyzing the circled verbs, students answer the two questions and then check results in a whole class discussion.  If necessary, they may go to the Language Guide section on page 81. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Continuous  Observation Guide |  |
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| **Actividades de aprendizaje** | | | | | |
| **Desarrollo** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 4 Activity 4**  Teacher leads students to complete sentences individually to show understanding of third person singular verbs *vs* other subjects. Once it is done, teacher forms pairs for comparing answers. For further practice, have students complete the Grammar Drills for Lesson 4.  **Lesson 4 Activity 5**  Teacher gets students into pairs and asks them to complete the table with the name of the months (first without using the dictionary and then introducing it).  Then teacher asks a volunteer to read aloud a Language box about ordinal numbers to be discussed as a whole class.  Finally, using the information from both sections as a reference, teacher invite students to ask each other the questions aimed to review the use of ordinal numbers.  **Lesson 4 Workout**  Teacher asks students to individually complete the six activities of the Workout section.  Then teacher asks students to compare answers in pairs.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 25, 27  *- Take the Lead* SB pages 22, 24  - Language Guide p. 81  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Grammar Drills, Block 1, Lesson 4 |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 4 Activity 4**  Students complete the sentences using the correct form of the verbs in brackets. Then they compare their result with a partner and discuss any differences they might have. For further practice, students complete the Grammar Drills for Lesson 4.  **Lesson 4 Activity 5**  Students complete the table with the months of the year. It is important to register first what they already know and then use their dictionaries, if needed.  Then a student will read the Language box with the details about ordinal numbers.  Finally, pairs will ask each other the questions and answer with their own information.  **Lesson 4 Workout**  Students complete the activities of the Workout section.  Then students compare their answers with a partner.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Continuous  Mid-term evaluation  Observation Guide  Workout section |  |

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| **Actividades de aprendizaje** | | | | | |
| **Cierre** | **Actividades del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 4 Activity 6**  Teacher leads an opening conversation about the common activities done in the days from the box.  Then teacher asks students to write sentences about the routine or common activities they do on those particular days. If necessary, teacher may specify the number of sentences.  **Lesson 4 Activity 7**  This activity may be linked to Activity 6.  Teacher will lead students to work in pairs and ask each other questions about the routines they wrote in Activity 6.  It is important to see that students use frequency adverbs.  **Lesson 4 Activity 8**  Considering the results of the previous activities, teacher asks students to write a questionnaire about routine activities in their notebooks.  Once it is done, teacher asks students to use the questions to interview a partner about their routine activities.  An extension would be to ask students to upload the complete interview to their personal blogs.  **Lesson 4 Activity 9 - Self-assessment**  Teacher asks students to answer the questions with information about their own learning.  If time allows, teacher may ask random students to share their results with the class.  **Lesson 4 - Self-awareness**  Teacher asks students to complete the table with information about themselves. Then teacher asks volunteer students to share their answers with the rest of the class and leads a respectful conversation about them | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 26  *- Take the Lead* SB pages 23  - Language Guide p. 81  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component: |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 4 Activity 6**  Students talk and write about their usually activities in certain days and holidays.  **Lesson 4 Activity 7**  Students work with a partner and ask each other questions about the routines they included in the sentences from  Activity 6.  Students need to use frequency adverbs to determine how frequent they perform that activity.  **Lesson 4 Activity 8**  Students will use the information gathered in the previous activities to write a questionnaire about routines and will use it to interview a partner.  As an extension, students may upload their interview as an entry of their personal blogs.  **Lesson 4 Activity 9 - Self-assessment**  Students read through the self-assessment questions. Before answering them, students reflect on their own learning process and experience with the activities in the lesson.  **Lesson 4 - Self-awareness**  Students, after some reflection, complete the self-awareness table with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class. |  | Students’ own information in written form (6 sentences in simple present tense about routine activities).  Conversation about routine activities using frequency adverbs  Questionnaire with ten questions and answers about routines. | Teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Rubrics  Observation Guide  Workout section |  |

