

Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 15 Lesson 1. Date: _____.

- Students will be able to **share** their points of view regarding love and relationships.
- Discussing** points of view
- Agreeing** or **disagreeing** - characteristics of relationships

Stage 1	Stage 2	Stage 3
<p>Prepare in advance+</p> <ul style="list-style-type: none"> Prepare some more correct and incorrect values, factors, or characteristics in relationships on sheets of paper – one per sheet <p>-----</p> <p>1. Ss present the design they got for HW.</p> <p>2. T gets ss to answer the questions, but they can't say yes or no.</p> <ul style="list-style-type: none"> Do you like girls/boys? Do you have a boyfriend/girlfriend? Are you in love with someone? Have you kissed a girl/boy before? <p>3. T divides the group into teams.</p> <p>4. T writes on the board the questions of page 15, activity 1.</p> <p>5. T encourages ss to discuss the questions and take notes on relevant information.</p> <p>6. T checks ss are discussing the questions – randomly, T gets some ss to show him/her their notes.</p> <p>7. T draws ss' attention to activity 1, page 15. One team asks the other teams.</p> <p>Example:</p> <ul style="list-style-type: none"> Team 1: How do I know I am in love? Team X: You will feel like butterflies in your stomach. <p>8. Whole class shares notes and adds comments to the answers in activity 7.</p>	<p>Books closed</p> <p>11. T writes on the board the word relationships and asks:</p> <ul style="list-style-type: none"> What do you need in a relationship? Do you think you need respect? (T writes ss' ideas on the board.) <p>12. T draws ss' attention to activity 2.</p> <p>13. T gets ss to look at the pictures and compare the points on the board with the points in the book.</p> <p>14. T asks ss about the points that they didn't mention before: conflict resolution skills, nice pace, etc.</p> <p>15. T gets ss to discuss the questions in activity 2.</p> <p>16. Whole-class shares answers.</p> <p>17. T gets ss to write the word relationships in the oval and tick three points which they consider the most important for them.</p> <p>18. T gets some ss to share about the points they chose.</p> <ul style="list-style-type: none"> Why do you think those points are important in a relationship? <p>19. T checks the activity is complete in the book.</p>	<p>20. T draws ss' attention to the blue bubble – then sticks the papers on the board for ss to pick the positive one and take off the board the negative ones.</p> <p>21. T gets ss to discuss and then explains why the ideas on the papers may affect positively or negatively a relationship.</p> <p>22. Whole class shares answers.</p> <p>23. T runs a voting session on the four most important from the options on the board.</p> <p>24. T gets ss into choosing one out of those four – then uses that for getting the class into groups. Each group has to explain their points.</p> <p>25. T gets ss to write the four options talked on in the box.</p> <p>26. T checks the task is complete.</p> <p>27. T collects books for later checking.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Interview your parents or a couple in your family: When did you meet? Did you fall in love immediately? What important points and values are present in your relationship? Prepare some notes and get ready to share. 		

KeyCode 5 Unit 2

Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 16. Lesson 2. Date: _____.

- Students will be able to **identify** state verbs and **work out** the meaning and the place they take in a sentence or the words they can be combined with - by context.
- Explaining** meaning
- Describing** word place
- Pointing out** word combinations

