



**Universidad Nacional Autónoma de México**  
**Escuela Nacional preparatoria Plantel 7**  
**“Ezequiel A. Chávez”**  
**Colegio de Inglés.**  
**Didactic Sequence Unit 1**



Subject:	English V
Grade:	5 <sup>th</sup> . Grade.
No. and name of the Thematic Unit:	Unit 1: The open exchange information can have a positive global impact [La información de intercambio abierto puede tener un impacto global positivo] (Biz Stone)
Author:	González Guerrero María del Rocío Rosa María
Title of the didactic sequence	Leaders in the world
Thematic content:	1.1 Exchange personal and professional information about other people (Notion of the present tense with permanent and temporary nature) 1.2 Describe the frequency of daily activities. 1.3 Describe the place and time for daily activities.
Number of the sequence sessions:	5 sessions
Objectives:	Students will apply the communicative function of exchanging personal and professional information, describing current leaders' life and actions to reflect on their influence in the world.  Students will learn the notions of present tense with permanent/temporary nature.  Students will identify and practice some uses of the simple present tense and present continuous tense.
Situation:	. Talking about current leaders and their influence in the world.
Project:	Students will make a 2-3 minute video, presenting a current leader's personal and professional information who has influenced the world. They will describe his/her daily activities and what he/she is doing right now and his/her influence in the world. They will share their video with the

	class.
Assessment:	Students will be assessed during the process with the activities, quizzes, self-evaluation and co-evaluation. The project will be evaluated with a rubric.

## DIDACTIC SEQUENCE 1

### Unit 1

#### Introduction:

This sequence was designed for students of English V to practice and consolidate the notion of the present tense with permanent/temporary nature, the frequency, time and place of daily activities. They will talk about jobs and occupations activities.

The content of this didactic sequence is to motivate students to do research concerning a current leader who has been influential to the world.

### Didactic Sequence Activities

#### Opening activities

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

Students will practice orally some basic vocabulary about jobs and occupations. They will talk about what they want to study when they finish high school. They will also talk about their father or mother's occupation.

#### Process activities

##### **Activity 2. Vocabulary/Speaking**

Students will practice vocabulary related to jobs and occupations solving a match exercise and a crossword puzzle.

Students will talk about famous people jobs or occupations.

##### **Activity 3. Grammar/ writing**

The teacher will present the simple present tense using a presentation:

Students will practice the simple present tense watching an interactive video.

Students will write about Gru's (the character in the video) activities in the video. They will read their work to the class.

#### **Activity 4. Writing/ speaking**

Students will practice some simple present tense verbs by doing a fill in the blanks exercise:

Then, in pairs they will take turns to check the exercise.

Students will work in pairs and ask and answer questions to their partner using the verb phrases in the previous exercise:

Students will tell their partner's information to the class.

#### **Activity 5. Reading / grammar/ writing**

Students will practice the adverbs and expressions of frequency in a worksheet. First they will read a text and answer some comprehension questions. Then they will identify adverbs and expressions of frequency in the text. The teacher will present the topic. Students will do some exercises related to frequency adverbs and expressions in the worksheet. Students will talk about the frequency they do their daily activities.

#### **Activity 6. Writing and speaking**

Students will watch a video with an explanation of the present continuous tense. Then they will practice this tense with two interactive exercises.

They will write about what their family is doing right now. Then they will practice in pairs asking and answering about their families.

They will tell the group what their partners' family is doing right now.

### **Closing activity**

#### **Activity 8. Project**

Students will work in teams and will make a video presenting a current leader's (who has influenced the world) personal and professional information. They will describe his/her daily activities and what he/she is doing right now. Finally, they will socialize their video with the class.

## Sources:

Teacher's hand-outs, websites provided to the students.

## Annexes: Index

### Activity 1. Warm up. Speaking/ writing:

The teacher will begin asking questions like: What do you want to study when you finish high school? / What does your father/ mother do?

### Activity 2. Vocabulary/Speaking

Matching job -activity exercise: Exercise for matching the job and the activity of that job. This exercise can also be solved at: <https://es.liveworksheets.com/sy112608ui>

Crossword puzzle: To practice jobs and occupations. This exercise can also be solved at: [https://es.educaplay.com/juego/6883478-jobs\\_and\\_occupations.html](https://es.educaplay.com/juego/6883478-jobs_and_occupations.html)

### Activity 3. Grammar/ writing

Teacher may use this presentation to teach the simple present tense: <https://es.slideshare.net/iraidahj/simple-present-tense-10194657>

Interactive video: To practice verbs in the simple present tense. <https://en.islcollective.com/video-lessons/gru-present-simple>

### Activity 4. Writing/ speaking

Fill in exercise: To learn some verb phrases. This exercise can also be solved at: [https://es.educaplay.com/juego/6884019-verb\\_phrases\\_simple\\_present.html](https://es.educaplay.com/juego/6884019-verb_phrases_simple_present.html)

### Activity 5. Reading / grammar/ writing

Worksheet: To practice reading comprehension, the adverbs and expressions of frequency go to: <https://drive.google.com/file/d/1E4tPSWNcsMdhjQg3Q1UhJofSHtJOK7bM/view?usp=sharing>

