

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

Unit 3 Page 25 Lesson 1 Date: \_\_\_\_\_

- Students will be able to **describe** and **compare** pictures of rooms.
- Describing** and **comparing** pictures
- Naming** room items

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|---|---|--|
| <p><b>Stage 1</b></p> <p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Tell ss to bring a photo of their bedroom.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the video - HW.</p> <p>2. Yes/No game: Get some ss to ask questions to their partners. Yes/No answers are not allowed.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Do you have a bedroom? <b>Of course</b></li> <li>Do you like spending time in your bedroom? <b>Absolutely</b></li> </ul> <p>3. Tell ss to take out the pictures of their room.</p> <p>4. T describes her/his bedroom to the class.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Look at my picture.</li> <li>In my bedroom, there is a big bed. I like to use a good bed cover. I share the wardrobe with my husband...etc.</li> </ul> <p>5. Brainstorm some more words and phrases ss can use for describing – write ss' ideas on the board.</p> <p>6. T uses the ideas on the board to continue describing his/her room.</p> <p>7. T writes on the board a describing example and then writes an example of comparing his/her room with another one.</p> <p>8. T gets ss to analyse the examples to work out how different they are – then brainstorms some more words or phrases for comparing things and writes ss' ideas on the board.</p> <p>9. T divides the class into small groups.</p> <p>10. T draws ss' attention to activity 1, page 25.</p> | <p>11. T gets ss to look at the pictures and talk about them: describe and compare.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>In picture 1, I can see a pink bed cover. There is a lamp over the bed, but in picture 2, the lamp is next to the bed.</li> <li>Room 1 looks more comfortable than room 2.</li> </ul> <p>12. T monitors prompting an item to talk about. For example, what about the walls, what colours are they?</p> <p>13. T gets some pairs of ss passing to the front to talk about the pictures.</p> <p><b>Stage 2</b></p> <p>14. T draws ss' attention to activity 2.</p> <p>15. Pair work: T gets ss to take a look at the words from number 1 to 30. They have to highlight the ones they don't know.</p> <p>16. Get ss to go with some friends to find out if they can help with the meanings – if they can't get all the meanings this way, let them use a dictionary or the internet.</p> <p>17. Whole class shares the words or meanings they needed help with. Then T gets ss to read the words and write B for boys and G for girls; the question is:</p> <ul style="list-style-type: none"> <li>Which are the must-have room items for boys or girls?</li> </ul> <p>18. T monitors asking some questions: Why is that a B/G item?</p> <p>19. T gets ss to go with some friends to compare answers.</p> <p>20. Whole class shares answers and comments on what they found when they compared answers with their friends.</p> | <p>21. T draws ss' attention to the question in the green bubble – then refers ss back to the examples on the board and explains further.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Bedrooms 3 and 4 might be for girls. However, I prefer room 4 because it is nicer than number 3.</li> <li>Bedrooms 2 and 3 might be for boys because they are not pinky. Room number 3 looks tidier than room 2, but room 4 looks flawless.</li> </ul> <p>22. T gets ss to write the examples on the board in their notebooks.</p> <p><b>Stages 3</b></p> <p>23. Books closed: T gets ss to take out the picture of their room.</p> <p>24. T gets ss to label their picture using the list of words in Activity 2 and paste it in their notebook – let ss have some count-down times to look at the list of words, just if needed.</p> <p>25. T monitors asking questions about other items in their pictures – what is the word for the repisa, rompecabezas, etc.?</p> <p>26. T draws ss' attention to activity 3 – ss use the list of words again to label the picture.</p> <p>27. Whole class shares and checks 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>Perform for your family: Describe and compare your parents' rooms – tell them what items make them girly or manly.</li> <li>Prepare notes and get ready to share.</li> </ul>   |   |  |

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

Unit 3 Page 26 Lesson 2 Date: \_\_\_\_\_

Students will be able to **spot** keywords and language linked to the main ideas in a text by doing Gist reading and Scanning and **use** the modal “used to” to talk about things that happened in the past.

- **Explaining** main ideas in a text
- **Explaining** the usage options for the modal “used to”

