

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 10 Page 59. Lesson 55. Date: \_\_\_\_\_.

- Students will be able to **talk** about the difference of three specific words (change, renovate, and repair).
- Giving** personal opinions
- Talking** about changes, renovation and repairs

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>T takes 3 pictures that illustrate "change", "renovate" and "repair".</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li>Get ss to share what notes they added – HW.</li> <li>T divides the group into 3 teams – explain that there will be some Dumb Talking.               <ol style="list-style-type: none"> <li>1 member of each team passes to the front.</li> <li>T tells one sentence that includes the word repair, renovate or change.</li> <li>The teams have to dumb-talk the sentence to their friend at the front.</li> <li>The student that gets the sentence on the board written correctly gets a point for his team.</li> </ol> </li> <li>T sticks the posters on the board and asks ss, "what would you need to change, renovate, and repair things/places?"</li> </ol>	<ol style="list-style-type: none"> <li>Ss discuss the poster:               <ul style="list-style-type: none"> <li>place</li> <li>items</li> <li>situation</li> <li>what people are doing</li> <li>etc.</li> </ul> </li> <li>T talks about the situation and includes the words in the box on page 59.</li> </ol> <p><b>Stage 2</b></p> <ol style="list-style-type: none"> <li>T gets ss into small groups and asks them to name and label the tools – then discuss the questions below.</li> <li>Ss take turns sharing answers and explaining what they use the tools for – one tool per student.</li> <li>T reflects on the answers and gives ss opinions about some real changing, renovations and repairs that have to be done at his home and at school.</li> </ol>	<ol style="list-style-type: none"> <li>T asks ss to read the three given definitions.</li> <li>Tell ss to go out and walk around school to spot some changing, renovating or repairing that is needed – share with the class.</li> <li>Draw ss' attention to the six pictures below and discuss the questions.</li> <li>T uses ss ideas to show/create some examples – full sentences using the new words.</li> <li>Divide the class into six groups – each group has to write about a picture.</li> <li>Remind ss about looking at the example below the pictures.</li> <li>Students share answers with the class – T writes ss' answers on the board for whole class checking.</li> <li>Once T confirms the writing is complete and correct, ss will be asked to write all six examples in their notebooks.</li> </ol> <p><u>Feedback from T on language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Interview 4 people. Have you made a house renovation? How was the experience? What was the result?</li> <li>Reflect on the answers: situation and solution.</li> <li>Prepare some notes – get ready to share.</li> </ul>		

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Unit 10 Page 60. Lesson 56. Date: \_\_\_\_\_.

- Students will be able to **talk** about home improvement and **identify** when to use -ed and -ing forms
- Describing** home improvement work needed
- Using** -ed and -ing forms according to constructions

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>T takes 2 pictures of an old house – before and after remodeling.</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li>Get ss to share what they got from the interviewing – HW.</li> <li>T pastes the 2 pictures on the board and asks ss to discuss: <ul style="list-style-type: none"> <li>What do you think about the pictures?</li> <li>What did the workers do to get the remodeling?</li> <li>Do you like the change?</li> </ul> </li> <li>T asks ss to look at the text on page 60 – highlight the words in bold and pay attention to what they mean.</li> <li>Get ss to read the text replacing the words in bold by the meanings – then get ss to listen and follow the text in the book.</li> <li>Pair work - 5-minute discussion: Why are all the words in bold important when talking about home improvement work?</li> <li>Ss share with the class – T reflects on the sharing and does some cueing if needed.</li> </ol>	<ol style="list-style-type: none"> <li>T writes the following question on the board... and then gets all ss, one by one, saying in one to four words what's that they'd like to have... at home.</li> </ol> <p>What would you like to have... at home?</p> <ol style="list-style-type: none"> <li>T writes the words “<b>change, renovate, and repair</b>” below the question and gets some ss to extend their ideas using the words.</li> <li>T divides the class into small groups, each group writes on three small pieces of paper the words <b>changed, renovated, and repaired</b>.</li> <li>Ss read the green chart to remember the meanings – they have to practice with the same question “<b>What would you like to have... at home?</b>”, ss take turns, one student picks up one of the words “<b>changed, renovated and repaired</b>”, he/she has to use that word for his/her answer.</li> <li>T monitors offering help and taking notes on ss' speaking.</li> <li>T reflects on ss performance and gives feedback.</li> </ol>	<ol style="list-style-type: none"> <li>Draw ss' attention to the More vocabulary section – look at the pictures and study the new words.</li> <li>T explains the example and encourages the whole group to help to complete the prompts for the second picture.</li> <li>Ss complete the prompts for pictures three and four.</li> <li>Whole group checking - T gets ss to share answers - T confirms the answer is complete and correct.</li> </ol> <p><u>Feedback from T on language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Find 2 pictures that show other difficulties – similar to the ones used in today's class.</li> <li>Interview 2 people - show them the pictures and ask them to explain what should be done – make sure they can use the words hole, torn, lost, stained.</li> <li>Write their answers/ideas in full sentences.</li> <li>Prepare some notes – get ready to share.</li> </ul>		

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 10 Page 61. Lesson 57. Date: \_\_\_\_\_.

