Lesson Plan

SUBJECT: English	PERIOD: July 11th – 15th
PROFFESORS' NAME: Claudia Alicia Cruz Meza	
LEVEL: 1st	

EXPECTED LEARNING:

-Improve listening skills

-Improve reading skills

-Learn new vocabulary

-Ask questions about someone's personality and appearance.

-Use adjectives to describe a person's appearance and personality.

Platform	Pearson English: https://english-dashboard.pearson.com/login?redirectUrl=https:%2F%2Fenglish-dashboard.pearson.com%2F%3FredirectUrl%3Dhttps:%2F%2Fenglish-dashboard.pearson.com

In order to keep in touch with students, the teacher will make video calls through the Telmex app. The link will be provided by the teacher.

Instructions and deadlines can be found below. All these activities will be part of your final grade as daily work and homework. Remember that all the activities must be sent to **Google Classroom.**

You can look up for unknown words in the following link: https://www.oxfordlearnersdictionaries.com/us/

Monday, July 11th,

INDICATION: Students access to the video call. Students enter their first name and their last name and allow the page to use their webcams and microphones.

Teacher starts the class by elicitin students to say any word they know to describe people, teacher gives them some examples such as: tall, pretty, funny, etc.
Write the student's suggestions on the board.

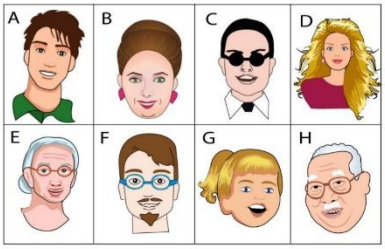
After that, teacher presents the new topic: describing people. Give students vocabulary related to the new topic, students must copy it on their notebooks in English and Spanish. Then, teacher gives students an activity where they must write the vocabulary in the correct category (Height, eyes, body, face, etc.)

Finally, teacher gives students the following activity and they must cut and paste the description with each person.

Describing People 2

©www.kids-pages.com

Match the images below with their correct description :



1. blond little girl with blue eyes
2. is wearing glasses and has a beard and a moustache
3. blond young woman with long hair and blue eyes
4. brunette man wearing dark sunglasses
5. old man with curly hair wearing glasses
6. middle-aged woman with brown hair and red earings
7. good looking young man with black eyes
8. merry old woman wearing glasses

>Remember to scan or send clear pictures of all the exercises done in your books and upload them to Google Classroom

Homework: Pearson English app

HAND IN DATE: July 11th, 10 p.m.

<u>Tuesday, July 12th,</u>

INDICATION: Students access to the video call. Students enter their first name and their last name and allow the page to use their webcams and microphones.
Students continue working with the topic describing people. Teacher shows students the following pictures:

Teacher elicits students to describe their appearances using
she has_____, he has _____.

After that, students listen to an audio about two girls describing someone's appearance, then, students must complete the following text with the missing words.

1. That? Er, that's my _____, Jem.

2. And that's his girlfriend, Lucy. The _____ girl with the _____, _____ hair.

3. Alex and Jem are _____. They're both _____.

4. They're exactly the same! They're both _____ and _____.

5. They've both got _____, _____ hair, _____ eyes, and _____ ears!

6. They're not big. I think they're _____!

7. And, has Alex got a _____?

Finally, students watch a video where they must draw the monstern acording to the description.

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Homework: Pearson English app

HAND IN DATE: July 12th, 10 p.m.

<u>Wednesday, July 13th,</u>

INDICATION: Students access to the video call. Students enter their first name and their last name and allow the page to use their webcams and microphones.

Teacher starts the class by giving students a word search where students must find adjectives to describe people. Then, give students some minutes to prepare for their presentations.

Finally, students describe in front of the class the person they choose to describe his/her appearance.