| Stage 1  |  | Stage 3   |
|--|--|---|
| <p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>• Get some colour papers and write the titles of activity 1, page 26 on them.</li> <li>• Get a copy (200% size) of paragraphs on page 26.</li> <li>• Cut the paragraphs out.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime</p> <ul style="list-style-type: none"> <li>- Ss will make teams by the lines they are sitting in the classroom - T says a letter.</li> <li>- The first s of each line passes to the board and writes a word, the first letter of it should be the one T has said.</li> <li>- Then, the second ss of the lines pass to write another word with the last letter of the first word written.</li> <li>- Continue the same way till all ss in the lines have come to the board.</li> <li>- The team with all words following the patterns and written correctly gets to be the winning team.</li> <li>- Important: There shouldn't be words repeated and names are not allowed. Also, have fun without crossing good behaviour limits.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>- T says: L</li> <li>- Ss write: lemonthinguardinosaureraurant</li> </ul> <p>3. T gets ss to talk about the things they did at home when they were little kids.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>- When I <b>was</b> 5 years old, I <b>used to play</b> with my dolls. My brother <b>wanted</b> to play too, but I <b>didn't allow</b> him.</li> <li>- We <b>used to get wet</b> on Holy Saturday. It <b>was</b> really fun!</li> </ul> <p>4. T reflects on the use of <b>used to</b> - to talk about things that happened in the past and don't happen in the present anymore. It is a modal verb - then writes the examples above on the board to make emphasis on the use of past forms.</p> | <p>5. Pair work: Ss talk and then share with the class.</p> <p>6. T writes some ideas ss used for the previous talking to analyse, review and close the use of past forms.</p> <p><b>Stage 2</b></p> <p>7. T sticks the colour papers around the classroom - on the walls, on the windows, on the board, etc.</p> <p>8. T divides the class into 6 teams - then tells ss to look at the titles on the papers and think about them. Each team has to discuss the titles and imagine a complete description of the place of the house they could be - remind ss about taking notes.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>- <b>Lounge corner.</b> I imagine a place like this at home. This could be a place to relax. Maybe, I could go there after eating: to read a magazine or have my dessert. It may have comfortable puffs and big cushions to sit on or lay there, as well as a lamp and a small table to put drinks or magazines on.</li> </ul> <p>9. T monitors checking ss notes.</p> <p>10. T gets ss to share their descriptions and compare how similar or different they are.</p> <p>11. Still in teams: T hands out the paragraphs and gets ss to read them out - ss have to match them with the titles - In the paragraphs, ss have to circle or underline information that helps to do the matching.</p> <p>12. Each team shares what information they got circled, underlined, etc. - and then one ss from each team sticks their paragraph below the matching title.</p> | <p>13. T reflects on how useful it is to have information to find and support answers.</p> <p><b>Stage 3</b></p> <p>14. T draws ss' attention to activity 1 page 26.</p> <p>15. T gets ss to read and choose a title for each paragraph. There are many words in bold but they can't look for the meaning yet - they must guess the meaning by the context.</p> <p>16. Whole class shares and compares answers in the book and on the walls, windows, etc.</p> <p>17. T plays the audio to check all answers.</p> <p>18. Get ss to discuss the answers: Did you get it all correct? How many did you have to change?</p> <p>19. T draws ss' attention to activity 2. Find the examples in the text and complete the prompts - they don't have to read the whole text again - T reminds ss to apply the scanning strategy to look for specific information. T walks ss through letter a).</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• <b>Use to think</b> is in bold, so I go to the text, look for this phrase and find the information I need to complete the prompt.</li> <li>• <u>I used to think that it was up to my parents to decide...</u></li> </ul> <p>20. T lets ss complete the rest of the activity - then whole class shares and T helps to check answers using the board.</p> <p>21. Tell ss to read and think about the question in the bubble at the bottom of page 26 - work out a way to answer the question.</p> <p><i>Feedback from T on the language used on need.</i></p> |
| <p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>• Explain why “used to talk...,” in this case, takes a different meaning. Was it used as a modal too?</li> <li>• Take notes and get ready to share.</li> </ul>  |  |   |

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

Unit 3 Page 27 Lesson3 Date: \_\_\_\_\_ .

- Students will be able to **guess** meaning by context and **choose** illustrating pictures by spotting details, **confirm** answers by having evidence marked in a text and **recognize** core forms in sentences.
- Describing** pictures in detail
- Explaining** detail match in text and picture
- Supporting** choices
- Talking** forms and options

