

LESSON PLAN

SCHOOL		COURSE	TEACHER		TIME	
		2ND			DATE	HOUR

THEMATIC UNITS		TOPIC	PRESENT TENSES...Verb To Be/ Simple Present
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**AIMS**

Be able to write sentences with verb To Be  
 Be able to talk about routines  
 Be able to differentiate present tenses

LEARNING GOALS	_ To talk about personal information _ To use present tense...( Verb Be....Simple Present) _ To ask and answer questions
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**DEVELOPMENT**

PRESENTATION	PRACTICE	WIND DOWN	MATERIALS AND STRATEGIES
<p>The teacher presents the lesson using flashcard, realia and give instructions about the uses of present tenses</p> <p>She is a doctor_ She works at the hospital            Is he an actor? Does he work on movies?</p> <p>The teacher writes on the blackboard</p> <p>_ I am a teacher__ I teach English            _ He is a student ___ He studies at school            _ They are singers ___ They sing at the concerts</p> <p>The teacher explains the use of present with verb to be and simple present tense</p> <p>TO BE : AM / IS / ARE            SIMPLE PRESENT : DO / DOES            Neg : AM / IS / ARE + NOT            DO + NOT            DOES + NOT</p>	<p>The teacher writes some sentences on the b/b and explains to write the negative and interrogative forms</p> <p>She is a model..Aff            She is not a model ... Neg            Is she a model? ... Int            _He plays soccer...Aff            _He does not play soccer ....Neg            _Does he play soccer?...Int</p> <p>The students practice the lesson in their notebooks or books doing the exercises supplied by the teacher</p>	<p>The teacher ask the students if they understood the topic and give other details if necessary</p> <p>The students return their homework to the teacher</p>	<p>Books HELLO CLASS            Notebooks            . Individual and groupwork            . R.S.A.: class participation with verbal application of studied concepts            . Role play            . Listening</p>

LESSON PLAN					
SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
					HOOR
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Family Mermbers and Professions	
AIMS					
Be able to identify members of the family in English Be able to mention family members's family Be able to ask and answer about professions					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>. To identify family members</li> <li>. To talk about professions</li> <li>. To sak about professions and family members</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
The teacher presents the topic describing his family tree, and writes sentences on the b/b. The teacher gives details about family's members vocabulary My mother is a teacher My father is an engineer My brother Louis is a pilot My sister Ana is a nurse My grandfather and grandmother are dentists	The teacher writes and draw on the b/b the family tree and practice with the students Then the students ask and answer questions related to family members' vocabulary What is your mother's name? My mother is Lucia How old is your grandmother? She is 84 years old How many brothers and sisters do you have? I have 3 brothers and 2 sisters The students do the activities		The teacher asks the students if they understood the topic and give other details if were necessary  The students return their homework to the teacher The students write their own sentences with the vocabulary studied	Books -( HELLO CLASS .Notebooks . Realia . Flashcards . Individual and groupwork . R.S.A.: class participation with verbal application ofstudied concepts . Role play . Listening	

LESSON PLAN					
SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
					HR
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Adjectives	
AIMS					
Be able to write sentences according adjectives uses Be able to identify adjectives					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>. To use adjectives in sentences</li> <li>. To write sentences using adjectives</li> <li>. To put the words in the right order</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
<p>The teacher presents the topic using realia or flashcard about famous people</p> <p>The teacher shows the adjectives and explains how its use in English</p> <p>Hulk is strong man</p> <p>Messi is a good soccer player</p> <p>The teacher explains that in English the adjectives are used before the nouns</p> <p>I have a WHITE house</p> <p>Yo tengo una casa BLANCA</p> <p>She is a BEAUTIFUL girl</p> <p>Ella es una chica HERMOSA</p>	<p>The teacher writes some activities on the b/b</p> <p>The students do the activities in their workbook</p> <p>The teacher writes some questions and the students ask and answer</p> <p>_ What color is your hair?</p> <p>_ Are you a shy person?</p> <p>_ Do you like tall people?</p> <p>_ Do you like curly hair?</p> <p>The students practice the dialogue in pairs</p>		<p>The teacher gives some another activities to the students</p> <p>The students write their own sentences with the vocabulary studied</p>	<p>Books -( HELLO CLASS</p> <p>.Notebooks</p> <p>. Realia</p> <p>. Flashcards</p> <p>. Individual and groupwork</p> <p>. R.S.A.: class participation with verbal application ofstudied concepts</p> <p>. Role play</p> <p>. Listening</p>	

LESSON PLAN					
SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
					HR
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Clothes ( Wearing)	
AIMS					
<ul style="list-style-type: none"> <li>. Be able to identify clothes vocabulary</li> <li>. Be able to describe people’s clothing</li> </ul>					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>. To know clothes</li> <li>. To ask and answer using “wearing”</li> <li>. To identify clothes’ size</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
<p>The teacher presents the topic describing himself how is dressed</p> <p>And also use realia to talk about clothes</p> <p>_ I am wearing a red t-shirt, blue jeans and brown shoes</p> <p>_ She is wearing a pink blouse , green skirt and gray sandals</p> <p>_ My size in jeans is médium</p> <p>The teacher give another details</p> <p>I wear blue jeans and a red shirt</p> <p>She wears white dress and black shoes</p>	<p>The teacher ask and answer questions and write on the b/b to practice with the students</p> <p>What are you wearing?</p> <p>What is your favorite color in jeans?</p> <p>What is your size in t-shirts?</p> <p>The students the activities in their workbooks</p>		<p>The students write their own sentences with the vocabulary studied</p>	<p>Books -( HELLO CLASS</p> <p>.Notebooks</p> <p>. Realia</p> <p>. Flashcards</p> <p>. Individual and groupwork</p> <p>. R.S.A.: class participation with verbal application of studied concepts</p> <p>. Role play</p> <p>. Listening</p>	

LESSON PLAN					
SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
					HOOR
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Present Progressive	
AIMS					
Be able to talk about actions happening now Be able to write and uses present continuous Be able to differentiate present tenses					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>. To talk about actions happening now</li> <li>. To add the "ING" form correctly</li> <li>. To translate sentences using present progressive</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
The teacher presents the lesson mentioning some sentences The teacher writes them on the b/b and explains the topic SUJ+VERB BE+ MAIN VERB+ ING I am a teacher.... I am teaching English now He is a student ..... He is studying English They are singers... They are singing The teacher explains how to add the ING Play- playing Stop- stopping Write-writing	The teacher writes some exercises on the b/b The students copy and practice Where are you? ... I am at home What are you doing? I am watching TV Where is he? ... He is at the restaurant What is he doing? He is eating a Burger Where are they? They are at the disco What are they doing? They are dancing The students do the activities in their workbook		The teacher asks the students if they understood the topic and give other details if were necessary  The students return their homework to the teacher The students write their own sentences with the vocabulary studied	Books -( HELLO CLASS .Notebooks . Realia . Flashcards . Individual and groupwork . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening	

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SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
					HOOR
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Prepositions of Place	
AIMS					
Be able to indicate where people and things are Be able to place people and things Be able to ask and answer using prepositions					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>. To use prepositions correctly</li> <li>. To locate people and places</li> <li>. To write sentences using prepositions</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
The teacher presents the topic with realia Then teacher writes some sentences and ask questions about some objects where are placed The book is on the table The pencil is under the table Ana is next to Mary Joseph is between Louis and Peter The cat is behind the car The school is opposite the book store The car is in front of the school Romie is in Paraguay Where is the Apple? It is on the table What is there next to the school? There is a supermarket The teacher gives other details	The teacher writes activities on the b/b and ask to the students to do The students read and write the sentences The students practice in pairs the dialogue Where are the students? They are in the classroom Is there a museum opposite the school? Yes there is. What are there behind the table? There are some chairs		The teacher makes a feedback to fix the lesson giving some others details  The students write down their own sentences	Books -( HELLO CLASS .Notebooks . Realia . Flashcards . Individual and groupwork . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening	

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SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
					HOOR
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	There is / There are__ How much / How many	
AIMS					
Be able to use there is – there are Be able to differentiate Mass Nouns and Countables Nouns Be able to recognize singular and plural					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>. To use there is- there are_- How much / How many</li> <li>. To differentiate Mass nouns and Countable nouns</li> <li>. To use plural form</li> </ul>		<ul style="list-style-type: none"> <li>. To use some--- any --- many</li> <li>. To classify animals in English</li> <li>. To change sentences in negative and interrogative</li> </ul>		
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
The teacher use realia to presnts the topic The teacher asks some questions and then write on the b/b The teacher explains the different in the uses of mass nouns and countable nouns. There is There are How much – How many There is a student There are three students There are some students There are many students There are not any students How many students are there in the room? How much coffee is there in the bag?	The teacher writes some exercises on the b/b and practice the uses Is there an orange on the table? Yes, there is Are there many people in the stadium? No, there are not. What is there in the livingroom? There is a new sofá How much coke do you drink per week? I drink two litters of coke per week How many litters of coke do you drink per week? I drink two litters of coke per week The students do the activities in their workbooks		The teacher asks the students if they understood the topic and give other details if necessary  The students write their own sentences with the vocabulary studied	Books -( HELLO CLASS .Notebooks . Realia . Flashcards . Individual and groupwork . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening	

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SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
					HOUR
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Simple Past of Verb To BE	
AIMS					
Be able to talk about past events Be able to recognize sentences in the past tense of To be					
<b>LEARNING GOALS</b>	. to differentiate the use of was / were . To express things happened in the past		. To change sentences into negative and interrogative . To ask and answer using past tense		
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
The teacher presents the topic talking about past event presenting flashcards and realia Then writes on the b/b and explains Verb To Be Present : AM – IS – ARE Past : WAS / WERE I am a teacher __ I was a student She is a girl now _ She was a baby They are doctors _ They were singers What day was yesterday? Yesterday was Sunday	The teacher writes some sentences and explains the negative and interrogative forms He was a pilot . They were singers He was not a pilot . They were not singers Was he a pilot? Were they singers? Yes, he was Yes, they were No, he was not No, they were not Where was the party? The party was at Susan's When was the party? The party was last Saturday Were there many people? Yes, there were many people		The teacher makes a feedback to fix the lesson giving some others details  The students write sentences in past tense as homework	Books -( HELLO CLASS .Notebooks . Realia . Flashcards . Individual and groupwork . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening	



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SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
					HR
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	There was / There were	
AIMS					
Be able to differentiate there was / there were Be able to talk about past event					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>. Tos ay where you were and what was there</li> <li>. To use there was / there were correctly</li> <li>. To write sentences in order</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
<p>The teacher introduces the topic talking about past event describing how was the city before</p> <p>There was a big church in the city</p> <p>There were many parks in the city</p> <p>There was a lake next to the soccer field</p> <p>There were trains station</p> <p>The teacher explains the uses there was and there were</p>	<p>The teacher writes some sentences on the b/b and shows how to change them in negative and interrogative</p> <p>Thwere was a hotel.... Aff</p> <p>There was not a hotel ...Neg</p> <p>Wasthere a hotel? Int</p> <p>Yes, there was.....No, there was not</p> <p>The teacher asks some questions and write the answer to practice</p> <p>What were there around the theater?</p> <p>There was a supermarket, a bank and a restaurant</p> <p>Were there many stores in the city?</p> <p>Yes, there werr a lot of stores</p> <p>The students do the activities in their workbooks</p>		<p>The teacher asks the students if they understood the topic and give other details if necessary</p> <p>The teacher gives other activities to the students</p>	<p>Books -( HELLO CLASS</p> <ul style="list-style-type: none"> <li>.Notebooks</li> <li>. Realia</li> <li>. Flashcards</li> <li>. Individual and group work</li> <li>. R.S.A.: class participation with verbal application of studied concepts</li> <li>. Role play</li> <li>. Listening</li> </ul>	

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SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
				HOUR	
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Past Progressive	
AIMS					
Be able to talk about past event using past progressive Be able to differentiate past tenses					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>. To talk about actions in the past</li> <li>. To change sentences into past progressive</li> <li>. To write sentences in order</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
<p>The teacher presents the lesson mentioning some sentences</p> <p>The teacher writes them on the bb and explains the topic</p> <p>SUJ+VERB BE(was/were)+ MAIN VERB+ ING</p> <p>I was sleeping when he came home</p> <p>They were running when started to rain</p> <p>What were you doing last Sunday?</p> <p>Was he singing at the concert yesterday?</p> <p>Yes, he was. It was a good show</p> <p>The teacher explains how to add the ING</p> <p>Play- playing Stop- stopping Write-writing</p>	<p>The teacher writes some exercises on the bb</p> <p>The students copy and practice</p> <p>Where were you? ... I was at home</p> <p>What were you doing? I was watching TV</p> <p>Where was he? He was at the restaurant</p> <p>What was he doing? He was eating a burger</p> <p>Where were they? They were at the disco</p> <p>What were they doing? They were dancing</p> <p>The students do the activities in their workbooks</p>		<p>The teacher asks the students if they understood the topic and give other details if were necessary</p> <p>The students return their homework to the teacher</p> <p>The students write their own sentences with the vocabulary studied</p>	<p>Books -( HELLO CLASS</p> <p>.Notebooks</p> <p>. Realia</p> <p>. Flashcards</p> <p>. Individual and group work</p> <p>. R.S.A.: class participation with verbal application of studied concepts</p> <p>. Role play</p> <p>. Listening</p>	

LESSON PLAN					
SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
				HOUR	
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Simple past tense of Regular and Irregular verbs	
AIMS					
Be able to talk about past events Be able to recognize past tenses Be able to differentiate regular and irregular verbs					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>. To talk about past events</li> <li>. To use auxiliary "Did" in negative and interrogative</li> <li>. To differentiate Regular and Irregular verbs</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
The teacher introduces the topic mentioning some event happened in the history Then shows how to use the verbs in simple past tense Columbus discovered America in 1492 Edison invented the light bulb Brazil won the world cup Regular                      Irregular Play : played              Write : wrote Work: worked              Go: went	The teacher writes some sentences on the b/b and explains the use of Did in negative and interrogative They opened the gate They did not open the gate Did they open the gate? Yes, they did__ No, they did'nt They went to Caacupe They did not go to Caacupe Did they go to Caacupe? Yes, they did. What did you do last weekend? I visited my grandparents Where did you go last summer? I went on vacation in Paris The students do the activities		The teacher asks the students if they understood the topic and give other details if necessary The teacher gives other activities to the students	Books -( HELLO CLASS .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening	

LESSON PLAN					
SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
					HOUR
THEMATIC UNITS			TOPIC	Used To	
AIMS					
Be able to talk about past events with “ Used to” Be able to recognize regular and irregulars verbs					
LEARNING GOALS	.To recognize the past of the verbs . To apply “used to” correctly in affirmative, negative and interrogative				
DEVELOPMENT					
PRESENTATION	PRACTICE	WIND DOWN		MATERIALS AND STRATEGIES	
The teacher presents the topics writing some sentences on the b/b Then explains the use of “Used to” I used to play “balitas” when I was a child They used to go to the country ten years ago	The teacher writes sentences and explains the uses in negative and interrogative The students practice He used to run in the park ... Aff He did not use to run in the park... Neg Did he use to run in the park?... Int Yes, he did___ No, he did not What did you use to do when you were a child? I used to take a bath in the river Where did you use to go ? I used to go to the country with my friend The students do the activities	The teacher makes a feedback to fix the lesson giving some others details  The students write sentences in past tense as homework		Books -( HELLO CLASS .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening	

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SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
					HOUR
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Curriculum Vitae _Memorandum_ Letters	
AIMS					
Be able to write means of communication to convey news					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>- To write a C.V and memo</li> <li>- To know parts of a letter</li> <li>- To differentiate types of letter</li> <li>-To fill out an envelope</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
<p>The teacher presents realia and explains the the topics</p> <p>The teacher gives all details about how to complete a curriculum , a memo and a letter</p> <p>The teacher talks about the importance to know about them</p>	<p>The teacher copies and shows on the b/b the principal parts of a cv, memo and a letter</p> <p>The students practice to completing them</p> <p>The teacher gives some activities to the students</p>		<p>The teacher makes a feedback to fix the lesson giving some others details</p>	<p>Books -( HELLO CLASS</p> <p>.Notebooks</p> <p>. Realia</p> <p>. Flashcards</p> <p>. Individual and group work</p> <p>. R.S.A.: class participation with verbal application of studied concepts</p> <p>. Role play</p> <p>. Listening</p>	

LESSON PLAN					
SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
					HOUR
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Numbers	
AIMS					
Be able to write numbers in English Be able to identify numbers spelling in English					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>- To write numbers in English</li> <li>- To sk and answer questions using numbers</li> <li>- To recognize cardinals numbers</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
The teacher presents the class using flashcards and say some sentences expressing numbers The teacher writes on the b/b and explains I am 37 years old She is 16 years old Paraguay has 17 departments His house number is 52	The teacher writes on the bb the numbers and practices with the students 1 one - 2 two – 3 three - 4 four - 5 five - 6 six 7 seven - 8 eight - 9 nine - 10 ten - 11 eleven 15 fifteen - 20 twenty - 30 thirty -40 forty - 50 fifty - 60 sixty -70 seventy - 80 eighty 90 ninety - 100 one hundred 101- one hunderd and one 2579- two thousand five hunderd and seventy nine The students do their activities in the workbooks		The teacher makes a feedback to fix the lesson giving some others details  The students do the activities in their workbooks	Books -( HELLO CLASS .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening	

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SCHOOL		COURSE	TEACHER		TIME	
		2ND			DATE	HOUR
			TOPIC	The Time		
THEMATIC UNITS						
AIMS						
Be able to tell the time in English						
LEARNING GOALS						
To tell the time in English                      _To use half, a quarter, o clock . To ask and answer about the time						
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
<p>The teacher presents the class using flashcards and realia Then ask questions referring to the time The teacher writes on the bb and explainsthe uses O'clock___A quarter after Thirty / Half ___A quarter toWhat time is it? It is two o'clock What time do you have breakfast? I have breakfast at a quarter after seven a.m. What time do you go to bed? I go to bed at nine thirty p.m.</p>		<p>The teacher writes some exercises The students copy and practice in pair telling the time a) 8:00 b) 11:20 c) 9:45 d) 10:30 e) 12:15 The students do the activities in their workbooks</p>		<p>The teacher makes a feedback to fix the lesson giving some others details  The students do the activities in their workbooks</p>		<p>Books -( HELLO CLASS .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening</p>

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<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Can – Can't	
AIMS					
Be able to use can expressing abilities (mental and physical) and asking permission					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>- To ask and answer questions with CAN</li> <li>- To express capacity and ability</li> <li>- To ask permission with Can</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
<p>The teacher uses some flashcard and realia to indicates the use of can / can't</p> <p>The teacher writes on the b/b and explains</p> <p>I can speak English</p> <p>I can't speak Portuguese</p> <p>Robert can play the guitar, but he can't play the piano</p> <p>Can I go to the bathroom?Yes, you can</p>	<p>The teacher write sentences on the b/b and practice with the students to change in negative and interrogative</p> <p>He can swim in the river</p> <p>He can't swim in the river</p> <p>Can he swim in the river?</p> <p>Yes, he can / No, he can't</p> <p>The students do the activities in their workbooks</p>		<p>The teacher makes a feedback to fix the lesson giving some others details</p> <p>The students do the activities in their workbooks</p>	<p>Books -( HELLO CLASS</p> <p>.Notebooks</p> <p>. Realia</p> <p>. Flashcards</p> <p>. Individual and group work</p> <p>. R.S.A.: class participation with verbal application of studied concepts</p> <p>. Role play</p> <p>. Listening</p>	