Teacher may use this presentation to teach the adverbs and expressions of frequency: <https://drive.google.com/file/d/1sxlrUac0vNtsgAQJrwVCaxRd2ClzSke/view?usp=sharing>

### Activity 6. Writing and speaking

- Video Present Continuous Tense:  
<https://www.youtube.com/watch?v=hfgni8tQl3o>

Interactive Exercises:

<https://agendaweb.org/exercises/verbs/present-continuous-2.htm>  
[https://www.englisch-hilfen.de/en/exercises/tenses/present\\_progressive\\_mix.htm](https://www.englisch-hilfen.de/en/exercises/tenses/present_progressive_mix.htm)

Example of the dialogue students will practice in pairs.

A: What is your father doing right now?

B: He's \_\_\_\_\_

A: What is your mother doing?

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

### Activity 7. Project

- Instructions
- Rubric:  
[http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric\\_id=2623259&](http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2623259&)

Annex 1

## Activities English V. Unit 1

### Activity 1. Warm up. Speaking/ writing:

- Write some jobs or occupations you can remember and tell them to your teacher so she can write them on the board.
- Answer the following questions:
  - What do you want to study when you finish high school?
  - What does your father/ mother do?
- Tell your classmates your answers to the previous questions.

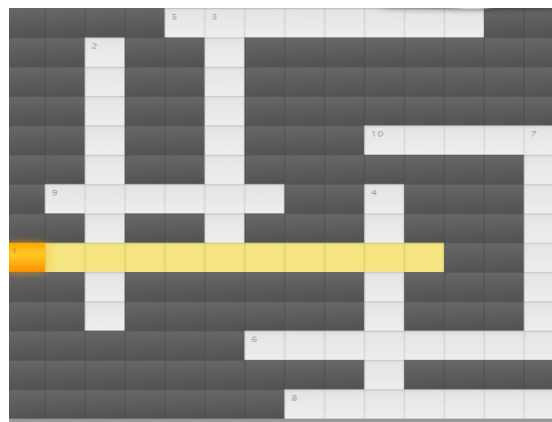
### Activity 2. Vocabulary

- Match the job with the correct description. You can also do this exercise at:  
<https://es.liveworksheets.com/sy112608ui>

JOB	Letter	DESCRIPTION
A teacher		A. drives a bus.
A waitress		B. helps animals.
A librarian		C. works in a library.
A police officer		D. teaches in a school.
A fire fighter		E. works in a hospital.
A shop assistant		F. helps to put out fires.
A pet		G. delivers the post.
A doctor		H. serves food.
A baker		I. works in a police station.
A chef		J. works in a shop.
A postman		K. works in a restaurant and cooks food.
A bus drives		L. repairs vehicles.
A mechanic		M. bakes bread and cakes

a) Crossword Puzzle:

Solve the crossword puzzle with the jobs in the pictures. You can also do this crossword puzzle at: [https://es.educaplay.com/juego/6883478-jobs\\_and\\_occupations.html](https://es.educaplay.com/juego/6883478-jobs_and_occupations.html)



1.-



2.



3.



4.



5.



6-



7.-



8.



9.-



10.



a) Now talk about famous people's jobs or occupations with the class.

Example: Messi is a soccer player.

### Activity 3. Reading and writing

a) Your teacher will teach you the Simple Present Tense and you can look at the presentation at:

<https://es.slideshare.net/iraidahj/simple-present-tense-10194657>

b) Look at this interactive video:

<https://en.islcollective.com/video-lessons/gru-present-simple>

c) Answer the questions in the video.

d) Write about Gru's activities. What are his activities in the video?

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### Activity 4. Reading and speaking

a) Verb Phrases

Fill in the blanks with the correct verb. You can also do this exercise at:

[https://es.educaplay.com/juego/6884019-verb\\_phrases\\_simple\\_present.html](https://es.educaplay.com/juego/6884019-verb_phrases_simple_present.html)



watch	do	go	sleep	walk
eat	do	use	read	listen

During the week

- 1.- \_\_\_\_\_ to school
- 2.- \_\_\_\_\_ a computer at school
- 3.- \_\_\_\_\_ in English
- 4.- \_\_\_\_\_ in a restaurant
- 5.- \_\_\_\_\_ housework

On the weekend

- 6.- \_\_\_\_\_ TV in the morning
- 7.- \_\_\_\_\_ to music
- 8.- \_\_\_\_\_ all day
- 9.- \_\_\_\_\_ homework
- 10 \_\_\_\_\_ to the movies

b) Check the answers with a partner.

c) Work in pairs. Ask and answer questions about the activities in the previous exercise. Give more information if you can. Then change roles.

Example:

A: Alberto, do you walk to school?

B: Yes, I do. I live near here./No, I don't. I go by bus.

A: Do you use a computer at school?

B: -----

d) Tell the class about your partners' activities.

