



Ministerio de Educación



Guía metodológica para el docente
Área de Comunicación y Lenguaje
Idioma Extranjero
Nivel Medio, Ciclo Básico



GOBIERNO DE LA REPÚBLICA DE
GUATEMALA
MINISTERIO DE EDUCACIÓN

Comunicación y Lenguaje Idioma Extranjero

Ciclo de Educación Básica

Autoridades del Ministerio de Educación

Oscar Hugo López Rivas
Ministro de Educación

Héctor Alejandro Canto Mejía
Viceministro Técnico de Educación

María Eugenia Barrios Robles de Mejía
Viceministra Administrativa de Educación

Daniel Domingo López
Viceministro de Educación Bilingüe e Intercultural

José Inocente Moreno Cámbara
Viceministro de Diseño y Verificación de la Calidad Educativa

Samuel Neftalí Puac Méndez
Director General de Currículo (Digecur)

Carlos Alfonso López Alonzo
Subdirector de Diseño y Desarrollo Curricular

Zaida Lorena Aragón Ayala de Argueta
Subdirectora de Evaluación Curricular

Especialistas

Licenciado Carlos Alfonso Alejos Marroquín
Licenciado Walter Enrique Carrillo González
Licenciada Evelin Maritza Castillo Campos
English Department, Universidad del Valle de Guatemala

Licenciado Gerson Misael Sontay Tzarax
Asesor del Vicedespacho Técnico

Diseño y Diagramación

Licenciada Ana Ivette González Cifuentes
Licenciada Irma Goretty Zelaya Piril
Licenciada Sandra Emilia Alvarez Morales

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www.mineduc.gob.gt / www.mineduc.edu.gt
Dirección General de Currículo
6ª. Calle 1-36, zona 10, Edificio Valsari, 5º nivel, Guatemala, C.A. 01010
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Carta al Docente

Estimado Docente

El Ministerio de Educación con el propósito de facilitar la importante labor que realiza en el centro educativo, le proporciona la Guía metodológica como propuesta para coadyuvar en las acciones didácticas con los estudiantes. La misma constituye un recurso de apoyo para la aplicación del Currículo Nacional Base en el aula, para el área de Comunicación y Lenguaje, Idioma extranjero.

El desarrollo metodológico propuesto, busca hacer énfasis en los momentos clave de las sesiones de aprendizaje. Cada una ha sido diseñada de acuerdo con la secuencia de indicadores de logro y contenidos de la malla curricular; ofrece además, actividades para que los estudiantes desarrollen habilidades que les permitan alcanzar aprendizajes significativos. Usted como docente, tiene la libertad de perfeccionar y enriquecer esta guía con sus conocimientos y creatividad de tal manera que la misma responda al contexto y las características del grupo o grupos de estudiantes que atiende.

Esperamos que con esta propuesta, pueda llevar a cabo un proceso metodológico secuencial y dinámico; tomando en cuenta las diferencias individuales de los estudiantes.

Es usted quien hará vivencial esta guía curricular. Le deseamos éxito en el proceso educativo.

Atentamente,

Ministerio de Educación

Para el desarrollo de las diferentes sesiones de aprendizaje se utilizarán iconos que situarán el desarrollo de determinadas acciones.

¿para qué sirve?
para visualizar y orientar el proceso de aprendizaje.

¿cómo están organizados?
* Cantidad de integrantes
* lugar donde se desarrolla la actividad
* el tipo de actividad

Tabla de íconos

	Individual work
	Pair work
	Groups of three
	Team work
	Whole group
	Home work
	Interactive activity
	What we need to know
	Let's research

Guía metodológica para el Docente Área Comunicación y Lenguaje Idioma Extranjero Inglés

Learning Session 1 “Greeting, Introducing and Waving Goodbye.”

Suggested time

3 periods

Introduction

Student recognizes phrases and gestures related to basic introductions, greeting and saying good-bye in English. When the student can identify and apply the meaning of these phrases, he makes the first step to communicate in English in the school setting and transfer the pattern to future real communicative scenarios.

Didactic resources

board, markers, pen, notebook, sheets of paper
Brown or cardboard paper, crayons
English-Spanish/Spanish-English Dictionary
pictures

Competences

1 Responds to basic oral instructions given in English at school.

Learning Outcomes

1.1. Distinguishes the meaning of words and phrases related to daily school life

Contents

1.1.1. Phrases and gestures to greet, introduce and say farewell.
1.1.3. Useful classroom commands followed through Total Physical Response.

Session 1, Period 1 Initial Phase



Ask students if they know of or have heard of someone else greeting someone in a foreign or national language. Make a list of words. They could be in languages different from English.

Checkpoint



Ask students to practice gestures to greet his partner.

Intermediate Phase



Present to the class “hello” and “goodbye”. Walk out of the classroom, wave, and say “goodbye”. Do this five (5) times. Walk back into the classroom, wave, and say hello. Again, do this action five (5) times. Some of the students will respond to your greeting but others will probably just be silent.

On a piece of common brown paper, write as a heading “Greetings”, “Hello”, and “Goodbye” as presented here:

Greetings	Farewells
Hello	Goodbye



Point to each word and say it, having the students repeat each word. Ask student to copy the words on his notebook.

In groups of four (4), have a student walk out of the room and tell the group “goodbye.” The group should respond “goodbye.” Tell him to walk back in and say “hello.” The group should respond “hello.” The group should do this activity until all members of the group have participated.

Checkpoint

Observe that the students are doing the activity. At this point, it is important for them to participate even if they do not pronounce any words. Don’t worry! It is their first day of class and yours too!

Walk out of the room and say “bye.” Walk back in and say, “hi.” Do this several times. Follow the same process as described above. Do the same with “hey.”

(Individual) Refer student to the Guía del Estudiante. Ask student to observe that in the American culture waving is used for greetings as well as for saying goodbye (farewells). Ask the students if there is a difference in gestures used to greet and say goodbye in his culture.

Ask the student to observe the Graphic Organizer on Greetings and Farewells for a couple of minutes and continue to answer yes or no, based on their observation.

Greetings		Farewells	
(formal)	Hello	Goodbye	(formal)
(familiar)	Hi	Bye	(familiar)
(informal)	Hey		

Wrap up

Observe that the students are trying to comprehend the organizer. Go around the room and make yourself available if they do not understand the difference between the vocabulary presented.

You can use the following rubric

1= student could not perform the task

3= student performance was ok

5= student performance was excellent

If most students don’t understand the difference between these expressions, go back and repeat saying hi and goodbye.

NOTE: Avoid translating the expressions to Spanish. Support yourself by using Total Physical Response (TPR) which is the methodology we are using in this unit.

Formative Assessment:

“What did we learn today?” You can tell me in Spanish. The student should be able to say hi or hello or hey and goodbye and bye. The student should also be familiar with the gesture wave and with the words “greeting” and “farewell”

Session 1, Period 2

Initial Phase

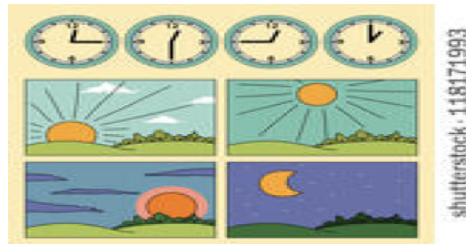
Ask students if they know of or have heard of someone else greeting someone in a foreign or national language. Make a list of words. They could be in languages different from English.

Checkp
Observe that students are using the expressions to greet and say goodbye.

Intermediate Phase



Draw on the board the following picture to explain the moments of the day. Explain to your students the phrases related to the moments of the day: a.m.: Morning---Good morning / p.m. afternoon---Good afternoon/ late p.m. evening---Good evening/ Say farewell at night ---Good night







Checkpoint
Ask students to go over the vocabulary, practice pronunciation and vocabulary by using the TPR.

Project: Ask students to draw in groups of four a model that represents four moments of the day/ night and connect them with the appropriate expression

Materials: Brown or cardboard paper, crayons, pens

The project should take into consideration:

-  All the four members of the group were able to finish the model on time.
-  The group posted the model in the classroom.
-  Students explain to the other groups the connection between moments of the day and expressions.
-  The model was original and creative but understandable for the purpose it was created.

Refer the student to activity 1.2, "All in a Day". Ask each student to do what is asked from them.

Wrap up



They can go over the vocabulary and pronunciation one more time. Circulate around the class and observe if the vocabulary is being used.

Formative Assessment

Check students following instructions such as: "Point to" for example "Point to the picture presenting a day.", "Point to the picture presenting the good morning expression."

Session 1, Period 3 Introduce yourself

Initial Phase



Start off the lesson with a friendly greeting (good-morning or good-afternoon (depending on the time of the day) and then introduce yourself. (You) say “My name is _____.”

Ask students to stand up and form a circle. Begin this pattern, with the student on your right, and he continues with the next student: Remind students to use different expressions to greet someone such as hi, hey, hello, good morning, good afternoon which are appropriate to the time of the day.

Teacher (To Student 1): Hello. My name is _____. What is your name?
Student 1: Hi, _____. My name is _____.
Student 1: (To Student 2): Hey! My name is _____ What is your name?
Student 2: Good morning: My name is _____.
(continues)

Checkpoint

Model using TPR the following commands:

Touch hands with Magalí.
Shake hands with Carlos.

Hi five (Jorge).

Intermediate Phase



Once you have demonstrated the expressions, tell your students to follow your instructions. Again, as a group, practice, touch hands, shake hands, hi five (someone).



Ask for 4 (four) volunteers to do the same thing you did: When you have the volunteers, divide the class into groups of 4. Ask a volunteer to incorporate also vocabulary and expressions from the previous classes.



Direct the students to vocabulary section to go over the vocabulary. Ask them to pay attention to the expression. Ask them to read and check their pronunciation.

Using the writing reference section. Write sentences using the expressions below as well as other sentences.

Checkpoint

Walk around the class checking that the students write sentences with I and period at the end.

Wrap up



Ask students to think about the following actions on the rubric.

Can you ask someone for his name? What is your name?

What expression do you use when you shake hands with someone? Nice to meet you

Tell me three words related to introducing yourself. Shake, hi five, introduce or touch hands.



Using the reference on writing a sentence. Practice writing 5 different sentences using the pattern presented in the student book.

https://www.youtube.com/watch?v=4pDlaA_bkgc

Checkpoint

Ask students what they remember of think about the video

Learning Session 2

“Expressions to talk about in our English class”

Suggested time

3 periods

Introduction

Student follows common directions given by the teacher related to basic classroom instructions, as well as classroom vocabulary. The student is in contact with actions and vocabulary from the classroom through TPR (Total Physical Response). The instructions he is interpreting and following from his teacher are actually commands using the imperative.

Didactic resources

board, markers, pen, notebook, sheets of paper, Brown or cardboard paper, crayons, English-Spanish/Spanish-English Dictionary, pictures, posters, ball, eraser, bottle, cup or seeds

Competences

1. Responds to basic oral instructions given in English at school.

Learning Outcomes

- 1.1. Distinguishes the meaning of words and phrases related to daily school life

Contents

- 1.1.2. Classroom objects: whiteboard, markers, desks, chairs.
- 1.1.3. Useful classroom commands followed through Total Physical Response.

Session 2, Period 1

Initial Phase: Dialogue practice introducing yourself



Divide the class in groups and ask for 6 volunteers. Assign two volunteers to each group. Ask them to give instructions in English to their groups as you have done previously. They can ask you if they have questions or if they need assistance you are walking around the groups.

Note: not all the students are ready to volunteer and start giving instructions. Usually the extrovert ones are the ones who want to participate. In case nobody wants to volunteer don't force anyone. Do the activity as a whole class.

Checkpoint



Verify that students can follow instructions. Also identify volunteers wanting to give instructions.

Intermediate Phase

Review last time dialogue of introducing yourself. Now ask for a student to follow you.



Teacher: Hello.
Student1: Hello.
Teacher: My name is Carlos. What's your name?
Student 1: My name is María.

(Teacher extends hand to María) Teacher: Nice to meet you (María). Teacher says to María “please repeat”: Nice to meet you too.

Teacher and María shake hands

Repeat this dialogue, several times (4 times) before breaking into pairs.

Direct student to section a. Hi, my name is Robert. What is your name?

Checkpoint

Listen to students reading and how they pronounce familiar words in English.



Ask the students to read the instructions, and then the dialogue. Let them practice a couple of times. Ask students to do activity c. from the student book. When they have finished, ask students to read their dialogues.

Wrap up



Direct them to the self-assessment session on the student book. Ask student to reflect on the lesson. If they things who are not clear for him, he should go over the lesson using his materials.

Session 2, Period 2

Initial Phase



Activate Prior Knowledge Party Time. Ask students to stand up and explain that they are pretending to be in an event to celebrate the beginning of the year. They have to say hello and introduce to 5 different people in class. When they finish they go and sit down.

Intermediate Phase



Ask students to observe their classroom. Elicit what objects are in the classroom. Find out what classroom words learners know by holding up (or walking around the room and touching) examples of the objects you have decided to focus on.

Say the names of the objects and get them to repeat the words they don't know or have trouble saying.

Combine the vocabulary with the verbs touch, point, go, walk to.