**LESSON 5**

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| **Actividades de aprendizaje** | | | | | |
| **Apertura** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 5 Activity 1**  Teacher asks students to underline the correct answers to identify vocabulary about family members.  Then teacher leads a whole class revision.  **Lesson 5 Activity 2**  Teacher invites students to look at the picture as to guess what family members they are.  Then teacher asks students to confirm their predictions by reading the text.  **Lesson 5 Activity 3**  Teacher asks students to read the descriptions and write the name of the corresponding family member.  Then, still working in pairs, students may check and compare their results.  **Lesson 5 Activity 4**  Students answer the correct third person singular form for the verb *to have,* inferring from examples.  Since students may already know the answer, teacher asks students to answer the question without reading the examples. Then teacher leads them to the explanation in a Language box to confirm and clarify any doubt.  The teacher may use a Grammar Poster as aid to teach simple present tense with the verb *to have.* | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 28, 29  *- Take the Lead* SB pages 25, 26  - Language Guide p. 82  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Poster, Block 1, *Simple Present Tense.* |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 5 Activity 1**  Students answer the activity by underlining the correct answer for family members.  Volunteer students share their answers for a whole class revision.  **Lesson 5 Activity 2**  Students guess the family members in the picture. They work in pairs and may write their prediction in their notebook. Then they confirm predictions by reading the text and comparing answers.  **Lesson 5 Activity 3**  Students read the descriptions and write the family member that corresponds to each of them.  Then students compare results in pairs and discuss any discrepancy.  **Lesson 5 Activity 4**  Students answer the questions with what they already know about the verb *to have.* Then they use the examples to confirm and discuss their answers. |  | Completion of activities | Teacher assessment  Self-assessment  Peer assessment  Continuous  Observation Guide |  |
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| **Actividades de aprendizaje** | | | | | |
| **Desarrollo** | **Actividad del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 5 Activity 4**  Students answer the correct third person singular form for the verb *to have,* inferring from examples.  Since students may already know the answer, teacher asks students to answer the question without reading the examples. Then teacher leads them to the explanation in a Language box to confirm and clarify any doubt.  The teacher may use a Grammar Poster as aid to teach simple present tense with the verb *to have.*  **Lesson 5 Activity 5**  This activity may be linked in sequence to Activity 4.  Teacher asks students to complete the table with the right forms of the verb *to have*.  Depending on the class, they may work individually or in pairs and compare results in pairs, or with the whole class. Teacher may display the *Physical Descriptions* flashcard to illustrate the meaning of some physical features.  **Lesson 5 Activity 6**  Before completing this activity, teacher may invite students to complete the Grammar Drills for Lesson 5 and suggest to students to use the Grammar Drills for Lesson 5 as previous practice to write questions and answers about a family tree provided. Alternatively, teacher may display the flashcards *Questions and Answers* and *Physical Descriptions* to provide some examples on how to create questions and answers describing a character’s (Diego’s) family, for example: *Does Diego have a big family?*  *What does Diego look like?* etc.  **Lesson 5 Workout**  Before completing the Workout section, teacher may have students watch the Video and complete the activities of the Video worksheet. Then teacher asks students to individually complete the six activities of the Workout section.  Then teacher asks students to compare answers in pairs.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 29  *- Take the Lead* SB pages 26  - Language Guide p. 82  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Poster, Block 1, *Simple Present Tense*  Block 1, *Physical Descriptions* flashcard  Video and Video Activities worksheet, Block 1  Grammar Drills, Block 1, Lesson 5 |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 5 Activity 4**  Students answer the questions with what they already know about the verb *to have.* Then they use the examples to confirm and discuss their answers.  **Lesson 5 Activity 5**  Students complete the table with the right forms of the verb *to* *have*. They need to keep in mind the affirmative, negative, and interrogative forms of this verb.  Students may go to the Language Guide on page 82 for support. Remind students the importance of the third person singular negative and interrogative forms where the verb remains in simple form.  **Lesson 5 Activity 6**  Students create sentences for describing a character’s (Diego’s) family.  Depending on teacher’s instructions, they may write the sentences or the questions first or practice directly in speaking form.  **Lesson 5 Workout**  Students watch the Video and complete the activities of the Video Worksheet as a review for the Workout section.  After they complete the Workout section, they compare their answers with a partner.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. |  | Completion of activities  Conversations about physical descriptions | Teacher assessment  Self-assessment  Peer assessment  Continuous  Mid-term evaluation  Observation Guide  Workout section |  |