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T divides the class into teams.</p> <p>3. T writes on the board the verbs of activity 3, page 16.</p> <p>4. T gets ss to make sentences with the words given (3 by team), the topic is love and relationships (5 minutes to prepare and share with the class).</p> <p>Example:</p> <ul style="list-style-type: none"> I believe respect and honesty are clues to having a healthy relationship. Women see things in boys that I don't. <p>5. T gets ss to write the sentences on the board.</p> <p>6. Ss discuss their points of view reflected in the sentences – do you agree or disagree?</p>	<p>7. T draws ss' attention to activity 1</p> <p>8. Individual work - T gets ss to look at the orange boxes, they have the same verbs they used at the beginning of the class.</p> <p>9. T reflects on the note under the orange boxes about the state or stative verbs: they describe the situations. We use them in simple form only a few of them can be used in both ways "ing" and simple.</p> <p>10. T gets ss to read and fill in the gaps with the verbs of the orange boxes.</p> <p>11. T walks ss through prompts number 1 and 2 – then gets ss to reflect and think of why those verbs fit those gaps.</p> <p>Example:</p> <ul style="list-style-type: none"> I believe love is a great thing. I know it has gone kind of stray nowadays. <p>12. T lets ss complete the prompts from 3 to 18.</p> <p>13. Whole class sharing and checking.</p> <p>14. T plays the track for ss to check answers.</p> <p>15. Get ss to discuss the guessing in the book: Did you get it all correct? How many did you have to change?</p>	<p>16. T divides the class into teams.</p> <p>17. T gets ss to discuss and explain the comments of activity number 3.</p> <p>18. T draws/writes on the board the table of activity number 4.</p> <p>19. T gets ss' attention to activity number 4.</p> <p>20. T gets ss to put a tick in a box according to the comments.</p> <p>21. Ss go with different friends to compare answers – when they find someone with the same ticking, talk about the whys.</p> <p>22. T checks the task is complete in the book – whole-class sharing.</p> <p>23. T collects books for later checking.</p> <p><i>Feedback from T on the language used on need.</i></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Share the comments in activity 3 with your family. Ask them if they completely agree, agree, disagree or completely disagree. Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 17 Lesson 3 Date: _____.

- Students will be able to **identify** links between words with descriptions and **spot** the general idea of a text and **work out** word-choice by context.
- Describing** links
- Presenting** specific information and details
- Explaining** word choice

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> Get ss to bring flipchart paper (2 per team) and markers. <p>-----</p> <ol style="list-style-type: none"> Get ss to share what they got from the interviewing - HW. T divides the class into teams. T writes on the board the words in activity 5, page 17. T gets ss to make sentences with the words on the board and write them on the flipchart paper; do not say the meaning, the purpose is that they infer it / get it from context. Ss use some tape to get the flipchart papers on the wall. T checks the task is complete. T draw ss' attention to activity number 5, page 17. Individual work. T gets ss to look at the words in the green box and match them with the meanings – clue: these words appeared in the comments on page 16 – also, use the sentences on the flipchart papers. Whole class shares and has a first time check. T gets ss to listen to check answers. Get ss to discuss the guessing in the book: <ul style="list-style-type: none"> Did you get it all correct? How many did you have to change? Now that ss have the meanings, get them to read the sentences on the flipchart papers again and discuss if they make sense. Whole class talking. <p>Stage 2</p> <ol style="list-style-type: none"> T draws ss' attention to activity number 6. T walks ss through working out question a. - ss read the first sentence, spot keywords, go back to the text on page 16 and read the comments to find out who said that comment (reading for gist). 	<p>Example:</p> <p>a. Athena said... It was important that people felt there was a safe place to be in.</p> <ol style="list-style-type: none"> T explains the general idea of Athena's comment and prompts the use of verbs in past forms. T goes on walking ss through working out who said the comments – only. T gets ss to fill in the gaps, paying attention to the words before and after the gaps, taking into account the context and forms needed. Whole class shares and compares answers. T plays the audio for ss to check answers. Whole class talking: <ul style="list-style-type: none"> Did you get it all correct? How many did you have to change? <p>Stage 3</p> <ol style="list-style-type: none"> T draws ss' attention to activity number 7 – get ss to find and underline the options to choose from in each set. <p>Example</p> <p style="text-align: center;"><u>sharing / share</u></p> <ol style="list-style-type: none"> T reflects on strategies to work out reading activities – sometimes, reading the whole text to work out answers is not necessary. Get ss to help you write all the option sets on the board. Then get them to say the word that is before and the one that is after each gap/set. <p>Example</p> <p style="text-align: center;">for <u>sharing / share</u> your</p> <ol style="list-style-type: none"> T gets the new prompts on the board in colour: <p style="text-align: center;">for <u>sharing / share</u> your</p> T reflects on which prompt can help to find the answer – word combination. <ul style="list-style-type: none"> The answer is <u>sharing</u> because for is a preposition and an -ing form must go after it. T goes on walking ss through working out the next two questions – get ss involved in doing the analysis – do no reading at this point. 	<p>- For question 2, the answer is during because it refers to a period of time/life from start to end – no reading was needed to work out then answer. <u>experienced in / during my teen years</u></p> <p>- For question 3, the words before and after are not enough to work out the answer, so take some more words before and after and stick to the strategy in use:</p> <p style="text-align: center;"><u>I ask / asked a girl</u></p> <p>... it was the first time I <u>ask / asked</u> a girl out – her name was Sonnet.</p> <p>- Notice that there is a past form before the gap/set and another one after it, so the answer to question 3 is asked – to follow the narrative style – and once again, no reading was needed.</p> <ol style="list-style-type: none"> Divide the class into small groups – tell each group to choose a question to find an answer to. Give ss some time to work out the answers by analyzing the language. Once ss are done, get groups with the same questions together so they can compare and make changes if necessary. Whole class sharing – some ss come to the board to show how the analysis was done. T confirms the analysis is complete and correct, so ss can reproduce the marking and underlining in their books. Individual work – get ss to read the text and write an answer to the question in the green box – they must write it on a post-it and then glue the post-it by the text. <p style="text-align: center;"><u>Feedback from T on the language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Interview your family: Is it necessary to belong to a group? Did you ever confuse love with friendship? Were you ever in the friend zone? Prepare some notes and get ready to share. 		

