

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		9th			DATE	HOUR
THEMATIC UNITS			TOPIC	Greetings and Personal Information		
AIMS						
Be able to use the different kinds of greetings according to the context						
LEARNING GOALS	<ul style="list-style-type: none">- To greet and say good bye- To differentiate types of greetings- To introduce oneself to others					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher presents the lesson using realia and give instructions about the uses of the greetings The teacher writes on the blackboard _HELLO..... HI _ GOOD MORNING _GOOD AFTERNOON _ GOOD EVENING What is your name? Where are you from? Nice to meet you		The students practice the lesson in their notebooks or books doing the exercises supplied by the teacher The students practice the short dialogue about greetings in pairs. _ Hello class _ Good morning Jhon _ Hello teacher _ Good morning Ana _ How are you? _ How are you? _ Fine thank you _ Fine thank you The students practice the dialogue introducing themselves in pairs		The teacher asks the students if they understood the topic and give other details if necessary The students return their homework to the teacher		Books –HI TEENS A9 Editora E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		9th			DATE	HOUR
THEMATIC UNITS			TOPIC	Prepositions of Location. (Place)		
AIMS						
Be able to indicate where people and things are Be able to place people and things Be able to ask and answer using prepositions						
LEARNING GOALS	<ul style="list-style-type: none">- To use prepositions correctly- To indicates location- To write sentences using prepositions					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher presents the topic with realia Then teacher writes some sentences and ask questions about some objects where are placed The book is on the table The pencil is under the table Ana is next to Mary Joseph is between Louis and Peter The cat is behind the car The school is opposite the book store The car is in front of the school Romie is in Paraguay Where is the Apple? It is on the table What is there next to the school? There is a supermarket The teacher gives other details		The teacher writes activities on the b/b and ask to the students to do The students read and write the sentences The students practice in pairs the dialogue Where are the students? They are in the classroom Is there a museum opposite the school? Yes there is. What are there behind the table? There are some chairs		The teacher makes a feedback to fix the lesson giving some others details The students write down their own sentences		Books –HI TEENS A9 Editora E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		9th			DATE	HOUR
THEMATIC UNITS			TOPIC	Places		
AIMS						
Be able to indicates places						
LEARNING GOALS	<ul style="list-style-type: none">- To talk about places- To write about places- To indicates addresses					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher presents the class using some flashcards and making some sentences Where is the airport? Where is the museum? The mall is next to the restaurant The stadium is on Main Street The church is between the hotel and the library		The teacher writes activities on the b/b and ask to the students to do The students read and write the sentences The students practice in pairs the dialogue Where are the students? They are in the classroom The students their city		The teacher makes a feedback to fix the lesson giving some others details The students write down their own sentences		Books –HI TEENS A9 Editora E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		9th			DATE	HOUR
THEMATIC UNITS			TOPIC	Like and Dislike – Simple Present – Fruit - Do and Does - Simple Present Tense		
AIMS						
Be able to talk about routines Be able to differentiate present tenses						
LEARNING GOALS	<ul style="list-style-type: none">- To talk about preferences- To use simple present correctly- To agree or disagree- To change sentences in negative and interrogative					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher presents the class using flashcards and realia Then he writes some sentences on the b/b and explains the uses of simple present I am a teacher____I teach English everyday He is a singer____He sings at the club The teacher explains how to use Do and Does and gives another details DO :I / YOU / WE / THEY DOES: HE / SHE / IT (s – es) I live in Asuncion____He lives in Asuncion They go shopping____She goes shopping		The teacher writes some sentences and explains negative and interrogative structures Do + not: Do not (don’ t) Does + not: Does not (doesn’t) They play soccer__They don’t play soccer Do they play soccer? Yes, they do He goes to Paris____He doesn’t go to Paris Does he go to Paris? No, he doesn’t What do you do on Sundays? I go to the church Where does Sue live? She lives in Tokyo The students do the activities		The teacher asks the students if they understood the topic and give other details if were necessary The students return their homework to the teacher The students write their own sentences with the vocabulary studied		Books –HI TEENS A9 Editora E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		9th			DATE	HOUR
THEMATIC UNITS			TOPIC	There is / There are		
AIMS						
Be able to use there is – there are Be able to differentiate Mass Nouns and Countable Nouns Be able to recognize singular and plural						
LEARNING GOALS	<ul style="list-style-type: none">- To use there is / there are- To write sentences in order- To answer using there is / there are					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher uses realia to presents the topic The teacher asks some questions and then write on the b/b The teacher explains the different in the uses of mass nouns and countable nouns. There is There are How much – How many There is a student There are three students There are some students There are many students There are not any students How many students are there in the room? How much coffee is there in the bag?		The teacher writes some exercises on the b/b and practice the uses Is there an orange on the table? Yes, there is Are there many people in the stadium? No, there are not. What is there in the living room? There is a new sofa How much coke do you drink per week? I drink two litters of coke per week How many litters of coke do you drink per week? I drink two litters of coke per week The students do the activities in their workbooks		The teacher asks the students if they understood the topic and give other details if necessary The students write their own sentences with the vocabulary studied		Books –HI TEENS A9 Editora E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		9th			DATE	HOUR