| Stage 1  |   |   |
|--|---|---|
| <p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Make a PowerPoint presentation with emojis. You can get ideas from this site <a href="https://www.youtube.com/watch?v=WZy6S1zBu08">https://www.youtube.com/watch?v=WZy6S1zBu08</a></li> <li>Write the bold words of text on page 26 on colour papers - one word per paper. Also write the descriptions on smaller size ones and fold the papers.</li> <li>Write the sentences a - f in activity 5 on the board.</li> <li>Write the sentences in activity 6 on bond paper - 4 pieces.</li> <li>Get four red markers.</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li>Get ss to share what they got from the HW activity.</li> <li>T projects the first slide of the emojis PowerPoint presentation. Ss must guess the name of the picture. T cheers ss up every time they guess correctly.</li> <li>T divides the class by lines (line 1=team1, line2= team2, etc.).</li> <li>T gets some tape to stick the words written on colour-papers on the board. T gets one s to pass to the front and take a folded paper. The s reads the definition. The first s who raises his/her hand can have a go finding a match. T continues with the activity until all the definitions are read, written and have a match on the board - do not check/correct the meanings of the words yet.</li> <li>T draws ss' attention to activity 3, page 27.</li> <li>T gets ss to look at the definitions, they have to complete them with the words in bold in the text on page 26. This time, ss can use a dictionary or the internet.</li> <li>T monitors asking how many matches ss have so far.</li> <li>Whole class shares and compares answers on the board - how many did you get the same or different? - T does the checking on the board for ss to confirm or make changes in their books.</li> </ol> | <ol style="list-style-type: none"> <li>T draws ss' attention to activity 4.</li> <li>T gets ss to look at the pictures and describe them in detail - get ss to write some words/details around the pictures.</li> <li>Whole class shares - get ss to look at the paragraphs on page 26 and try to find words or ideas with similar meanings - the words around the pictures can help to have a look-for focus.</li> <li>T gets ss to share as they find similar words - T writes these on the board.</li> <li>T monitors to make sure ss are getting this information circled or underlined.</li> <li>T reflects on the importance to have resources to complete a task - in this case, the words with similar meanings - and then use this to support answers.</li> <li>T walks ss through finding the picture matching by considering all the evidence on the board.</li> </ol> <p><b>Stage 2</b></p> <ol style="list-style-type: none"> <li>At this point, ss have seen or reviewed the text on page 26 - it may have helped to bring back to work some information from the previous session - Divide the class into small teams - get ss to read the sentences in activity 5 (they are on the board already) and walk them through spotting keywords.</li> </ol> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>...always decided...</li> <li>...are the only ones...</li> <li>Etc.</li> </ul> <ol style="list-style-type: none"> <li>T gets some ss to pass to the board, read out loud the sentence and put a tick for true or false - when the s at the front makes a decision, he/she turns around looking at the class - they will be trying to communicate correct or incorrect with no words, just by exaggerated gestures or movements.</li> </ol> | <ol style="list-style-type: none"> <li>Give ss enough time to go back to the text and reflect on their choices.</li> <li>T reflects again on the importance to have resources and evidence when doing activities of this type - get ss to justify answers by pointing out which paragraph the information to answer each question is.</li> </ol> <p><b>Stage 3</b></p> <ol style="list-style-type: none"> <li>T divides the class into 4 teams.</li> <li>Take the class outside: <ul style="list-style-type: none"> <li>Put the papers on the ground.</li> <li>Hold the red markers in your hand.</li> <li>Tell ss that you will be throwing the markers in the air - that will be the time for one ss from each team to run, get a marker and complete sentence a..</li> <li>Explain that ss participating can read out the sentence to their team when they can't find the missing word.</li> <li>Do the same with all 5 questions left.</li> </ul> </li> <li>Back in the classroom: T gets ss to complete the sentences in the book, activity 6 - while ss work on that, T writes on the board some tense prompts for ss to reflect on the form and function of the core language in each sentence: present, past, future, present perfect, past perfect, etc.</li> <li>Whole class comments - get ss to help to circle or mark core language using the red markers.</li> </ol> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>I've had...</li> <li>It is for the present perfect form.</li> <li>The elements are "I + have + had".</li> <li>The first two elements show the contraction form "I've".</li> <li>Etc.</li> </ul> <ol style="list-style-type: none"> <li>T reflects on the use of the different forms.</li> </ol> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>The past simple- for actions that finished, and past perfect- for life experiences.</li> <li>Etc.</li> </ul> <ol style="list-style-type: none"> <li>T collects book for later checking.</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>Interview some people: Have you ever painted your room black? Why?</li> <li>Have you ever decorated your room with posters of your favourite singers? Why/Why not?</li> <li>Prepare notes and get ready to share.</li> </ul>  |   |   |

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

Unit 3 Page 28 Lesson 4 Date: \_\_\_\_\_.

- Students will be able to **recognize** core elements of the present perfect and past simple forms and **differentiate** the different contexts where these forms can be used.
- Describing** the construction of present perfect sentences
- Talking** about context and functions of sentence forms

