



Universidad Nacional Autónoma de México
Escuela Nacional preparatoria Plantel 7
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Colegio de Inglés.

Didactic Sequence 2 Unit 2



Subject:	English IV
Grade:	4th . Grade.
No. and name of the Thematic Unit:	Unit 2: <i>It is quality rather than quantity that matters</i> [Lo que importa es la calidad, no la cantidad] (Séneca)
Author:	Aguilar Ruiz Blanca Georgina.
Title of the didactic sequence	Describing people, describing things.
Thematic content:	Existence of something or somebody, its characteristics, position, location, quantities.
Number of the sequence sessions:	9
Objectives:	Students will practice adjectives, articles, quantifiers, countable and uncountable nouns, and there is and there are to describe people, animals and things, in simple present tense.
Situation:	Describing my new school.
Project:	Students will describe orally and in the written form pictures including people and different objects.
Assessment:	<p>The assessment will be done on the process of practice sometimes in pairs, sometimes in teams, in the whole group and always by the teacher.</p> <p>To check the written and speaking abilities, the teacher will pay more attention in the aspects recently studied.</p> <p>The online activities will be checked at the end of each exercise.</p>

DIDACTIC SEQUENCE 2

Unit 2

Introduction:

This sequence was designed for students of English IV to use and consolidate what they have learnt about articles, adjectives, countable and uncountable nouns, quantifiers, prepositions, and there is and there are.

The content of this didactic sequence is to motivate students to describe and locate people and objects, in written and oral forms.

Didactic Sequence Activities

Opening activities

Activity 1. Warm up. Miming and Speaking:

Students will practice orally some basic vocabulary: It will be a game miming some jobs or professions, some adjectives and some prepositions.

Process activities

Activity 2. Reading comprehension

Students will solve a matching exercise related to jobs and professions. They will read 20 definitions and will identify each one with its corresponding profession. This activity can also be done on line.

Activity 3. Writing.

Students will solve three exercises by writing the correspondent article (a / an / the / --) to some nouns.

Activity 4. Writing.

Students will categorize a list of 32 adjectives according to the type of adjective (opinion, size, physical quality, shape, etc.)

Activity 5. Writing.

From a list of 26 nouns students will decide which are countable and which uncountable nouns.

Activity 6. Reading, listening and writing

Students will practice the demonstratives with a gap-filling exercise and with an online dictation exercise.

Activity 7. Reading and writing

Students will solve four gap-filling exercises to practice the most common quantifiers.

Activity 8. Reading and writing

Students will solve a gap-filling exercise to practice *there is* and *there are*.

Closing activity**Activity 9. Project**

Students will write a conversation between 100 and 120 words describing the people and objects in a series of pictures taken by the students.

Students will share this information orally in front of the class.

Sources:

Teacher's hand-outs and students material.

Annexes :**Activity 1. Warm up**

- Instructions

Activity 2. Reading comprehension

- Matching exercise to find the corresponding definition for each profession or job. This activity was divided in two and can be solved on line at: <https://bit.ly/2W9O4lp> and <https://bit.ly/2EFQiOv>

Activity 3. Writing

- Three gap-filling exercises to write the correct articles.

Activity 4. Writing

- A categorization exercise to write some adjectives in its respective category.

Activity 5. Writing

- A writing exercise to select countable and uncountable nouns.

Activity 6. Writing and listening

- A gap-filling exercise to practice demonstratives.
- A dictation exercise to practice demonstratives and adjectives at:
<https://bit.ly/2QVsBGQ>

Activity 7. Writing

- Four gap-filling exercises to practice the most common quantifiers.

Activity 8. Reading comprehension and writing

- An exercise to complete a conversation with *there is* and *there are*.

Activity 9. Project

- Instructions

Activity 1. Sequence 2. Unit 2.

Warm up: instructions

- ✓ The teacher asks a student to go to the front of the classroom.
- ✓ The teacher asks the student to mime a profession or job.
- ✓ The student performs a profession or job. The rest of the students have to guess the profession. The one who guesses the profession takes the turn to perform another profession.
- ✓ After some examples students continue playing the same game with adjectives and, then with prepositions.