Samples of TPR sequences to do:

Touch the board

Walk to the door

Point to the ceiling

Checkpoint



Don't write them on the board at this point. If they say the words before they see them written down, it's easier for them to remember the correct pronunciation.

Now divide the class into 4 groups and ask them to go over the TPR sequence. Go around each of the groups verifying that student is able to follow instructions. Motivate students to volunteer and give at least a TPR sequence to their classmates. Every set of three sequences they finished, go over and provide more.

Use the following vocabulary

Class:

wall	board	window	floor	windows	map	door
table	desk	light switch	ceiling	poster	chair	

Things we use in class:

Book	notebook	marker	pen	paper	pencil	calendar
(pencil)	eraser	(board) eraser	chalk	map		

Verbs:

Stand up

Sit down on the desk
 on the floor

Walk to to the door
to the light switch
poster

Point

Touch

Open your books

Checkpoint



Ask each pair of students to write 4 sentences using commands to give using classroom vocabulary.

Wrap up

Student attempts to form sentences or repeat sequences and vocabulary words.



Ask: "What did we do today?"

Session 2, Period 3

Initial Phase



Students must have some time to think and create two commands and write them on a piece of paper.

Checkpoint

Students read each other sentences and the others must follow the command.

Intermediate Phase



Form groups of 4, Assign to each group, 4 classroom objects. Ask them to write the name of objects and place them on/next to the objects for everyone to see. Before the student and his group label the objects, they must go to you read the assigned classroom vocabulary.

Student can identify objects within the classroom.

Student can follow instructions to move around the classroom using TPR sequences.

Student can read and write the classroom objects assigned to his group.



Direct them to the Student Book to do the activities related on School and Classroom vocabulary.

Wrap up



Go over the Can Do Statements from lesson 2. Review the lesson material. Ask each other and if they have questions, they should ask the teacher.



Take your notebooks draw a sketch of your classroom. Label the important places around the classroom.

Greetings and introductions extension go to <https://www.youtube.com/watch?v=C0eu8OQ-cfQ>

Learning Session 3 “What’s in a week?”

Suggested time

3 periods

Introduction

Students must be able to read and write simple sentences using imperatives and TPR sequences related to classroom objects. In addition, student recognizes cardinal and ordinal numbers 0-7 and relate them to the days of the week. Student understands before and after.

Didactic resources

board, markers, pen, notebook, sheets of paper, ball or an eraser, crayons, English-Spanish/Spanish-English Dictionary pictures, posters, bottle, cups, seeds.

Contents

- 1.3.1. Commands through total physical response (TPR). Classroom objects.
- 1.3.2. Instructions, orders, commands, and requests given in class using imperatives.
- 2.2.2. Days of the week.

Competences

- 1. Responds to basic oral instructions given in English at school.
- 2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.

Learning Outcomes

- 1.3. Follows common directions given by the teacher.
- 2.2 Asks and answers basic questions about needed information.

Session 2, Period 1

Initial Phase: Dialogue practice introducing yourself



Draw stick figures related to classroom and objects in order to review them.



Walk



Point



Introduce “draw”



Ask them to get together and in their notebooks create and illustrate, five TPR sequences, using the following components:

- a. Stick figures
- b. Include an action learned in class
- c. Also include a classroom object



Sit down on the floor

Checkpoint



Verify that students are creating sequences according to the indications.

Intermediate Phase



Take a pen, a crayon and pencil. Introduce the vocabulary. Ask the students:
What is this? It's a pen
What is this? It's a crayon
What is this? It's a pencil



Ask students to follow the pattern and the students must take a pen, a crayon, pencil, and another classroom object. Students should take turns and ask each other: What is this? and answer It's a _____.



Explain to them what an imperative is. Direct the student to the Communicative Pattern Reference on Imperatives. Go over the information with the students as they observe it.

Checkpoint



Ask student to do activity 3.1. Answers are presented below:

Command---- Order----Request----Instruction

- | | |
|---------------------------------------|-------------------|
| a. Please, don't close the window | Request |
| b. Open your books on page 5 | Instruction |
| c. Go to your desk! | Order |
| d. Point to the English Poster | Command |
| e. It is cold! Close the windows | Instruction/Order |
| f. Don't drink water from that place! | Order |

Wrap up



Ask four questions related to classroom objects using the pattern: What's this? Student must respond It's a _____.

Formative Assessment:



ask student to create four questions using the pattern presented above. Ask student to illustrate the answer.

Session 3, Period 2

Initial Phase



Go back to exercise 3.1. and ask the student to create four imperative sentences: an order, a request, an instruction, and a command.



Get together with a partner a compare their sentences both function and sentence.

Checkpoint

Verify that students differentiate request, instruction and command.

Intermediate Phase



Read the number words and numerals again and have students repeat them in unison or name them as you point to the number words or numerals.

Repeat the above exercise except this time, ask for individual responses. Erase the board and write numerals, one at a time and in random order, on the board and ask for oral responses. To increase/enhance participation, call on students for answers.

Erase the board and write the number words, one at a time and in random order, on the board and ask for oral responses. To increase/enhance participation, call on students for answers



Refer students to activity 3.2. ask them to work as pairs in activity a.



After 5 minutes do the number dictation on letter b. Check answers and give them some 2-3 minutes to go over the numbers and how they are written. Do activity c. with the whole class.



Explain that there are seven (7) days in a week and that each of the days begins with a capital letter. Write the days of the week in sequence on the board and read each day to the students.

Read the days of the week again and have students repeat them in unison or name them as you point to them.

Repeat the above exercise except this time, ask for individual responses.

Using a current monthly calendar, point to each of the days of the week asking for responses from the class. (You can draw a calendar on the board if necessary or you can use a pocket chart.)

Explain the vocabulary word “today”.

Ask the students, “What day is today?” Have them give answers orally and ask them to put a check mark next to the day on.

Explain the vocabulary words tomorrow and yesterday. Make sure students understand these words before proceeding. Write on the board “Yesterday it was _____.

Today is _____. Tomorrow will be _____.” Ask students to give the correct day of the week orally or you may ask that they write the answer on the board.

Emphasize and show that the days of the week begin with a capital letter. Review the concept as many times as necessary.



Direct student to student book activity 3.3. ask to review vocabulary and writing of the days of the week.

Wrap up



Student should go over all the class, reviewing together the vocabulary, the pronunciation and the order of the numbers as well as the days of the week.



Write the names of the days of the week using colors and his own design.

Checkpoint

Students should study the chart and review the information given by the teacher.

Formative Assessment:

Student should present it and read the days of the week to the teacher on the next class.

Initial Phase

Session 3, Period 3



Pitch a ball or clean eraser to a student and count “one”. He must throw it to another student and count “two”, etc. Repeat numbers 1 through 7 as necessary.



Give each student a handful of counting objects (bottle, cups or seeds could work). Taking turns in the small group, have each student practice counting aloud. Those students who are listening to the counter should be instructed to listen carefully to recognize correct counting and pronunciation as well as to recognize any mistakes.


Checkpoint

Verify the correct number related to a certain quantity.

Intermediate Phase

Explain the ordinal numbers and connect each cardinal number to its corresponding ordinal number.

1 ----1st -----	One----First
2 ----2nd -----	Two----Second
3 ----3rd -----	Three---Third
4 ----4th -----	Four----Fourth
5 ----5th -----	Five----Fifth
6 ----6th -----	Six----- Sixth
7 ----7th -----	Seven---Seventh

 Refer student to 3.3. activity b. which is a reading. Ask them to silently try to understand what is written. Read with them if necessary but do not translate. Explain to them the use of which to indicate more specific information within a group. Google “esl which” if you have problems understanding the difference.

Ask them to answer the questions related to the reading segments.

Checkpoint

Circulate around verifying that students understand the task.

Wrap up



Direct student to review the whole lesson and check yes or no the can-do statements. If they have problems they should ask you.

Formative Assessment



Student reviews the Can Do Statements.

Learning Session 4 “Holidays, celebrations in a month.”

Suggested time

3 periods

Introduction

Students must be able to identify and write the twelve months of the year and list some of the most important celebrations in their community. In addition, students will practice their spelling abilities as well as the sequence of months in a year.

Didactic resources

board, markers, pen, notebook, sheets of paper, Brown or cardboard paper, crayons, English-Spanish/Spanish-English Dictionary, pictures, posters, calendar, computer and Internet access if possible

Competences

1. Answers orally to simple directions, questions and gives basic information by using specific phrases framed at school.

Learning Outcomes

- 2.2. Asks and answers respectfully basic questions about needed information.

Contents

- 2.2.3. My family community celebrations: Months of the year and days of the week.

Session 4, Period 1 Initial Phase



Draw a big square in the board, and begin to draw three columns and then four rows. Let students ask you about what you're doing and let them guess. Someone must guess right or maybe you will have to tell them about the calendar and what 12 stand for.



How many names of the months can I say in English, do they sound like in Spanish? Do they spell like in Spanish?.

Checkpoint

Verify students recognize and can count in English up to 12.

Intermediate Phase



Have each trio come in front of the class and tell how many names of the months they were able to say in English, and answer the questions about sound and spell.

On a piece of common brown paper, write as a heading “Months of the year” as presented here:

January	July
February	August
March	September
April	October
May	November
June	December



<https://thetomatos.com/free-clipart-20768/>

Checkpoint

Observe that the students are doing the activity. Walk around the classroom and ask for any doubts, try to encourage them to do a good job.



Point to each month and say it, having the students repeat each word. Ask student to write the twelve months on his notebook.

Ask each student to complete the information of the worksheet Months of the year in the Student book. Activity 4.1 Many months and many things.

In pairs students will check the answers from 1 to 10, if they have right they will place the book on the teacher's desk and wait for everyone to finish.

When all the couples have placed their notebooks on the teacher's desk, you will make a general feedback of the answers and ask for a few answers for question 1.

Formative Assessment:

Give back the books to students in order to confront the answers given by you in the feedback. Ask the student to place a rubric of his work

You can use the following rubric

- *= only one correct answer
- **= more than 2 correct answers
- ***= more than 3 correct answers



"What did we learn today?" The student should be able to list the twelve months of the year and identify the month they were born, the order of the months and some other facts about the different months.

Session 4, Period 2

Initial Phase



Activate Prior Knowledge: show the class the banner you did yesterday with names of the months. All the students must be standing up next to their seat, they have to jump, whenever they hear their birthday month; you start calling out the months in a random order. The last person to jump loses and has to be the one in charge of calling out the months.

Checkpoint

Verify student relate their birthdays to a particular month.



Intermediate Phase

With the banner on the board, tell the students the importance of having a calendar because it gives us order and information about dates that we have to remember, for example you can remind them how many days are left to exams or to other activities in school or in the community.

Checkpoint

Verify that groups are following your instructions to do the presentation.

Ask then your students to copy a definition for holiday: A special day for celebration. (<http://www.learnersdictionary.com/definition/holiday>). The reasons for having holidays are religious, historical, political or social reasons.



Have the students make four groups, each group will take 3 months of the years, you must assign the months. For this activity groups will need a big sheet of paper, crayons, markers or watercolor.



In groups they should take into consideration:

All group members must participate.

They have to recall from the months they were assigned what holidays are included, by giving the follow information: date of the holyday, place(s) in which the holiday is celebrated, a picture of the holiday.

Each group's holidays have to be written on a big sheet of paper; so that it can be presented to the whole group.

Everyone must write the information that each group will share, so they can have a list of holidays that are significant for the whole year.

Wrap up



In their book they can complete the exercise 4.2 Unscramble and ordering the months.

Session 4, Period 3 Initial Phase



Which month of the year is new year's eve? Which is the first month of the year? What is a holiday? What other holidays are celebrated in December?



Optional activity:
Sing and play with the following video <https://www.youtube.com/watch?v=yrdQDw3JRX4>
If you don't have access to show the video start class by asking questions about holidays.

Checkpoint

Verify that students understand your questions about holidays.

Intermediate Phase



Explain ordinal and cardinal numbers from 1 to 12. Relate ordinal numbers with the position of the months of the year. What is the 12th month of the year?



Practice numbers 1 to 12 as well as their corresponding ordinal numbers

Checkpoint

Have students complete worksheet 4.3 Holidays around the world, in their book.

Wrap up



Students will create a holiday; they have to give the information according to worksheet 4.3, in their notebook.

Learning Session lesson 4 youtube video to watch:

<https://www.youtube.com/watch?v=uG4XyNqUQxg>

Learning Session 5 “365 days”

Suggested time
3 periods

Introduction

Students must be able to make relations and conclusions about measuring time, in different units, developing a vocabulary that helps to communicate facts, quantities and quality.

Didactic resources

board, markers, pen, notebook, sheets of paper, Brown or cardboard paper, crayons, English-Spanish/Spanish-English Dictionary, pictures, posters, calendar, computer and Internet access if possible

Now it is time for you to try planning some activities to work with your students. It will be convenient preserving the Initial Phase, Intermediate Phase and Wrap up settings for your lessons. Feel free to be creative.

Competences

- 2. Answers orally to simple directions, questions and gives basic information by using specific phrases framed at school and family.