THEMATIC UNITS			TOPIC	Countable and Uncountable/ Food		
AIMS						
Be able to differentiate Mass Nouns and Countable Nouns Be able to recognize singular and plural						
LEARNING GOALS	<ul style="list-style-type: none">- To differentiate countable and uncountable nouns- To use how much / many- To use quantifiers					
DEVELOPMENT						
PRESENTATION	PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES	
The teacher uses realia to presents the topic The teacher asks some questions and then write on the b/b The teacher explains the different in the uses of mass nouns and countable nouns. How much – How many How many students are there in the room? There are 25 students How much coffee is there in the bag? There are 50 k	The teacher writes some exercises on the b/b and practice the uses How much coke do you drink per week? I drink two litters of coke per week How many litters of coke do you drink per week? I drink two litters of coke per week The students do the activities in their workbooks		The teacher asks the students if they understood the topic and give other details if necessary The students write their own sentences with the vocabulary studied		Books –HI TEENS A9 Editora E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening	

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		9th			DATE	HOUR
THEMATIC UNITS			TOPIC	Reading Skill		
AIMS						
Be able to read a text in English						
LEARNING GOALS	<div><div></div><div>- To read the text in English</div><div>- To translate the text in Spanish</div><div>- To write about traditions</div></div>					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
<div>The teacher presents the topic talking about Paraguay traditions ...how Paraguayans people are.</div> <div>The teacher presents picture about Paraguay traditional food and ask answer about them to the students.</div> <div>Do you like Paraguayan food?</div> <div>What is your favorite traditional food?</div>		<div>The teacher writes some exercises on the b/b and practice the uses</div> <div>The teacher asks to the students to read the text aloud to practice pronunciation</div> <div>The students do the activities in their workbook.</div>		<div>The teacher makes a feedback to fix the lesson giving some others details</div>		<div>Books –HI TEENS A9</div> <div>Editora E y E Book Sellers</div> <div>.Notebooks</div> <div>. Realia</div> <div>. Flashcards</div> <div>. Individual and group work</div> <div>. R.S.A.: class participation with verbal application of studied concepts</div> <div>. Role play</div> <div>. Listening</div>

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		9th			DATE	HOUR
THEMATIC UNITS			TOPIC	AT THE RESTAURANT		
AIMS						
Be able to order food in a restaurant Be able to identify food’s types						
LEARNING GOALS	<ul style="list-style-type: none">- To talk about food- To order in a restaurant- To identify food’s types					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher introduces the topic talking about restaurant and also presents some flashcards about food Then ask to the students if they usually goes to the restaurants		The teacher writes some menu of a restaurant and asks to the students about their preferences The teacher writes some questions related to a menu What is your favorite food? Do you like to have lunch in a restaurant?		The students create their own menu and write a short conversation about it, then they role play		Books –HI TEENS A9 Editora E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		9th			DATE	HOUR
THEMATIC UNITS			TOPIC	Numbers		
AIMS						
Be able to write numbers in English Be able to identify numbers spelling in English						
LEARNING GOALS	<ul style="list-style-type: none">- To write numbers in English- To differentiate Cardinal and Ordinal Numbers- To solve math operation					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher presents the class using flashcards and say some sentences expressing numbers The teacher writes on the b/b and explains I am 37 years old She is 16 years old Paraguay has 17 departments His house number is 52		The teacher writes on the bb the numbers and practices with the students 1 one - 2 two – 3 three - 4 four - 5 five - 6 six 7 seven - 8 eight - 9 nine - 10 ten - 11 eleven 15 fifteen - 20 twenty - 30 thirty -40 forty - 50 fifty - 60 sixty -70 seventy - 80 eighty 90 ninety - 100 one hundred 101- one hundred and one 2579- two thousand five hunderd and seventy nine The students do their activities in the workbooks		The teacher makes a feedback to fix the lesson giving some others details The students do the activities in their workbooks		Books –HI TEENS A9 Editora E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		9th			DATE	HOUR
THEMATIC UNITS			TOPIC	Superlative - Reading comprehension exercise (superlatives)		
AIMS						
Be able to use superlative form expression their needs						
LEARNING GOALS	<ul style="list-style-type: none">- To identify the superlative form of adjectives- To use “est” and “most” properly- To answer questions in superlative forms					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher presents the topic with realia and flashcards Then teacher asks some questions with superlatives and writes on the b/b - Who is the tallest student in the class? Raul is the tallest in the class - What is the most expensive car in the word? Ferrari is the most expensive car in the world The teacher gives all the explanations as possible		The teacher writes some sentences on the b/b and practice the uses * Joseph is taller than Peter, but John is taller than Joseph _ Joseph is the tallest in the group _ Peter is the shortest of the three boys The teacher writes sentences and shows other details - Chemistry is the most difficult subject at school - The best teacher is the English teacher The students do the activities in their workbooks		The teacher gives some details to the students The students write down their own sentences in superlatives		Books –HI TEENS A9 Editora E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		9th			DATE	HOUR
