



**Universidad Nacional Autónoma de México**

**Escuela Nacional preparatoria Plantel 7  
“Ezequiel A. Chávez”**

**Colegio de Inglés.**

**Didactic Sequence 1 Unit 1**

**English IV**



Subject:	English IV
Grade:	4th . Grade.
No. and name of the Thematic Unit:	Unit 1: To be or not to be, that is the question [Ser o no ser...] (William Shakespeare)
Author:	Aguilar Ruiz Blanca Georgina.
Title of the didactic sequence	Introducing myself, introducing other people.
Thematic content:	Meeting people. Greetings and farewells.
Number of the sequence sessions:	8
Objectives:	<p>Students will practice some vocabulary related to greetings, farewells and introductions.</p> <p>Students will identify and practice some uses of the verb <i>to be</i>, related to descriptions, permanent or temporary qualities or states.</p>
Situation:	Introducing people.
Project:	Students will introduce themselves and other people. They will write and record their information. They will use pictures or videos. They will share their information in class.
Assessment:	Activities done in class will be assessed during their process, sometimes in pairs, sometimes in teams or in the whole group and always by the teacher, in order to describe, collect, record, score and interpret information about learning. Online activities will be checked at the end of each exercise. Projects will be evaluated with one of the rubric the teacher uses or with one of those suggested at the end of this document.

## **DIDACTIC SEQUENCE 1**

### **Unit 1**

#### **Introduction:**

This sequence was designed for students of English IV to practice and consolidate what they have learnt about the verb to be, subject pronouns, possessive pronouns, and vocabulary related to introducing people.

The content of this didactic sequence is to motivate students to write and speak about themselves and others. This first step is to encourage them to continue using the English language to communicate with their mates.

### **Didactic Sequence Activities**

#### **Opening activities**

##### **Activity 1. Warm up. Speaking:**

Students will practice orally some basic vocabulary. It will be a game divided in five categories: a) greetings, farewells and ways to thank, b) numbers; c) all kinds of adjectives including colors, except nationalities; d) countries and nationalities and; e) jobs and professions.

Students standing in a circle will take turns to say a word. If one makes a mistake or repeats a word they will have to sit down. They will begin with vocabulary related to category a) after one or two minutes they will continue with category b) and so on.

#### **Process activities**

##### **Activity 2. Vocabulary. Reading and listening**

Students will practice vocabulary related to countries and nationalities solving a match exercise and a listening memory game.

##### **Activity 3. Reading and speaking**

Students will practice greetings and basic conversation structures by solving two matching exercises individually. Then, in pairs they will take turns to check the exercises.

##### **Activity 4. Reading and writing**

Students will practice meeting people conversations. First they will read a model

conversation in pairs. Afterwards they will complete a new conversation with their own information to practice the verb to be, subject pronouns, possessive adjectives, *wh* questions and some vocabulary related to introducing people, then they will write a parallel composition.

### **Activity 5. Writing and speaking**

Students will write six questions to ask about name, age, place of birth, address, mobile and e-mail, then they will use these questions to ask for this information to some classmates and write their information on a form included in the annexes.

### **Activity 6. Reading and writing**

Students will read a model introducing composition to complete some sentences, then, they will complete other sentences with their own information.

### **Activity 7. Writing and speaking**

Students will write their own introduction. They will stick their own photo on a sheet of paper and write a composition between 80 and 100 words introducing themselves. They will write a second composition between 80 and 100 words introducing a classmate, friend or relative.

Students will share their information in front of the class.

## **Closing activity**

### **Activity 8. Project**

Students will work in teams and choose a famous living person. They will search for the most appropriate information from the famous person on reliable Internet sources. They will use Infographic, a Power Point or any other source students choose to present their information in front of their mates.

### **Sources:**

Teacher's hand-outs, information from reliable resources obtained by the students, and students material.

## **Annexes: Index**

### **Activity 1. Warm up**

- Instructions

### **Activity 2. Vocabulary**

- Matching exercise to practice countries and nationalities. This exercise can also be solved at: <http://xurl.es/w5dl2>
- Listening exercise to practice countries and nationalities pronunciation at: <https://bit.ly/2K74lvt>

### **Activity 3. Reading and speaking**

- Two matching exercises to learn, practice and assess structures of a basic interviewing conversation with short answers. Exercise 1 to learn the verb to be, can be solved at: <https://bit.ly/30SWU5o> Exercise 2 to practice the verb have, can be solved at: <https://bit.ly/2HIZDam>

### **Activity 4. Reading and writing**

- Reading exercise.
- Gap-filling exercise to complete a conversation to meet people.
- Writing exercise. A parallel conversation to meet people.

### **Activity 5. Writing and speaking**

- Writing exercise. A questionnaire to ask about name, age, place of birth, address, mobile and e-mail.
- Oral exercise: A conversation with a classmate.