KeyCode 5 Unit 2

Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 18. Lesson 4. Date: _____.

- Students will be able to **use** past simple forms and collocations according to context.
- Describing** the construction of past simple
- Executing** the use of collocations: monitoring and evaluating communication results

Stage 1		
<p>Prepare in advance Write 10 questions in past simple (use some cards). Get ss to bring coloured sheets of paper (6)</p> <p>-----</p> <p>1. Get ss to share what they got from the interviewing-HW.</p> <p>2. T takes out a prepared card and asks a question - consider the questions of activity number 1 as well.</p> <p>Example:</p> <ul style="list-style-type: none"> What did you do yesterday? Did you brush your teeth before dinner? <p>3. Whole class shares answers.</p> <p>4. T reflects on the different uses of past simple and gets ss to give examples.</p> <p>a. Use the past simple for completed actions and events in the past. They watched a movie last night. (Ss give some more examples)</p> <p>b. Use the past simple for a sequence of actions or events. She went to the theatre, then we had dinner. (Ss give some more examples)</p> <p>c. Use the past simple for permanent or long-term situations in the past. We laughed a lot every time the play was about to finish. (Ss give some more examples)</p> <p>d. Use the past simple for repeated events. He always phoned her at midnight. (Ss give some more examples)</p>	<p>5. T draw ss' attention to activity 1, page 18.</p> <p>6. Ss listen to the audio and complete the sentences to notice the different ways to use past simple forms - activity 1, page 18.</p> <p>7. T checks ss work is complete.</p> <p>8. Whole class shares answers.</p> <p>Stage 2</p> <p>9. T draws ss' attention to activity 2.</p> <p>10. T gets ss to analyze the information in the pink box.</p> <p>11. T explains the positive construction. The sentence has the following elements: subject, verb in past (regular – ed or irregular – change their form) and complete the idea - complement.</p> <p>12. T explains the negative construction which needs an auxiliary did not/didn't, the order of the construction is: subject, negative auxiliary, verb (base form), complete the idea.</p> <p>13. T explains the question construction: auxiliary – Did, subject, verb (base form), complete the idea, question mark.</p> <p>14. T gets ss to compare all three forms: positive, negative and interrogative forms - how are they different?</p> <p>15. T gets ss to read and rewrite the construction - the elements only.</p>	<p>16. T divides the class into teams.</p> <p>17. T gets ss to write three sentences (+/ - /?) on their colour papers, 1 element per sheet of paper, according to the constructions explained. Then ss use some tape to get the papers on the wall/window showing all three forms.</p> <p>Stage 3</p> <p>18. Books closed.</p> <p>19. T writes on the board the verbs make, have, go, take and do. T reflects on the use of collocations – words that are commonly used together and get some ss to add more examples.</p> <ul style="list-style-type: none"> Make a mistake Take photos <p>20. T draws ss' attention to activity 3 and gets ss to read and write the proper collocations on the lines.</p> <p>21. T checks the activity is complete - whole class shares answers.</p> <p>22. T draws ss' attention to activity 4.</p> <p>23. Tell ss to look up the word combinations and to take notes – ss will complete activity 4 as HW.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Interview your family: What did you use to do when you wanted to go out with your friends as teenagers? What was the regular activity you did as a teenager? Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 19 Lesson 5 Date: _____.

- Students will be able to **interpret** a situation through the analysis of an image and **identify** the words needed to complete a sentence - by listening for specific information.
- Giving** point of view from an image given
- Reporting on** specific information
- Explaining** the synonyms a word implies

Stage 1		
<p>Prepare in advance</p> <ul style="list-style-type: none"> Write the words in the white box, activities 3 and 4 on colour paper (each word on a sheet of paper) and the ones in activity 5. <p>-----</p> <ol style="list-style-type: none"> Get ss to share answers and notes – HW: activity 4, page 18. Get ss to share what they got from the interviewing - HW. Whole class checks answers. T gives ss feedback and tips on word combinations. T tells ss to go interview some friends and take notes on responses. Ss have to answer with a question too, but it has to make sense. <p>Example:</p> <ul style="list-style-type: none"> S1: How old are you? S2: Response and then asks: Do you always ask that? S1: Are you ashamed of your age? S2: Response and then asks: How old do I look? <ol style="list-style-type: none"> Whole-class shares answers – get the class to write all the questions used on a board designed for displaying useful language every week, month, term, etc. T writes on the board the questions in activity 1, page 19. T gets ss to discuss the questions. Whole class shares answers. T draws ss' attention to activity 1. T gets ss to look at the picture with the teddy bear. <p>T asks:</p> <ul style="list-style-type: none"> What situation is the girl going through? Do you think she broke up with her boyfriend? Maybe her mom scolded her, what do you think? <ol style="list-style-type: none"> After discussing the guesses, extend the talking with the following questions: <ul style="list-style-type: none"> Do you think she needs to talk to someone to relieve her feelings or she just needs to cry? Continue talking about the other pictures the same way: guessing + extending the talking. 	<ol style="list-style-type: none"> T draws ss' attention to activity 2. T gets ss to read the questions and look at the prompts. Focus on keywords. <p>Example Explaining this difference is T _ _ _ _ _.</p> <ol style="list-style-type: none"> T explains: when you hear this sentence, next comes the word needed to answer the question. T walks ss through spotting keywords – whole class shares spotting and gets to conclusions together on the ones to use. T plays the audio and ss check their notes to confirm results. T walks ss through preparing the notes to confirm information and answer the questions. Ss listen and check answers – discuss how correct-answer results improved by checking notes. <p>Stage 2</p> <ol style="list-style-type: none"> T gets on the board the words written on the colour paper with some tape (activity 3). T gets ss to write on the board the meaning of each word (feedback). T draws ss' attention to activity 3. T gets ss to look at the words in the white box - they are the same they worked with previously. T walks ss through analyzing the information in the email – get ss to read by sentence and decide if it is a sentence that contains a positive or a negative idea (in terms of context). T explains that it helps to decide what words to use: words with a negative meaning or with a positive one. Tell ss to use colours to make it more noticeable – blue positive ideas and orange negative ones. 	<p>Example</p> <p>I was really (glad) they phoned me because I was feeling (fed up) – I got a 7 on my grammar test, again!</p> <ul style="list-style-type: none"> Note: The girl was not feeling good. She didn't like the results on a test. It was good she received a phone call. Etc. <ol style="list-style-type: none"> Walk ss through completing two more gaps. Ss complete the activity individually. Ss go with some friends to compare and explain answers – make changes if necessary. Whole class shares answers – then listens and checks. <p>Stage 3</p> <ol style="list-style-type: none"> T gets all ss to take a paper with a word written on – randomly. T explains that ss will have some time to find their matching friends. Pairs of three words must be gotten. When a match is found, ss must call it out loudly – when it happens, the whole class must get frozen – the-matching-ss will have to write the words on the board. If the three words have a meaning match, they will get to be the winners. If the match is not correct, the class goes looking for their match again. T reflects on the importance of learning different words with the same or similar meanings. T gets ss to complete activity 4-5 by using the matchings just found. Get ss help creating some notes on the board. <p>Example</p> <ul style="list-style-type: none"> friendly, kind and nice - all four words have a positive meaning. I am a friendly person. I am kind to people. I am always nice and cool around friends. All three words refer to someone easy to be with. <p><i>Feedback from T on the language used on need.</i></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Interview your family: Take pictures of yourself or use the photos on your cellphone and show them to your parents. What do you think I was feeling in this picture? What would you tell me? What do you think my friends can tell you about it? Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 20 Lesson 6 Date: _____