| Stage 1  |   |   |
|--|---|---|
| <p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Write 10 questions using the present perfect form - take into account the uses of present perfect in activity 1, page 28).</li> <li>Bring a hat.</li> <li>Get ss to bring colour papers and markers.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime: T divides the class into teams - each line of chairs in the classroom is a team.</p> <p>3. Hangman: T draws the lines for the words that make a long sentence (present perfect) on the board. T starts asking for letters to each line in order, from ss at the front to the ones at the back. The line (team) that does not hit the letter gets an (x) and T draws the next part of the body on the hangman. The team that gets the sentence correctly before the drawing of the hangman is complete is the winner.</p> <p>Write 3 more sentences if ss get it quickly.</p> <p>4. T gets ss to pass the marker at the count of 10. The s who has the marker takes out a question from the hat, reads it out and answers.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>How long have you lived in your house? I have lived there for 12 years.</li> <li>Have you ever eaten a snake before?</li> <li>No, I haven't eaten a snake before, but I'd like to.</li> </ul> <p>- Pass the marker again until the 10 questions have been used.</p> <p>5. T reflects on the different ways to use present perfect forms and gets ss to give examples - remind ss about using colours to highlight important information or core language.</p> | <p>6. Use the present perfect simple with since or for about a period of time which is still on.</p> <ul style="list-style-type: none"> <li>I have lived in my house for two years.</li> <li>I have lived in my house since 2021. (SS give more examples)</li> </ul> <p>7. Use the present perfect simple with questions using <b>how long</b>.</p> <ul style="list-style-type: none"> <li>How long have you had your room? (SS give more examples)</li> </ul> <p>8. Use the present perfect simple for unfinished actions and events, often with <b>still</b> or <b>yet</b>.</p> <ul style="list-style-type: none"> <li>She still hasn't cleaned the floor.</li> <li>I haven't mopped the floor yet. (SS give more examples)</li> </ul> <p>9. Use the present perfect simple for events repeated over a period of time, until the present.</p> <ul style="list-style-type: none"> <li>I have kept the Xmas decorations every year. (SS give more examples)</li> </ul> <p>10. Use the present perfect simple for events that happened in the past at a time which is unknown.</p> <ul style="list-style-type: none"> <li>He's finished cleaning the house. (SS give more examples)</li> </ul> <p>11. T gets ss attention to activity, 1 page 28.</p> <p>12. Ss listen to the audio and complete the sentences to notice the different ways to use present perfect form.</p> <p>13. Whole class shares answers - T reflects on the questions below each point - how do they help to study each point?</p> <p><b>Example</b></p> <p>a) What is still on?<br/>The way they decorate.<br/>The way they do the decoration.<br/>The kind of decoration they do.<br/>Etc.</p> <p><b>Stage 2</b></p> <p>14. T draws ss' attention to activity 2.</p> <p>15. T gets ss to analyze the information in the yellow box.</p> | <p>16. T explains the positive construction. The sentence has the following elements: subject, aux. have/has+ verb past participle, complement.</p> <p>17. T explains the negative construction: subject, aux. haven't/hasn't + verb past participle, complement.</p> <p>18. T explains the question construction: aux. Have/Has, subject, verb past participle, complement.</p> <p>19. T gets ss to compare all three forms: positive, negative and interrogative forms - how are they different?</p> <p>20. T gets ss to read and rewrite the construction - the elements only.</p> <p>21. T draws the construction box on the board and gets some ss to say the elements it must show.</p> <p>22. T divides the class into two teams and tells ss to take out their materials.</p> <p>23. Each team has to write six sentences (positive, negative and interrogative focusing on the use of have/ has). Ss write one element of each construction per paper. Tell ss to interchange the papers (scrambled) with the other team. The team who orders the six sentences first is the winner.</p> <p><b>Stage 3</b></p> <p>24. T draws ss' attention to activity 3 and tells ss that they will have a quick listening review on past forms.</p> <p>25. Ss listen and complete the sentences to notice the different ways to use past simple forms.</p> <p>26. Whole class shares answers.</p> <p>27. T collects books for later checking.</p> <p>28. Tell ss to complete activity 4 and 5 as homework - the checking will be done at the beginning of the next class.</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: How often do you change the paint of the walls in your house? Would you like to have your house decorated differently? Are there any fixtures in your house? Who changes fittings when there is some kind of leaking at your house?</li> <li>Prepare notes and get ready to share.</li> </ul>  |   |   |

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

Unit 3 Page 29 Lesson 5 Date: \_\_\_\_\_

- Students will be able to **do** gist reading and **paraphrase** sentences.
- Discuss** main ideas
- Paraphrasing** sentences