- Students will be able to **talk** about car **Making** suggestions on solutions difficulties and circumstances and results. **Talking** about unusual customer service situations

Stage 1	Stage 2	Stage 3
<ol style="list-style-type: none"> <li>1. Get ss to share what they got from the interviewing – HW.</li> <li>2. T writes on the board the heading... Car difficulties</li> <li>3. Ss brainstorm difficulties – T writes ss' ideas around the heading and draws a small line ahead each to get ss extending the talking – say when it happens.</li> <li>4. T reflects on ss' answers and does some cueing.</li> <li>5. Draw ss' attention to the Car difficulties words – get ss to read them aloud.</li> <li>6. T tells ss to cover the Car difficulties words and the definitions – T shows some pictures for ss to name the difficulties shown.</li> <li>7. T gets ss to think of actions to fix the problems – in L1 if needed – T writes ss' ideas on the board.</li> </ol>	<ol style="list-style-type: none"> <li>8. T guides ss through studying and completing the prompts for the following three pictures.</li> <li>9. Do the writing on the board for ss to have a reference – remind ss about them being the ones responsible for completing the prompts.</li> <li>10. Once T confirms the writing is complete and correct, ss will be allowed to write in their books.</li> <li>11. Draw ss' attention to the list below the pictures – explain that is the complete collection of words about difficulties seen so far – get the class into small groups and tell ss to find more options for the conditions mentioned.</li> <li>12. Whole-class sharing – then reflect on the importance of being wise when handling difficult situations – a wise mind knows when to act and when not to.</li> </ol>	<ol style="list-style-type: none"> <li>13. T divides the group into small teams – discuss the Customer Service Experience questions.</li> <li>14. T gets ss reading by paragraphs – discuss what the main idea in each is – get ss to spot some specific information using interrogative pronouns: what, where, when, who, etc.</li> <li>15. T makes some questions using interrogative pronouns – ss spot the information to answer the questions, and, when correct, ss have to say where, exactly – in the paragraph, the information is.</li> <li>16. Ss listen and follow the text in the book.</li> <li>17. Get ss to answer the questions – remind ss about using colours to identify the information for each question.</li> </ol> <p style="text-align: right;"><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**

- Interview 4 people – ask them... Let's suppose you bought a product you liked when you saw it in a store, but when you got home and unboxed it, it was not the same as the one you saw in the store – what would you do?
- Reflect on the answers and write a small conclusion about each person interviewed.
- Prepare some notes – get ready to share.

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 10 Page 62. Lesson 58. Date: \_\_\_\_\_.

- Students will be able to **talk** about unusual experiences, **make** complaints and **suggest** on solutions.
- Talking** about customer service experiences
- Making** complaints and suggestion solutions

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T writes 6 lines on the board to play “hangman” - ss try to guess the letters and finally get the word “refund”.</p> <p>3. When ss discover the word, T divides the group into 2 teams - ss have to write the best meaning for “refund”.</p> <p>4. 1 member of each team passes to the front and reads out the meaning - T decides which has a better structure – he also thanks the other teams and gives feedback.</p> <p>5. Draw ss' attention to the big box on page 62 – explain that it has the words needed for the definition of refund – ss look at the words and try completing the prompt.</p> <p>6. T reflects on fair and unfair refunding.</p>	<p>7. T divides the group into small teams – discuss the Customer Service Experience 2 question.</p> <p>8. T gets ss reading by paragraphs – discuss what the main idea in each is – get ss to spot some specific information using interrogative pronouns: what, where, when, who, etc.</p> <p>9. T makes some questions using interrogative pronouns – ss spot the information to answer the questions, answer the questions, and, when correct, ss have to say where, exactly – in the paragraph, the information is.</p> <p>10. Ss listen and follow the text in the book.</p> <p>11. Get ss to answer the questions – remind ss about using colours to identify the information for each question.</p> <p>12. T explains that there is another customer service experience to study – ss listen and take notes on what happens, who is right, who is wrong, or what other actions the people can have taken.</p> <p>13. Whole-class sharing notes – read the conversation and use the words in the box to complete it – listen again to check answers.</p>	<p>14. T asks some students to pass to the front and act out the scene – suggest that the behavior must be exaggerated – just to make it fun.</p> <p>15. Discuss the questions below the picture – pair work – then T gets some ss to share their point of view - T does some cueing, just if need.</p> <p><u>Feedback from T on language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Interview 2 people - Have you ever asked for a refund? How come? Explain the whole situation and the result.</li> <li>Prepare some notes – get ready to share.</li> </ul>		

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 10 Page 63. Lesson 59. Date: \_\_\_\_\_.

- Students will be able to **share** ideas and **explain** solutions or actions to take when facing a problem.
- Expressing** possible solutions for specific problems
- Explaining** results – based on decisions

Stage 1	Stage 2	Stage 3
<ol style="list-style-type: none"> <li>1. T divides the group into 2 teams.</li> <li>2. Ss take one item from their schoolbag. Ss have to pass to the front and say bad and good things about it.</li> <li>3. One of the two teams has to support the good purchase. The other one has to complain.</li> <li>4. The winner is the team that convinces more people from the other team that their statements on support or complain are stronger.</li> <li>5. Pair work – ss look at the pictures and describe them in detail – then use the words to name and label the things in the pictures.</li> <li>6. T reflects on how annoying it is when those things happen – ss share if they've had similar experiences.</li> </ol>	<ol style="list-style-type: none"> <li>7. Get ss to share what they got from the interviewing – HW.</li> <li>8. T reflects on the sharing – then explains that sometimes it is not possible to ask for a refund, but informal and formal complaining can be an option to get companies knowing they are doing something wrong.</li> <li>9. Ss read the definitions and write the words.</li> <li>10. T divides the group into small teams - ask ss to study the Grammar section.</li> <li>11. In groups – ss have some minutes to complete the prompts – while ss work on it, T writes the prompts on the board for ss to have a checking reference.</li> <li>12. T gets ss sharing answers – every time an answer is OK, explain how language was used while writing it on the board, but for the times answers are not OK, thank for the try, express kindly that something is missing and show how it can be adjusted to fit the prompt – when T confirms all prompts are complete and correct, ss will be allowed to write them in their books.</li> </ol>	<ol style="list-style-type: none"> <li>13. Whole class studying – draw ss' attention to the second part of the grammar section – tell ss that they will see two ways to suggest solutions or actions to take for the problems above.</li> <li>14. T does some examples on the board for ss to notice what language can be used and how – then T gets three ss to help to do some more examples to the class.</li> <li>15. Remind ss about using colours to identify core language – that is language that is doing the important work in the examples.</li> </ol> <p><u>Feedback from T on language used on need.</u></p>
<b>HW: Book/Notebook</b> <ul style="list-style-type: none"> <li>Interview 2 people - ask them about a solution to one easy problem and one difficult problem they have had.</li> <li>Prepare some notes – get ready to share.</li> </ul>		

## KeyCode 3 Unit 10

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 10 Page 64. Lesson 60. Date: \_\_\_\_\_.

- Students will be able to **offer** solutions and give **suggestions** for specific problems.
- Making** suggestions
- Explaining** how to face a situation

Stage 1	Stage 2	Stage 3
<ol style="list-style-type: none"> <li>Get ss to share what they got from the interviewing – HW.</li> <li>T asks ss to choose a partner and discuss their homework – was there a better solution?</li> <li>Some ss share their examples again and share if they have just learned that there were more options.</li> <li>T reflects on the answers and extends the talking by explaining other ways to offer or suggest solutions – just if needed.</li> <li>Draw ss' attention to the first section on page 64 – tell ss to choose some of the problems mentioned in the first three activities – T shows ss how to use and complete the prompts to talk about those problems.</li> <li>Once T confirms the prompts are complete and correct, ss will be allowed to write in their books.</li> <li>Remind ss about using colours to identify core language - that is language that is doing the important work in the examples.</li> </ol>	<ol style="list-style-type: none"> <li>Whole-class discussion: ss look at the first and second pictures on page 64 – discuss on what's wrong and what has to be done.</li> <li>Ss share and T writes ss' notes on the board – T uses ss' notes to extend the talking on actions to take.</li> <li>T divides the group into 4 teams – T tells ss to follow him covering the points for the first picture.</li> <li>Point out what words, phrases or language can be seen as the proof that a point has been covered.</li> </ol> <p><b>Example</b>  <b>Problem:</b> Some wood decorations are <b>broken</b>.  <ul style="list-style-type: none"> <li>Problem and broken are the link/proof.</li> </ul> </p> <ol style="list-style-type: none"> <li>As T is working on covering the points, he gets some ss to help him identify the link/proof.</li> <li>T reflects on how useful doing some language analysis is.</li> <li>Get ss to help to cover the points for picture 2 – T is not taking part, he is just walking ss through working out the writing – once T confirms the writing is complete and correct, ss will be allowed to write in their books.</li> </ol>	<ol style="list-style-type: none"> <li>Draw ss' attention to the Mini project section.</li> <li>In small groups, ss read the instructions and make sure they have a clear understanding of what they have to do.</li> <li>T reminds ss about the points to cover listed in the instruction section.</li> <li>Ss make a draft and discuss it – any adjusting to be done?</li> <li>Whole-class checking: ss listen to their classmates presenting their projects.</li> <li>T reflects on ss' performance and language learning – T does some cueing, just if needed.</li> </ol> <p><u>Feedback from T on language used on need.</u></p>

### HW: Book/Notebook

- Check the notes you made during this unit and add any points or information missed.
- It would be great you could add some more notes, examples or a list of words you found useful or words you'd like to learn.