Activity 2. Sequence 2. Unit 2. Finding jobs and professions

- Read each definition on the left and find the corresponding job or profession on the right, then write the letter on the line. This activity can be done at: <https://bit.ly/2W9O4lp> and <https://bit.ly/2EFQiOv>

1. Someone whose work is to write books, poems, stories, etc.; someone who has written something. _____	a) Politician
2. Someone whose job is to organize funerals and prepare dead bodies to be buried or burned. _____	b) Undertaker
3. A woman whose job is selling things. _____	c) Writer
4. Someone who works in politics, especially a member of the government. _____	d) Engineer
5. A medical doctor, especially one who has general skill and is not a surgeon. _____	e) Lawyer
6. Someone whose job is to make eyeglasses. _____	f) Saleswoman
7. A doctor who treats eye diseases. _____	g) Physician
8. Someone whose job is to explain the law to people and give advice. _____	h) Ophthalmologist
9. Someone whose job is to design, build, or repair machines, roads, bridges, etc. _____	i) Nutritionist
10. An expert on the subject of nutrition. _____	j) Couturier
11. Someone who prepares or sells medicines. _____	k) Pharmacist
12. A man who catches fish as a job or as a hobby. _____	l) Hairdresser
13. Someone who looks at and repairs teeth. _____	m) Fisherman
14. A lawyer, especially one who represents someone in court. _____	n) Dentist
15. Someone whose job is to keeping records of all the money that people or companies spend and earn. _____	o) Welder
16. Someone whose job is to cut and stylize people's hair. _____	p) Seamstress
17. A person who writes news, stories or articles for a newspaper or magazine or broadcasts them on radio or television. _____	q) Attorney
18. A woman whose job is sewing and making clothes. _____	r) Accountant
19. A person or company that designs, makes, and sells expensive fashionable clothing. _____	s) Optician
20. A person whose job is to join together metal pieces by heating the surfaces to the point of melting with a blowpipe, electric arc, or other means. _____	t) Journalist

Activity 3. Sequence 2. Unit 2. Articles

Indefinite article

1. To say what people's jobs are we use *a/an*. So write the correct form on each line below.

- | | |
|---------------------|----------------------|
| 1. _____ accountant | 8. _____ dentist |
| 2. _____ seamstress | 9. _____ engineer |
| 3. _____ journalist | 10. _____ fisherman |
| 4. _____ politician | 11. _____ undertaker |
| 5. _____ optician | 12. _____ actor |
| 6. _____ pilot | 13. _____ lawyer |
| 7. _____ couturier | 14. _____ writer |

2. We also need an indefinite article to say that there is one of any indefinite noun. So write *a/an* before each noun below.

- | | |
|---------------------|--------------------|
| 1. _____ coat | 8. _____ igloo |
| 2. _____ umbrella | 9. _____ toy |
| 3. _____ ant | 10. _____ oven |
| 4. _____ biscuit | 11. _____ hour |
| 5. _____ university | 12. _____ horse |
| 6. _____ apple | 13. _____ island |
| 7. _____ airplane | 14. _____ painting |

Definite article/ no article.

3. We use *the* before definite nouns but we don't use any article when we talk about things in general. So write *the* when necessary and (—) when it is not necessary.

1. We went to _____ doctor yesterday.
2. Marylyn went to _____ Italy last month.
3. I like taking pictures of _____ moon.
4. Where is _____ bathroom?
5. _____ Baboons are very smart animals.
6. _____ girl who lives across the street is my classmate.
7. Andrew is riding _____ bicycle you gave him in his birthday.
8. _____ bicycles are an ecological transport.
9. I love all kinds of _____ animals.
10. _____ engineering is a very well-paid career.
11. _____ engineer in that office is my boss.
12. I would like to study _____ medicine.
13. _____ orange juice is very healthy in the morning.
14. _____ orange juice is in the fridge.

Activity 4. Sequence 2. Unit 2. Adjectives

Organizing adjectives

There are different types of adjectives and when we have more than one modifier before the noun we need to follow an order.

1. Look at the list of adjectives below. If you don't know the meaning of any one of them you can look it up in a dictionary. Then write each adjective in its respective category.

Broken	Greasy	Red	Sweet
Chilly	Heavy	Repulsive	Swimming
Cleaning	Japanese	Short	Transparent
Classical	Low	Silver	Violet
Elegant	Modest	Small	Wood
German	Old	Square	Young
Gigantic	Purple	Sticky	Historical
Gold	Reading	Strong	New

	1	2	3	4	5
Relating to	Opinion	Size	Physical Quality	Shape	Age
Adjectives					

	6	7	8	9	10
Relating to	Color	Origin	Material	Type	Purpose
Adjectives					

Activity 5. Sequence 2. Unit 2. Countable and uncountable nouns

1. Write each noun in its corresponding box to indicate if they are countable or uncountable.

Oranges / Salt / desk / Milk / Water / Tea / Garlics / Cream
Sandwich / Bananas / Lemon / Juice / Oil / Fish / Meat / Rice /
house / Flour / telephone /Cup of coffee / air / rooms / lamp / light /
money / bank /

Countable nouns

Uncountable nouns

Activity 6. Sequence 2. Unit 2. Demonstratives

1. Fill in the blanks with the corresponding demonstrative: *this / that / these / those*.

Remember that **this** is used for singular nouns which are near; **that** for singular nouns which are far; **these** for plural nouns which are near and; **those** for plural nouns which are far. Practice demonstratives and adjectives with a dictation exercise at <https://bit.ly/2QVsBGQ>

Thursday at school

Karen: We are going to meet to go to the museum (1) _____ Saturday.