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Homework: Pearson English app

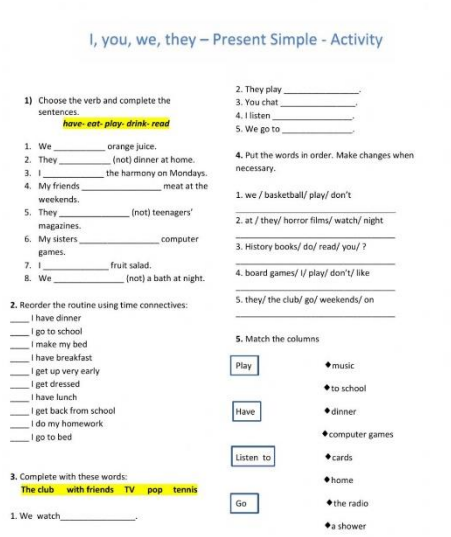
HAND IN DATE: July 13th, 10 p.m.

Thursday, July 14th,

INDICATION: Students access to the video call. Students enter their first name and their last name and allow the page to use their webcams and microphones.
Teacher starts the class by telling students her daily routine, then asks students about their daily routines.

Teacher reviews the topic present simple with subjects you, we, they and I. Give students some examples in order to focus them on the gramar structure.

After that, teacher gives students the following activity so they can practice the gramar point.



I, you, we, they – Present Simple - Activity

1) Choose the verb and complete the sentences.
have- eat- play- drink- read

1. We _____ orange juice.
2. They _____ (not) dinner at home.
3. I _____ the harmony on Mondays.
4. My friends _____ meat at the weekends.
5. They _____ (not) teenagers' magazines.
6. My sisters _____ computer games.
7. I _____ fruit salad.
8. We _____ (not) a bath at night.

2. Reorder the routine using time connectives:

____ I have dinner
____ I go to school
____ I make my bed
____ I have breakfast
____ I get up very early
____ I get dressed
____ I have lunch
____ I get back from school
____ I do my homework
____ I go to bed

3. Complete with these words:
The club with friends TV pop tennis

1. We watch_____.
2. They play _____.
3. You chat _____.
4. I listen _____.
5. We go to _____.

4. Put the words in order. Make changes when necessary.

1. we / basketball/ play/ don't
2. at / they/ horror films/ watch/ night
3. History books/ do/ read/ you/ ?
4. board games/ I/ play/ don't/ like
5. they/ the club/ go/ weekends/ on

5. Match the columns

Play	♦music
	♦to school
Have	♦dinner
	♦computer games
Listen to	♦cards
	♦home
Go	♦the radio
	♦a shower

Finalmente, los estudiantes resolverán un juego de memorama donde deberán unir la oración con la imagen que le corresponda.

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Homework: Students bring a picture of their favorite artist

HAND IN DATE: July 14th, 10 p.m.

<u>Friday, July 15th,</u>

INDICATION: Students access to the video call. Students enter their first name and their last name and allow the page to use their webcams and microphones.

Teacher starts the class by writing the following sentences on the whiteboard:

He gets up at 7 o'clock every day.
She studies English on Saturdays.

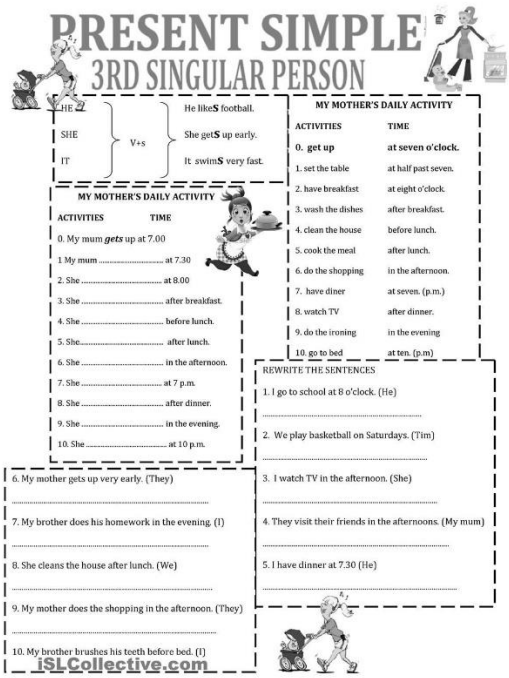
The dog barks a lot.