LESSON PLAN					
SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
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THEMATIC UNITS			TOPIC	Comparatives	
AIMS					
Be able to compare people and things					
LEARNING GOALS	<ul style="list-style-type: none"> <li>- To use the different comparative form</li> <li>- To identify adjectives</li> <li>- To write the opposite</li> <li>- To compare things</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
<p>The teacher presents the topic using flashcards and realia</p> <p>Then write on the b/b some sentences and explains the uses of comparative form.</p> <p style="text-align: center;"><b>COMPARATIVES</b></p> <ul style="list-style-type: none"> <li>- Juan is taller than José</li> <li>- José is shorter than Juan</li> <li>- Math book is more expensive than Science book</li> <li>- Science book is cheaper than Math book</li> </ul> <p>The teacher gives other details</p>	<p>The teacher writes some sentences on the b/b and shows how to make sentences in comparatives form</p> <p>_ ER : short adjectives</p> <p>_ MORE: long adjectives</p> <p>Irregular : Good : better</p> <p style="text-align: center;">Bad : Worse</p> <ul style="list-style-type: none"> <li>- Brazil is bigger tha Uruguay</li> <li>- Messi is better than Neymar</li> </ul> <p>The teacher writes some exercises</p> <p>The students do the exercises supplied by the teacher and the activities in their workbooks</p>		<p>The teacher asks the students if they understood the topic and give other details if necessary</p> <p>The teacher gives other activities to the students</p>	<p>Books -( HELLO CLASS</p> <ul style="list-style-type: none"> <li>.Notebooks</li> <li>. Realia</li> <li>. Flashcards</li> <li>. Individual and group work</li> <li>. R.S.A.: class participation with verbal application of studied concepts</li> <li>. Role play</li> <li>. Listening</li> </ul>	

LESSON PLAN					
SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
				HOUR	
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Superlative	
AIMS					
Be able to use superlative form expressing thir needs					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>- To identify the superlative form of adjectives</li> <li>- To use “est “ and “most” properly</li> <li>- To answer questions in superlatives</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
<p>The teacher presents the topic with realia and flascards</p> <p>Then teacher asks some questions with superlatives and writes on the b/b</p> <p>- Who is the tallest student in the class? Raul is the tallest in the class</p> <p>- What is the most expensive car in the word? Ferrari is the most expensive car in the world</p> <p>The teacher gives all the explanations as possible</p>	<p>The teacher writes some sentences on the b/b and practice the uses</p> <p>* Joseph is taller than Peter, but John is taller than Joseph</p> <p>_ Joseph is the tallest in the group</p> <p>_ Peter is the shortest of the three boys</p> <p>The teacher writes sentences and shows other details</p> <p>- Chemistry is the most difficult subject at school</p> <p>- The best teacher is the English teacher</p> <p>The students do the activities in their workbooks</p>		<p>The teacher gives some details to the students</p> <p>The students write down their own sentences in superlatives</p>	<p>Books -( HELLO CLASS</p> <p>.Notebooks</p> <p>. Realia</p> <p>. Flashcards</p> <p>. Individual and group work</p> <p>. R.S.A.: class participation with verbal application of studied concepts</p> <p>. Role play</p> <p>. Listening</p>	

LESSON PLAN					
SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
					HOUR
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Future	
AIMS					
Be able to talk about prediction Be able to recognize future actions					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>- To make predictions</li> <li>- To use will / won't properly</li> <li>- To ask and answer questions with future( WILL – WON'T)</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
<p>The teacher asks some questions in future tense about the students plans Then the teacher writes on the b/b some sentences and explains the class What will you do in ten years ? Where will you live ? Will you get married? I will study at the university I will not get married _Cardozo will play soccer in Barcelona, he will not play in Real next year</p>	<p>The teacher writes on the b/b sentences and explains to change them in negative and interrogative forms and also shorts answer forms _ He will live in a big city ...Aff _ He wil not live in a big city... Neg. _ Will he live in a big city?... Inte. _ Yes, he will / No, he won't The students practice some questions and answer in pairs The students do the activities in their workbooks</p>		<p>The teacher makes a feedback to fix the lesson giving some others details  The students do the activities in their workbooks</p>	<p>Books -( HELLO CLASS .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening</p>	

LESSON PLAN					
SCHOOL		COURSE	TEACHER		TIME
		2ND			DATE
					HOOR
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Future "Be Going to"	
AIMS					
Be able to talk about future actions Be able to recognize future tenses					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>- To talk about plans</li> <li>- To make predictions</li> <li>-To differentiate use of will and be going to</li> </ul>				
DEVELOPMENT					
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
<p>The teacher presents the class doing some questions about what are they going to do in the future</p> <p>And also presents some flashcards to focus the topic</p> <ul style="list-style-type: none"> <li>-What are you going to do this weekend?</li> <li>- I am going to visit my grandparents</li> <li>- Where is he going to go next year?</li> <li>- He is going to go to Paris</li> <li>- Are you going to study at the university?</li> <li>- Yes, I am / No, I am not</li> </ul> <p>The teacher shows the structure of Be going to</p> <p>SUBJ+VERB BE+GOING TO+MAIN</p> <p>VERB+OBJECT</p>	<p>The teacher writes sentences on the b/b and practices with the students to change them in negative and interrogative forms</p> <p>He is going to play soccer...Aff.</p> <p>He is not going to play soccer ... Neg.</p> <p>Is he going to play soccer?... Int.</p> <p>Yes, he is / No, he isn't</p> <p>The students practice asking and answering some questions</p> <p>The teacher gives some activities</p> <p>The students do the activities in their workbooks</p>		<p>The teacher gives other details</p> <p>The students do their own sentences in future sentence</p>	<p>Books -( HELLO CLASS</p> <ul style="list-style-type: none"> <li>.Notebooks</li> <li>. Realia</li> <li>. Flashcards</li> <li>. Individual and group work</li> <li>. R.S.A.: class participation with verbal application of studied concepts</li> <li>. Role play</li> <li>. Listening</li> </ul>	

LESSON PLAN																							
SCHOOL		COURSE	TEACHER		TIME																		
		2ND			DATE																		
					HOOR																		
<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Possessive Pronouns																			
AIMS																							
Be able to use possessive pronouns Be able to differentiate pronouns																							
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>- To use possessive pronouns in sentences</li> <li>- To replace nouns by pronouns</li> </ul>																						
DEVELOPMENT																							
PRESENTATION		PRACTICE		WIND DOWN																			
<p>The teacher presents the topic using realia and flashcards</p> <p>The teacher writes sentences on the b/b and explains the uses</p> <p>- This is <u>my pencil</u> : This is <u>mine</u></p> <p>- That pen is <u>Ann's</u>: That pen is <u>hers</u></p> <p>Personal pronouns    Possessive pronouns</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">I</td> <td style="width: 50%;">MIME</td> </tr> <tr> <td>YOU</td> <td>YOURS</td> </tr> <tr> <td>HE</td> <td>HIS</td> </tr> <tr> <td>SHE</td> <td>HERS</td> </tr> <tr> <td>IT</td> <td>ITS</td> </tr> <tr> <td>WE</td> <td>OUR</td> </tr> <tr> <td>YOU</td> <td>YOUS</td> </tr> <tr> <td>THEY</td> <td>THEIRS</td> </tr> </table>		I	MIME	YOU	YOURS	HE	HIS	SHE	HERS	IT	ITS	WE	OUR	YOU	YOUS	THEY	THEIRS	<p>The teacher writes some exercises on the b/b and practice with the students</p> <p>The stuent do the activities</p> <p>- That is her cat</p> <p>_____</p> <p>- Those car are ours</p> <p>_____</p> <p>The teacher gives some activities as homework</p>		<p>The teacher makes a feedback to fix the lesson giving some others details</p>		<p>Books -( HELLO CLASS</p> <p>.Notebooks</p> <p>. Realia</p> <p>. Flashcards</p> <p>. Individual and group work</p> <p>. R.S.A.: class participation with verbal application of studied concepts</p> <p>. Role play</p> <p>. Listening</p>	
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<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Object Pronouns																	
AIMS																					
Be able to use object pronouns in sentences Be able to differentiate types of pronouns																					
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>- To apply the use of object pronouns</li> <li>- To ask and answer questions with object pronouns</li> </ul>																				
DEVELOPMENT																					
PRESENTATION		PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES																
<p>The teacher presents the topic using realia and flashcards</p> <p>The teacher writes sentences on the b/b and explains the uses</p> <p>She is <u>my wife</u> : I love <u>her</u></p> <p>It's a nice story : Ivan told <u>me</u></p> <p>Personal pronouns    Possessive pronouns</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">I</td> <td style="width: 50%;">ME</td> </tr> <tr> <td>YOU</td> <td>YOU</td> </tr> <tr> <td>HE</td> <td>HI</td> </tr> <tr> <td>SHE</td> <td>HER</td> </tr> <tr> <td>IT</td> <td>IT</td> </tr> <tr> <td>WE</td> <td>US</td> </tr> <tr> <td>YOU</td> <td>YOU</td> </tr> <tr> <td>THEY</td> <td>THEM</td> </tr> </table>		I	ME	YOU	YOU	HE	HI	SHE	HER	IT	IT	WE	US	YOU	YOU	THEY	THEM	<p>The teacher writes some sentences on the b/b and explains</p> <p>Then practice with the students</p> <p>The students do the activities in their workbook</p> <p>_ In Christmas people give presents</p> <p>My uncle give us nice presents</p> <p>_ Who told him the answer?</p> <p>Mark told him the answer</p>		<p>The teacher makes a feedback to fix the lesson giving some others details</p>	<p>Books -( HELLO CLASS</p> <p>.Notebooks</p> <p>. Realia</p> <p>. Flashcards</p> <p>. Individual and group work</p> <p>. R.S.A.: class participation with verbal application of studied concepts</p> <p>. Role play</p> <p>. Listening</p>
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<b>THEMATIC UNITS</b>			<b>TOPIC</b>	Reflexive pronouns																		
AIMS																						
Be able to use reflexive pronouns in English																						
<b>LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>- To use reflexive pronouns</li> <li>- To differentiate types of pronouns</li> <li>- To write sentences using pronouns</li> </ul>																					
DEVELOPMENT																						
PRESENTATION		PRACTICE		WIND DOWN																		
<p>The teacher presents the topic using realia and flashcards</p> <p>The teacher writes sentences on the b/b and explains the uses</p> <p>_ The exam was difficult</p> <p>I did it by myself</p> <p>_ Joseph built to his new house</p> <p>He built by himself</p> <p>Personal pronouns    Possessive pronouns</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">I</td> <td style="width: 50%;">MYSELF</td> </tr> <tr> <td>YOU</td> <td>YOURSELF</td> </tr> <tr> <td>HE</td> <td>HIMSELF</td> </tr> <tr> <td>SHE</td> <td>HERSELF</td> </tr> <tr> <td>IT</td> <td>ITSELF</td> </tr> <tr> <td>WE</td> <td>OURSELVES</td> </tr> <tr> <td>YOU</td> <td>YOURSELVES</td> </tr> <tr> <td>THEY</td> <td>THEMSELVES</td> </tr> </table>		I	MYSELF	YOU	YOURSELF	HE	HIMSELF	SHE	HERSELF	IT	ITSELF	WE	OURSELVES	YOU	YOURSELVES	THEY	THEMSELVES	<p>The teacher writes some sentences on the b/b and explains</p> <p>Then practice with the students</p> <p>The stuents do the activities in their workbook</p> <p>_ Susan made lasagna for dinner</p> <p>  She made by herself</p> <p>_ We opened the gate</p> <p>  We did it by ourselves</p>		<p>The teacher gives other details</p> <p>The students do their own sentences with reflexive pronouns</p>		<p><b>MATERIALS AND STRATEGIES</b></p> <p>Books -( HELLO CLASS</p> <ul style="list-style-type: none"> <li>.Notebooks</li> <li>. Realia</li> <li>. Flashcards</li> <li>. Individual and group work</li> <li>. R.S.A.: class participation with verbal application of studied concepts</li> <li>. Role play</li> <li>. Listening</li> </ul>
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