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| **Actividades de aprendizaje** | | | | | |
| **Cierre** | **Actividades del Docente** | | | **Recursos utilizados** | **Duración** |
| **Lesson 5 Activity 7**  Teacher opens the activity by asking students to draw their own family tree. Allow some time to have students work carefully on producing a creative and attractive family tree. Teacher may also ask students in advance to bring a picture of their family members.  When their trees are ready, teacher invite students to write sentences to describe their family.  Teacher forms groups for students to present their families and then have a respectful conversation about them. Depending on the class, teacher may decide on working the presentations as a whole class activity.  **Lesson 5 Activity 8**  Teacher asks students to write sentences about two of the family members they presented in the previous activity.  These sentences need to be clearly registered in their notebooks.  Teacher reminds students that their sentences may include elements worked in previous lessons.  Display once more the *Physical Descriptions* flashcard, if needed.  **Lesson 5 Activity 9 - Self-assessment**  Teacher asks students to answer the self-assessment questions. If time allows, teacher may ask random students to share their results with the class.  **Lesson 5 - Self-awareness**  Teacher asks students to answer the questions with information about themselves. Then teacher asks volunteer students to share their answers and leads a respectful conversation about them.  The teacher can conclude the activity with the *Thank You Note* Socio-emotional Skills worksheet  **Cross-curricular Project**  Teacher leads the students in the realization of the Cross-curricular Project related to information and communication technologies.  **Self-awareness - Closure activities**  Teacher leads the students in the realization of the Self-awareness activities where they will be gathering and concluding the work done in the block within the key concept Identity | | | * - board * - markers * - notebook * - pencil   - *Take the Lead* TG pages 30, 33  *- Take the Lead* SB pages 27, 31  - Language Guide p. 82  - *Take the Lead*  Student’s Digital Component:  - *Take the Lead* Teacher’s Digital  Component:  Block 1, *Questions* and *Answers* flashcard  *Physical Descriptions* flashcard  Socio-emotional Skills worksheet, Block 1, *Thank You Note* |  |
| **Actividad del estudiante** | **Duración** | **Producto de aprendizaje esperado** | **Tipo de evaluación** | **Ponderación** |
| **Lesson 5 Activity 7**  Students draw or prepare their own family tree, getting it ready for a presentation.  Then students present their family trees in small groups or to the whole class in order to have a respectful conversation while getting to know each other’s family. Review  *Questions and Answers* flashcard as to have students participate in an open conversation.  **Lesson 5 Activity 8**  Students write sentences about two of their family members included in the family tree. Sentences may include routines, descriptions, and everything they have worked in previous lessons.  **Lesson 5 Activity 9 - Self-assessment**  Students read through the self-assessment questions. Before answering them, students reflect on their own learning process and experience with the activities in the lesson.  **Lesson 5 - Self-awareness**  Students, after some reflection, answer the self-awareness questions with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class.  **Cross-curricular Project**  Students carry on the Cross-curricular Project including the self-assessment rubric  **Self-awareness - Closure activities**  Students complete the Self-awareness activities in order to explore the concept of Identity. |  | Students’ family trees and their presentation to the class  Sentences that include basic information about two family members (name, age, occupation, daily routine, and physical appearance)  Use of technology to enhance web-based learning.  Project: Electronic résumé.  Identity map | Teacher assessment  Self-assessment  Peer assessment  Continuous  Final evaluation  Rubrics  Observation Guide  Workout section |  |

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| **Recursos por utilizar** | |
| Materiales | Equipo |
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| **Referencias** | |
| Bibliográficas | Internet; otras fuentes |
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| **Validación** | | |
| Elaborado por: | Recibido por: | Avalado por: |
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| Nombre y firma del docente | Nombre y firma de la autoridad  correspondiente | Nombre y firma del presidente de academia correspondiente |