### **Activity 6. Reading and writing**

- Reading exercise.
- Completing sentences exercise.

### **Activity 7. Writing and speaking**

- Writing exercise. Instructions to write two compositions.

### **Activity 8. Project**

- Instructions

## Activity 1. Sequence 1. Unit 1

Warm up: Instructions

The teacher divides this activity in five sections:

- a) greetings, farewells and ways to thank
- b) numbers,
- c) adjectives,
- d) countries and nationalities,
- e) jobs and professions.

The teacher will ask all the students to stand up to play these five sections will which last one minute each one. All students will participate in each section.

- Each student has to say a greeting a farewell or a way to thank. The students who make a mistake or repeat a phrase will sit down.
- Each student has to say one number beginning by number one. Students who make any mistake or forget the number will sit down.
- Each student will say an adjective. The students who make a mistake or repeat an adjective will sit down.
- Each student will say a country and nationality. Those who make a mistake or repeat what a classmate has said will sit down.
- Each student will say a job or profession. Those who make a mistake or repeat what a classmate has said will sit down.

The students who remain stood in each section will win.

## Activity 2. Sequence 1. Unit 1.

Annex 2

Match the flags with their corresponding country and nationality. This exercise can also be solved at: <http://xurl.es/w5dl2>. You can also practice listening with a memory game at: <https://bit.ly/2K74lvt>

1 		
2 		
3 		
4 		
5 		
6 		
7 		
8 		
9 		
10 		

### Activity 3. Sequence 1. Unit 1.

1. Practice a basic conversation and the verb *to be*. Match each question with its corresponding answer by writing the letter in the parenthesis. This exercise can also be solved at: <https://bit.ly/30SWU5o>

#### A

#### B

1. Hello	(_____)	a) Smith
2. What's your name?	(_____)	b) 16
3. What is your surname?	(_____)	c) Reggaeton
4. Where are you from?	(_____)	d) Canada
5. Then, what's your nationality?	(_____)	e) On September 17 <sup>th</sup>
6. How old are you?	(_____)	f) Elizabeth
7. When is your birthday?	(_____)	g) Canadian
8. What do you do?	(_____)	h) I'm a student
9. What's your favorite subject?	(_____)	i) Hi
10. What's your favorite kind of music?	(_____)	j) History

Check the exercise with a classmate.

2. Practice a basic conversation and the verb *to have*. Match each question with its corresponding answer, by writing the letter in the parenthesis. This exercise can also be solved at: <https://bit.ly/2HIZDam>

**A**

**B**

1. Do you have siblings?	(_____)	a) No, he doesn't. He has green eyes.
2. Does Peter have blue eyes?	(_____)	b) Yes, she does. His name is Alan.
3. Does Ann have a boyfriend?	(_____)	c) Yes, I do. I have an Audi.
4. Do you have a car?	(_____)	d) Yes, they do. And It has a very big garden.
5. Do your parents have a big house	(_____)	e) Yes, I have one brother and one sister.
6. Do you have Math on Monday?	(_____)	f) Yes, it is 55 5477 2388
7. Do you have Alice's cell phone number?	(_____)	g) Yes, I have three. A cat, a dog and a rabbit.
8. Do you have any pets?	(_____)	h) No, I don't. I have Math on Tuesday.

Check the exercise with a classmate or do it on line.

## Activity 4. Sequence 1. Unit 1.

### Conversations. Meeting people.

Photo of two adolescents

#### 1. Model conversation.

Practice this conversation with a classmate.

Boy: Hello. What's your name?  
 Girl: Hi. My name is Alicia. What's yours?  
 Boy: I'm Marco. How old are you?  
 Girl: I'm 14 years old. And you?  
 Boy: I'm 15. What group are you in?  
 Girl: I'm in the group 412-B. And you?  
 Boy: I'm in the same group. So, we are classmates.  
 Girl: See you in class.  
 Boy: See you.

#### 2. Practice the conversation.

Take a selfie with a classmate, stick it on the square on the right and fill in the blanks with your own information then, practice it.

Boy: Hello. What's \_\_\_\_\_?  
 Girl: Hi. My name is \_\_\_\_\_. What's yours?  
 Boy: I'm \_\_\_\_\_. How old are you?  
 Girl: I'm \_\_\_\_\_. And you?  
 Boy: I'm \_\_\_\_\_. What group are you in?  
 Girl: I'm in the group \_\_\_\_\_. And you?  
 Boy: I'm in the same group. So, we are classmates.  
 Girl: See you in class.



Your selfie

**3. Write a new conversation.**

Work with a partner and use exercises 1 and 2 as framework to write a new conversation. Use different greetings and your own information. Take a selfie with a partner and stick it on the box below.



Your selfie

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

**Activity 5. Sequence 1. Unit 1.**

1. Complete the following questions according to the information required in the box below. Then, compare and check your questions with a classmate.

1. What is \_\_\_\_\_?
2. How \_\_\_\_\_?
3. Where \_\_\_\_\_?
4. Where \_\_\_\_\_?
5. What is \_\_\_\_\_?
6. What is \_\_\_\_\_?

2. Ask, as many classmates as you can, the questions you have written, and fill in the blanks with short answers.

NAME	AGE	COUNTRY	ADDRESS	MOBILE	E-MAIL

## Activity 6. Sequence 1. Unit 1.

Annex 6

### 1. Read this information



Hi, my name is Brandon Morin. I'm Canadian. I'm from Nova Scotia, Halifax. But I live in New York. I was born in the winter season, on December 28<sup>th</sup>, and I'm 16 years old. I live in a small apartment with my father Jacob, my mother Abigail and my twin brothers William and Ethan. They are 10 and attend to a very near primary school. I'm a student too, and I study at Trinity High School. I love it because I have many friends and I have a band. I play the guitar and sing. I love making friends.

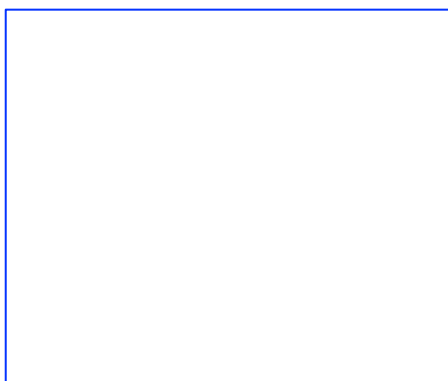
### 2. Fill in the blanks with Brandon's information.

About Brandon Morin:

His name is \_\_\_\_\_.  
He's \_\_\_\_\_.  
He's from \_\_\_\_\_.  
He lives in \_\_\_\_\_.  
His birthday is on \_\_\_\_\_.  
He lives with \_\_\_\_\_.  
He is a \_\_\_\_\_.  
He studies at \_\_\_\_\_.  
He has a \_\_\_\_\_.  
He plays \_\_\_\_\_ and \_\_\_\_\_.

### 3. Now, fill in the blanks with your own information.

What's your name?  
What's your nationality?  
Where are you from?  
Where do you live?  
Where were you born?  
When is your birthday?  
How old are you?  
Who do you live with?  
What do you do?  
Where do you study?



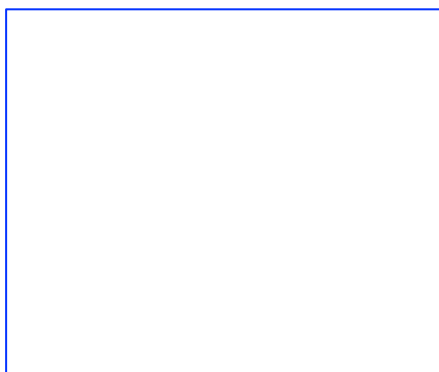
Your photo

About you:

My name is \_\_\_\_\_.  
I'm \_\_\_\_\_.  
I'm from \_\_\_\_\_.  
I live in \_\_\_\_\_.  
I was born in \_\_\_\_\_.  
My birthday is on \_\_\_\_\_.  
I'm \_\_\_\_\_ years old.  
I live with \_\_\_\_\_.  
I'm a \_\_\_\_\_ and  
I study at \_\_\_\_\_.

**Activity 7. Sequence 1. Unit 1.**

1. Stick your photo and write a composition between 80 and 100 words introducing yourself. Use the compositions and vocabulary practiced in the previous exercises.



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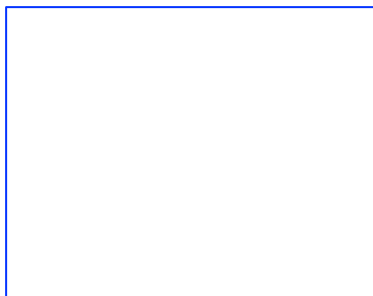
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2. Stick the photo of someone you want to introduce and write a composition between 80 and 100 words. Use the vocabulary and compositions practiced in the previous exercises.



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### **Activity 8. Sequence 1. Unit 1.**

#### Project instructions

- ✓ Students join in teams of three.
- ✓ They choose a famous living person.
- ✓ They write a list of questions about the famous person information they want to know.
- ✓ They can use some of the questions and vocabulary practiced in the previous exercises.
- ✓ They search for the most appropriate information on reliable Internet sources.
- ✓ They answer the questions with the information obtained from the Internet.
- ✓ They organize the information as a kind of biography.
- ✓ They use pictures or images.
- ✓ They can use Google drive to share information and do the activity.
- ✓ They have to write the references according to APA of the sites where they got the information, pictures and images.
- ✓ They present their information in a written and oral way to the class in a creative way.

It is suggested the teacher evaluates spelling, punctuation, grammar, coherence, and cohesion in the written part, and fluency and accuracy in the oral participation.