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| <p><b>Stage 1</b></p> <p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Get ss to bring two thoughts/quotes - they can write them in their notebooks or print them.</li> <li>Prepare some matching cards with UK and US words.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime: Chinese whispers. T divides the class into teams - each line is a team. T whispers a long sentence to the first ss in the lines, and then the next ss whisper the message to the next ones and so on. The last ss in the lines pass to the front and tell the sentence. If it is correct, they get a point. The team that gets more points is the winner.</p> <p>3. T divides the class into teams.</p> <p>4. Ss read out loud the thoughts to their partners, they have to tell the main idea or message - take notes.</p> <p><b>Example:</b><br/> <i>"Stay positive, Better days are on their way"</i><br/> <b>General idea:</b> Be optimistic everything is going to be okay.</p> <p>5. T monitors asking questions on the impact the messages can have in life.</p> <p>6. T gets some ss to share everything about their quotes/thoughts, including the notes they made.</p> <p>7. T draws ss' attention to activity 1, page 29.</p> <p>8. T reflects on how important it is to identify main ideas - sometimes not every single word needs to be followed - unless everything is relevant and so must be included.</p> <p>9. T gets ss to read the sentences - get ss to brainstorm words or language that the speakers may be using - depending on the main ideas - write ss' brainstorming on the board.</p> | <p>10. Book closed: ss listen and take notes - it will be used to extend the previous brainstorming on the board - discuss what each speaker is talking about based on the brainstorming and notes added.</p> <p>11. Ss listen and write what the people are talking about.</p> <p>12. T extends the reflection on main ideas to versions of the language - it is important to have some practice with both from time to time.<br/> <b>Example</b><br/> <b>USA = cookies UK = biscuits</b></p> <p>13. Spread the word cards on the desk and get ss to gather around - ss will help to get matching pairs.</p> <p>14. T draws ss' attention to activity number 2.</p> <p>15. T walks ss through activity 2 - read the sentences and order the words in the parenthesis<br/> <b>Example</b><br/> d) The last alternative is "<u>do up</u>". (od pu) - it is for more formal situations and it is more common ...</p> <p>16. T lets ss complete activity 3 - tell them to use all options in both sections and to save "do up" for the UK one.</p> <p>17. Whole class shares and checks answers.</p> <p><b>Stage 2</b></p> <p>18. T draws ss' attention to activity number 4 - get ss to make a list of points or factors to consider when doing a decorating job - Once the list is gotten, discuss what each point is about, exactly.</p> <p>19. Book closed: Tell ss to listen carefully as they will have to identify the 8 elements of interior design - remind ss that they will be mentioned as titles - something similar to what they did with the list before.</p> | <p>20. Ss listen and take notes - then share and compare their notes with the list on the board - and draw conclusions.</p> <p>21. Ss listen again and write - ss go with different friends to compare answers - and then the whole class shares and checks them.</p> <p>22. Once the elements have been found, T gets some ss to talk about each interior design element.<br/> <b>Example:</b><br/> 1. Space- The girl talked about balance, you can use a 3D program for sketching to get the final design.</p> <p><b>Stage 3</b></p> <p>23. T reflects on the importance of paraphrasing - to say or write a sentence or a text, with other words keeping the same meaning.<br/> <b>Example:</b></p> <ul style="list-style-type: none"> <li><b>Original:</b> You can use a 3D program for sketching to get the final design.</li> <li><b>Paraphrased:</b> Sketching can be done with a 3D program.</li> <li><b>Paraphrased:</b> 3D design programs help with sketching.</li> </ul> <p><b>(T gets ss to give more examples)</b></p> <p>24. T draws ss' attention to activity number 5 - tell ss about the eliminating strategy - it helps spot the language to play with.<br/> <b>Example</b><br/> a. The <b>design I like best</b> <del>is the one with geometric patterns.</del><br/> <b>FAVOURITE</b><br/> - My <b>FAVOURITE DESIGN</b> <del>is the one with geometric patterns.</del></p> <p>25. Walk ss through completing activity 5 - remember that ss are the ones to work out the answers - once they have shared, T confirms or prompts corrections.</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>Challenge some people on paraphrasing: show them a sentence or some text. Tell them to paraphrase it. Get them to share how difficult/useful they think paraphrasing is.</li> <li>Prepare some notes and get ready to share.</li> </ul>   |   |  |

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

Unit 3 Page 30 Lesson 6 Date: \_\_\_\_\_

- Students will be able to **differentiate** contexts to use present perfect continuous and present perfect simple and **identify** parts of speech.
- Describing** sentence constructions
- Classifying** words
- Explaining** word functions

| Stage 1   |  |   |
|---|--|---|
| <p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Write some questions using present perfect continuous on small cards. Stick them under ss' chairs. Write new six sentences according to the positive, negative and interrogative construction in the yellow box (not the same) on colour papers (one word per paper). Before the class starts, stick some at different parts of the school (bathroom mirror, hall, principal's door office, etc.).</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime: One-word stories. T divides the class into groups. Ss make a story as a group - each S says one word in turn.</p> <p><b>Example:</b><br/>S1: Yesterday, S2: my S3: Mom S4: gave S5: me... Ss continue until the story is complete - (1 - 2 minutes) - Take notes. Then each team shares their stories.</p> <p>3. T tells ss to look under their chairs - ss take the cards and read the questions to the class - pick someone to answer - focus on full answers; Yes/No answers are not allowed.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>Have you been studying for long?</li> <li>Have you been living in Mexico since 2010?</li> <li>Have you been eating healthy food for several years?</li> <li>Have you been learning English since 2020?</li> </ul> <p>4. T reflects on the different ways to use present perfect continuous forms and gets ss to give examples:</p> <p><b>a.</b> Use the present perfect continuous to talk about how long something has been happening.</p> <ul style="list-style-type: none"> <li>I have been redecorating my kitchen since June.</li> <li>She has been thinking about her favourite design for 10 minutes.</li> </ul> <p><b>(Ss give some more examples)</b></p> <p>5. Use the present perfect continuous to focus on the activity or event itself.</p> <ul style="list-style-type: none"> <li>He has been reading the book while making notes on the colours of the paintings.</li> </ul> | <ul style="list-style-type: none"> <li>I have been watching Marie Kondo, I want to learn how to order my closet.</li> </ul> <p><b>(Ss give some more examples)</b></p> <p>6. T draws ss' attention to activity 1, page 30.</p> <p>7. T gets ss to read the prompts, listen and complete the sentences to notice the different ways to use present perfect continuous forms.</p> <p>8. Whole class shares and checks answers.</p> <p><b>Stage 2</b></p> <p>9. T draws ss' attention to activity number 2.</p> <p>10. T gets ss to analyze the information in the yellow box.</p> <p>11. T explains the positive construction: subject, aux have/ has + been + verb(ing), complement.</p> <p>12. T explains the negative construction: subject, aux haven't/ hasn't + been + verb (ing), complement.</p> <p>13. T explains the question construction: Have/has, subject, been + verb(ing), complement (?).</p> <p>14. T gets 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 monitors getting some ss to say the elements the table must have - T writes these on the board for ss to have a checking reference.</p> <p>17. T divides the class into 2 teams.</p> <p>18. T hands out the colour papers with the words previously written. T gets ss to stick them on the wall and identify the gaps. Ss must look for the missing words outside the classroom. The team that completes the three constructions, positive, negative and question, first is the winner.</p> | <p>19. T draws ss' attention to activity number 3.</p> <p>20. T gets ss to read and match the halves (focus on the use of present perfect or present continuous).</p> <p>21. T walks ss through letter <b>a</b>. - Tell ss about spotting key/linking language or ideas.</p> <p><b>Example</b></p> <p>1. He's <b>worked</b> on the designs - <b>c</b> - every morning <b>this week</b>.</p> <p>22. T monitors collecting information on key/linking language ideas - then whole class shares and checks answers.</p> <p><b>Stage 3</b></p> <p>23. T draws ss' attention to activity number 4.</p> <p>24. T gets ss to read the prompts, listen to the audio and complete the sentences to notice the different ways to use present perfect forms.</p> <p>25. Whole class shares answers - get ss to explain the point in each example.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>...how many times something has happened.</li> <li>- ...# times this week.</li> <li>How many times? # times.</li> </ul> <p>26. T draws ss' attention to activity number 5. Look, read and label the words. Write <b>n</b> for Noun, <b>v</b> for Verb or <b>adj.</b> for Adjective. T walks ss through set 1 <b>a, b, c</b>.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li><b>a.</b> designer - n /adj.</li> <li><b>b.</b> tranquillity - n</li> <li><b>c.</b> artistic - adj.</li> </ul> <p>27. Pair work: T lets ss complete the task - they can use a dictionary or the internet.</p> <p>28. T monitors spotting correct answers - get some ss to go write next answer on the board - go slowly and make sure ss do the labelling before getting answers on the board.</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>Choose 5 words from sets 1 or 2 and find all forms those words can take. For example, designer n, design v, designer adj. etc.</li> <li>Interview some people: find out if they can do the same with L1 words: diseñador, diseñar, de diseñador, etc.</li> <li>Prepare some notes, and get ready to share.</li> </ul>  |  |   |

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

Unit 3 Page 31 Lesson 7 Date: \_\_\_\_\_.

- Students will be able to **do** skimming and scanning for reading activities and **collect** information to support answers.
- Explaining** main ideas in a text
- Presenting** back-up information

| Stage 1   |   |  |
|---|---|--|
| <p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Get 5 copies (200%) of the text in Activity 1 page 31. Cut the text into paragraphs – make it five.</li> <li>Scramble the paragraphs and keep them in a(n) envelope/bag.</li> <li>Write statements "a" to "f" in activity 2 on the board.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime: Sentence race.<br/>T divides the class into 2 teams.<br/>T gets ss to generate sentences in present perfect simple or present perfect continuous with the words given (random word generator tool: <a href="https://randomwordgenerator.com/">https://randomwordgenerator.com/</a>)</p> <p><b>Example</b><br/><b>silence/pain</b></p> <ul style="list-style-type: none"> <li>Janet has kept silent although she was in pain due to her toothache.</li> <li>The team who makes more sentences with the proper construction is the winner.</li> </ul> <p>3. T divides the class into 5 teams.</p> <p>4. T hands out the paragraphs in the envelopes/bags - 1 per team.</p> <p>5. Ss order the paragraphs – T walks ss through working out the ordering by looking at possible text connections - The first team that gets the ordering correctly is the winner.</p> <p>6. T gets ss to read out the complete text – get ss to explain the connections they found.</p> <p><b>Stage 2</b></p> <p>7. T draws ss' attention to activity 1, page 31.</p> | <p>8. T gets ss to help to write the core elements for the present perfect simple and continuous on the board.</p> <p>9. T gets ss to scan, find and underline examples of the forms mentioned.</p> <p>10. T gets some ss to write the examples on the board for element-match checking.</p> <p>11. T reflects on the importance of having reasons for reading – for the previous activity, the reason was the elements of the forms mentioned, now the reason will be keywords.</p> <p><b>Example</b><br/><b>a.</b> where – work<br/><b>b.</b> Factors – influence<br/><b>c.</b> requirements<br/>Etc.</p> <p>12. Get ss to do scanning to find information following the keywords spotted.</p> <ul style="list-style-type: none"> <li>The question asks to look for <b>the place</b> where <b>interior designers</b> work. Go through the text find <b>places</b> to obtain the answer, also understand the main idea of some sentences.</li> <li>The <b>places</b> in the text are <b>hotels, banks, buildings, and home areas.</b></li> </ul> <p>13. T lets ss complete the task from <b>b</b> to <b>f</b> on their own.</p> <p>14. Whole class shares – make sure ss support answers by saying where the information is in the text – every time ss share, T comes to have a close look at the text in the book to make sure ss got it marked.</p> | <p>15. Books closed: T draws ss' attention to the sentences on the board.</p> <p>16. T gets ss to read the sentences – once again, it is important to reflect on the importance of having reasons for reading or listening – in this case, it is specific information and details.</p> <p>17. Walk ss through identifying details in the statements to label them as true or false.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>Interior design <b>is</b> an <b>exciting</b> activity.</li> <li>The words that form an idea or opinion are "is + exciting".</li> <li>That's the information you must pay attention to – is it exciting?</li> </ul> <p>18. Walk ss through analyzing statements a – f, and then let ss work on statements g – k in pairs.</p> <p>19. Whole class shares – T writes ss' guessings on the board.</p> <p>20. Book closed: T plays the audio for ss to check the information on the board.</p> <p>21. Whole class discusses answers.</p> <p>22. Ss listen and follow in the book – marking information to support answers while listening.</p> <p>23. Whole class shares and helps to do the labeling: True or False.</p> <p>24. T collects books for later checking.</p> <p><i><u>Feedback from T on the language used on need.</u></i></p> |
| <p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Interview some people: If you were to decorate your room soon, what 8 factors would you consider to create your design project?</li> <li>Prepare some notes and get ready to share.</li> </ul>   |   |  |

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

Unit 3 Page 32 Lesson 8 Date: \_\_\_\_\_.

- Students will be able to **talk** about different design styles and **identify** and **name** new colours and shades.
- Describing** designs styles
- Naming** colours and shades

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|--|---|---|
| <p><b>Stage 1</b></p> <p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Get ss to bring magazine cut-outs of home furniture: couch, table, chairs, lamps, etc. of different styles and colour cardboard.</li> <li>Write the names of the colours on big cards – 4 sets – each set written using a different colour.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime: Pass the ball</p> <ul style="list-style-type: none"> <li>T gets ss to throw the ball.</li> <li>The s catching it, in turn, mentions a colour and then throws the ball again.</li> <li>The next s catching the ball must mention the previous colour and say a new one.</li> <li>Continue the same way until ss run out of words for colours.</li> <li>Let ss have some team time to brainstorm and collect colour words.</li> </ul> <p>3. T divides the class into 5 teams.</p> <p>4. T gets ss to create a home style with the cut-outs – ss stick the furniture cut-outs on the cardboard.</p> <p>5. T monitors asking questions on style name, furniture, main items, cost, details, etc. – have all the teams talking to the class about their designs.</p> <p><b>Stage 2</b></p> <p>6. T draws ss' attention to activity 1, page 32.</p> <p>7. Teamwork: T gets ss to describe the pictures in detail and explain which is their favourite room design and why.</p> <p>8. T monitors to make sure ss are talking – get ss to point out items that may be characteristic of each design.</p> | <p>9. T gets ss to share what items they think can be must-haves or characteristics – T writes this on the board to walk ss through labelling picture 1.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Picture 1: 7 urban. It has the wood boxes, the trainers, the frames on the walls, etc.</li> </ul> <p>10. Pair work: T gets ss to label the following three pictures.</p> <p>11. Individually, ss go with different friends to compare their labelling and the characteristic details – then, in different pairing, ss label the rest of the pictures.</p> <p>12. Whole class shares answers and discusses the characteristic details.</p> <p>13. T gets ss to look at the designs they made before – individually, ss prepare some notes on the styles their designs may have – based on the ones in the book.</p> <ul style="list-style-type: none"> <li>Which design style did you match?</li> </ul> <p>14. Ss go with 5 different friends to compare notes – and then whole class discusses and reaches conclusions on styles.</p> <p><b>Stage 3</b></p> <p>15. T draws ss' attention to activity 2.</p> <p>16. Individual work: T gets ss to look at the words – which / how many are new to you?</p> <p>17. T divides the class into 5 teams – each team will be in charge of finding out the colours or shades of 5 words.</p> <p>18. One team at a time will come to the board to write and share their findings – then the same team will extend their talking by saying what items may look good in those colours or shades – all the information must be written on the board.</p> | <p>19. T tells ss that the items mentioned for the colours and shares are just ideas – they can be changed as long as they can explain why – invite some ss to share what items they got changed and why.</p> <p><b>Stage 3</b></p> <p>20. T gets some tape to stick the cards with the names of the colours on the board.</p> <p>21. T divides the class into four teams – ss will have to put the cards with the words in order according to the pastel colour palette on page 32.</p> <p>22. T monitors to make sure ss are discussing the ordering. Then T invites one s from each team at the time to stick the following card – this means, they can't select which card to stick, they will have to stick the next in the line – from left to right.</p> <p>23. T shows the flashcards to check answers – the colour of the writing on the cards will reveal which team got more guesses right.</p> <p>24. Get ss to help re-order the cards on the board if necessary.</p> <p>25. Ss number the colours in the book – while ss do the numbering, T asks some questions:</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>Do you like pastel colours?</li> <li>Which things or rooms would you choose for these colours and why?</li> <li>Do you think some colours help us to feel better? Why/ Why not?</li> <li>Etc.</li> </ul> <p>26. T collects books for later checking.</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 in L1: Show them the colour palettes and ask: Do you know any of these colours? Do you know the words for them?</li> <li>Prepare some notes and get ready to share.</li> </ul>  |   |   |