Learning Outcomes

- 2.2. Asks and answers basic questions about needed information.

Contents

- 2.2.2. Days of the week
- 2.2.3. My family community celebrations: months of the year and days of the week.

Session 5, Period 1 Initial Phase

Wrap up

Session 5, Period 2
Initial Phase

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Checkpoint

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Intermediate Phase

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Checkpoint

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Wrap up

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Session 5, Period 3
Initial Phase

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Checkpoint

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Intermediate Phase

Checkpoint

Wrap up

Formative Assessment:

Interactive

Questions about the calendar: <https://www.youtube.com/watch?v=I6UcmFUkACQ>
Cardinal and ordinal numbers: <https://www.youtube.com/watch?v=hoLCiBlrh00>

Learning Session 6 “365 days”

Suggested time

3 periods

Introduction

Students will create a puppet show in which they will use knowledge gained during the first five learning session, particularly communicative skills.

Didactic resources

Materials depending on the type of puppet: fabric, cardboard or paper bag
English-Spanish/Spanish-English Dictionary

Competencies

2. Answers orally to simple directions, questions and gives basic information by using specific phrases framed at school.

Learning Outcomes

- 2.2 Asks and answers respectfully basic questions about needed information.

Content

- 2.2.1. Traditions and Interests:
Wh-questions.

Initial Phase Session 6, Period 1



Tell the students they will make puppets for a show; but first they will have to learn how to make one by reading the instructions given on Activity 6.1., <https://www.wikihow.com/Make-Puppets>

Checkpoint

Verify that students understand the instructions given to do the task.

Intermediate Phase



In groups students read the instructions for making a puppet and start making at least 3 puppets (depending on the number of members in the group). These puppets will be used in the show.

Checkpoint

Students organize to complete the task as a group.

Wrap up

Students had read the instructions and made the number of puppets they think will be needed for their show.

Students report to the teacher.

Initial Phase

Session 6, Period 2



Students have to prepare a show with their puppets. The show has to include: a presentation of the characters/puppets, a brief description of a holiday, the day, month and some things that happen on that day.

Themes for presentation: Christmas, New Year, Thanksgiving, Easter, Independence of Guatemala, a local Holiday in their town or community, November 1st, etc.

Checkpoint

Students decide and plan on a presentation based on a selected holiday.

Intermediate Phase



Students will create the presentation according to the theme they choose; they will have to hand in a graphic organizer the information they will be sharing with whole group.

Checkpoint

Verify that students are ready with their corresponding presentation and graphic organizer.

Wrap up

Students will have ready the material for next day when they present to the class their characters and holiday.

Session 6, Period 3



For this period each group will make the Puppet Show. While the groups are presenting, the teacher could be writing down the comments about the holiday and at the end, give feedback and the students and invite them to keep up the good job.

Formative Assessment:

Refer students to Can Do Statements. Emphasize the importance of reflecting on their learning.
Interactive: <https://www.youtube.com/watch?v=72U6YIJfHoM>

Learning Session 7 “About me”

Suggested time

3 periods

Introduction

Students will be able to give information about them; this activity will help students in the communicative skill needed on legal and formal contexts. Additionally, students will become familiar with some standard questions on information formats.

Didactic resources

board, markers, pen, notebook, sheets of paper, big sheet of brown paper, crayons, English-Spanish/Spanish-English Dictionary, pictures, posters, ball or eraser

Competencies

4. Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure to be applied in daily life situations.

Learning Outcomes

- 4.1. Writes words with accurate spelling.

Content

- 2.2.1. Short email giving personal information, describing family: phrases and sentences.

Session 7, Period 1 Initial Phase



You can start this session by telling your students what information is commonly asked when they go to a bank or to any other institutions (hear some answers and if possible write them on the board). After this moment, ask them to go to activity 7.1 on their books, there they will find ideas for giving personal information.

Checkpoint

Walk around the classroom solving questions. Verify that students are asking questions using the correct pattern.

Intermediate Phase



Have students read activity 7.1 and tell them write it on their notebook. In pairs, they will write down at least five questions asking for personal information and they will fill it out with their own's.

Checkpoint

check on the pair work and verify that they are trying to create questions in order to get information.

Wrap up

Review with students some of the questions that were created. Explore possible correct responses to the questions.

Initial Phase

Session 7, Period 2



Ask one or three students to make memory of what they have worked on the previous period. Now show them this list of aspects that are commonly present on a personal information sheet for different purposes (school, work, medical, sport teams, religious or social groups, etc.)

Checkpoint

Ask questions to activate prior knowledge of personal questions in different settings as well as the correct form of presenting the question.

Intermediate Phase



In this period each group will create a PERSONAL INFORMATION SHEET, they will choose the purpose or use of it. Each group will make on a big sheet of brown paper.

Checkpoint

Verify that students follow the instructions to do the task: 1. Work in trios. 2. Create a personal information sheet. 3. Choose a purpose for including information.

Wrap up



Each group will paste their PERSONAL INFORMATION SHEET on one side of the wall and explain to the whole class.

Checkpoint

Verify that students are ready to present the purpose and questions they will include as a group in their personal information sheet.

Initial Phase

Session 7, Period 3



Play hot potato game and hear at least 6 students talk about the importance of knowing how to give or ask for personal information, the use of it and the elements that should be considered.

Checkpoint

Ask questions to check of students the importance of asking and responding to personal information for different purposes: social, medical, school, etc.

Intermediate Phase



Now it's time to make some funny thing using their personal information. Ask them how many of them use a social network.

Briefly explain to them the concept of social network, based on what's written on their book activity 7.2 when they finish reading and commenting about this theme ask them to invent a name for a social network focus on one of the 3 categories, and create their personal profile on sheet of paper.

Checkpoint

Verify that students are completing activity 7.2 on workbook as well as the extra activity on social network.

Wrap up



Formative Assessment

Verify that students not also create a poster with their own version of a social network but be ready to present it to the rest of the group.

Refer students to the Can Do Statements on the Student Book from this lesson.

Learning Session 8 “¿How do you feel?”

Suggested time

3 periods

Introduction

Students will open their space to communicate feelings, opinions and thoughts; and will begin to get familiar with a phrase that has diverse meanings in daily spoken English.

Didactic resources

poster with emoticons, redorded music for being played by any means, board, markers, pen, notebook, sheets of paper, big sheet of brown paper, crayons, English-Spanish/ Spanish-English Dictionary.

Competencies

4. Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure to be applied in daily life situations.

Learning Outcomes

4.3 Creates phrases related to his own context.

Content

4.3.3. Write diary entries related to feelings, and occupations.

Session 8, Period 1 Initial Phase



Ask students if they use WhatsApp. Do they use emoticons? Ask students to tell the class which are the emoticons they use more and why? (This discussion could either be in their native language).

Going back to emoticons. On the board draw a large circle. Then draw two eyes, ears, nose and a smiley mouth. Do the same facial gesture and say “I’m happy! Happy, happy, happy”. Get students to repeat and do the facial expression. Then erase the mouth and draw a sad mouth (and maybe a tear under one eye) and teach “sad”. Do the same for the rest of the vocabulary: (hungry, angry, scared, sleepy - use the section a. emoticons from the student workbook).

Checkpoint

Observe students relating the gesture with the correct word (adjective) to describe it.

Intermediate Phase



Review the vocabulary on section a. Have each pair draw circles on paper or on their notebooks. Then have them in turns draw faces with different emotions for their partners to guess. At the end of the activity invite some students to show the rest of the class their pictures and say what the feeling words are (or get the others to guess).

Checkpoint

Walk among the groups and check that they are relating gestures and emotions.

Wrap up




Ask students to face another student and tell the other student if they can remember 3 feelings related to the icons.

Session 8, Period 2

Initial Phase


 Observe the memory feeling for two minutes.


 Play the game as suggested on the memory feeling.

Checkpoint

Verify while the students play the game that they are relating feelings to a particular illustration.


Intermediate Phase

 Elicit that the verb 'to feel' is used as well as 'to be' when we describe feelings.

 Ask the students to write three sentences about themselves and their friends, using the verb 'to be' or 'to feel' and one of the adjectives from the class.

Checkpoint

Ask the students to assess their work.

 Draw three columns in the board, and ask students to label each one of them according to the meanings for feel. Ask then three students to write an example for each.

Do you feel the music?

Each student remembers his favorite song, and has written on a secret paper what feeling that specific music gives him. For the activity, each student will play/sing his song for a few seconds and the rest of the group will write down on a sheet of paper or in their notebook, the feeling he thinks the music communicates.

Wrap up

At the end, the teacher will collect all the sheets from students and the secrets papers, in order to count them and find out who the students with more accurate answers are.


Name: Song: Feeling:

Name: Song: Feeling:

Name: Song: Feeling:

This is an example of sheet

Formative Assessment:

 It is your time to share your song, your students will be grateful with you for sharing your feelings.

Initial Phase

Session 8, Period 3

How do you feel today? Student should give an answer related to a feeling

Read the paragraph about the questions HOW DO YOU FEEL? in their workbook, activity 8.c



Ask the students to think and write one example for each of the meanings or use of the word Feel/feeling. They must write it on their notebooks.

Checkpoint

Verify that students are writing sentences using “to be” and “feel” correctly.

Intermediate Phase

● After students have finish reading, ask them to do the following activity, for that they will have to leave the room into an open space, could be the hall or the courtyard. They have to bring their book with them and complete the activity 8.d

Checkpoint

Verify that students complete activity 8.d. Clarify questions that students could have about the activity.

Wrap up



Put in common your experience.

For next class: bring the name of a song in English, and write the name down on a paper (don't show it to anyone). Think about how the song makes you feel.

Formative Assessment



Go to your workbook and check the can-do statements.

Learning Session 9 “¿How do you spell?”

Suggested time

3 periods

Introduction

Students will learn to write words and simple phrases in English with the right spelling and grammar structure.

Didactic resources

soft ball or an eraser, board, markers, pen, notebook, sheets of paper, big sheet of brown paper, crayons, English-Spanish/ Spanish-English Dictionary.

Competences

4. Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure to be applied in daily life situations.

Learning Outcomes

4.1. Writes words with accurate spelling.

Content

1.1.1. Short simple sentences: Subject and predicate

Session 9, Period 1 Initial Phase



Say the alphabet together as a class, you could put some rhythm to make it attractive for young learners.

Checkpoint

Verify that students are able to relate the letter to the correct spelling.



Intermediate Phase

Focus on any letters that are particularly different in the way they are pronounced. E, I ; G J ; C Z and other letters you notice your students need practice with.

Checkpoint

Model and ask choral repetition (do not force but encourage your Students to pronounce).

Wrap up



Have a soft ball or a small object that can be thrown without harming. You throw the ball first to someone, he will say the first letter of the alphabet, then he will throw it to someone else and that person will say the second letter and so on until they finish the whole alphabet.

Formative Assessment

Having fun while practicing is the key word here; do not expect perfect pronunciation.

Session 9, Period 2

Initial Phase



Review the spelling of the letters of the alphabet

We will be working on three groups of words, these groups of words relate to sounds, and the sounds are very similar to the sound of the vowels in Spanish.

Checkpoint

Observe students while working and become available when questions about spelling happen.

Intermediate Phase



Each group of words have a similar sound. With these group of words, first have them pronounce many times. Use choral repetition; if some students are willing to try to do it one by or in pairs, encourage them to do so.

Arm, Ant, Apple, Altar Initial letter sounds like a in Spanish
Doll, Dot, Doctor, Door Initial letter sounds like d in Spanish
Harp, Hat, Hand, Hammer Initial letter sounds like j in Spanish

Checkpoint

Motivate students to practice.

Wrap up



Play again the game with the soft ball or small object used for wrapping up Period 1, but this time each student will say one group of words from this Period; it can be also done in small groups, each group using a soft ball or small object.

Formative Assessment

Errors or pauses may occur but it is important for students to have practice at pronouncing sounds.

Session 9, Period 3

Initial Phase



Ask students to repeat and spell the 3 groups of words seen during Period 2 (Repetition is key to learning). Provide more examples if you consider it necessary.

Intermediate Phase



(Individual) Do activity 9.1 from Student Workbook.

Wrap up



Students will write the twelve words when the teacher say them.
Ask students to bring pictures or images from the people of Guatemala for the next class.

Formative Assessment

Discuss with students the Can Do Statements related to the Learning Session 9

Learning Session 10

“¿How do you spell?”

Suggested time

3 periods

Introduction

Students will use the English language to communicate facts about their culture, country and family.

Competences

3. Reads aloud and silently: syllables, common words and phrases in English.

Learning Outcomes

- 3.2. Recognizes the meaning of common words and phrases in his readings.

Didactic resources

Content

- 3.2.2. Description of places, homes, neighborhoods, towns that appear in his readings: nouns.

Now it is time for you to keep on practicing planning some activities to work with your Students. It will be convenient preserving the Initial Phase, Intermediate Phase and Wrap up settings for your lessons. Feel free to be creative.

