

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

Unit 10 Page 95 Lesson 1 Date: \_\_\_\_\_.

- Students will be able to **talk** about life events and **provide/consider** details when planning an event.
- Discussing** life events
- Doing** voice-acting
- Writing** a script

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Download videos of movies, series, etc. where scenes with the events on page 95 can be seen.</li> <li>Make a PowerPoint presentation with several images or words for important events.</li> </ul> <p><b>Example</b></p> <ul style="list-style-type: none"> <li><i>Graduation, the first day of school, the first time you broke a leg/arm, etc.</i></li> <li><i>Download the flashcards from 236 to 250.</i></li> </ul> <hr/> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. Talk to me.</p> <ul style="list-style-type: none"> <li><i>Pair-work. T gets ss to talk - a quick chat about the events displayed on the PowerPoint presentation or cardboard.</i></li> </ul> <p><b>Example</b> <b>First day of school</b></p> <ul style="list-style-type: none"> <li><b>S1:</b> <i>Do you remember your first day of secondary school?</i></li> <li><b>S2:</b> <i>Not clearly, but I remember some things I liked playing with my friends, we used to eat my friend's sandwich without her permission. How about you...?</i></li> </ul> <p>3. T divides the class into 5 groups and displays the flashcards, and then he gets ss to formulate 2 questions regarding each event.</p> <p>4. T monitors asking some questions to extend the talking.</p> <p>5. T gets some ss from each team to ask their questions to the class.</p> <p>6. T draws ss' attention to the pictures in the circles on page 95 – ss describe the pictures in detail and say what events the pictures could be showing.</p>	<p>7. Ss look at the pictures below and name the events.</p> <p>8. T starts a conversation from there:</p> <ul style="list-style-type: none"> <li>Where can you see them?</li> <li>When do they usually take place in your country?</li> <li>What are the three must-have things in each event?</li> </ul> <p>Have you ever experienced any of them?</p> <p>9. Interview some friends and write on the lines: What are three must-have things in each event?</p> <p>10. T monitors asking some questions to get ss to talk the information.</p> <p>11. T divides the class into groups and gets ss to investigate:</p> <ul style="list-style-type: none"> <li><i>What does it take to organize each event?</i></li> <li><i>What happens during the events?</i></li> <li><i>When you can tell the event was a successful one?</i></li> </ul> <p>12. T gets ss to share their findings – T writes on the board core ideas on must-have things in each event.</p> <p>13. Still the same grouping: T gets ss to think about what may happen if they couldn't have the must-have things in the events.</p> <p>14. Whole class sharing – every time a student is done sharing, T tells that student to say what he could replace the must-have thing by.</p>	<p>15. T explains that he will play some videos with scenes that show events like the ones on page 95.</p> <p>16. T tells ss to make groups of 5 – and then he runs a game by which ss will be allowed to pick a scene.</p> <p>17. Once ss know the scene they will be working with, T plays the videos in mute mode.</p> <p>18. Once all videos have been played, ss will have some time to prepare the scripts for the scenes.</p> <p>19. Each group will discuss who of them will be acting the roles.</p> <p>20. The acting ss will go along the video saying their lines.</p> <p>21. The funniest acting scene gets the winning point.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Interview your parents: What happened on the day of your wedding? Ask for funny details.</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 10 Page 96 Lesson 2 Date: \_\_\_\_\_.

- Students will be able to **guess** the meaning of words by context, **find** links between separated ideas in words or specific meanings, and **set** a listening focus for specific information and details.
- Talking** about wedding events
- Naming** participants in a wedding
- Explaining** links
- Labeling** ideas for further-reference