Alice: Who's (2) _____ boy standing on the corner?

Karen: He is a friend of mine. Come on. Let me introduce you. Alice (3) _____ is Ben. He is going to the museum too.

Alice: Nice to meet you Ben. Who are (4) _____ girls walking to us?

Ben: Oh! Let me introduce them. (5) _____ are my siblings Armando and Lucia.

Alice: Hi Armando. Hi Lucia. Are you going to the museum too.

Lucia: Yes we are.

Alice: OK. See you there.

Saturday in the museum

Karen: Wow! Look at (6) _____ paintings over there. They are gorgeous.

Ben: But come and look at (7) _____ ones. Over here!

Armando: Let me take some notes of (8) _____ one here, for the project.

Lucia: Ok. I'll go and take some notes of (9) _____ sculpture over there.

At home

Ben: I really loved all (10) _____ masterpieces at the museum.

Activity 7. Sequence 2. Unit 2. Quantifiers

1. Choose **some** or **any** to complete the following conversation:

Brenda: Would you like (1) _____ coffee?

Dalia: No thanks. I prefer (2) _____ tea.

Brenda: There isn't (3) _____ milk in the refrigerator.

Dalia: Don't worry I don't drink (4) _____ milk.

Brenda: There are (5) _____ biscuits on the table.

Dalia: In fact, there were. They were delicious.

2. Choose **much** or **many** to fill in the blanks.

1. The children have _____ good ideas for the party.

2. They gave us too _____ information to remember.

3. How _____ onions do we need?

4. How _____ homework did the teacher give us?

5. Do we need _____ wine for the party?

3. Choose **a few** or **a little** to complete the following sentences:

1. We have _____ money to spend on clothes. So, let's go to the mall.

2. The teacher told us we have _____ more days to deliver the project. So we have enough time now.

3. I enjoy _____ honey and cereal on my fruit. It's delicious.

4. My friend gave me _____ lemons from his tree. He knows I like lemonade.

5. Don't worry we have _____ time before the exam.

4. Use **few** or **little** to complete the following sentences.

1. We have _____ time before the exam begins. So, hurry up.

2. There are very _____ dollars to buy the gifts.

3. Andy has _____ friends in the school. He has to socialize a little bit more.

4. John can do very _____ about the situation.

5. _____ students understand the Math's teacher.

Activity 8. Sequence 2. Unit 2. There is / There are

1. Read the following paragraph and underline *there is* and *there are*. Then explain a classmate when are they used.

My new school

This is my new school. Look! There are three big yards with many trees, the front yard, the back yard and one in the annex building. There is a big auditorium with 500 seats. There are two pools, one for swimming and one for diving.

What else is there?



Foto 1



Foto 2



Foto



Foto 4



Foto 5



Foto 6

2. Complete the following sentences with: *there is* / *there are* / *is there* / *are there* / *there isn't*.

Sandy: Hi Alex.

Alex: Hi Sandy. Do you want to know what else (1) _____ in the school?

Sandy: (2) Yes. _____ a gym?

Alex: Yes (3) _____ a big one.

Sandy: (4) _____ many teachers?

Alex: Yes, (5) _____ 250 teachers.

Sandy: How many students (6) _____?

Alex: (7) _____ approximately 5,000.

Sandy: How many English laboratories (8) _____?

Alex: Well (9) _____ two but (10) _____ also a *Mediateca*.

Sandy: I want to study here. (11) _____ any room for me?

Alex: No, (12) _____. Sorry.

Activity 9. Sequence 2. Unit. Project

Writing a composition

Instructions

Students will join in teams of three.

- ✓ Students will take or choose some pictures of a place such as halls of a museum, parts of an amusement park, hotel, restaurant or any other place to describe what there is, there are, there isn't or there aren't in them.
- ✓ Students will write a list of things or people shown in the pictures.
- ✓ Students will organize and write a conversation mentioning what there is or there isn't in the pictures. Student will use the affirmative, interrogative and negative forms.
- ✓ Students will include articles, adjectives, countable and uncountable nouns, demonstratives, quantifiers and some jobs or professions if possible.
- ✓ Students may use activity 8 as a guide.
- ✓ Students will be given a rubric to elaborate the project.
- ✓ The teacher will check the written material.
- ✓ They will present their project to the whole group through a power point, wall chart or any other way they decide.
- ✓ The teacher will use the rubric to assess this activity.

There are some rubrics suggested at the end of the sequence series.