

Teacher: _____ . Grade: _____ Group: _____

Unit 4 Page 35 Lesson 1 Date: _____

- Students will be able to **talk** about life stages and **differentiate** functional language: for descriptions and comparisons.
- Describing** pictures
- Comparing** pictures
- Talking** about life stages

Stage 1		Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> Bring several compound words which share the same stem. Get ss to bring photos of them: when they were babies, toddlers, little kids, etc. T writes on the board a list of life stages randomly - for ss to order. Prepare questions to link the quiz words to the topic of the lesson. <hr/> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime: Compound word quiz</p> <ul style="list-style-type: none"> T divides the class into teams – by rows. T writes on the board the following words: <p style="margin-left: 40px;"> _____paste _____ache _____brush </p> <ul style="list-style-type: none"> Ss must find stem words to complete the words written on the board - each line has 30 seconds to guess. <p>“toothpaste, toothache, toothbrush”</p> <ul style="list-style-type: none"> The team that makes more points is the winner. <p>3. T gets ss to help him order the life events on the board.</p> <p>4. T gets ss to answer some questions:</p> <ul style="list-style-type: none"> Who (baby, kids, parents, etc.) may want a special toothpaste? Who (baby, kids, parents, etc.) may suffer from back pain? Who (baby, kids, parents, etc.) may always lose their toothbrush? <p>5. T divides the class into small groups – ss show their pictures and talk about them: ss must mention life stages and good and difficult aspects about the stages.</p> <p>6. T walks ss through showing their photos.</p> <p>Examples</p> <ul style="list-style-type: none"> When I was a baby, I was a little chubby. I didn't have teeth. I liked my pacifier a lot. I couldn't walk. As a child, I was very happy all the time. I had wavy hair and I was skinny. 	<ul style="list-style-type: none"> As a teenager I wore glasses, and my curly hair came back. I was tall and skinny. <p>7. T monitors the talking asking some questions about the pictures.</p> <p>8. T gets some ss to share with the class.</p> <p>9. T draws ss' attention to activity 1, page 35.</p> <p>10. Pair work: T gets ss to look at the pictures and talk about them.</p> <p>11. T gets some ss answering the questions - to the class.</p> <p>Stage 2</p> <p>12. Books closed. T compares life stages using the pictures on page 35, and then shares some contrasting ideas – emphasise the use of adjective forms: comparatives – we use them to compare between 2 things or people, and superlatives – to notice the differences among 3 things or people.</p> <p>13. T gets ss to help prepare some notes on the board on adjective forms.</p> <p>14. T goes on talking including some functional language – that is language for descriptions and comparisons.</p> <p>15. Playtime: Pass the marker T passes the marker to ss at the count of 10, who keeps the marker comes up with examples using the information on the board.</p> <p>Example</p> <ul style="list-style-type: none"> The baby <u>looks happy</u>. In this picture, the baby <u>looks happy</u>, while another <u>baby</u> is <u>crying in the picture below</u>. 	<p>16. T gets ss to discuss the pictures as prompted.</p> <p>17. T walks ss through the first picture, Act, 2.</p> <p>Example</p> <p>Set 1</p> <ul style="list-style-type: none"> In the first picture, I can see a group of friends. In the second picture, there is a family. The group of friends looks happier than the family. The friends are younger than some members of the family. In picture 1, they are standing. In the second picture, they are sitting. The baby girl is the youngest of both pictures. Grandpa is the oldest of both pictures. <p>18. T lets ss compare the rest of the pictures on their own – remind ss about preparing some examples and notes.</p> <p>19. T gets some ss to pass to the front and share: set 2 – set 4. Remind ss about using the notes and examples they got prepared – but reading is not allowed, the notes are for guidance, only.</p> <p>20. T projects on the board set 1 to 4.</p> <p>21. Playtime. Fruit salad</p> <ul style="list-style-type: none"> T names each student a fruit: apple, banana or orange. When T says the name of a fruit, ss change places. T says fruit salad - all ss change place. The two last ss to sit pass to the front to discuss the question of set 1. Continue the same way until all questions have been covered. <p><u>Feedback from T on the language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Get some pictures of your family: from the past until the present day – talk about how you all have changed. Pay attention to the times they use adjective forms – write some examples. Prepare some notes and get ready to share. 		