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Write 5 long questions about weddings for the playtime.</li> <li>Get 5 copies of the text in activity 1, page 96 and cut them out into paragraphs.</li> <li>Prepare the meaning of the words in the text in activity 1 – write them all on the board for ss to choose.</li> <li>Download the flashcards from 242 to 252.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime. Letter string dictation.</p> <p>* T gets ss to write the spelled letters in order to form questions (do not uncover the tip – they must read backwards.</p> <p>* Once all questions have been found, ss discuss them.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>?egairramtuobathguohtreueuoyevaH</li> </ul> <p>3. T divides the class into 5 teams and hands out the scrambled paragraphs – T walks ss through studying the language in each paragraph so they can work out the ordering.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>T. OK. Let's read and choose from the options on the board.</li> <li>What is bride and groom? – future husband and wife.</li> <li>What is nerve-wracking? – something that makes people feel nervous or anxious.</li> <li>What is laughter? – the act or sound of laughing.</li> <li>T. So, this first paragraph... it shows how contrastive a wedding day can be; hard to survive but memorable at the same time.</li> </ul> <p>4. Once ss have all the paragraphs covered by notes and such, they will have some time to work on the order.</p> <p>5. Whole class shares answers – ss will have the opportunity to explain their choices – if they used words or form references, linked ideas, etc., and then listen to check answers.</p>	<p>6. T shows the flashcards and sticks them on the board – then he gets ss to use the information on the board to label them – every time they get a picture labelled correctly, get them to say what they can see in it.</p> <p>7. Books closed. T extends the talking by writing some questions on the board:</p> <p>What are some tips to get ready for a wedding?</p> <ul style="list-style-type: none"> <li>Tips for the Groom.</li> <li>Tips for the Bride.</li> <li>Tips for the Guests.</li> <li>Tips for the Best Man.</li> <li>Tips for the Bridesmaids.</li> <li>Etc.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>The bride should have lots of hairstyle testing.</li> <li>The groom should have his hair done three days before the wedding, and not an hour before it all starts.</li> </ul> <p>8. T draws ss' attention to the tips in the green box – in pairs, ss discuss the labelling: Tips for the bride or the groom?</p> <p>9. <b>Still in pairs</b>, T walks ss through doing the matching – what line follows each tip?</p> <p><b>Example 1.</b></p> <ul style="list-style-type: none"> <li>G. What to <b>wear</b> does not matter that much... A <b>silk gown</b> looks great, but the more <b>comfortable</b> you feel, the <b>more relaxed</b> you will be.</li> </ul> <p><b>Example 2.</b></p> <ul style="list-style-type: none"> <li>B. Let there be <b>light!</b> Make sure the place you choose to get ready has <b>natural light</b>... A big <b>window</b> will do just <b>fine</b>.</li> </ul> <p>10. T monitors offering help and asking questions about how ss are working out the matching – also to get ss to talk the information.</p>	<p>11. Whole class shares answers – remind ss about explaining their matching – what words helped in getting the matching done.</p> <p>12. T reflects on the importance of getting <b>keywords before</b> a listening activity – <b>during</b> the listening, the information will be the listening focus, and <b>after</b> listening, it will become the information to work with.</p> <p>13. T draws ss' attention to activity 4 - ss read the instructions and then go back to the matching above – T tells ss to think of a word to label each matching – it will be like a route for spotting the new matching.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>b. 4. dirty/wet/ruin</li> <li>c. 1. clothes</li> <li>d. 8. appearance</li> <li>Etc.</li> </ul> <p>14. T explains that the labelling can be used to identify the information they need – and then T reads out the instructions:</p> <ul style="list-style-type: none"> <li>Some people are explaining six of the tips above further. Which tip is each speaker talking about? Write two or three words that helped you find each answer.</li> </ul> <p>15. Whole class shares answers – T lets ss go with some friends to discuss their answers and decide which they would like to confirm.</p> <p>16. T plays the track again – Whole class sharing.</p> <p>17. T reflects on the benefits of getting ready for a listening activity – it is like strategic preparation for the upcoming action.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Interview some people who are married. What did you do the day before your wedding day?</li> <li>Tell me about how you got ready on the big day.</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 10 Page 97 Lesson 3 Date: \_\_\_\_\_.

- Students will be able to **spot information to complete** sentences by analyzing language and context.
- Explaining** what information should be discarded
- Presenting** information spot techniques
- Talking** about context or main ideas in sentences

Stage 1	Stage 2.	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Bring the lyrics of two romantic songs – one from the past, one from modern times – with some gaps.</li> <li>Download the songs.</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 divides the class into small groups and hands out ss the lyrics of the songs.</li> <li>T reflects on how music and lyric writing have changed throughout the years – he mentions characteristics of music from the past and recent years.</li> <li>Ss read the lyrics and discuss the main idea in each verse – and then based on the ideas in the verses, ss will guess the words for the gaps.</li> <li>Whole class shares – and then T plays the songs for ss to check.</li> <li>T gets ss to reflect on how music and lyrics have changed over the decades.</li> <li>T draws ss' attention to activity 5, page 96 – ss read, listen and complete the information – T tells ss to think of the kind of word they may need for the gaps:</li> </ol> <p><b>Example</b></p> <ol style="list-style-type: none"> <li>___ is getting married. (Who? – so you need a name or a word for people).</li> <li>The event will not be a ___ one. (What kind? – so you need an adjective).</li> <li>The couple ___ a beautiful garden. (A garden, what for? Buy or rent?).</li> <li>Mark will ___ the event on a motorbike. (Will ... what action? Enter, leave, see, etc.?)</li> <li>Think. Could "Mark" be the answer to question 1?</li> <li>Before listening, tell ss to try checking their guesses in the grid – remind them that these are not the final answers, they are just checking.</li> <li>T plays the audio – ss listen and write and check.</li> </ol>	<ol style="list-style-type: none"> <li>Let ss go into small groups to discuss their answers.</li> <li>T plays the audio again – ss listen and check their answers.</li> <li>T reflects on the benefits of trying to get ready for listening – it is a way to understand how listening tasks can be worked out – in this case, analyzing the questions, checking on the grid and paying attention to details like the one in the analysis activity, point 0 – answers can be gotten before listening to the track sometimes.</li> <li>Teamwork. T extends the talking – talking about traditions or customs on wedding days.</li> </ol> <p><b>Example</b></p> <p>* As a sign of luck, Egyptian women pinch the bride on her wedding day. What do you think about this?</p> <p>* Moroccan women take a milk bath to purify themselves before their wedding ceremony. Would you take a bath with milk? Do you think it is a good idea?</p> <p>* Why do brides wear a white wedding dress? (Victorian Times: It was seen as an emblem of the purity and innocence of girlhood.)</p> <p>* Why do brides wear a veil? (Ancient Rome: to hide her away from "spirits that might want to thwart her happiness.")</p> <p>* Why do brides bring a bouquet with them? (Ancient times: women would carry strong herbs and spices to ward off evil spirits or create fertility.)</p> <p>* Why is the term "honeymoon"? (Medieval times: it was common for newlywed couples to drink mead (a fermented beverage made from honey) for a moon cycle (30 days) after their wedding. This tradition was believed to bring good luck and fertility to the couple.)</p> <p>* What happens to the lady who catches the bouquet? ("The bouquet toss tradition has existed for hundreds of years and evolved over time - brides toss their bouquet over their shoulders, into a group of single women. Whoever catches the bouquet is supposedly "next" to get married.)</p> <ol style="list-style-type: none"> <li>T gets ss to discuss the questions – and then the whole class shares.</li> <li>Let ss go interview other friends and people around school – ss come back to the classroom to share their findings.</li> <li>T extends the talking by sharing the information in the parenthesis in the questions above.</li> </ol>	<ol style="list-style-type: none"> <li>Pair-work. T draws ss' attention to activity 6 – ss read the sentences and discuss the options.</li> <li>T explains that the options that don't fit the gaps must be spotted first – T monitors asking questions to get ss talking the information.</li> <li>T walks ss through number 1.</li> </ol> <p><b>Example</b></p> <p>Tip: Read the entire sentence using all four options - discard the options that do not make sense according to the context.</p> <p>a. Dream Wedding has a unique <b>offer</b> for you – if you reserve today.</p> <p>b. Dream Wedding has a unique <b>publicity</b> for you – if you reserve today.</p> <p>c. Dream Wedding has a unique <b>sales</b> for you – if you reserve today.</p> <p>d. Dream Wedding has a unique <b>advertise</b> for you – if you reserve today.</p> <p><b>A) offer:</b> because you can take advantage of an offer – if you reserve today.</p> <ol style="list-style-type: none"> <li>T plays the track for ss to listen and check answers. <ul style="list-style-type: none"> <li>Did you get it all correct?</li> <li>How many did you have to change?</li> </ul> </li> <li>T extends the talking: <ul style="list-style-type: none"> <li>Have you ever imagined yourself being the bride/the groom of a wedding?</li> <li>What do you think about a wedding planner? Is he/she helpful?</li> <li>Do you like going to weddings?</li> <li>What is the most important part of a wedding?</li> <li>Which is better to celebrate, throwing a big wedding party or travelling?</li> </ul> </li> <li>T gets ss into small groups – make a quick plan for both a big wedding party and travelling – what would you need and how much would that cost?</li> <li>T gives each group some minutes to present their plan.</li> </ol> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Surf the net to find out about five more traditions on wedding days and fun facts – around the world.</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 10 Page 98 Lesson 4 Date: \_\_\_\_\_.

- Students will be able to **differentiate** ways to use modals and **use** wedding words according to meaning and context.
- Talking** about modal forms and options
- Explaining** meaning match
- Explain** the context/main idea for word selection

Stage 1		
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Bring two empty plastic bottles.</li> <li>Write several sentences (x2) with the modals of activity 1 on coloured paper (a word per paper), and hide some under the chairs.</li> <li>Write the opposites of activity 2 on index cards (one per card).</li> <li>Write on two flipcharts (7 per paper) the meanings of activity 3 and stick them on different sides of the school (not too far from/not too close to the classroom).</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. Spin the bottle</p> <ul style="list-style-type: none"> <li>* T divides the class into two teams.</li> <li>* Ss sit in a circle and spin the bottle. The bottom of the bottle asks the question to the top of the bottle: questions about English grammar.</li> </ul> <p>3. T reflects on the use of modals and gets ss to give examples.</p> <p>Modal verbs include: can, could, may, might, must, ought to, should, will and would.</p> <p><b>a)</b> Modals are used before other verbs. She <b>can</b> sing extremely well. He <b>must</b> study, tomorrow is his test. Ss give some more examples.</p> <p><b>b)</b> When modals are used, the verbs don't change or add -s, -ed or -ing. She <b>can</b> swim without a lifesaver. He <b>might</b> win the lottery. She <b>will</b> make a cake. Ss give some more examples.</p> <p><b>c)</b> The verbs modals are used with don't have the "to" infinitive. You <b>can</b> use my cellphone. You <b>should</b> be very careful. Ss give some more examples.</p> <p><b>d)</b> It is important that you notice what happens with "ought to". It must have the "to" form. You <b>ought to</b> know my last name. You <b>ought to</b> buy more food, the fridge is empty. Ss give some more examples.</p>	<p><b>e)</b> Modals are followed by the "not" for negative forms. You <b>should not</b> yell at your mom. He <b>will not go</b> to the party. Ss give some more examples.</p> <p><b>f)</b> It is important that you notice what happens with "ought to" in the negative form. You <b>ought not to</b> arrive late to your home. You <b>ought not to</b> talk to strangers. Ss give some more examples.</p> <p><b>g)</b> In question forms, modals go immediately before the subject. <b>Can</b> you call me back, please? <b>Can</b> you check your email? <b>Shall</b> I buy this expensive coat? Ss give some more examples.</p> <p>4. T draws ss' attention to activity 1 page 98 - ss listen and complete the sentences.</p> <p><b>Stage 2</b></p> <p>5. Books closed. T divides the class into two teams and hands out the coloured papers with the words. Ss order the sentences and stick them on the wall. T explains there are some sheets of paper hidden. The team that orders the sentences first and correctly is the winner.</p> <p>6. T hands out the cards - ss find the matching and stick them on the board.</p>	<p>7. T divides the class into 2 teams and gets ss to get organized: one student goes outside the classroom, reads a meaning, and gets back to write it in their notebook. Then another student goes to read the same meaning in case they couldn't complete the previous point or a different one. When they have seven meanings, they match them with the cards on the board. The team that finishes first is the winner - ss must go to read the information one at a time.</p> <p>8. Pair-work. T draws ss' attention to activities 2 and 3. Ss look and match the opposites (use a dictionary or the internet if needed), then read and match the words with the meanings (compare with the information you wrote).</p> <ul style="list-style-type: none"> <li>Is it the same?</li> </ul> <p><b>Stage 3</b></p> <p>9. T draws ss' attention to activity 4 – ss read and use the words in the matching above to complete the sentences.</p> <p><b>Example</b></p> <p>6. Don't wear those for the reception in the garden. It is all <b>muddy</b>.</p> <p>10. Whole class shares answers – remind ss to explain their answers.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Look for more information about weddings. Write a list of five new words and write a sentence with each. If you think you can use modals, write them with a colour pen or pencil.</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 10 Page 99 Lesson 5 Date: \_\_\_\_\_

- Students will be able to **share** their points of view and **rank** situations presented accordingly, **differentiate** the different forms a given word can take according to place and function, **get ready** for listening tasks by analyzing language and **predict** information out of the same analysis.
- Discussing** points of view
- Explaining** how given situations were ranked
- Explaining** how to prepare the focus for listening tasks
- Comparing** ways to cope with the same situations

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b> Online version of the playtime. <a href="https://scattergoriesonline.net/new-game.xhtml">https://scattergoriesonline.net/new-game.xhtml</a></p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. The Categories Game * T divides the class into two teams. * T writes on the board 6 categories: movie, country, food, powers, singer, verb, etc. * T says a letter and ss race-think of a word beginning with that letter for each category. * T shouts stop when the first team yells finished - ss obtain a point for each correct answer. * T continues with some more letters.</p> <p>3. T divides the class into 5 groups and writes the following points on the board for ss to discuss. <b>How do twins deal with the following:</b> Identifying who Sharing attention Birthdays Dominant personality Separation Sharing belongings Labels</p> <p><b>Example</b> <b>Identifying who.</b> I think that being a twin is wonderful and scary at the same time. Imagine! Looking at the mirror and then looking next to you... and there is the same face there. Obviously, you get used to it over time... since you become aware of it... like you are with another being who looks just like you - your twin brother/sister, and then you can play jokes with your friends pretending to be your twin...</p> <p>4. T monitors asking questions to extend the talking.</p> <p>5. Teamwork. T draws ss' attention to activity 1, page 99 - ss read and discuss, rank the twin-life challenges.</p> <ul style="list-style-type: none"> <li>Which is the most difficult challenge to cope with?</li> <li>1 is the most difficult one.</li> </ul> <p>6. Whole class shares answers – remind ss about explaining their ranking.</p> <p>7. Books closed. T reflects on the parts of speech- words that can be or become verbs, adjectives or adverbs.</p> <p><b>Example</b> Overwhelming- <b>adjective</b> (a very strong emotion) * Having a lot of wedding plans could be <b>overwhelming</b>. Overwhelm-<b>verb</b> (defeat completely) * She was <b>overwhelmed</b> by her wedding plan.</p>	<p>Overwhelmingly- <b>adverb</b> (strongly or completely) • The wedding planner was <b>overwhelmingly</b> organized. T walks ss through creating some more examples.</p> <p>8. T draws ss' attention to activity 2 – ss read and match the halves: OVERWHELMING as a verb, adjective or adverb - decide which of the situations mentioned in activity 1 can be described as overwhelming.</p> <p>9. T walks ss through <b>example 1</b>.</p> <p><b>3. adverb.</b> Strongly or completely; in an overwhelming way.</p> <p>10. Activity 3. Pair-work. T gets ss to read, talk and write some examples.</p> <p>11. T monitors offering help and asking random questions to get ss to talk the information.</p> <p>12. T draws ss' attention to activity 4 – ss read the prompts and look at the words in bold, they tell you what word may come next.</p> <p>13. T reflects on how difficult it may be to take care of twin children as parents – in terms of money, time, looks, etc.</p> <p>14. T explains that there is a listening task about parents coping with having twin children situations – get ss to read and study the prompts in bold.</p> <p><b>Example</b> 1. Rodrigo was the woman's first... (child/son/kid – this can be predicted.) 2. The woman was offered a promotion – she would be a ... (promotion = new job, position – this can be predicted.)</p> <p>15. Pair-work. Ss will have some time to work on all 10 questions the same way before listening.</p> <p>16. Whole class shares answers – all ss comment on options for the lines based on their analysis.</p> <p>17. T plays the audio to check answers. * Did you get all of it correct? * How many did you have to change?</p>	<p>18. T reflects on the usefulness of working on understanding the language, not meanings or ideas this time, but how the language works and word order.</p> <p>19. T shares his point of view on how men and women may experience a situation of this type – and then gets ss to brainstorm understandable or characteristic ways to act.</p> <p>20. Books closed. T tells ss that they will listen to the woman's husband, from the previous track – ss listen and take notes on relevant information. T writes some prompts on the board to aid ss in their note-taking:</p> <ul style="list-style-type: none"> <li>attitude towards his wife's reaction</li> <li>looking at decisions</li> <li>new opportunity for the woman</li> <li>attitude towards the news</li> <li>supporting his wife</li> <li>real feeling towards the news</li> <li>having a twin-children-experience</li> <li>how easy or difficult for the family</li> </ul> <p>21. T gets ss to comment on the prompts to get them to think of words that may appear on the track.</p> <p>22. T plays the track for ss to take notes.</p> <p>23. Whole class shares notes – and then T draws ss' attention to activity 5. Ss read and decide if they can use their notes as they are to choose TRUE or FALSE already.</p> <p>24. T tells ss they will have some time to circle or underline more keywords that can add to the listening focus.</p> <p>25. T plays the track for ss to listen and tick True or False - focus on the general idea of the man's comments and use all your notes.</p> <p>26. T extends the talking.</p> <ul style="list-style-type: none"> <li>What would you do if you were to have twin children or triplets?</li> <li>If you were a twin brother/sister, would you like to dress the same as your twin?</li> </ul> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Interview your parents: What has been the most difficult part of having children? How do you think you would have acted if you had had twin children? Would you have gotten them dressing the same way? Would you have had them attend the same school?</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 10 Page 100 Lesson 6 Date: \_\_\_\_\_

- Students will be able to **differentiate use** of modals and **use** them accordingly: must, should, need to, have to in different ways, and **form** new words from a stem/root word with prefixes and suffixes.
- Explaining** the use of modals
- Sharing** findings and presenting a conclusion
- Presenting** word formation

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. Hangman  <i>* T gets the class into two teams and draws the lines for the words that make a long sentence (modals) on the board.</i>  <i>* T asks for letters – the team that does not hit the letter gets an (x) and T draws the next part of the body on the hangman.</i>  <i>* The team that gets the sentence correctly before the hangman drawing is complete wins.</i>  <i>* Try 3-5 rounds.</i></p> <p>3. T reflects on the use of modals and gets ss to give examples.  <b>Mustn't and don't have to</b>  <b>a)</b> These two options express obligation, but they have different meanings:            1. The meaning "Don't <b>do</b> that!" is for <b>Mustn't</b>.            2. The meaning "That's <b>not</b> necessary!" is for ...don't have to.  <i>You <b>mustn't</b> cheat on the test. (It's wrong.)</i>  <i>You don't <b>have to</b> bring a projector. Here we have many. (It's not your responsibility.)</i>  <i>Ss give some more examples.</i></p> <p><b>Should</b>  <b>a)</b> Use "should" to talk about the right thing to do.  <i>Nat <b>should</b> be careful when swimming.</i>  <i>They <b>should not</b> run in the classroom.</i>  <b>b)</b> Use "should have + participle" to talk about the past.  <i>I <b>should have called</b> my mom.</i>  <i>They <b>should have not paid</b> that much for Taylor Swift's concert tickets.</i>  <i>Ss give some more examples.</i></p> <p><b>Necessity</b>  <b>a)</b> "Need" can be used as a verb in a sentence, but in negative sentences and question forms, "need" can be used as a modal.  <i><b>Need I come</b> today?</i>  <i>I <b>needn't</b> come.</i>  <i><b>Need I buy</b> that now?</i>  <i>I <b>needn't</b> buy that now.</i>  <i>Ss give some more examples.</i></p> <p><b>b)</b> When the statements are positive, you say:  <i>I <b>need to go</b>.</i>  <i>I <b>need to eat</b> that now.</i>  <i>Ss give some more examples.</i></p> <p><b>c)</b> When talking about the past, you say:  <i>Sandra <b>needed to tell</b> you her secret.</i>  <i>Mike <b>didn't need to sell</b> his car.</i>  <i>Ss give some more examples.</i></p> <p><b>d)</b> There is a less common option with a different meaning.  <i>Natalia <b>needn't to bought</b> a cake. Her friend brought one, so they have two now.</i>  <i>Ss give some more examples.</i></p>	<p>4. T draws ss' attention to activity 1, page 100 - ss listen and complete the prompts.</p> <p>5. Books closed. Teamwork. T gets ss to discuss the following:</p> <ul style="list-style-type: none"> <li>Tell me about things you shouldn't do if you have the flu.</li> <li>Tell me about things you must do at school.</li> <li>Tell me about things you mustn't do when you are at a party.</li> <li>Tell us about things you might do on holidays.</li> <li>Tell me about a thing you should do when you have a stomachache.</li> <li>Tell me about things you mustn't do at home.</li> <li>Tell me about things you don't have to do when you play video games online.</li> <li>Tell us about things you could do when you were a little child.</li> <li>Tell me about things you don't have to do when you are at your friend's home.</li> <li>Tell me about a thing you had to do as a student that you really hated.</li> </ul> <p>6. T reflects on the use of prefixes and suffixes to form new words from a stem/root word.  <b>Example</b>            Satisfy- satisfaction Do- undo  <i>Ss give some more examples.</i></p> <p>7. T draws ss' attention to activity 2 – ss look, read and work out the move to change the words into nouns.</p> <p>8. T monitors asking questions to get ss to talk the information – and then the whole class shares answers.</p> <p>9. T reflects on the use of modals as obligations and gets ss to give examples.  <b>Obligation</b>  <b>a)</b> To talk about obligation, use "have to" and "must".  <i>I <b>must</b> study now or I won't pass the exam.</i>  <i>I <b>have to</b> study now or I won't pass the exam.</i>  <i>Ss give some more examples.</i></p> <p><b>b)</b> Use "must" to give orders or strong advice - to yourself as well.  <i>You <b>must</b> give your extra. I feel firm about it.</i>  <i>She <b>must</b> arrive at the office at 7. This is my instruction.</i>  <i>You <b>must</b> come to the party, it will be fun. Take my advice.</i>  <i>I <b>must</b> break up with him. This is a decision.</i>  <i>Ss give some more examples.</i></p>	<p><b>c)</b> When there are rules to follow or the obligation sense comes from the outside – it being external, use "must" – but people use "have to" more frequently.  <i>You <b>have to</b> pay the taxes. This is a rule.</i>  <i>I <b>have to</b> find a way to deliver the papers on time. Part of my work.</i>  <i>Ss give some more examples.</i></p> <p><b>d)</b> When you want to talk about habits, you can use "have to".  <i>I <b>have to</b> brush my teeth after every meal.</i>  <i>Susan <b>has to</b> wash her hands before she cooks.</i>  <i>Ss give some more examples.</i></p> <p><b>e)</b> Use "must" for the present tense. For all other tenses, use "have to".  <i>I <b>had to</b> do the laundry yesterday. (the past)</i>  <i>I will <b>have to</b> learn to swim. (the future)</i>  <i>I <b>avoid having to</b> cross the street at the store. (verb + -ing)</i>  <i>If I got the job, I would <b>have to</b> buy new clothes (conditional)</i>  <i>Ss give some more examples.</i></p> <p>10. T draws ss' attention to activity 3, page 100 - ss listen and complete the prompts.</p> <p>11. Teamwork. T gets ss to go interview people at school – collect information about how aware they are of their obligations or duties at school, how important it is to own them, what the benefits of taking responsibility for them are, etc.</p> <p>12. T gives ss some time to present their findings and a conclusion from the information collected.</p> <p>13. T draws ss' attention to activity 4 - ss look and write the prefixes and suffixes on the lines (use the dictionary or the internet).</p> <p>14. T monitors and prompts the writing – follow the same order.</p> <p><b>T: Let's go like this... listen and look for the word.</b></p> <ul style="list-style-type: none"> <li>im – impolite</li> <li>im – impossible</li> <li>im – impatient</li> </ul> <p><i>Feedback from T on the language used on need.</i></p>

## HW: Book/Notebook

- Interview some adults: How difficult is it to have and teach about Home Rules? Pay attention to the times they use modals – write them in colours in your notes.
- Prepare some notes and get ready to share.

## KeyCode 5 Unit 10

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

Unit 10 Page 101 Lesson 7 Date: \_\_\_\_\_.

- Students will be able to **write** missing words in a text by analyzing word place, function and context and **identify** and **match** ideas paraphrased/implied.
- Describing** moments, feelings, emotions
- Explaining** word choice
- Talking** about main ideas and paraphrased/implied matching

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <p>* Take copies (200%) of Carol's paragraph in activity 2.</p> <p>* Make a PowerPoint presentation – images of things related to Christmas and some famous people in Christmas contexts – add a note to each picture, showing the word(s) ss can't use in their descriptions.</p> <p>* Get ss to bring coloured pencils.</p> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. Who am I? What am I?</p> <p>* T divides the class into 2 teams – one member of each team stands at the front – ss at their seats look at an image – on PowerPoint – and take turns describing the image – they can say one sentence at a time.</p> <p>* The team that has more guesses wins.</p> <p><b>Example</b></p> <p><b>Team 1:</b> It is fat, and wears a red suit.</p> <p><b>Team 2:</b> It is black or brown, made of leather.</p> <p><b>Team 1:</b> You can carry your money in it.</p> <p>3. Teamwork. T gets ss to discuss the following – remember to extend your answers.</p> <p>* Do you like Christmas?</p> <p>* What is the most fun thing that happens during Christmas celebrations at your home?</p> <p>* Do you think Christmas is just about shopping nowadays?</p> <p>* Do you like going to the mall to buy Christmas' presents?</p> <p>* Do you have a Christmas gift-giving activity at home?</p> <p>* How do you like it?</p> <p>* Is there anything you don't like about it?</p> <p>4. T monitors asking questions to get ss to extend the talking.</p> <p>5. T draws ss' attention to activity 1, page 101 - ss to look at the pictures and the questions in the blue bubble.</p> <p>What are the people doing, exactly?</p> <p>How do they feel? Why?</p>	<p>6. Whole class shares opinions.</p> <p>7. T gets ss to number the pictures according to the order in which the shopping should be done. Then compare with some friends.</p> <p>8. T monitors asking some questions to get ss to talk the information and then gets some ss to explain their ordering.</p> <p>9. Books closed. T divides the class into small teams and hands out the paragraphs - ss fill in the gaps: focus on the context of the text, look carefully before and after the gap – keep in mind word order and function to decide what type of word may be before or come next.</p> <p><b>Example</b></p> <p>Christmas season is not the same for <b>me</b>.</p> <p>...Every year, I decide on a <b>project</b> to <b>work</b> on.</p> <p>...Although there is <b>no doubt</b> about me...</p> <p>10. T tells ss to go with some friends to compare answers.</p> <p>11. T draws ss' attention to the text in activity 2 - ss read and fill in the gaps in the other paragraphs.</p> <p>12. T monitors asking questions to get ss to talk the information – and once again, they go with some friends to compare answers and talk about the differences in answers.</p> <p>13. Book closed - T gets ss to listen and pay attention to the words for the gaps – give ss some time to check their answers and decide if they'd like to make some changes.</p>	<p>14. Book open – ss listen and check final answers.</p> <ul style="list-style-type: none"> <li>Did you get it all correct?</li> <li>How many did you have to change?</li> </ul> <p>15. T reflects on the importance of getting the general idea in oral or written text – it is important to follow other factors like tone of voice, attitude, feeling words, positive or negative words, etc.</p> <p>16. T draws ss' attention to the lines next to the pictures in activity 2 – T explains that those lines show some ideas in the paragraphs.</p> <p>17. T gets ss to read line 1: "she could follow some <b>guidelines set in advance...</b>"</p> <p>Who mentioned that?</p> <ul style="list-style-type: none"> <li><b>Roberta</b>, when she said, "Why don't you go shopping right after work over a plan?"</li> </ul> <p>18. T reminds ss about underlining the information in the texts – following the colour guide.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li><b>Line 8.</b> "a good message could be taken from her story"</li> <li><b>Paragraph 3. Roberta, Manager.</b> The last line of the paragraph. ...The moral here...(underline violet)</li> </ul> <p>19. T monitors offering help and asking questions to get ss to talk the information.</p> <p>20. T extends the talking.</p> <ul style="list-style-type: none"> <li>What do you think about Susan, Carol and Roberta's points of view?</li> <li>Do you agree or disagree?</li> </ul> <p>21. Whole class shares opinions.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Ask your grandparents: How was Christmas celebrated when you were a kid?</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 10 Page 102 Lesson 8 Date: \_\_\_\_\_.

- Students will be able to **name** dishes from different countries and **explain** what ingredients were used, **use** cooking verbs while preparing a traditional snack, **take notes** from interviews and **present** findings orally.
- Talking** about food from different countries
- Explaining** how to prepare a Mexican snack
- Presenting** findings from research on food

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <p>* Download the flashcards from 253 to 264.</p> <p>* Get ss to bring coloured paper.</p> <p>* Get ss to bring some ingredients to prepare a traditional snack called, Tostitos.</p> <p>* Example: a bag of Tostitos, some grated carrots, cucumber and jicama, some peanuts, some slices of lemon, some Chamoy or Valentina sauce and salt.</p> <p>* Get a big bowl, some plates and napkins.</p> <p>* If ss need to prepare more ingredients, make sure it is not by using a knife.</p> <p>* Think of the setting for ss to do their snack-preparing.</p> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. Bingo.</p> <p>* T gets ss to say different names of food, dishes and drinks (30): enchiladas, soup, milkshake, chicken and rice, etc.</p> <p>* T gets ss to take a coloured sheet of paper and fold it to half, then fold it again to half, and do this 2 more times. Ss open the paper, it has 16 squares. T gets ss to select and write some words – one in each square.</p> <p>* T says some words randomly, if ss have the words mentioned, they cross them out on their paper, the first student to cross out all the words says "bingo" and he/ she is the winner.</p> <p>3. Teamwork. T shows the flashcards and sticks them on the board - get ss to discuss these - take notes:</p> <ul style="list-style-type: none"> <li>Have you ever tried these dishes?</li> <li>Would you like to try them?</li> <li>Why or why not?</li> <li>What ingredients do you think were used for each dish?</li> <li>What country do you think they are from?</li> <li>Are there similar dishes in your country?</li> <li>Which ones?</li> <li>How are they similar?</li> </ul> <p>4. T gets ss to chip in writing words around the pictures on the board: ingredients, taste, smell, country, price, what to have it with, etc.</p>	<p>5. T reflects on the importance of using words as cues to extend the talking.</p> <p><b>Example</b></p> <p>* Fried-up Fajitas contain <b>meat</b> and <b>chilli</b>, <b>tortilla</b> and some chopped <b>onion</b>. They are a bit <b>greasy</b> but <b>delicious</b>. The smell is <b>strong</b> and <b>appealing</b>. They look like <b>Mexican Food</b> but may be a variation only, popularized in the <b>US</b>. They are not <b>expensive</b>, but it's not a thing you should have every day, and they may be <b>more expensive</b> than regular homemade food – without mentioning the health implications. Some people like to drink <b>flavoured water</b> or <b>soda</b>. From 1 to 10, they are a 9 to me.</p> <p>6. T draws ss' attention to activity 1, page 102 – ss look at the following pictures of food and write a number for the country they are from.</p> <p>7. T gets ss to listen and check.</p> <ul style="list-style-type: none"> <li>Did you get it all correct?</li> <li>How many did you have to change?</li> </ul> <p>8. Books closed. T divides the class into teams – T presents some language for ss to use while preparing their snacks: Tostitos - a popular snack in Mexico.</p> <p>Language:</p> <ul style="list-style-type: none"> <li><b>Slice</b> - rebanar</li> <li><b>Grate</b> - rallar</li> <li><b>Dice</b> - cortar en cubitos</li> <li><b>Peel</b> - pelar</li> <li><b>Mix</b> - mezclar</li> <li><b>Serve</b> - servir</li> </ul>	<p>9. T monitors asking questions about the snack to keep the talking on: preparation, ingredients, taste, popularity, when to have it, etc.</p> <p>10. T extends the talking.</p> <ul style="list-style-type: none"> <li>Have you ever tried this dish before?</li> <li>Did you like it? Why or why not?</li> <li>Was it difficult or easy to prepare?</li> <li>There are some variations of this snack. Tell me the ingredients of another one.</li> </ul> <p>11. T tells ss to prepare some extra Tostitos – they will go interview people at school – people will have the chance to taste the snack and share their point of view.</p> <p>12. T reminds ss about taking notes on what people interviewed say about the snack.</p> <p>13. The moment a team is back in the classroom, T gets the class to start sharing their findings.</p> <p>14. Teamwork. T gets ss to choose one dish and do further research on it. Complete the notes – T keeps a record of the dishes ss choose, so they are not chosen twice.</p> <p>15. T monitors asking questions to get ss to talk the information.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Make a cooking video. Tell your mom to explain on camera the cooking process for today's food.</li> <li>Mum will explain in Spanish and ss will put it in English - Mum explains one step, and then ss put it in English, and so on.</li> <li>Prepare some notes and get ready to share.</li> </ul>		