- Students will be able to **use** past continuous forms and **identify** root words and add prefixes and suffixes to create new words.
- Describing** the construction of past continuous
- Explaining** the function of prefixes and suffixes

Stage 1		
<p>Prepare in advance</p> <ul style="list-style-type: none"> Make a presentation in PowerPoint with the images of many celebrities performing their movie roles. Write the names of the different roles on cards. Tell ss to bring colour markers. <p>-----</p> <p>1. Get ss to share what they got from the interviewing-HW.</p> <p>2. T divides the class into teams.</p> <p>3. T gives a card to each team - it has the name of a celebrity. Ss have to describe the celebrity without telling his/her name (one of the descriptions must be with a past continuous form). The rest of the teams have to guess the name of the celebrity and his/her role in the film.</p> <p>Example: Card: Jennifer Lopez</p> <ul style="list-style-type: none"> Ss' description: She is a talented actress. She was working as a singer in one of her films. Team 1: Selena/Jennifer Lopez The team with more guesses is the winner. <p>4. T reflects on the different ways to use past continuous forms and gets ss to give examples. (T shows the PowerPoint images after the explanation).</p> <p>a. Use the past continuous for an activity that began before a past action and continued until or after it.</p> <ul style="list-style-type: none"> When they were walking, they saw Eugenio Derbez, a famous actor. (Ss give more examples) <p>b. Use the past continuous for two things happening at the same time.</p> <ul style="list-style-type: none"> Terminator was shooting up and John Connor and his mom were running out of there. (Ss give more examples) 	<p>c. Use the past continuous for repeated events.</p> <ul style="list-style-type: none"> Superman was always saving the earth. (Ss give more examples) <p>d. Use the past continuous for unfulfilled plans.</p> <ul style="list-style-type: none"> Barbie was always hanging out with her friends. (Ss give more examples) <p>5. T draws ss' attention to activity 1, page 20.</p> <p>6. Ss listen to the audio and complete the sentences to notice the different ways to use past continuous forms.</p> <p>7. T checks work is complete.</p> <p>8. Whole class shares answers.</p> <p>Stage 2</p> <p>9. T draws ss' attention to activity 2.</p> <p>10. T gets ss to analyze the information in the pink box.</p> <p>11. T explains the positive construction. The example is formed by: subject, was/were + verb(ing), complement.</p> <p>12. T explains the negative construction: subject, was not/wasn't/were not/ weren't + verb (ing), complement.</p> <p>13. T explains the question construction: were/ was, subject, verb (ing), complement, (?).</p> <ul style="list-style-type: none"> Note. Remember to use colour markers to help ss differentiate elements and position. <p>14. T gets ss to compare all three forms: positive, negative and interrogative forms – how are they different?</p>	<p>15. T gets ss to read and rewrite the construction – the elements only.</p> <p>16. T divides the class into teams.</p> <p>17. T gets ss to write on recycled sheets of paper the elements of the constructions in the pink box (one element per sheet). Then, ss pass to the front and show the complete sentences (+/-/?) to their partners.</p> <ul style="list-style-type: none"> Note. Remind ss about using colour pencils or pens. <p>Stage 3</p> <p>18. Books closed - T writes on the board the word fear. T explains that this is a noun (root word), if we add prefixes and suffixes to it, we can get new words such as a verb or an adjective.</p> <p>Example:</p> <p style="text-align: center;"> un fear ful <small>prefixes suffixes</small> unfearful= adjective </p> <p>19. T writes some more examples on the board for ss to work them out and then explains to the class – let ss use colours to prepare the examples to explain.</p> <p>20. T draws ss' attention to activity 3 – T reflects on the importance of identifying what forms words can take and their functions.</p> <p>21. T gets ss to look at the words and order them according to nouns, verbs or adjectives (they can use a dictionary or the internet).</p> <p>22. T monitors and walks ss through completing the task.</p> <p>21. Whole class shares answers.</p> <p>22. T collects books for later checking.</p> <p style="text-align: right;"><i>Feedback from T on the language used on need.</i></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Look up 5 more words and all the forms they can take - write them in your notebook. Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 21 Lesson 7 Date: _____.

- Students will be able to **discuss** a topic and **support** their point of view and **identify** root words and apply the use of prefixes and suffixes for word formation.
- Discussing:** agreeing or disagreeing
- Explaining** word formation

Stage 1		Stage 3				
<p>Prepare in advance</p> <ul style="list-style-type: none">Write the words in capital letters (activity number 3) on cards – with all possible forms the words can have.Get some words with wrong spelling.Prepare enough sets for the number of teams you can have in the class. <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Role play: T writes on the board the following situation prompt: A couple is having an argument. Carlos is jealous because Ana Maria went to a party and she didn't invite him - ss must pretend to mean it.</p> <p>3. Two volunteers are picked to pass to the front and perform the role play.</p> <p>4. Discuss the following questions in small groups:</p> <ul style="list-style-type: none">Do you think Carlos is right?Do you think Ana Maria can do whatever she wants?"I can do whatever I want!" is a good thought when having a relationship?Will you have someone jealous in your life?What would you do to manage the situation? <p>5. Whole class shares answers.</p> <p>6. T divides the group into teams.</p> <p>7. T draws ss' attention to activity 1, page 21.</p> <p>8. T gets ss to analyze and discuss the questions - take notes about them.</p>	<p>9. Ss go find teams with similar answers/points of view.</p> <p>10. T gets the teams to pass to the front and share their points of view – they have to point out who had similar answers and ask those with different answers why they disagree with them.</p> <p>Stage 2</p> <p>11. T draws ss' attention to activity 2.</p> <p>12. T gets ss to look and read, then tick the jealousy behaviours.</p> <p>13. T monitors asking ss why they have gotten some options ticked.</p> <p>14. Ss share answers – T writes on the board and gets ss to explain their choices.</p> <p>Example:</p> <table><tr><th>Positive</th><th>Negative</th></tr><tr><td>g. let you go fight for your dreams</td><td>a. 24/ checking</td></tr></table> <p>15. T reflects on the importance to have someone to turn to for help, support and protection.</p> <p>Stage 3</p> <p>16. Divide the class into teams and hand out the card sets – tell ss to order the cards by words and find the ones whose writing is not correct.</p> <p>17. T sticks on the board his cards for ss to check – get ss to say which options have incorrect writing.</p> <p>18. Get some ss to label the cards on the board – ss will have to decide if the words are nouns, verbs, etc. – based on how the words are written.</p>	Positive	Negative	g. let you go fight for your dreams	a. 24/ checking	<p>19. T draws ss' attention to activity 3 – walks ss through analyzing the words before and after the gaps – explains that those words can prompt the connection or links to the answers – that is why knowing all forms words can take is important.</p> <p>Example</p> <p>a. ... can be... this line prompts a description, so you need an adjective – what is an adjective form of power?</p> <p>POWER - POWERFUL</p> <p>b. both...and... these words prompt that the next word must have a similar form (adjective) as it is kind of a list or options of the same kind.</p> <p>PAIN – PAINFUL</p> <p>Notes.</p> <p>a. Reflect on the use of prefixes and suffixes to get new words and explain the new meanings they can take.</p> <p>b. Make emphasis on the fact that reading the whole text was not necessary to work out the answers at this point – reading is necessary to check the choices help the ideas make sense, and it can be done once the gaps have been filled.</p> <p>20. T plays the audio to check answers.</p> <p>21. Get ss to discuss the guessing and word formation tips: Did you get it all correct? How many did you have to change? Create a tip based on link/connection analysis.</p> <p>22. T collects books for later checking.</p> <p><u>Feedback from T on the language used on need.</u></p>
Positive	Negative					
g. let you go fight for your dreams	a. 24/ checking					
<p>HW: Book/Notebook</p> <ul style="list-style-type: none">Interview people at home: say a word and get your people to tell you as many forms of the word you said as possible – once you finish interviewing them all, tell them who the word-hunter champ is.Prepare some notes and get ready to share.						

Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 22 Lesson 8 Date: _____.

- Students will be able to **differentiate** different types of relationships and **talk** about them and use adjectives (opposites) to describe people.
- Discussing:** agreeing or disagreeing
- Explaining** the benefits of certain actions and practices
- Explaining** the use of adjectives (opposites) in context

Stage 1		
<p>Prepare in advance</p> <ul style="list-style-type: none"> Write the adjectives and the opposites of activity 3 on pieces of paper - one word on each piece. 2 sets. <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Play A to Z. T gets ss to tell words with the letters of the alphabet in order from A to Z – T writes them on the board.</p> <p>Example:</p> <ul style="list-style-type: none"> aeroplane, butterfly, cinnamon <p>* Once completed, T divides the class into two teams – ss now have to write a word taking the last letters of the words on the board as the first ones – one student from each team at a time. The team that completes their list first gets to be the winner.</p> <p>Example</p> <ul style="list-style-type: none"> airplanelephant butterflyyellow cinnamonnext <p>3. Pair work - get ss to interview their friends in the classroom – ss must interview at least 3 friends and take notes on their answers.</p> <p>Topic 1: Communication and Sharing</p> <ul style="list-style-type: none"> The most important part of any healthy friendship or relationship is the ability to talk and listen to one another. <p>"Do you agree or disagree with this and why?"</p> <p>Topic 2: Respect and trust</p> <ul style="list-style-type: none"> Healthy friendships and relationships also mean learning to respect and trust each other. <p>"Do you agree or disagree with this and why?"</p> <p>Example:</p> <p>Sandy: She agreed with the statement in Topic 1. She said, "You have to be there for your friends anytime." And regarding the statement in Topic 2, she agrees too. She said, "If you don't trust your friends, you'd better not talk to them anymore".</p>	<p>4. T gets various ss to share what they got - they can read the notes and then add a closing comment.</p> <p>5. T draws ss' attention to activity 1, page 22.</p> <p>6. T gets ss to read the short texts. Then they have to write if they agree or disagree with it and explain – support answers.</p> <p>7. T monitors starting quick and short conversations about ss' points of view – it helps to make sure ss are working on the writing.</p> <p>8. T gets some ss to share – ss read out what they wrote and then add a final comment.</p> <p>9. T gets ss to look at the sentences in the coloured ovals – T reflects on the importance of considering factors and different situations to really understand something and then make decisions – ss analyze the sentences and number them in order of importance.</p> <p>10. Ss go with some friends to compare answers – then whole class sharing.</p> <p>11. T reflects on the different types of relationships that exist and how different they are – give some examples</p> <p>Stage 2</p> <p>12. Brainstorming - books closed: T gets ss to tell different kinds of relationships and writes them on the board.</p> <p>Example:</p> <p>grandfather, father-in-law, siblings, etc.</p> <p>13. Ss help to create some short descriptions for the relationships:</p> <ul style="list-style-type: none"> grandfather: the father of my mother father-in-law: the husband of my mom siblings: brother and sister <p>14. T draws ss attention to activity 2.</p>	<p>15. T gets ss to look at and match the different kinds of relationships with the definitions.</p> <p>16. Whole class shares answers – T writes the matching on the board and then gets ss to underline the ones ss have so far.</p> <p>17. Whole class sharing – T extends the class talking by pointing out when ss will experience new types of relationships, for example, fiancée or fiancé.</p> <p>Stage 3</p> <p>18. Books closed: T divides the class into two teams.</p> <p>Playtime: Running Memory</p> <ul style="list-style-type: none"> T makes room in the classroom or goes to the playground. T sets the colour papers on the ground (face down) and tells ss to group at the other side of the room or some meters away from where the papers are. One student per team at the time runs to try to find a pair, the whole team can help, but they cannot approach the area where the papers are. The team that finds all pairs first gets to be the winner. <p>19. T draws ss' attention to activity 3 - get ss to read and match the adjectives with their opposites.</p> <p>20. Whole class shares answers – T writes matching on the board for ss to have a reference for checking their answers.</p> <p>21. T gets ss to complete the sentences – and then collects books for later checking.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Look up 10 more adjectives and their opposites – make sure they are not common ones. Write them in your notebook. Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 23 Lesson 9 Date: _____