THEMATIC UNITS			TOPIC	Simple past of Verbs		
AIMS						
Be able to talk about past events Be able to recognize past tenses Be able to differentiate regular and irregular verbs						
LEARNING GOALS	<ul style="list-style-type: none">- To recognize the past of the verbs- To use auxiliary DID in negative and interrogative- To differentiate regular and irregular verbs					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher introduces the topic mentioning some event happened in the history Then shows how to use the verbs in simple past tense Columbus discovered America in 1492 Edison invented the light bulb Brazil won the world cup RegularIrregular Play : playedWrite : wrote Work: workedGo: went		The teacher writes some sentences on the b/b and explains the use of Did in negative and interrogative They opened the gate They did not open the gate Did they open the gate? Yes, they did__ No, they didn't They went to Caacupe They did not go to Caacupe Did they go to Caacupe? Yes, they did. What did you do last weekend? I visited my grandparents Where did you go last summer? I went on vacation in Paris The students do the activities		The teacher asks the students if they understood the topic and give other details if necessary The teacher gives other activities to the students		Books –HI TEENS A9 Editora E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		9th			DATE	HOUR
THEMATIC UNITS			TOPIC	Past Progressive		
AIMS						
Be able to talk about past event using past progressive Be able to differentiate past tenses						
LEARNING GOALS	<ul style="list-style-type: none">- To talk about actions in the past- To change sentences in past progressive- To write sentences in order					
DEVELOPMENT						
PRESENTATION	PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES	
The teacher presents the lesson mentioning some sentences The teacher writes them on the bb and explains the topic SUJ+VERB BE(was/were)+ MAIN VERB+ ING I was sleeping when he came home They were running when started to rain What were you doing last Sunday? Was he singing at the concert yesterday? Yes, he was. It was a good show The teacher explains how to add the ING Play-playing Stop- stopping Write-writing	The teacher writes some exercises on the bb The students copy and practice Where were you? ... I was at home What were you doing? I was watching TV Where was he? He was at the restaurant What was he doing? He was eating a burger Where were they? They were at the disco What were they doing? They were dancing The students do the activities in their workbooks		The teacher asks the students if they understood the topic and give other details if were necessary The students return their homework to the teacher The students write their own sentences with the vocabulary studied		Books –HI TEENS A9 Editora E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening	

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		9th			DATE	HOUR
THEMATIC UNITS			TOPIC	Future Be + going to		
AIMS						
Be able to talk about future actions Be able to recognize future tenses						
LEARNING GOALS	<ul style="list-style-type: none">- To talk about future plans- To ask and answer using be going to- To make predictions- To differentiate uses of Will and Be going to					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher presents the class doing some questions about what are they going to do in the future And also presents some flashcards to focus the topic -What are you going to do this weekend? - I am going to visit my grandparents - Where is he going to go next year? - He is going to go to Paris - Are you going to study at the university? - Yes, I am / No, I am not The teacher shows the structure of Be going to SUBJ+VERB BE+GOING TO+MAIN VERB+OBJECT		The teacher writes sentences on the b/b and practices with the students to change them in negative and interrogative forms He is going to play soccer...Aff. He is not going to play soccer ... Neg. Is he going to play soccer?... Int. Yes, he is / No, he isn't The students practice asking and answering some questions The teacher gives some activities The students do the activities in their workbooks		The teacher gives other details The students do their own sentences in future sentence		Books –HI TEENS A9 Editora E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		9th			DATE	HOUR
THEMATIC UNITS			TOPIC	Future WILL		
AIMS						
Be able to talk about prediction Be able to recognize future actions						
LEARNING GOALS	<ul style="list-style-type: none">- To talk about future plans- To ask and answer using be going to- To make predictions- To differentiate uses of Will and Be going to					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher asks some questions in future tense about the students plans Then the teacher writes on the b/b some sentences and explains the class What will you do in ten years? Where will you live? Will you get married? I will study at the university I will not get married _Cardozo will play soccer in Barcelona, he will not play in Real next year		The teacher writes on the b/b sentences and explains to change them in negative and interrogative forms and also shorts answer forms _ He will live in a big city ...Aff _ He will not live in a big city... Neg. _ Will he live in a big city?... Inte. _ Yes, he will / No, he won't The students practice some questions and answer in pairs The students do the activities in their workbooks		The teacher makes a feedback to fix the lesson giving some others details The students do the activities in their workbooks		Books –HI TEENS A9 Editora E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening