

# LENGUA EXTRANJERA I

## SISTEMA DE EDUCACIÓN MEDIA SUPERIOR



### Módulo I:

Downloadable activity

“This, that, these and those I”



## LESSON PLAN

Teacher:	Level: 1	Classroom:	Shift:	Date:
Previous teaching Point: Simple present, can.			N. of SS: 15	Time: 50 min.
Aim: By the end of the class, Ss will be able to use this, that, these and those to describe their surrounding.			Context: Classroom objects	
General Objective: By the end of the class, Ss will be able to identify the differences between “this, that, these & those” by recalling classroom items, analysing the context of some sentences and answer a worksheet.			Grammar: “this, that, these & those”	

## Warm up

Teacher:	Skills: All and any	Time: 15 mins
Material: Flashcards		Seating Arrangement: Groups
Objective: Ss will recall several items from the classroom by selecting the appropriate number of them.		
Lead in: Morning, guys, let's play		
<b>Procedure:</b> <ol style="list-style-type: none"> <li>1. T will greet the Ss.</li> <li>2. T will separate the group into 4 teams (each team will be a row in the classroom).</li> <li>3. T will number each S to the teams have even numbers.</li> <li>4. T will say a classroom item and say one number.</li> <li>5. Ss who have that number will have to run and choose the correct flashcard.</li> <li>6. T will repeat until all the flashcards are done.</li> <li>7. T will ask a student to say what the item.</li> </ol>		
Link: T will link those items to the grammar point.		
<b>Possible Problems:</b> <ul style="list-style-type: none"> <li>• Too many Ss.</li> </ul>		<b>Possible Solutions:</b> <ul style="list-style-type: none"> <li>• T will make two rounds.</li> </ul>



Presentation		
Teacher:	Skills: All and any	Time: 20 mins
Material: Classroom items		Seating Arrangement: Whole group
Objective: Ss will be introduced to the concept of this and that; and furthermore, to these and those by analysing sentences written in the board whilst the teacher is modelling them.		
Lead in: Ok, guys, what do you think "This is a pen" means?		
Procedure:		
<ol style="list-style-type: none"> <li>1. T will grab a pen and ask Ss what it is.</li> <li>2. T will write a sentence on the board "this is a pen."</li> <li>3. T will hold the pen very close.</li> <li>4. T will leave the pen, walk away and write on the far end of the board "that is a pen."</li> <li>5. Ss will be asked to analyse the two sentences and their differences.               <ol style="list-style-type: none"> <li>5.1. T will, once again, model the sentences.</li> </ol> </li> <li>6. T will ask what changes from the two sentences.</li> <li>7. T will elicit what we use "that" and "this" for.</li> <li>8. T will grab items from the classroom (table, chair, students) and have Ss say whether it is "this" or "that"</li> <li>9. Then, Ss will have to create at least 2 sentences with each.</li> <li>10. T will repeat the steps with "these" and "those."</li> <li>11. T will draw a chart on the board with the categories of plural and singular, and near and far.</li> <li>12. Ss will have to complete it and show it to see whether it is correct or not.</li> </ol>		
Possible Problems:		Possible Solutions:
<ul style="list-style-type: none"> <li>• Ss may not understand the use of the four items.</li> </ul>		<ul style="list-style-type: none"> <li>• T will explain again more thoroughly.</li> </ul>

Controlled practice		
Teacher:	Skills: Writing	Time: 20 mins
Material: Downloadable material "This, That, These & Those I"		Seating Arrangement: individually
Objective: Ss will demonstrate the use of the grammar point by answering worksheets.		
Lead in: Ok guys, remember your homework?		
Procedure:		
<ol style="list-style-type: none"> <li>1. T will ask Ss if they remember they had homework.</li> <li>2. Ss will be asked to take out their printed pages of the downloadable activities.</li> <li>3. T will ask Ss to complete it individually.</li> <li>4. Ss will have 10 mins to complete the worksheet.</li> <li>5. T will tell Ss that, if they have questions, ask either the T or the classmates.</li> <li>6. T will ask Ss to check the worksheet by comparing it in pairs.</li> <li>7. T will elicit answers.</li> </ol>		
Possible Problems:		Possible Solutions:
<ul style="list-style-type: none"> <li>• Ss may take more time.</li> </ul>		<ul style="list-style-type: none"> <li>• T will stop the activity and tell them that it will be checked as a group.</li> </ul>



## Wrap up

<b>Teacher:</b>	<b>Skills:</b> Speaking	<b>Time:</b> 5 mins
<b>Material:</b> None	<b>Seating Arrangement:</b> Group	
<b>Objective:</b> Ss will use the grammar point by playing hot potato.		
<b>Lead in:</b> Guys, ever played hot potato? <b>Procedure:</b> <ol style="list-style-type: none"><li>1. T will ask Ss if they have ever played hot potato.<ol style="list-style-type: none"><li>1.1. T will explain that a ball will be thrown with some music. When the music stops, the S holding the ball will have to give one sentence.</li></ol></li><li>2. T will start the game.</li><li>3. T will stop the music.</li><li>4. The S holding the ball will have to say the sentence the T is doing (for example, T puts four chairs together far away; S has to say "Those are chairs")</li><li>5. T will repeat until most of the Ss have participated.</li><li>6. If there are mistakes, T will address them in the end.</li><li>7. T will end the class and wish the Ss a good day.</li></ol>		
<b>Possible Problems:</b> <ul style="list-style-type: none"><li>• Ss may not like the music.</li></ul>	<b>Possible Solutions:</b> <ul style="list-style-type: none"><li>• T will change once the music.</li></ul>	