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Unit 4 Page 36 Lesson 2 Date: _____

- Students will be able to **identify** specific information, **match** the meaning and use of words according to context and **do** text analysis.
- Expressing** personal opinion
- Describing** meaning and use links to context
- Sharing** findings out of text analysis

Stage 1		
<p>Prepare in advance</p> <ul style="list-style-type: none"> Write on some colour papers 15 idioms - one per paper. Write on the board some sentences for the idioms - ss will find out which idiom goes in each sentence. <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime: I'm going on a picnic and I'm taking a ...</p> <p>a. T explains that ss have to mention something to bring to the picnic - the words for the things must start with the first letter of their name.</p> <p>Example:</p> <ul style="list-style-type: none"> Teacher Barbara: I'm going on a picnic and I'm taking a banana. Fabiola: I'm going on a picnic and Barbara is taking a banana, and I am taking fruit. Ernesto: I am going on a picnic and Barbara is taking a banana, Fabiola is taking fruit, and I am taking eggs. <p>b. The next s has to mention all things. c. Continue with the rest of the class. d. Ss who can't keep the word chain flowing will be out of the game.</p> <p>3. T reflects on idioms - they are expressions or phrases that have a figurative meaning. T writes three idioms on the board and then asks ss to work out the meanings.</p> <p>4. T writes 2 idioms on the board and one sentence - then gets ss to choose the idiom that completes the sentence - and points out the fact that it is important to consider the whole idea, not words individually.</p> <p>5. T divides the class into teams.</p> <p>6. T hands out the papers with the idioms for ss to discuss possible meanings.</p> <p>7. Whole class shares - and then T draws ss' attention to the sentences on the board - ss will have to choose the sentences for the idioms they got.</p> <p>8. T gets ss to share: explain word place and meaning or idea of the idioms.</p> <p>9. T draws ss' attention to activity 1, page 36.</p>	<p>10. Pair work: T gets ss to look at the yellow bubble, read the thought and discuss.</p> <ul style="list-style-type: none"> What do you think? <p>11. Remind ss about taking notes on what their friends said.</p> <p>12. T monitors checking ss are taking notes.</p> <p>13. T gets to go with two more friends to share their points of view and compare their notes on what the other friends said.</p> <p>14. T gets some ss to read - by parts - get ss to explain the idea behind the part they read - use this to write some notes on the board.</p> <p>15. T plays the track and gets ss to listen and follow in the book - highlighting relevant information.</p> <p>16. T gets some ss to share what information they got highlighted - and then asks some ss if they have changed their mind on the girl's thought or if they still think the same.</p> <p>Stage 2</p> <p>17. Books closed: T writes on the board the idioms/phrases in activity 2.</p> <p>18. Pair work: T gets ss to talk about the idioms written on the board - ask ss to find the matching out of their talking.</p> <p>19. T monitors checking guesses on the matching - asking ss to explain their choices.</p> <p>20. T asks some ss to write their matching on the board - do not do checking yet.</p> <p>21. T draws ss' attention to activity 2.</p> <p>22. Individual work: T tells ss to look up the meanings - use a dictionary or the internet.</p> <p>23. T monitors asking ss if they have changed the matching they did before.</p> <p>24. Whole class shares answers - ss mainly comment on changes to the matching done before.</p> <p>25. T draws ss' attention to activity 3.</p>	<p>26. T reflects on the importance of getting the meaning of the phrases and the ideas in the sentences - in pairs, ss use their notes and the information on the board to decide which idiom/phrase goes in each sentence.</p> <p>Example:</p> <ul style="list-style-type: none"> I had been feeling on top of the world after graduating. Focus, we have a clue: feeling and the main idea of the sentence tells me the answer is "feel on top of the world". <p>27. T lets ss complete the task from 1-6 - T monitors paying attention to how ss are working out the answers.</p> <p>28. Whole class shares answers.</p> <p>Stage 3</p> <p>29. T draws ss' attention to activity 4.</p> <p>30. T gets ss to read and analyze the questions. They ask for specific information in paragraphs. T walks ss through question number 1.</p> <p>Example:</p> <ul style="list-style-type: none"> Paragraph 1. What stage of life may have been mentioned last? Word to describe life stages as continuing. The keyword is stage of life, paragraph 1, line 2. Line 3, milestones. Line 4, ongoing is the word to describe life stages as continuing. <p>31. T lets ss complete the task - paragraphs 2 - 6.</p> <p>32. T writes key information about each question on the board to continue walking ss through working out the answers - remind ss about underlining or circling information to support answers in the text.</p> <p>33. Once T confirms all the information on the board is complete and correct, ss will be allowed to copy or make changes in their books.</p> <p>34. 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"> Tell your parents to share about milestones in their lives. Look up 5 more idioms/phrases. Prepare some notes and get ready to share. 		