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

Unit 3 Page 33 Lesson 9 Date: \_\_\_\_\_.

- Students will be able to **talk** about designing jobs, **interpret** the meaning of design rules and **present** a sketch.

**Explaining** designing job activity

- Explaining** design rules
- Giving** a presentation

|  |  |  |
|--|--|--|
| <p><b>Stage 1</b></p> <p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Write 10 questions on cards – words scrambled – one question per card.</li> </ul> <p><b>Example:</b><br/>What is the most expensive item you have ever bought? / Wtha si the stom veexsipaen mite evah uyo reve thguob?</p> <ul style="list-style-type: none"> <li>Get ss to bring colour pencils.</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li>Get ss to share what they got from the interviewing - HW.</li> <li>Playtime: Mixed-up questions <ul style="list-style-type: none"> <li>T divides the class into 5 teams.</li> <li>T hands out the questions - one per team.</li> <li>Ss have 1 minute to unscramble the words - they can take notes.</li> <li>When time's up, teams exchange cards.</li> <li>The team that orders more questions correctly is the winner.</li> </ul> </li> <li>Whole class helps to complete the ordering – on the board.</li> <li>T writes on the board the jobs in activity 4, page 33.</li> <li>T divides the class into 5 teams.</li> <li>T gets ss to take notes about the names of the jobs – words that prompt information they can collect about the jobs.</li> <li>T gets ss to go around school and interview other ss and people.</li> </ol> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>What do you think a decorator is in charge of?</li> <li>What do you think a designer is in charge of?</li> <li>What do you think a house decorator is in charge of?</li> <li>What do you think an interior decorator is in charge of?</li> <li>What do you think a room decorator is in charge of?</li> </ul> | <ol style="list-style-type: none"> <li>T monitors asking ss to let him/her see the notes they have gotten so far.</li> <li>T gets ss to share the information they got, so all the teams can take extra notes.</li> <li>Ss discuss the information and decide on information to use and information to discard.</li> <li>T monitors - talking to ss about the whys they decided to use or discard information.</li> <li>T draws ss' attention to activity 4, page 33 again – ss label the pictures and use the information they got to write about the jobs – individually.</li> <li>Whole class shares answers.</li> </ol> <p><b>Stage 2</b></p> <ol style="list-style-type: none"> <li>Books closed: T writes on the board 3 rules from activity 5 (one by one), and asks some ss: What is this rule about?</li> <li>T walks ss through the first <b>example</b> - get ss to explain the idea or say this using other words. <ul style="list-style-type: none"> <li>Be decisive. Do it on purpose- or don't do it at all!</li> <li>Solve problems. Do things well since the first time.</li> </ul> </li> <li>T gets some ss to work out two more rules on the board – the same way.</li> <li>T draws ss' attention to activity 5.</li> <li>Pair work: T gets ss to read the rules and talk – explain, in a short sentence, what the designing rules and tips are about – write answers around the yellow area – using arrows to prompt which sentence is for each rule.</li> </ol> | <ol style="list-style-type: none"> <li>T monitors the talking and randomly gets some ss to show him/her and explain the sentences they have gotten so far.</li> <li>Whole class shares answers – and then T reflects on the importance of considering all factors and ideas mentioned when planning a design project.</li> </ol> <p><b>Stage 3</b></p> <ol style="list-style-type: none"> <li>T draws ss' attention to activity number 6.</li> <li>T gets ss to colour the picture to get a sketch – it will be for their rooms.</li> <li>Remind ss about the notes below the instructions: <ul style="list-style-type: none"> <li>Get ideas from the design styles on page 32.</li> <li>Make notes around the sketch on what other items will be added to the final design.</li> </ul> </li> <li>T divides the class into small groups – ss will present their sketches in their teams.<br/>Note: tell ss that they will have to take notes on accuracy – on each s in the group.</li> <li>Tell ss to glue or staple the notes they took on page 33 (make sure the glueing or stapling is at a corner, so the contents on the page are always visible.</li> <li>T collects books for later checking – notes on accuracy must be there.</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>Make a sketch of your bedroom and show it to your parents - explain why you want these design changes.</li> <li>Prepare notes on what your parents said and get ready to share.</li> </ul>  |  |  |