- Students will be able to **exchange** ideas and **express** and **justify** opinions and **write** a letter.
- Discussing:** agreeing, disagreeing
- Suggesting** and **describing** Club activity
- Writing** a letter covering different points

Stage 1		
<p>Prepare in advance</p> <ul style="list-style-type: none"> Write on some cards the words of topics such as pets, family, school, etc. On pieces of paper, write the words for the parts of a letter – format on page 23. <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Pair work: T tells ss they are going to talk for a minute about the topic written on the card they get.</p> <p>3. T decides on two ss to come to the front and pick a card.</p> <p>Example:</p> <ul style="list-style-type: none"> Topic: Pets - Time set 1 minute. Alejandra & Susan: Pets are incredible! I have 4 pets: 3 cats and 1 dog. I like cats more than dogs because cats are more independent. You only put their litter box and forget about it because they go there when they need to, and the best part is that you don't have to do cleaning all around the house. Teacher: Time's up. Good job! Now you can go back to your seats. <p>4. Continue with some more pairs.</p> <p>5. T draws ss' attention to activity 4, page 23.</p> <p>6. T gets ss to look at the image there is a question: How important is it that people try to put these tips in/into practice?</p>	<p>They have six options in the blue boxes to talk about. In pairs, ss talk about each option/tip for building up relationships - they have to agree or disagree with their friend's point of view.</p> <p>Use words like, In my opinion, I think..., For me ..., What do you think about...? Etc.(3 minutes).</p> <p>7. T monitors taking notes on what ss say.</p> <p>- When the time's up, T tells ss that they have one minute to decide which the most important tip for building a healthy relationship is.</p> <p>8. T gets ss to keep on talking for one more minute.</p> <p>9. T monitors taking notes.</p> <p>10. T shares about the notes he got while monitoring and then gets some ss to share their point of view.</p> <p>11. Run a voting round to find the most important tip – get the whole class to agree or disagree with the results.</p> <p>Stage 2</p> <p>12. Books closed – T writes on the board the heading: A formal letter and then sticks the papers with the words for the parts of a letter in random order.</p> <p>13. T gets ss to explain what each part is or must have.</p> <p>14. T gets some ss to pass to the front and put the papers in order – one student at a time – ss passing to the front must add an example of the kind of information the section they got must have.</p>	<p>Example:</p> <ul style="list-style-type: none"> Sender's Address: Maria Date: September 18th, 2023. Receiver's Address: Antonio Greetings: Hello Antonio! Subject: Come to my party Body: Ss write a brief text according to the subject. Closing of the letter: Write back soon. Signature: Maria <p>Stage 3</p> <p>15. T draws ss' attention to activity number 5.</p> <p>16. T reflects on the fact that the formats can change – there are different styles, and they must follow the points according to format or style, in this case, the ones given on page 23. Then, T gets ss to read the prompts and write a letter - focus on the points that should be covered and the parts of the letter.</p> <p>17. Divide the class into small groups. Tell ss to take some notes out of planning before writing their letter.</p> <p>18. T monitors offering help – walks ss through doing their writing.</p> <p>19. T checks all ss in each group have their writing complete, so he can collect books for later checking.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Watch the video https://www.youtube.com/watch?v=EdeZp0n0JHw&t=4s speaking test B2 First: Victoria and Edward, minute 6:30 part 3, and take notes about what they decide about the topic discussed. Get ready to share. 		