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- Students will be able to **identify** main ideas and specific information from oral text, **guess meaning** by context, **confirm** meaning reference and **add** core elements in sentences.
- Explaining** the gist of a monologue
- Describing** information missing
- Paraphrasing**
- Describing** forms that missing words take

Stage 1		Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> T prepares and prints the lyrics of a song to fill blank spaces. Make notes about the text on page 36. T changes, on purpose, some constructions of the sentences in the text. <p>-----</p> <ol style="list-style-type: none"> Get ss to share what they got from the HW assignment. T goes to lyricstraining.com - select a video and the level: starter, intermediate, advanced, expert – try to find some lyrics that have verbs in past part. forms. T gets ss to play completing the song lyrics. They all sing along after completing the lyrics. <p>-----</p> <p>Off-line option: T hands out the lyrics prints.</p> <ol style="list-style-type: none"> T plays the song and gets ss to complete the blank spaces. T plays the song one more time. Whole class shares answers. T gets ss to sing along. <p>-----</p> <p>Stage 2</p> <ol style="list-style-type: none"> T draws ss' attention to activity 5, page 37. Look, read and match – T reflects on the importance of getting the main idea in a text – then gets ss to read the prompts 1 – 6 and think of what the listening may be about – T writes ss' ideas on the board. Pair work: T gets ss to brainstorm ideas on what the speakers may say – the ideas on the board can help. T gets ss to share and then walks them through extending the prompts on the board. <p>Example</p> <ul style="list-style-type: none"> Trust your parenting: talking is important, getting mad, dad never has time, etc. 	<ol style="list-style-type: none"> Books closed: T plays the audio for ss to listen and check the information on the board. Still in pairs: ss share notes and decide on possible answers. Whole class shares guesses and then draws conclusions on which guesses could be close to being correct. Book open: T plays the audio again for ss to check the information on the board and their notes, and decide on the matching. Whole class sharing answers – T walks ss through explaining the whys of the matching – T tries to get ss to say what the people on the track said. T explains that he will read out some pieces of text – ss will have to identify some mistakes. <p>Example: T prompts there are 2 mistakes in this part.</p> <ul style="list-style-type: none"> There is many different stages in life. Certain moments that take an significant role... <ol style="list-style-type: none"> T draws ss' attention to activity 6 – T points out the fact that ss have already heard followers 1-6 talking – and then tells ss to look at the words in the pink box below. T explains that those meanings are for the words that complete the scripts above – T tells ss to consider their notes and the meanings in the box to try guessing the missing words. T reflects on the importance of understanding word place and functions. That way, ss could decide if the word missing is a verb, a noun, an adjective, an adverb, etc. Walk ss through working out types of words in Follower 1. 	<p>Example</p> <ul style="list-style-type: none"> ...teens become <u>increasingly (adjective-likeable)</u> as they get older. ...it is just ideas that <u>will (verb-fade)</u>. <ol style="list-style-type: none"> T plays the track for ss to write the missing words. Whole class shares answers and then uses the words on the lines to complete the table in the pink box, activity 7. Ss Dictate: T writes on the board the following heading: <p>Base form Past simple Past participle</p> <ol style="list-style-type: none"> T gets one s to write on the board what another s will say (a verb in all three forms). T gets ss to write the list in their notebooks – it must be 15 verbs, including the ones in the book. T reflects on how useful it is to use colours to highlight information – it helps to learn or remember it. T gets ss to read and complete the sentences in activity 8 – use the information from the list. T monitors checking work and making questions using the forms in the sentences. <p>Example</p> <ol style="list-style-type: none"> Had you thought about using colours when taking notes? Etc. <ol style="list-style-type: none"> Whole class shares answers – T collects books for later checking. <p><u>Feedback from T on the language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Write the lyrics of one of your favourite songs in your notebook. Explain the general topic of the song, and then the main idea in each part. Prepare some notes and get ready to share. 		