Session 10, Period 1

Initial Phase

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Checkpoint

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Intermediate Phase

[Empty dotted box for Intermediate Phase content]

Checkpoint

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Wrap up

[Empty dotted box for Wrap up content]

Formative Assessment:

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Session 10: Period 2

Initial Phase

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Checkpoint

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Intermediate Phase

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Checkpoint

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Wrap up

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Formative Assessment:

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Session 10; Period 3

Initial Phase

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Intermediate Phase

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Wrap up

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Formative Assessment

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Learning Session 11

“How to get around in my town”

Suggested time

3 periods

Introduction

Students will have a basic vocabulary to give directions in a familiar place.

Didactic resources

computer or Smartphone with Internet access for learning songs and about rallies.

board, markers, pen, notebook, sheets of paper, big sheet of brown paper, crayons, English-Spanish/Spanish-English Dictionary.

Competencies

4. Writes words and simple phrases in the new language with the right spelling and grammar structure.

Learning Outcomes

4.2. Writes phrases with the right grammar structure.

Content

4.2.3. Write an email giving directions to places around your city.

Session 11, Period 1

Initial Phase



Show the students the lyric of the song Hokey Pokey and encourage them to sing it and make the gestures the song indicates. This action will activate their sense of orientation and vocabulary.

After the song is finished, share with them the definition of compass, and the main symbols for orientation (turn right, left, etc) in their books in learning lesson 11. <https://youtu.be/iZinb6rVozc>

Checkpoint

Observe how students follow the song's lyrics.

Intermediate Phase



With the information given by the song and the reading they must complete the activity 13.1 on their book.

Checkpoint

Verify that students can follow the instructions in “Hockey Pockey”. Also check if students relate compass to a way to indicate direction.

Wrap up



Each student will complete the activity on his own.

You can ask the participation of some to give a general feedback.

Session 11, Period 2

Initial Phase



show the students the lyrics of the song “Humpty Dumpty” and encourage them to sing it and make the gestures the song indicates. Also explain that the song is a nursery rhyme. Check https://en.wikipedia.org/wiki/Humpty_Dumpty

Checkpoint

Play the song a second time, check that students are trying to follow instructions from the lyrics.

Intermediate Phase



Ask each group to draw a map of the community or neighborhood to which the school belongs. They have to show some places for reference. Also, they will have to write three directions, that tell people how to go from one place to another, by using the vocabulary they have gained. Here is a model from google images:



Checkpoint

Verify that students are
a. drawing a map and
b. give three directions using the map as reference.

Wrap up



Each group will share with the rest of the class, one of the situations in which they give a direction.

Session 11, Period 3

Initial Phase

Review activities from the previous periods.

Intermediate Phase



The teacher will tell the group about today’s activity Rally around the school, the main point of this activity is that students follow instructions about directions. For this activity the teacher will have to make a map of the school and write down the directions as he thinks is accurate. In each reference point the teacher could assign a question to answer or a specific thing to do, to make the rally even more interesting. You can read more about rallies on the following websites:

<https://educationtothecore.com/2015/09/tips-and-ideas-for-school-pep-rallies/>,
<https://stumpsspirit.wordpress.com/2007/09/19/ideas-for-a-fun-pep-rally/>

Ask students and verify the concept of rally and the rules of the game.
Discuss with students the Can Do Statements related to the Learning Session 11

Learning Session 12

“Window shopping”

Suggested time

3 periods

Introduction

Students will be able to combine information about directions, characteristics of products and use of quantities.

Didactic resources

board, markers, pen, notebook, sheets of paper, big sheet of brown paper, crayons, English-Spanish/Spanish-English Dictionary. 3 banners with pictures or drawings of pieces of clothing recorded music for being played by any means

Competences

2. Answers orally to simple directions, questions and gives basic information by using specific phrases framed at school.

Learning Outcomes

- 2.3. Provides information about very specific topics.

Content

- 2.3.3. Colors and articles of clothing.

Initial Phase

Session 12, Period 1



Ask students to close their eyes for a moment and think of any city or community in the world, what places must be present? Are shopping places one of those places that must be present? Write your student's answers on the board.

Checkpoint

Verify that students are relating places used in the community and maps to places they can go and shop.

Intermediate Phase



¿What kind of activity is shopping? For that, have them look into their books and complete activity 12.1

Checkpoint

Verify that students understand the meaning of window shopping. Help out with new vocabulary in the Wikipedia entry.

Wrap up



Write on the wall the words: costumer, browse, retailer, suitable, leisure. For each write ideas or examples so students will have a basic idea of them. For next period ask your students to bring three pictures from newspaper catalogs; it could be pieces of clothing, personal objects, household objects.

Initial Phase

Session 12, Period 2



Have ready at least 3 banners with pictures or drawings of pieces of clothing, household items, common personal objects, etc. Here is an example, but you must have ready a dictionary in case someone brings an object that you didn't include on your list.



<http://elblogdealbertoseneca.blogspot.com>

Tell your students to mark with their names with a piece of masking tape the pictures they brought.

Checkpoint

Verify that students brought the picture and performing the task.

Intermediate Phase



Students will make an information display for each of their items, as it is shown in activity 12.2 on the student book. Tell them to look on the banners to find information in case they don't know the name or how to spell the picture of the items they brought. If the item is not in the banners that you've made they can consult a dictionary.

Checkpoint

Verify that students are classifying the pictures correctly. Become available for vocabulary questions.

Wrap up



Make sure students have completed their displays, now place all the student's items and displays in a box or a safe place to be used for the next period.

Session 12, Period 3

Initial Phase



Ask the students to take out from the box the picture of the items and displays they did on period 2. When all students have their pictures out, ask them to group the items. For example, put the women's shirt in one area with this display, the men's pants and their displays, the watches or any other personal object for men or women, etc.

Checkpoint

Ask students to listen to your instructions using TPR to create the display. Verify that they follow your instructions.

Intermediate Phase



Once the students have group all the items and place the displays, tell them to make groups of three.

Play some music and ask them to walk in trios around the classroom as if it was a shopping center, they will pretend they are window shopping looking at all the items.

Write the expressions on a piece of brown paper. Go over with them. Model when necessary. Encourage them to make comments about the items like:

What a nice shirt!

What a nice color!

How much is it?

What size is it?

I like those pants!

I need a watch!

How much are they?

I like yellow much better!

Checkpoint

Verify that students are pretending to do window shopping. Listen for the expressions they are using and how they are using them.

Wrap up



When you see there are only five minutes left, you stand in the middle of the classroom and tell them: Time to shop, that means it is time to get the picture they brought as homework and take them back.

After everyone has taken their pictures back, ask three or four students to tell how they felt by doing this activity.

Refer students to Rubric on the student book to evaluate the learning lesson.

Learning Session 13

“Integration 2”

Suggested time

3 periods

Introduction

Students must be able express facts about themselves, from physical features to biographical episodes. In addition, students will practice the value of respect and appreciation for others, as well as practicing basic questions and giving answers.

Didactic resources

board, markers, pen, notebook, sheets of paper, big sheet of brown paper, English-Spanish/Spanish-English Dictionary

Competences

4. Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure to be applied in daily life situations.

Learning Outcomes

4.3. Creates phrases related to his own context.

Content

4.3.1. Description and explanation of who people are in a photo: possessive adjectives.

Initial Phase

Session 13, Period 1



Tell the students that for this learning lesson they will have fun talking about them; they have been learning a several words and communicating a bit during the first lessons. This time they'll talk about them, about the things they like, their family, friends and people they know. They will be playing a game called Talking Cards (<http://iteslj.org/Lessons/Brown-TalkingCards.html>)

Or/and

Write on the board some key phrases: May use your...? Can I borrow your....? Do you have a? Can you share your.... With me? Do you need help?

Checkpoint

Check that the students are familiar with the questions presented in the lesson

Intermediate Phase

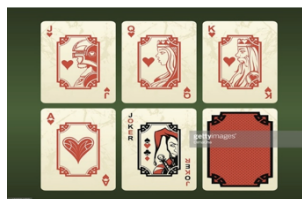


This session will be oriented to the making of cards, so students will need the following material: blank sheets of paper, scissors, glue, crayons, pencils and enthusiasm. Divide the class into four groups, and assign them one of the following signs: hearts, spades, clubs, diamonds.



<https://pixabay.com/es/tarjetas-coraz%C3%B3n-pala-club-159600/>

Every group must make 5 cards each, one corresponding to the Jocker, the King, the Queen, the jack and the Ace (*).



Checkpoint

Make sure all the groups have finished doing their cards. They must keep the cards for the next lesson, in which they will write down questions.

Wrap up

(*) five cards is only a suggestion, maybe your students are able to make some more to which they can add some popular symbols or figures. This activity is not meant to promote betting, but only for playing purposes.

Session 13, Period 2

Initial Phase



make the students gather their group again with their material. As soon as the groups are formed give them the instruction for today's work.

Checkpoint

Verify that students have finished the task assigned which are five cards.

Intermediate Phase



Each group has a sign on all their cards, so each group will make questions based on the following instructions:

Group of hearts: ask for descriptions of people of your classroom or your community (for example: Please describe your best friend, or the English teacher, or your big brother, how tall you are, etc.)

Group of spades: make questions with What is your favorite... food, place, day, song, etc)

Group of clubs: make questions with Who... is your mother, is your favorite actor, etc)

Groups of diamonds: make questions with Do you like...swimming, studying, reading, etc.)

You could help your students by writing a list of vocabulary which they can use to enrich their questions.

Checkpoint

Make sure all the groups have completed their five cards and questions, so next lesson it will be TIME TO PLAY.

Wrap up

Ask the students if they have any doubts on how to make a question.

Session 13, Period 3

How to play:

Make four stations, and assign two students responsible for that station. The stations correspond to the 4 signs: hearts, diamonds, spades and clubs. Make then 4 groups of students that go around in order, when one picks a card he must answer the corresponding question to that card, the student will be awarded 4 points for a complete answer, 3 points for a reasonable answer and 1 point for any answer at all. The group with the highest score wins the game.

Wrap up



At home students will reflect on today's class and will complete activity 13.1 on the book.

Learning Session 14

“People are unique”

Suggested time

3 periods

Introduction

Students will learn that every person has a very special way to be, and that makes every person unique. Also, students will achieve some vocabulary words and use adjectives to describe other people.

Didactic resources

board, markers, pen, notebook, sheets of paper, crayons
English-Spanish/Spanish-English Dictionary

Competences

3. Reads aloud and silently: syllables, common words and phrases in English.

Learning Outcomes

- 3.1. Pronounces common words and phrases.

Content

- 3.1.2. Read simple sentences and personal information.
- 3.1.3. Understand a description of a person and his likes and dislikes.

Initial Phase

Session 14, Period 1



Ask students to make a list of activities that have been done in the classroom that had to do with describing people in different ways.

Checkpoint

Ask a student to help you write them on the board.

Intermediate Phase



Based on what you did for the initial phase, tell the students to read the information paragraph in their notebook, at the beginning of this learning lesson. There they will find the definition for the word “unique” and the one for “adjective”.

Checkpoint

Help the students understand these concepts by giving them some close examples, perhaps from a tradition or place that is unique in Guatemala or in your community.

Wrap up



Students will fill in the activity 14.1 on their Student book.

Session 14, Period 2

Initial Phase



Write on the board the two key words from the previous period: UNIQUE and ADJECTIVE.

Checkpoint

Ask them to review some adjectives that have they learned.

Intermediate Phase

Each student must talk to 4 other students and in a short sentence, they will have to write 1 sentence with each of the students for a total of 4 sentences using the chart on activity 14.2.

Checkpoint

Review the way the sentences are written.

Wrap up

Each student will read about one of the persons he chose to interview.

Session 14, Period 3

Initial Phase



The initial activity for the learning session will be the creation of a class mural. For these activities students will need long sheets of brown paper, little brushes and colors.

Intermediate Phase

Each trio will have one long sheet of brown paper, and will make a drawing per each member along with phrases like: "I am unique because I _____." They must complete the sentence with whatever quality they believe makes them unique. Write the phrase on the board for everyone to see.

Wrap up

Ask all the trios to paste their work, you will have a beautiful mural on your classroom wall.

Refer students to the Can Do Statements for Learning Lesson " 14.

Learning Session 15

“Habits and hobbies”

Suggested time

3 periods

Introduction

Students will learn how to talk about things they like or dislike. At the end they should be able to talk about their hobbies as well. Also, students will describe some habits in their daily routines and the benefits that these habits may give to their lives.

Didactic resources

Competencies

4. Writes words and simple phrases in the new language with the right spelling and grammar structure.

Learning Outcomes

2.2. Asks and answers basic questions about needed information.

Content

- 3.1.2. Read simple sentences and personal information
- 3.1.3. Understand a description of a person and his likes and dislikes.

Now it is time for you continue, using your experience, planning some activities to work with your Students. It will be convenient preserving the Initial Phase, Intermediate Phase and Wrap up settings for your lessons. Feel free to be creative

Session 15, Period 1

Initial Phase

Checkpoint

Intermediate Phase

Checkpoint

Wrap up

Initial Phase
Session 15, Period 2

[Empty dotted box for Initial Phase]

Checkpoint

Intermediate Phase

Checkpoint

Wrap up

Session 15, Period 3
Initial Phase

[Empty dotted box for Initial Phase]

Intermediate Phase

Wrap up

Learning Session 16

“Every day activities”

Suggested time

3 periods

Introduction

Students will learn how to talk about their routine or other people’s routine. This topic relates to habits and hobbies, so for students it will be an opportunity to enrich their communicative skills and their vocabulary.