## KeyCode 5 Unit 10

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

### Unit 10

### Page 103

Lesson 9 Date: \_\_\_\_\_

- Students will be able to **develop** ideas from a triggering phrase, **create** prompts to collect information, **work out** the main idea in a text and **write** an email.
- Discussing** tips for picky-eaters
- Writing** an email

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Bring a big real potato – cover it with tape – the sticky side out.</li> <li>Get ss to bring post-its.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. Hot potato. Ss pass the “hot potato”. T counts from 1 to 10. T says 2 words: the name of a dish and a verb - Ss say the ingredients for the dish, the cooking process and the verbs in all its forms.</p> <p>3. T gets ss to discuss:</p> <ul style="list-style-type: none"> <li>What is a “picky-eater”?</li> <li>Do you like any kind of food? Explain.</li> <li>Have you ever had to eat something you don't like? What happened?</li> </ul> <p>4. T reflects on travelling experiences related to having to eat local food.</p> <p>5. T divides the class into 5 teams. T sticks on the board or the windows, the tips for a picky-eater traveller:</p> <ul style="list-style-type: none"> <li>Learn the local language</li> <li>Do some backup packing</li> <li>Things don't always go as planned</li> <li>Home Sweet Home chef</li> <li>Getting over mental blocks</li> <li>What it looks like</li> </ul> <p>6. Ss discuss and write ideas around the tips:</p> <p><b>Example</b> <i>Learn the local language - Order food in English</i> <i>Do some backup packing - Cookies</i></p> <p>7. T monitors asking questions to get ss to extend the talking.</p> <p>8. T draws ss' attention to activity 3 page, 103 – T presents himself as a picky-eater and gets ss to explain the tips to him.</p> <p>9. T gets some ss to pass to the front and develop the ideas around the tips on the board.</p>	<p><b>Example</b> <i>Learn the local language - Order food in English</i></p> <ul style="list-style-type: none"> <li>... I think that English is the most spoken language in the world, if you learn how to order food in English, it will be easier for you to get the food you want, or maybe ask questions about the food you don't know or the food you may need to eat as it could be the only option available.</li> </ul> <p>10. Books closed. Individual work. T reads some parts of the paragraphs for ss to find links to the titles – and reminds ss to take notes.</p> <p>11. Ss share and compare notes with other friends – then T plays the track for ss to write the titles.</p> <p>12. Ss share about their previous notes – were they helpful?</p> <p>13. Now that ss have the titles, get them to find some more keywords or links – remind ss that this information has to be underlined.</p> <p>14. Whole class shares – then T tells ss to write on a separate paper, prompts to collect the missing information from the listening.</p> <p>15. Whole class shares their prompts – then ss close their book, listen and write the information.</p> <p>16. Small groups. Ss share and compare their notes, and then write the missing information.</p> <p>17. Whole class checking.</p> <ul style="list-style-type: none"> <li>Did you get it all correct?</li> <li>How many did you have to change?</li> </ul> <p>18. T reflects on how difficult having to adapt to new conditions quickly can be – travelling is great, but sometimes factors like food and sleeping conditions are hard to cope with.</p>	<p>19. Still in small groups. T draws ss' attention to activity 5 - ss explain the tips and advice in their own words: write on Post-its and glue them along the pink boxes on page 103.</p> <p>20. T monitors asking questions to get ss to talk the information.</p> <p>21. T reflects on the importance of sharing knowledge – when travelling, we can learn from experience – if you think it was difficult to survive a situation in a new place, tell others about your experience. This way, things can get easier or just more manageable.</p> <p>22. T tells ss that they will have a chance to practice what he has just mentioned – telling a friend about your experience in a place he/she is planning to visit too.</p> <p>23. T walks ss through reviewing the parts of an email:</p> <p><b>General Points:</b></p> <ul style="list-style-type: none"> <li><b>Greeting</b> - (write the name of the person you are sending the email)</li> <li><b>Body of the text</b> - (reason for writing, ask the questions)</li> <li><b>Farewell/closing</b> - (add a warm phrase saying goodbye)</li> <li><b>Signature</b> - (of the person who is sending the email)</li> </ul> <p>24. T draws ss' attention to activity 6, page 103 - ss write an email: You have recently come back from a trip. It was the first time you visited that place. One of your friends is planning to visit the place you just visited. Send him an email explaining how to survive there: food, moving around, spending little money, and the streets. Ask him if he'd like to plan a trip together soon - focus on the parts of the email and cover all points mentioned.</p> <p>25. T monitors asking questions to get ss to talk their ideas.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Become Street Smart. Tell people how to survive in the city: traffic, transportation, eating, safe zones, zones to avoid, etc.</li> <li>Prepare some notes and get ready to share.</li> </ul>		