Asks students to notice the differences between the sentences seen last class, then underline the ending of the verbs (s, ies, es).

After that, teacher explains the conjugation of the verbs in the present tense when the subjects are he, she or it.

Students copy on their notebooks the present simple rules for he, she and it.

Students answer the following activity:



PRESENT SIMPLE

3RD SINGULAR PERSON

HE, SHE, IT } V+s

He likeS football.

She getS up early.

It swimS very fast.

MY MOTHER'S DAILY ACTIVITY

ACTIVITIES	TIME
0. get up	at seven o'clock.
1. set the table	at half past seven.
2. have breakfast	at eight o'clock.
3. wash the dishes	after breakfast.
4. clean the house	before lunch.
5. cook the meal	after lunch.
6. do the shopping	in the afternoon.
7. have diner	at seven. (p.m.)
8. watch TV	after dinner.
9. do the ironing	in the evening
10. go to bed	at ten. (p.m)

MY MOTHER'S DAILY ACTIVITY

ACTIVITIES	TIME
0. My mum *gets* up at 7.00	
1 My mum	at 7.30
2. She	at 8.00
3. She	after breakfast.
4. She	before lunch.
5. She.....	after lunch.
6. She	in the afternoon.
7. She	at 7 p.m.
8. She	after dinner.
9. She	in the evening.
10. She	at 10 p.m.

REWRITE THE SENTENCES

1. I go to school at 8 o'clock. (He)

.....

2. We play basketball on Saturdays. (Tim)

.....

3. I watch TV in the afternoon. (She)

.....

4. They visit their friends in the afternoons. (My mum)

.....

5. I have dinner at 7.30 (He)

.....

6. My mother gets up very early. (They)

.....

7. My brother does his homework in the evening. (I)

.....

8. She cleans the house after lunch. (We)

.....

9. My mother does the shopping in the afternoon. (They)

.....

10. My brother brushes his teeth before bed. (I)

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Finally, check student's answer and make any corrections if necessary.

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Homework: Pearson English app

HAND IN DATE: July 15th, 10 p.m

PRESENT SIMPLE
3RD SINGULAR PERSON

HE	V+s	He like**S** football.
SHE		She get**S** up early.
IT		It swim**S** very fast.

MY MOTHER'S DAILY ACTIVITY

ACTIVITIES	TIME
0. get up	**at seven o'clock.**
1. set the table	at half past seven.
2. have breakfast	at eight o'clock.
3. wash the dishes	after breakfast.
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5. cook the meal	after lunch.
6. do the shopping	in the afternoon.
7. have diner	at seven. (p.m.)
8. watch TV	after dinner.
9. do the ironing	in the evening
10. go to bed	at ten. (p.m)

MY MOTHER'S DAILY ACTIVITY

ACTIVITIES	TIME
0. My mum ***gets*** up at 7.00	
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2. She	at 8.00
3. She	after breakfast.
4. She	before lunch.
5. She.....	after lunch.
6. She	in the afternoon.
7. She	at 7 p.m.
8. She	after dinner.
9. She	in the evening.
10. She	at 10 p.m.

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6. My mother gets up very early. (They)

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I, you, we, they – Present Simple - Activity

1) Choose the verb and complete the sentences.

have- eat- play- drink- read

1. We _____ orange juice.
2. They _____ (not) dinner at home.
3. I _____ the harmony on Mondays.
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2. Reorder the routine using time connectives:

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3. Complete with these words:

The club with friends TV pop tennis

1. We watch_____.
2. They play _____.
3. You chat _____.
4. I listen _____.
5. We go to _____.

4. Put the words in order. Make changes when necessary.

1. we / basketball/ play/ don't
_____
2. at / they/ horror films/ watch/ night
_____
3. History books/ do/ read/ you/ ?
_____
4. board games/ I/ play/ don't/ like
_____
5. they/ the club/ go/ weekends/ on
_____

5. Match the columns

Play	◆music
	◆to school
Have	◆dinner
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Listen to	◆cards
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