Didactic resources

board, markers, pen, notebook, sheets of paper, big sheet of brown paper, crayons, English-Spanish/Spanish-English Dictionary, soft ball or an eraser.

Competences

2. Answers orally to simple directions, questions and gives basic information by using specific phrases framed at school.

Learning Outcomes

- 1.1. Understands specific phrases related to daily activities at school.
- 2.2 Asks and answers basic questions about needed information.

Content

- 2.2.1. Daily routines

Session 16, Period 1

Initial Phase



You can start by asking the student what does “daily routine” means? Let two or three students give you responses.



Make a list of activities that you do everyday. Review the hours and times of day.



Ask students to write a schedule of the regular things they do everyday.

Checkpoint

Verify that students remember the times of day and that students understand what a schedule is.

Intermediate Phase



Students will work on Activity 16.1; parts 1 and 2 must be solved individually.

Checkpoint

Walk around the class to observe your students working and solve doubts.

Wrap up



Have students select a partner, so the partner will correct the answers for the activity. The answers can be given by the students; you should be attentive to help students correct themselves.

Activity 16.1 part 1

I am Tom, I am a TV reporter and I will **talk** about my daily routine. Well, I have a very busy **day**. I **wake** up at 5:45 a.m. I have a cup of coffee and a sandwich for **breakfast**. At about seven I go to **work**. Later, I go to different **places** and interview people or just report the news. I never come home **before** 7 pm. Being a reporter is very tiring. But I really love my job because it is very **interesting**.

Activity 16.1 part 2

Mark the statements T for true and F for false.

- 1) Tom is not very busy. **F**
- 2) He wakes up at 6 o'clock. **F**
- 3) He has tea for breakfast. **F**
- 4) He goes to work at about 7 a.m. **T**
- 5) Tom usually goes to different places for interviews. **T**
- 6) He doesn't like his job. **F**
- 7) Tom never comes home before 7 pm. **T**

Initial Phase

Session 16, Period 2



Your students will continue learning about daily activities. Prepare beforehand a list of the subjects they take at school, written on a piece of paper, or write them on the board. Show them to your students.

Checkpoint

Check that students recognize the word subject. Remind them that the subjects should be written in capital letter.

Intermediate Phase



Activity 16.2 consists on making a description of the permanent activities they have on their subjects; they will choose 3 subjects and specify the information.

Checkpoint



Pairs can participate in giving answers, just be ready to orientate any error.

Wrap up

Finally write in the board the following words: always, usually, normally, often, sometimes, occasionally, seldom, rarely, never. Ask them if they are familiar with them? What do they tell us?

Assessment Initial Phase Session 16, Period 3



Play hot potato to have the list of yesterday's final words. Explain to students that these words are called Adverbs of Frequency, ask them to read the chart on their books.

Intermediate Phase



Do activity 16.3

Here are the answers for the first part:

	Paul	Raile	Keiko
Washes the dishes	never	sometimes	always
Goes shopping	never	sometimes	always
Does homework	never	sometimes	always
Cooks dinner	always		

Here are the answers for the second part:

1. Joanna washes the dishes sometimes.
2. Philip is never late for work.
3. She always wakes up at 6 a.m.
4. Tim often comes home late.
5. Roxanna always cooks nice dinner.
6. Paul never does his homework

Wrap up



Play hot potato again, but this time ask for a short sentence using a frequency adverb. Refer students to Can Do Statements on Learning Lesson 16.

Learning Session 17

“Food and drink”

Suggested time

3 periods

Introduction

Students will learn basic vocabulary for food and drinks, and will use it in simple sentences. Additionally, students will learn about the food pyramid.

Didactic resources

board, markers, pen, notebook, sheets of paper, crayons
English-Spanish/Spanish-English Dictionary

Competences

2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.

Learning Outcomes

- 2.2 Asks and answers respectfully basic questions about needed information.
- 2.3. Provides information orally about very specific phrases.

Content

Cooking and recipes: adverbs (time, place, manner, frequency).

Session 17, Period 1

Initial Phase



Ask the students about every day activities. Which can they remember? For sure someone will say something about eating, then ask what food and beverage names they know and write what they say on the board.

Checkpoint

Become available to provide help for food and drinks vocabulary. You might have to help them do so.

Intermediate Phase



Now tell the class to open their book on activity 17.1 part one.
Have them compare the food they mentioned with the ones that can be found in the student book.

Checkpoint

Ask the students which food they know and the ones they like,

Wrap up

Go over the vocabulary reviewing the illustrations on lesson 17.1 from the student book.

Initial Phase

Session 17, Period 2



Elicit expressions you can use to ask for food and express likes and dislikes.



Refer students to section 17.1.b. Follow instructions and then listen to some of the sentences made by them.

Checkpoint

This learning session will be based on the vocabulary seen during Period 1 of this session; the activities are connected with it.

Intermediate Phase



Do activity 17.2 part one.



Do activity 17.2 part two

Checkpoint

Walk around the classroom and become available to solve doubts.

Wrap up



Invite the groups to share one of the menus they created.

Session 17, Period 3

Assessment

Initial Phase



Play the guessing game What am I? you can decide which order students will participate.

Intermediate Phase



Introduce the students to the concept of FOOD PYRAMID.

A/- Read the text and answer the questions . (03 points)

Does the food pyramid gives a good information about healthy eating?

Yes, it gives good information

Should you eat more cereals than fruit ?

Yes

Are fats , oils , and sweets the most important foods in a good diet ?

No

B/ - Match each question with the appropriate answer . (02 points)

¿Which meal should be essential to you?	Fats, oils , and sweets .
¿How much vegetables should you have in a day ?	Kids who have a healthy breakfast.
¿What is at the top of the food pyramid?	Breakfast.
¿Who does better at school ?	3 to 5 servings.

Wrap up

Give the right answers for the reading comprehension and have time to see all the collages about food pyramid.

Refer them to the Can Do Statements on the Student Book.

Learning Session 18

“Integration 3”

Suggested time

3 periods

Introduction

Students must be able express facts about themselves. In addition, students will practice the value of respect and appreciation for others, as well as practicing basic questions and giving answers, by working on and appreciating art projects related to themselves.

Didactic resources

board, markers, pen, notebook, sheets of paper, big sheet of brown paper, crayons
English-Spanish/Spanish-English Dictionary

Competencies

4. Writes words and simple phrases in the new language with the right spelling and grammar structure.

Learning Outcomes

- 4.3. Creates phrases related to his own context.

Content

- 4.3.1. Write explanation of who people are in a photo.

Session 18, Period 1

This activity is personal, each student must make one. Each student will do their work on scratch paper. Instructions are on the student’s book.

They will have to bring from their home magazines, newspapers or pictures to make the final version during period 2 of this session. They can also bring crayons or material they think it will be needed.

Checkpoint

Verify that students are understanding the instructions. Become yourself available in case of doubts.

Session 18, Period 2

For session two, students will copy their paper scratch work on a piece of cardboard, paste some images or make collages or drawings to decorate it.

Checkpoint

Verify that students are understanding the instructions. Become yourself available in case of doubts.

Session 18, Period 3 Assessment

It's time to shine: each student will present his creation. The teacher must fill out the assessment for each student. If your groups are large, you might need to use an extra period.

The criteria for the presentation is described here:

Criteria	1= task was not complete or is not comprehensible	3= task was ok but still needs improvement	5= Dialogue is comprehensible
Speakers use clear, audible voice			
Speakers are using good language skills			
Dialogue or presentation is within an assigned time			
Information was well communicated			
Dialogue is controlled, natural but effective			

Learning Session 19

“Integration 3”

Suggested time

3 periods

Introduction

Student will participate in a class competition with the purpose to help students improve their spelling, increase their vocabulary, review and learn concepts and develop correct English usage that will be a learning skill.

Didactic resources

board, markers, pen, notebook
English-Spanish/Spanish-English Dictionary

Competences

3. Reads aloud and silently: syllables, common words and phrases in English.

Learning Outcomes

- 3.1. Pronounces common words and phrases.

Content

- 2.3.1. Spelling Bee Competitions

Session 19, Period 1

Initial Phase



Review the alphabet and how the words are spelled. Model the correct form of spelling some common words known to the students:

Computer: Teacher reads the word and pronounces it. Computer. Then the word is spelled: C-O-M-P-U-T-E-R

(Grupos) Ask groups to get together. Each student must select and write four words. Students should verify that the words are correct and together they should make sure of how the words are pronounced. Refer to Practice 1 How do you spell?

Ask the students to do the following task

- Select 16 words
- Read and pronounce the words correctly
- Ask when in doubt
- Spell the words correctly

Checkpoint

Walk around the groups verifying that students in the groups are doing the following activities.

Intermediate Phase



Explain what a Spelling Bee Competition is.

A Spelling Bee is a competition where students are asked to spell words. They provide a great way for students to learn new words or review the words they have been using throughout the school year in the English Area.

Explain to your students that the competition standard can be set to suit primary or secondary school students. In addition, tell them that next year the competition could be larger and students from other classes will take part and eventually parents will come and watch the competition.

This first year explain the rules each classroom will prepare a class Spelling Bee. Everybody will have a chance to participate and the 3 students that are better spellers will be hold first, second and third

place in the Class Spelling Bee.

Step 1: Give a list of 25 words to be used for the competition. You might consider an overall theme or different themes for different rounds of questions. The list should include the pronunciation of each word, the definition and a sample sentence that uses the word correctly. Refer students to Practice 2

Step 2: All students considered from this moment on spellers competing in the competition are given a number to determine their spelling order. The numbers are given in a random order or any other form you agree with your students.

Checkpoint

Stop and verify if the students have understood the rules of the Spelling Bee Competition so far.

Step 3: During the moment of the competition, spellers are seated in numerical order facing the pronouncer and the audience (if there is one). Motivate your principal and your own students to invite students from other grades to come and watch.

Step 4: Starting with speller number one, each speller is called in turn to the front of the group and the pronouncer reads the word they are to spell.

Step 5: The speller is given the opportunity to ask for the word to be repeated, the definition of the word and for the word to be used in a sentence. He can use the following expressions:

¿Can you repeat the word, please?

¿Can you give the definition of the word, please?

¿Can you give me an example of the word in a sentence, please?

Once the pronouncer responds to any of the questions the speller is asking them the speller then spells the word. Once the speller has started to spell the word, he could stop and start over from the beginning, HOWEVER, there can be no changes of the letters already spelled or the order in which they were first spelled.

It is important to model this process specially steps 3 to 5 with your students. Ask if they have any questions so far.

Step 6: When the speller spells the word correctly, he can return to his seat. If he spells the word incorrectly, the pronouncer gives the correct spelling of the word and the speller then joins the audience.

A soft sound can be used to indicate the incorrect spelling of the word. If there is no sound, the speller is correct and returns to his seat. If you hear the sound, the speller is incorrect and returns to the audience. The sound is not used until the speller has finished spelling the word whether correctly or incorrectly

Step 7: The next speller is then called to the front and given his word to spell. Once all spellers have had a chance, the round is over and the next round begins with the remaining spellers. This procedure continues until two or three spellers remain.

Step 8: The two final spellers are given words until one spells a word incorrectly.

Wrap up



Ask directly if the process is clear.

Ask students to take the words home and study them.

Initial Phase

Session 19, Period 2



Ask students if they are clear on the procedure. Model again the process one more time with a volunteer.

Checkpoint

Ask in different forms to verify that students understand the procedure to participate on the Spelling Bee.

Intermediate Phase



In groups of four, practice the words from the list and prepare themselves for the Spelling Bee Competition, which will be next period.

Checkpoint

Walk around the class verifying that the students are preparing for the competition.

Wrap up



Take a certain time, to ask how they feel about the competition. Ask them how ready they are. Motivate all students to participate.

Session 19, Period 3

Competition Day: Follow the rules and encourage everybody to participate.

Provide time to talk about their experiences in the Spelling Bee and giving recommendations and suggestions for next year. Refer students to practice 4. Ask the students to fill out his diploma of participation.

Interactive

Spelling Bee Rules <https://www.youtube.com/watch?v=ayvL-aFxJZw>



Learning Session 20

“What are you wearing?”

Suggested time

3 periods

Introduction

Students will make a detailed description of some clothing pieces. Additionally, he will compare kinds of clothing according to the weather.

Competences

4. Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure to be applied in daily life situations.

Learning Outcomes

- 4.2. Writes phrases with the right grammar structure.

Content

- 1.2.2. Auxiliary verbs with simple present tense on every day activities, hobbies, habits.
- 2.1.1. Wh- questions
- 3.3.5. Use a dictionary to look for the meaning of unknown words.
- 4.2.2. Use sequencing and time expressions related to cultural practices of English-speaking countries.

Now it is time for you to keep on practicing planning some activities to work with your Students. It will be convenient preserving the Initial Phase, Intermediate Phase and Wrap up settings for your lessons. Feel free to be creative.

Session 20, Period 1

Initial Phase

	Checkpoint
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Intermediate Phase	Checkpoint
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Wrap up

Initial Phase
Session 20, Period 2

[Empty dotted box for Initial Phase content]

Checkpoint

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Intermediate Phase

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Checkpoint

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Wrap up

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Session 20, Period 3
Assessment
Initial Phase

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Intermediate Phase

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Wrap up

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Learning Session 21

“Thinking about my family”

Suggested time

3 periods

Introduction

Students will use the English language to communicate facts and feelings about their family members. Also, students will use the present continuous to communicate.

Content

- 2.1.3. Daily life routines: regular and irregular verbs, in simple present tense.
- 3.2.2. Description of places, homes, neighborhoods, towns that appear in his readings: nouns.
- 4.1.2. Short email giving personal information, describing family: phrases and sentences.

Competences

- 3. Reads aloud and silently: syllables, common words and phrases in English.

Learning Outcomes

- 3.2. Recognizes the meaning of common words and phrases in his readings.

Didactic resources

Chalk, markers, board, cards.

Session 21, Period 1

Initial Phase



Ask the student to say some sentences in simple present (I eat mango). Take a pen or pencil and start writing on the board. Say: I am writing. Sit down and pick up a book. Say: I am reading. Start walking around the classroom. Say: I am walking. And so on with as many verbs as you'd like, but use verbs they already know, or introduce new verbs, but only a few at a time.

Checkpoint

Verify that while you model students are understanding that the action is taking place right now.

Intermediate Phase



By this moment students will be aware of the difference between the simple present and the present continuous, so ask them to read on their book the beginning of the activity 21.1

Checkpoint

Explain and make sure that students understand that the present continuous describe actions happening right now while the simple present tense is used to describe habitual actions.

Wrap up

Each student will read two of his sentences. Verify and correct that the sentences are describing actions happening right now.

Initial Phase

Session 21, Period 2



Ask three volunteers to go to the front, give them chalk or a marker and ask them to write each a sentence using the present continuous.

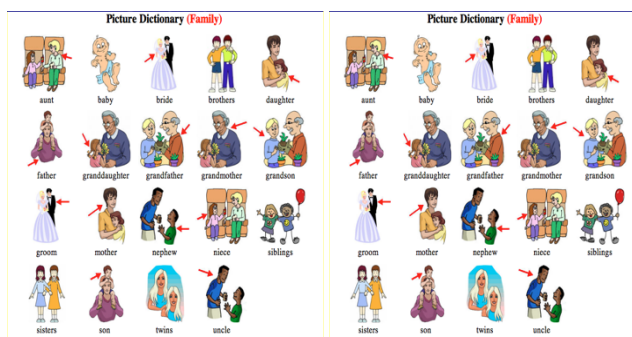
Checkpoint

You may want to re-write the grammatical structure for using the present continuous, on activity 21.1.

Intermediate Phase



Students will make cards for a memory game, using the family member picture dictionary below; feel free to add more family members if you think is appropriate. Every figure has to have two cards.



<http://focusonenglish1cecyt2.blogspot.com>

Checkpoint

Go around making sure that the students recognize the family members presented in the cards.

Wrap up

Students play memory with a set of cards. When they finish, collect all the set of cards from the groups. Next class you can switch the sets, so the groups will use a set of cards that was not made by them.

Session 21, Period 3 Initial Phase



Play "Memory Fun" using the instructions found in the student's book.

Checkpoint

Verify that students are following the instructions in order to play the game.

Intermediate phase



Students will gather in the same group as in Period 2 and will start playing.

Checkpoint

Walk around verifying that the groups are producing English based on the game. Do not allow Spanish to be spoken for the game.

Wrap up

Students will reflect on the Can Do Statements on the student book.

Learning Session 22 “Comparing products and prices”

Suggested time

3 periods

Introduction

Students will use the common phrases used for buying food and other things.

Didactic resources

board, markers, pen, notebook, sheets of paper
English-Spanish/Spanish-English Dictionary

Competences

3. Reads aloud and silently: syllables, common words and phrases in English.

Learning Outcomes

- 3.3. Analyzes willfully the meaning of common words and phrases when reading.

Content

- 2.3.4. Food and drink: There is some, any, how much, many, quantifiers.
- 3.3.4. A restaurant menu: Questions and vocabulary.

Session 22, Period 1 Initial Phase



Ask students if they know how to ask for price of something? Have them guess some possible answers. Then tell them to look for activity 22.1 on their book.

Checkpoint

Do a review of numbers from 0 to 100. Check that student relate the number and how the number is correctly pronounced in English.

Intermediate Phase



Students read the information about the question How much... the teacher will give some examples. Students will do part one and two of activity 22.1

Checkpoint

Explain the chart on the Student Book. Give some time for the students to practice with the expressions before doing activity a.

Wrap up

Encourage student to participate in giving the answers.

Session 22, Period 2

Initial Phase



You could draw some objects in the board, so that students could ask for their price, in singular or plural form.

Checkpoint

Check the Menu at the Picadilly Café on the Student Book. Review Vocabulary related to food as well as prices with the students.

Intermediate Phase



Work on activity b asking and answering questions.



Do activity 22.2

Checkpoint

For activity b. verify that all students are asking and answering questions using the patterns presented along with the picture. For activity 22.2 review singular and plurals to write the words in the correct category.

Wrap up

Encourage student to participate in giving the answers.

Session 22, Period 3

Initial Phase



Ask your students if they remember the class about adjectives, try asking them a few adjectives. Now tell them that they are going to use adjectives to compare and contrast.

Checkpoint

Ask questions and verify that students recognize vocabulary words used to describe nouns (adjectives)

Intermediate Phase



Do activity 22.2 b.



Read the information on activity 22.3 on the Students' book and do what is asked.

Checkpoint

Verify that students are able to make sentences using Subject+ Verb+ Complement. For 22.3 review the information with the whole class.

Wrap up

Encourage students to participate in giving the answers.
Refer student to Can Do Statements.

Learning Session 23 “Cooking”

Suggested time

3 periods

Introduction

Students will use vocabulary related to food and the cooking process and will communicate in an organized and basic way a recipe.

Didactic resources

board, markers, pen, notebook, sheets of paper, big sheet of brown paper, crayons, English-Spanish/Spanish-English Dictionary, Ingredients of a recipe

Competences

4. Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure to be applied in daily life situations.

Learning Outcomes

- 4.3. Creates simple phrases valuing his own culture and context.

Content

- 4.3.2 A simple recipe or a process to do something: verbs+prepositions of movements.

Session 23, Period 1 Initial Phase



Tell students they have been learning a lot of skills during this course, they can write different kinds of sentences, they can make a description, they can ask for things and buy, etc. Now they will be getting familiar with cooking, which is one activity that many people take as a hobby.

Checkpoint

Ask questions related to preferences of food and whether they like to cook and why.

Intermediate Phase

-  Read the information on activity 23.1 and do what is asked.

Checkpoint

Verify that students read and compare the student's answers with the key.

Answer key for French toast: 1c. 2b. 3c. 4d. 5 c.

Answer key for pizza: 1c. 2c. 3a. 4b. 5 c.

Answer key for spice cookie: 1d. 2b. 3d. 4a. 5 d.

Answer key for spice latkes: 1d. 2b. 3c. 4d. 5 a.

Wrap up



Ask each student to share one of the vocabulary words new for him and make a list of the most common new words. Also each student will read one sentence according to the instructions given by the teacher.

Session 23, Period 2

Initial Phase



Ask students if they have ever read a recipe. Ask them what a recipe includes, and write their answers on the board (e.g., ingredients, directions, oven temperature, utensils, etc.).

Checkpoint

Verify that the students understand the concept of recipe and the important elements to follow a recipe to cook.

Intermediate phase



Each group will receive a recipe, they must read it and together, answer the worksheet.

Checkpoint

Students must follow the recipe step by step. Don't encourage translation. Get the steps to cook.

Wrap up



Each group is going to think of a food they can be prepared the next period, for that they must bring the ingredients to prepare it during the class, and during the class as well they must make a display of the recipe.

Session 23, Period 3

Initial Phase



It is time to prepare the dish food! Good luck! Remember that you have to write the recipe of your dish.

Checkpoint

Verify that students follow the pattern for a recipe: Ingredients and Steps.

Intermediate phase



All the members must be collaborating in order to finish on time.

Checkpoint

Observe that all students are working on the task.

Wrap up



The teacher will pass in every group to taste the dish and read the recipe, also to give the students feedback about their work.

Learning Session 24

“¿What are you doing this weekend?”

Suggested time

3 periods

Introduction

Students will be able to communicate a diversity of activities and aspects of their lives during a specific time, as it is the weekend.

Competences

4. Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure to be applied in daily life situations.

Learning Outcomes

- 1.2. Understands specific phrases related to daily activities at school.
- 2.1. Begins to use appropriately polite social language and basic vocabulary with his classmates.
- 4.1. Writes words with accurate spelling.

Content

4.1.1. Short simple sentences: Subject and predicate.

Didactic resources

cards
markers

Session 24, Period 1

Initial Phase



Encourage your students to read a brief article about free time and leisure activities.

Checkpoint

Check that students understand the term “free time” from the paragraph.

Intermediate Phase



Students will check the illustrations and do activity 24.1

Checkpoint

Observe that students are working in pairs and answering the questions presented to them.

Wrap up



Each student will tell about one person and his leisure time activities.

Initial Phase

Session 24, Period 2



Tell your class that you will continue talking about leisure time and weekends. Ask them to compare two hobbies as presented in activity d.

Checkpoint

Verify that students are expressing their preferences in the activities using comparisons.

Intermediate Phase



Students will check the illustrations and do activity 24.1

Checkpoint

Verify that students are reading the cards without supporting themselves on translation to Spanish.

Wrap up



Check out the answer guided by the teacher.

Initial Phase

Session 24, Period 3



Go over with the whole group the structures used to talk about free time.

Checkpoint

Tell your class the importance to learn well how to talk about your activities on weekend.

Intermediate Phase



Students will follow the instructions in order to do activity 24.3 on the Student's book.

Checkpoint

Students write a 5-6 sentences paragraph describing the things he likes to do on his free time.

Wrap up



Give your writing to the teacher.

Learning Session 25 “Integration 4”

Suggested time

3 periods

Introduction

In this lesson, students will organize in groups and pretend that they are preparing a “Class Party to celebrate the school anniversary”. This project involves use food vocabulary as the quantities and units of measure. Students will also check prices in order to create a shopping list, prepare a menu and finally become familiar with American culture through celebrations and food.

Learning Outcomes

Competences

1.

Didactic resources

Content

Now it is time for you to keep on practicing planning some activities to work with your Students. It will be convenient preserving the Initial Phase, Intermediate Phase and Wrap up settings for your lessons. Feel free to be creative.

Session 25, Period 1 Initial Phase

Checkpoint

Intermediate Phase

Checkpoint

Wrap up

Initial Phase
Session 25, Period 2

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Checkpoint

[Empty dotted box for Initial Phase checkpoint]

Intermediate Phase

[Empty dotted box for Intermediate Phase content]

Checkpoint

[Empty dotted box for Intermediate Phase checkpoint]

Wrap up

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Session 25, Period 3
Assessment

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Learning Session 26

“Where were you born”

Suggested time

3 periods

Introduction

This learning lesson is centered on describing students when they were younger, using adjectives. In addition, a review of days, months and dates is included. The key element is to be able to ask and answer questions about the place and time that the students were born.

Learning Outcomes

- 2.1. Begins to use appropriately polite social language and basic vocabulary with his classmates.
- 2.2. Asks and answers basic questions about needed information.
- 2.3. Provides information about very specific topics.

Competences

2. Answers orally to simple directions, questions and gives basic information by using specific phrases framed at school and family.

Didactic resources

board, markers, pen, notebook sheets of paper, English-Spanish/ Spanish-English Dictionary

Content

- 2.1.2. Description of my friends' feelings and my own ones: verb to be in present tense.
- 2.2.3 My family community celebrations: Months of the year and days of the month.
- 2.3.2. Feelings: Adjectives.

Session 26, Period 1

Initial Phase



Review months and dates. Play hot potato. Give student an object that he must pass to another member as long as you are knocking the board or making any other type of sound. The student that retains the object has to respond to your command. “Tell me the name of a month” Student has to say December or “Tell me a year” 2001.

Checkpoint



Ask questions to the class whether they remember how to say a year, a month.



Ask students to review the information from learning lessons # 4 and # 5.

Intermediate Phase



You may want to start out by writing your own date of birth on the board. Explain to the students that a date of birth is the day a person is born. This is used to tell how old a person is. Teach the students to be able to say their date of birth (DOB). Ask the students orally what his date of birth is. Repeat as necessary.

Checkpoint

Verify that students understand the question What is your birth date?

Review how to write a date of birth properly. Make sure to explain the use of the dashes and slashes. Have the students write their date of birth. Give examples on the board: For example:

05-27-1984

May 27th, 1984

05/27/84



Have students practice saying their date of birth by randomly asking students “What is your date of birth?” and “What is your birth date?”

Wrap up



Review When – Where as WH questions.



Complete the graphic organizers as instructed in practice 1.



Student share his answers with a partner.



Ask students different questions at random and also ask for volunteers to ask questions related to the time. Verify that they are able to understand the questions and comply with the answers.

Session 26, Period 2

Initial Phase



Questions places and times. Ask students to remember the place and time where they were born. Model for the class as an example. I was born in my house in Sololá in July of 1987.

Ask students to make two lines facing each other. Ask the person in front of them one question: When were you born? When the student answers then moves to the end of the line and the whole line moves so that the student asks another question.

Checkpoint

Verify that students are asking and responding to the questions in the “fluency line”.

Intermediate Phase



Refer students to Practice 2: When and where were you born?



Students get together and ask each other questions from the Practice 2.

Checkpoint

Students answer the questions using the sentences they have written.

Wrap up



What did you learn today? Student should be able to ask and answer questions related to the time and place the student and others he knows was/were born.



Refer students to Practice 3. Now you do it. Ask them to do Square One using as much creativity as possible.

Session 26, Period 3

Initial Phase



Mimics and gestures” Students receive a sentence that the teacher has written. For example. I was born in my house. Or My brothers were born in Escuintla. They have to mimic the sentence and the group must guess the sentence. If it is similar or the same, the group gets a point.

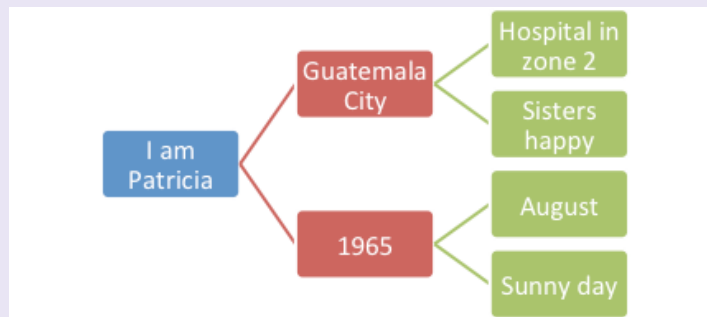
Checkpoint

Verify that students understand how the game should be played.

Formative Assessment



Brainstorm ideas and put yourself as a model. On the board, write your name.



Once the organizer is complete in Practice 4, write a paragraph using the information as the paragraph which served as the model.

My name is Patricia. I was born in Guatemala City in a hospital in zone 2. I don't remember the name. My family was very happy but especially my two sisters, Nora and Miriam. I was born in August 1965 and my mother said that it was a beautiful sunny day.



Refer students to Practice 5. Writing Workshop.

Learning Session 27

“My City: Now and Then”

Suggested time

3 periods

Introduction

This lesson focuses on going over the vocabulary used to describe a city or a town. The emphasis is on comparing the same place in the past and now. The past tense of the verb to be (was and were) is included the appropriate vocabulary and expressions as well to describe places.

Competences

2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.
3. Reads aloud and silently: syllables, common words and phrases in English.

Learning Outcomes

- 2.3. Provides information orally about very specific phrases.
- 3.2. Recognizes the meaning of common words and phrases in his readings.

Content

- 2.3.7. My future plans: future simple “will”.
- 3.2.2. Description of places, homes, neighborhoods, towns that appear in his readings: nouns.

Session 27, Period 1

Initial Phase



Review with the class some adjectives that describe places. Emphasize pronunciation. Give examples of cities, towns that they know of that could be used to describe them.



Refer to student book and the vocabulary section on learning session 27.

Checkpoint

For every word. Students should make a sentence using a real city or town as reference.

Intermediate Phase



Ask students to stand up and form a circle. Students must choose the name of your favorite city or town. Pretend you are that place. Walk around the class introducing yourself to other “cities” or “towns”. Ask each other questions and talk about what makes you a great place and why people should come to visit or live in you.

Students can use expressions and questions such as the following:

- Why are you great place to live/visit?
- Why do people should come and visit you?

Stress the use of Because, I am peaceful
Because I have many touristic places



Observe the pictures and write down sentences in which the difference between a town and city is registered.



My city and my town: Talk with your group about the capital city of your own country. Is it the best city in your country? What do you know about the history of the city and its name? Do you like its name? What does its name mean to you? What is the city famous for?

Refer to students to workbook activity c.

Checkpoint

Verify that students understand the difference between why and because.



Wrap up

Think about the place you live: Is it a town or city? Why? How would you describe it?
Teacher makes sure if students are able to understand the questions and use the vocabulary to describe a place he knows.

Session 27, Period 2 Initial Phase

World Capitals:



Talk with your partner make a list of countries and world capital cities. Guatemala City is the Capital of the Republic of Guatemala. List other countries.

Review nationalities: Citizens from Guatemala are Guatemalans.

Checkpoint

Student connect adjectives to the cities on the student book.

Intermediate Phase



Ask each other the question: In which countries are these Capital Cities? "What images do you have when you hear the name?" Which three are you interested in? and which three not interested at all? Can you give a reason why?

Washington D.C.	Paris	Berlin	London	Cairo
Nairobi	Guatemala	Beijing	Brasilia	Buenos Aires
Lima	New Delhi	Buenos Aires	Bangkok	Tokyo
Pyongyang				

Checkpoint

Check that students understand how to say things about places using the past tense.



Students form a semi-circle and the groups from activity c. on the workbook are ready to present the answer to their questions.



Refer students to the form and uses of the verb to be in the past to describe places. Go over with students the information from the pattern to describe aspects of a city. Model the place where you were born. An example is presented to you:

I was born in Retalhuleu. When I was little, there weren't many cars. The streets were not so busy. The city was clean and there weren't many visitors.

Wrap up



Explain students the assignment for next class. The instructions are on activity e. Think about your city. From the student workbook. Verify that the instructions are clear for the students to try to do the activity by themselves.



Refer at class to Think about your own city. Students must write a short paragraph and then be ready to read it class over the next period of class.

Session 27, Period 3 Assessment

Students play hot potato. With an object student passes very the fast the object among them. The student who has the object when you command “stop” should make a sentence in the past about a city or town they are familiar with.

Intermediate Phase



In a semicircle, students are ready to read the paragraph they created on the description of their birthplace when they were 10 years old.

Remind students that now represents present. Therefore, the verb is used in present. Review it with the group. Then describes the past, and the past tense of the verb has to be used.



Refer students to activity f. Quetzaltenango now and then. Student observe the pictures and organize the information in the graphic organizer.



Get together with two other students and get ready to organize an oral presentation on Quetzaltenango now and then.

Wrap up

Student receive feedback on their presentation and refer them to Can Do Statements.

Formative/Summative Assessment

The oral presentation is evaluated based on the following aspects

1. Students describe Quetzaltenango using both in past and present.
2. Students use adjectives to describe the city and objects in it appropriately.
3. All the three members participated in the presentation.
4. The presentation has a beginning, middle and end.
5. The presentation is coherent and logical related to the instruction

Each descriptor could be given:

- 1= The presentation was a combination of phrases in Spanish and was not understandable
- 3= The presentation was understandable but needed improvement
- 5= The presentation was clear and understandable

Learning Session 28

“Important events from my life”

Suggested time
3 periods

Introduction

During this learning lesson, student will be able to talk about, read about and write a simple blog entry about his childhood using specific verbs in the past.

Competences

3. Reads aloud and silently: syllables, common words and phrases in English.
4. Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure to be applied in daily life situations.

Learning Outcomes

- 3.1. Pronounces common words and phrases when reading.
- 4.2. Writes phrases with the right grammar structure.

Content

- 3.1.4. Readings and extraction of information from a chat dialogue.
- 4.2.1. Descriptions: Personal pronouns, possessive adjectives, nouns as a complement, me, my classroom and my community.

Didactic resources

board, markers, pen, notebook, sheets of paper, big sheet of brown paper, English-Spanish/Spanish-English Dictionary

Session 28, Period 1

Initial Phase



Write a list of words to relate with the word “childhood” Some examples: parents, toys, milk.



Students complete the list up to 12 words.

Checkpoint

Walk around and become available to help out when a student requests your help.

Intermediate Phase



Refer students to section a. memories from my childhood.



Explain to the students that we are referring to activities that happen in the past Model with the students’ information from your own life. For example, I remember a friend I had. Her name was Laura. I don’t remember a toy.



Ask them to fill out the information. Complete the columns using real information.



Get together with two other students and use the information to make sentences as the model.

Checkpoint

Verify that students are on the task.



Refer the students to the verbs in section b. Grammar Reference Using the Past Tense to talk about events from my life. Explain that in order to make a complete sentence you need the following pattern:

I liked Incaparina

I didn't like coffee

Did you like Incaparina?



Talk about things you did in the past using the grammar reference

Wrap up

Ask to go over with you what they have learned. This is an excellent opportunity for students to ask questions about how to begin using the past tense with the verbs presented in this learning session.



Ask students to make sentences with the verbs presented using the section b as reference.

Session 28, Period 2

Initial Phase



Ask students if they've heard of a timeline, or a series of events in order of time.

Talk about what a timeline is and how it is used. Ask students how they think a timeline may be useful.

Checkpoint

Model your own timeline.

Intermediate Phase



Refer student to section c. Make a timeline. Ask students to complete the timeline.

Ask students to be prepared to present his timeline. They should include at least 10 moments from childhood that they remember. The verbs to be used are was/were, had, liked, watched. Students should present a poster to the class where they talk about their childhood in the next class.

Checkpoint

Refer students to section d. Reading comprehension. See the answer key.

These are the answers:

My best friend is Carlos a. True b. False

We were in the same class a. True b. False

Her pet was a cat a. True b. False

We watched TV programs during the rainy season a. True b. False

We didn't play together in school a. True b. False

Wrap up

Go over with students the activities they did on the period. Explain that the presentation about the timeline will be next period. Explain the rubric.

Session 28, Period 3 Assessment

Just check that everyone is ready for the presentation and they understand how they will be evaluated. Ask students to present one at a time. They have to use their timeline as a support.

Intermediate Phase

Each student participates and is evaluated using the scoring rubric presented in the workbook. Teacher takes notes to give feedback individually.

Wrap up

Teacher gives feedback to each student individually. Give a positive comment as well as necessary things to improve. Keep it in a positive tone.

Students review the can-do statements as the feedback is given.

Learning Session 29

“Plans for the Future”

Suggested time

3 periods

Introduction

In this learning session you will give students a chance to speak freely about different aspects of their future life while guiding them (with their help) to use the future grammar forms will and won't. Students will learn to talk and write sentences about the future and improve skills to communicate authentic ideas.

Learning Outcomes

- 2.3. Provides information orally about very specific phrases.
- 3.1. Pronounces common words and phrases when reading.
- 4.2. Write phrases with the right grammar structure.

Didactic resources

board, markers, pen, notebook, sheets of paper, big sheet of brown paper, English-Spanish/Spanish-English Dictionary

Competences

- 2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.
- 4. Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure to be applied in daily life situations.

Content

- 2.3.7. My future plans: future simple “will”.
- 4.3.5. Note or email with suggestions for an event: demonstrative adjectives.

Session 29, Period 1

Initial Phase

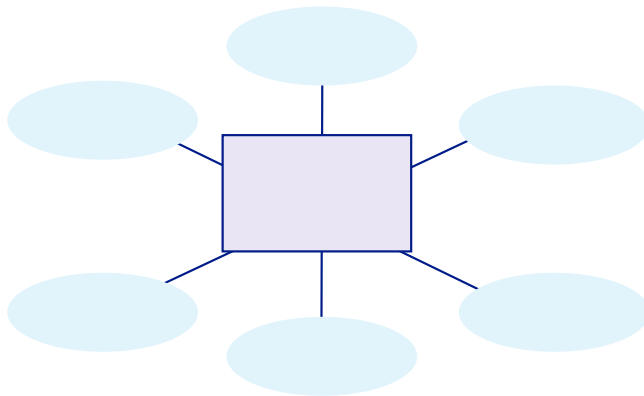


The teacher will tell the students that they are going to talk about birthday parties. The teacher will ask the students, “When is your birthday?”, “How do you like to celebrate your birthday?” The teacher will then ask, “What are the common elements of a birthday party?”



Teacher and student collaborate to complete a graphic organizer about actions and elements of a birthday party.


Graphic organizer




Checkpoint


Verify that students understand the use of graphic organizer and complete the task at hand.


Intermediate Phase


 The pairs will explain their experiences about birthday parties. Student will use the graphic organizer to describe a common birthday celebration for them.


 The teacher will explain that birthday parties must be planned before for the actual event takes place. When people plan events like birthday parties or weddings or when people talk about things that will happen in the future they speak in the future tense

Teacher will present future expressions such as tomorrow, next year, next week, next day, next month.


 Direct students to activity a. where students recognize the time expressions, and then draw a real activity of what they will do at that time.

 Refer student to activity b. Grammar Reference use of will to describe future plans


 In groups of five, students will try to make affirmative and negative sentences using will as a way to express the future.

 Student will go back to section a. Future and expressions and will try to create sentences using the time expressions as well as the information from section b.

Checkpoint


 Teacher reviews with students if they have understood the future tense and the time expressions.

Wrap up

 Students will create sentences about his dreams and goals for the future using will and won't.