Example:

Alberto walks to school. He lives near here/ Alberto doesn't walk to school. He goes by bus. He -----

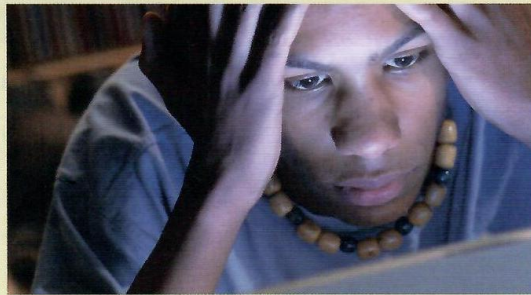
## Activity 5. Reading and writing

Worksheet:

**Today's teenagers may not live as long as their parents**

Doctors are worried that today's teenagers have a very unhealthy lifestyle, and may not live as long as their parents' generation. Research shows:

- 30% of teenagers **never have** breakfast.
- They **eat** fast food at least **two or three times a week** and 75% **hardly ever eat** fruit or green vegetables.
- They **don't usually sleep** 8 hours a day. (30% sleep only 4–7 hours.) They **are often** tired in the morning.
- They **spend** about 31 hours online **every week**. A lot of teenagers **never play** sports or exercise.



a) Read the text about teenagers: Is it the same in your country?

\_\_\_\_\_

Comprehension questions:

1. Why are doctors worried? \_\_\_\_\_
2. Do teenagers eat a lot of fruit and vegetables? \_\_\_\_\_
3. How many hours do they usually sleep? \_\_\_\_\_
4. Do they use a lot of Internet? \_\_\_\_\_
5. Do they exercise a lot? \_\_\_\_\_

b) Look at the position of the **highlighted** words and expressions. Circle the correct rule.

1. Adverbs of frequency (example: usually) go.....  
*before/ after* the main verb  
*before/ after* the verb be

2. Expressions of frequency (example: every week) go .....

*At the beginning / at the end of the phrase or sentence.*

c) Make true sentences about you with the verb phrases below and an adverb or expression of frequency

be late for school

watch the news on TV

go to the hair salon

check your email

be tired in the morning

go to the movies

do housework

chat on line

I'm often late for  
school

I check my emails  
five times a day.

Adapted from: Latham-Koenig, C. et al. (2017). American English File 1. Edit. Oxford University Press. China. p.32.

You can also find this worksheet at:

<https://drive.google.com/file/d/1E4tPSWNcsMdhjQg3Q1UhJofSHtJOK7bM/view?usp=sharing>

Your teacher will teach you the adverbs and expressions of frequency and you can look at the presentation at:

<https://drive.google.com/file/d/1sxlrUac0vNtsgAQJrwVCaxRd2ClzSke/view?usp=sharing>

## Activity 6. Writing and speaking

a) Look at this Video: Present Continuous Tense:  
<https://www.youtube.com/watch?v=hfgni8tQl3o>

b) Do the following exercise.  
Present Continuous Tense  
Exercise: Write the correct sentence under each picture. You can also do these exercises interactively at:  
<https://agendaweb.org/exercises/verbs/present-continuous-2.htm>  
[https://www.englisch-hilfen.de/en/exercises/tenses/present\\_progressive\\_mix.htm](https://www.englisch-hilfen.de/en/exercises/tenses/present_progressive_mix.htm)

He's drawing	She's drinking
He's eating	She's speaking
He's laughing	They're painting
He's washing	They're thinking
I'm cooking	They're working
I'm writing	You're reading




1.- \_\_\_\_\_



2.- \_\_\_\_\_



3.- \_\_\_\_\_

<div data-bbox="284 451 462 630"></div> <div data-bbox="219 714 495 756">4.- _____</div>	<div data-bbox="763 220 941 388"></div> <div data-bbox="600 714 1015 756">5.- _____</div>	<div data-bbox="1234 241 1388 388"></div> <div data-bbox="1128 714 1469 756">6.- _____</div>
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c) Write sentences about what your family is doing now.  
 Example: My father is working right now. - - - - -

d) Work in pairs. Ask and answer about what your family is doing now. Then change roles.

A: What is your father doing right now?

B: He's \_\_\_\_\_

A: What is your mother doing?

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

e) Tell the class what your partner's family is doing now.

Example: Alberto's father is working right now. His mother is \_\_\_\_\_

### **Activity 7. Project**

You will do research about current leaders who have influenced the world and make a video. Read the following instructions.

Instructions:

- ✓ Work in groups of 3 or 4 students.
- ✓ Choose a current leader who has influenced the world.
- ✓ Look for information about him/her. You may use these web sites:
- ✓ Write about his/her occupation, daily activities, what he/she is doing these days and his contribution to the world.
- ✓ Make a video talking about her/him.
- ✓ Use pictures of images.
- ✓ You may use text.
- ✓ Look at the evaluation rubric.
- ✓ You will present it to the class.

You may use these web pages:

<https://www.geni.com/projects/Current-World-Leaders/6177>

<https://www.worldpresidentsdb.com/list/current/>

<https://www.forbes.com/powerful-people/list/#tab:overall>

[https://jmccullough.com/charts\\_rest\\_female-leaders.php](https://jmccullough.com/charts_rest_female-leaders.php)

Rubric: [http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric\\_id=2623259&](http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2623259&)