Session 29, Period 2

Initial Phase


 With the help of the teacher, students will create a story based on the following situation:

In the year 2050, there will be more planes than cars in Guatemala.
Students must continue with the story trying for it to make sense.

Checkpoint

Verify that students make use of will and won't.

Intermediate Phase

 Refer students to the graphic organizer on section c " My Next Birthday".
Students must complete the organizer thinking about what will happen on his next birthday. He should include in his paragraph:

Student present himself to the class and mentions when his birthday will be.

Students describe 3 activities that he will do on his next birthday.

Students mention 2 activities that he won't do on his next birthday.

Students will give a simple description of how his next birthday will be.

The presentation has a beginning, middle and end.

Checkpoint

Make sure that students understand what is asked from him in the presentation.

Formative/Summative Assessment. The note is evaluated based on the following aspects


Each descriptor could be given:

1= The presentation was a combination of phrases in Spanish and was not understandable.

3= The presentation was understandable but needed improvement.

5= The presentation was clear and understandable.

Wrap up

 Teacher assigns a partner to practice and prepare the note



Round of student reading notes begins on period 2

Session 29, Period 3 Assessment

Encourage students to have a mini-session where they can talk about their experiences on writing his note.

Intermediate Phase

Some of the students who have not done their presentation will have to do it.

-  Refer students to vocabulary section d. The vocabulary will help them to go over the reading.
-  Refer student to section e. Reading Comprehension. Student must read the story and check the statements choosing True or False.

Key.

True.

False.

False.

True.

False

Wrap up

Refer students to Can Do Statements. Ask them to review them and verify if they are able to do the statements presented there.

Learning Session 30 “Traveling for a reason”

Suggested time
3 periods

Introduction

Transportation is very necessary in our lives. This unit reviews the vocabulary related to transportation. In addition, the student will ask and answer the forms of transportation commonly used.

Learning Outcomes

2.3. Provides information orally about very specific phrases.

Competences

2. Answers orally to simple directions, questions and gives basic information by using specific phrases framed at school and family.

Didactic resources

Content

2.3.8 Travel and accommodations: going to.

Now it is time for you to keep on practicing planning some activities to work with your Students. It will be convenient preserving the Initial Phase, Intermediate Phase and Wrap up settings for your lessons. Feel free to be creative.

Session 30, Period 1 Initial Phase

Checkpoint

Intermediate Phase

Checkpoint

Wrap up

Initial Phase Session 30, Period 2

Checkpoint

Intermediate Phase

Checkpoint

Wrap up

Session 30, Period 3 Assessment

Intermediate Phase

Wrap up

Learning Session 31

“Integration 5”

Suggested time
3 periods

Introduction

Everybody loves to talk about where they come from. Even more so, students love talking to people who are going to visit their town. This Travel lesson presents multilingual and multicultural classroom opportunities. This “Let’s take a trip” lesson helps students to produce travel information in the form of a flyer or brochure: In addition, helps the students to use the grammar structures around a very specific topic as it is traveling and accommodations.

Learning Outcomes

Competencies

Didactic resources

Content

Session 31, Periods 1 and 2

Initial Phase



Bring in an object or a photo to the class that they would like to talk about. Let them know this will be “Travel Show and Tell,” with an emphasis on travel. The object/photo item should be from their home country or a place they have recently visited. Let students take a few moments to get together their thoughts on what they would like to say about their item. Give them some guidance on what they should talk about in their 45 seconds: Some things they could say are:

- ¿Where is your item from?
- ¿Do you think people would like to visit where you got that item? ¿Why?

Travel Show and Tell! (This involves some initial planning.)
Remind students that “Show and Tell” is a simple public speaking activity used at various levels of education:

1. Students bring in a small object or photo that can fit into their bag and is school appropriate.
2. Each student who has an object/photo, one by one, comes to the front of the class and talks about that item for at least 45 seconds.
3. Participation is voluntary.
4. There is no grade given.

Checkpoint

Verify that students are ready to present on their “Show and Tell”.

Intermediate Phase



Ask students in pairs to decide on the three places they would go based on what they’ve heard and why. Have pairs share this information with the class.



The class will be divided into groups of 4 up to 6 members. The task is for them to create travel information: Each group will need to produce a certain amount of travel information. This information can be presented as a brochure, a power point, a flyer, and so on. Each group will produce several “essentials.” Groups can also produce “extra information” if time allows and students are able. This should take a period and half and, some parts could be homework.

Checkpoint

Student should complete their brochure or poster by next period.

Essentials	Extra Information: Remember is extra
<p>They have to include 3 travel sections: They have to choose 3 of the following:</p> <ul style="list-style-type: none"> • Short history section. • 2 historical or touristic sites. • Best time of year to travel. • Some suggestions for transportation and hotels. <p>Brochure, poster or flyer</p>	<ul style="list-style-type: none"> • Popular people. • Festivals or holidays. • Typical food

The brochure you will use should be ready in period 2.

Session 31, Periods 3
Assessment

Travel Fair. Presentation

Revisit Travel Show and Tell but have students come forwards as a group. They should bring the items they have created and explain each pretending to be tourist guides.

Refer students to Travel Show and Tell Scoring Rubric.

Learning Session 32 “Achievements”

Suggested time
3 periods

Introduction

In this lesson, students will be introduced to people’s hopes, dreams, and ambitions. They will be given a set of vocabulary/expressions related to this topic. They will work on producing sentences about their own hopes, dreams, and ambitions with these expressions. Finally, they will discuss their own definitions of a successful person and then share these with the class.

Learning Outcomes

- 3.3. Analyzes the meaning of common words and phrases.
- 4.3 Creates phrases related to his own context.

Competencies

- 3. Reads aloud and silently: syllables, common words, phrases in English
- 4. Writes words and simple phrases in the new language with the right spelling and grammar structure.

Didactic resources

Content

- 3.3.3. Locate information on a poster or infographic
- 4.3.3. Write diary entries related to feelings, and occupations.

Session 32, Period 1

Initial Phase



Brainstorm a list of people that are ambitious, that have dreams and hopes. Emphasize that to be ambitious is not a negative aspect of a person character.

Model: Erick Barrondo. He is ambitious. He has dreams and hopes. Ask students to complete the conversation and name two other people on the list.

Checkpoint

Help students discuss the dreams, hopes and ambitions of the people that were selected.

Intermediate Phase



Refer students to section a. ambitions, hopes and dreams. Look for the information of what a ambitions, hopes, and dreams are. If they can consult a dictionary, it would be great but if not, they can move on to the next section which is a reading that gives more information on the vocabulary.

The same group, tries to answer the three questions related to their own ambitions, hopes and dreams for the future.

They have collected enough information to present a very short introduction on one of the members of the group. They must introduce the person and present the results of the questions that they discussed as a group.

Checkpoint

Verify that students are completing the task at hand. Become available to answer questions that may arise.

Wrap up

Now you are ready to start thinking about your dreams, hopes and ambitions. Be clear on your ideas.
¿Do you have any questions?

Initial Phase

Session 32, Period 2



Ask different questions to verify if students are clear on the issues of ambitions, hopes and dreams.

Checkpoint

Elicit answers from students related to ambitions, hopes and dreams of their own.

Intermediate Phase



Refer students to workbook and the two pictures on success and failure. What is the difference?



Reflection and writing

Ask students to observe the pictures and write a journal entry describing it. Encourage them to reflect on the important parts of that pictures bring and consider aspects such as:

- ¿What happened?
- ¿Who was involved?
- ¿Where did the event take place?
- ¿What feelings does the picture provoke in you?
- ¿Did you learn something new from watching the pictures?
- ¿Why was this picture important to you?

Give them a 10-minute time limit to craft their entries. You might want to play soft music if possible.

The journal entry should be a regular practice that is very personal of the student it is important to assign time to practice this habit.

Checkpoint

Motivate students to write and do it as a personal activity. Don't emphasize grammar or vocabulary,! The important thing is to begin writing!

Wrap up

Explain that the journal entry would be about different topics and that the student is required to write about pictures or conversations they had in the English class. They could complement it with drawings and creativity.

Session 32, Periods 3

Assessment



¿Why is important to consider hopes, dreams and success at your age?

Teacher opens discussion and emphasizes the importance of thinking about the future in a very positive way.

Intermediate Phase



Refer to the infographic on the key to being successful. Student observes and understands the information presented in the infographic.



Students make an interpretation of the infographic and present their conclusions to the class.



Students and teacher discuss the infographic and try to understand important information from it.



Students prepare a note on the importance of achieving your dreams. Students should use the model presented in the student workbook.

Wrap up

Ask the students to check their work and the can-do statements presented in the learning lesson.

Learning Session 33

“¿What would you like?”

Suggested time

3 periods

Introduction

This learning session reviews vocabulary related to food. It also gives opportunities to the students to practice ordering food from a menu in a restaurant. The target pattern is would you like? I'd like....

Learning Outcomes

- 2.3. Provides information about very specific topics.
- 3.3. Analyzes the meaning of common words and phrases.

Competencies

- 2. Answers orally to simple directions, questions and gives basic information by using specific phrases framed at school.
- 3. Reads aloud and silently: syllables, common words and phrases in English.

Didactic resources

Content

- 2.3.4 Food and drink.
- 3.3.4 Read a restaurant menu.

Session 33, Period 1

Initial Phase



Divide the class in groups of 4. Each group is given one food category. For example, fruit for group 1. Each member of the group has to come up with words related to that category. The words cannot be mispronounced or repeated. If there is a mistake, the other groups that are listening to this first group have to clap and identify what type of mistake has been made. The teacher then chooses another group and another category of food for the new group. Is over when all the categories that the teacher has chosen have been covered. Examples of categories can be:
Meats, desserts, dairy, and vegetables.

Checkpoint

Walk among the groups observing that the students are playing the game as instructed.

Intermediate Phase



Teacher shows a picture of a menu. ¿Teacher asks where do we need a menu?

We need a menu to order food in a restaurant. Today we are going to practice how to order a meal. We are going to listen to a dialogue in a restaurant. I want you to listen and write down all the food words you hear. Do not worry about spelling at this point. (The teacher reads the dialogue with the help of two other students).

The rest of the class takes notes.

Waiter: Good evening. Here is the menu.

Customer 1: Hello! Thanks. What is the dish of the day?

Waiter: Today, the special is tomato soup and fried chicken.

Customer 2: Mm! That sounds delicious. What would you like, darling?

Customer 1: I do not like soup. I think I'll have the chicken.

Waiter: Would you like any salad with it?

Customer 1: Yes, that'd be nice. I'd like lettuce and tomato.

Waiter: Sure, Sir. And, for your Ma'am, what would you like to eat?

Customer 2: I'll have the tomato soup, with some bread. And the chicken, too.

Waiter: Would you like salad with it?

Customer 2: No, thanks.

Waiter: Would you like anything to drink?

Customer 1: I'll have water, please.

Customer 2: A coke, please.

Waiter: Certainly.

Now, students listen to the conversation again with the purpose of paying attention to how the customer's ordering the food. Model the examples and have them repeat:

Offering Ordering

Would you like anything to drink? I'll have water, please.

A coke, please.

What would you like to eat? I'll have the tomato soup.

I'd like lettuce and tomato.

Wrap up

Review the expressions that students use and the teacher asks questions about the expressions that were used in order to ask/order food in a restaurant.

Session 33, Period 2

Initial Phase



Divide the class in two groups. Each group will have to brainstorm different kinds of restaurants. Examples: coffee shop, tea house, steak house, Chinese restaurant, etc. Students can mention restaurants by their names.



Classify restaurants into formal and fast food restaurants using the list of names from places in the students' town.

Checkpoint

Verify that students classify formal and fast food.

Intermediate Phase



Ask students to name different types of food found in a restaurant. Write the vocabulary items on the board and make sure students also take notes. Teach the vocabulary items on the menu if they are not included on the board.

Point out the use of "would like" for making offers and requests, and "Can I" for making offers. Also make sure they notice the use of different fillers along with different responses. Refer students to section a. Grammar Reference for Ordering Food.



Give students the dialogue and menu, and ask them to read through it carefully. Refer students to section b. Dialogue Reading "ordering food in a restaurant"



Pair students up and ask them to use the Grammar Reference to complete the mini conversations applying the information from section a.



Ask students to read the Reading "Today's Special", answer the questions and compare their answers.

Checkpoint

Verify that students are working on the student book sections following instructions.

Wrap up

Ask questions on ordering your favorite food on a fast food restaurant such as McDonald's or Pollo Campero.

Initial Phase

Session 33, Period 3



Students ask each other: ¿What is your favorite restaurant? ¿What is your favorite food?

Checkpoint

Motivate students to ask and answer question related to food and restaurants.

Intermediate Phase



Practice the dialogue ordering food. This time change as many things from the conversation as you can.
Read it first and then try talking without using the workbook
Switch roles a number of times.



Refer students to section d. Reading a menu:
Check the menu. Observe and answer the questions.

Checkpoint

Observe that students compare their answers. Use the menu to invent a conversation about ordering food at this restaurant.

Wrap up

Refer to the Can Do Statements at the end of the lesson. Discuss with your students the results of the self-evaluation.

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