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- Students will be able to **identify** the different contexts in which past perfect simple forms can be used and **match** the meaning and context for some phrasal verbs.
- Describing** the construction of past perfect simple sentences
- Explaining** the meaning of phrasal verbs and word placing

Stage 1		Stage 3
<p>Prepare in advance</p> <p>* Make a PowerPoint presentation or prepare a cardboard sheet with some elements. For example, stars for the snap, a happy face for the clap, and a foot for the stomp (interspersed).</p> <p>* Write the phrasal verbs and the meanings of activity 3, page 38 on pieces of paper or small cards - one phrase and word per paper/card.</p> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime: Clap, snap, stomp</p> <p>*T gets ss to stand up and shows the PP presentation/the cardboard.</p> <p>*T gets ss to snap when they see a star, clap when they see a happy face, and stomp their feet when they see a foot (X 5 - make it faster every time).</p> <p>3. T plays the video: Past perfect conversation</p> <p>https://www.youtube.com/watch?v=TrE6VdtqLE</p> <p>*T asks ss some questions about the video (full answers).</p> <ul style="list-style-type: none"> Had you got confused with some cleaning products? Had your clothes shrunk? Had you put your shirt inside out? Had you waited long for a table in a restaurant? Had you listened to the same music your friends did? Had you played on a basketball team? <p>4. Whole class shares answers.</p> <p>5. T reflects on the different ways to use past perfect simple forms and gets ss to give examples.</p> <p>a. Use the past perfect simple when you are already talking about the past and want to make it clear.</p> <ul style="list-style-type: none"> I wanted to go to a party, but I hadn't finished my homework, so I decided to stay at home. <p>(Ss give some more examples)</p> <p>b. Use the past perfect simple in sentences with time expressions when one action happened before the other.</p> <ul style="list-style-type: none"> By the time we got to the party, my aunt had already served the food. <p>(Ss give some more examples)</p> <p>c. Use the past perfect simple with some adverbs - they go between the auxiliary and the main verb.</p>	<ul style="list-style-type: none"> I had already finished cooking when my dad arrived home. <p>(Ss give some more examples)</p> <p>6. Ss listen to the audio and complete the sentences to notice the different ways to use the past perfect simple forms - page 38.</p> <p>7. T gets some ss sharing answers.</p> <p>Stage 2</p> <p>8. T draws ss' attention to activity 2.</p> <p>9. T gets ss to analyze the information in the pink box.</p> <p>10. T explains the positive construction. The sentence has the following elements: subject, aux. had + verb past participle, complement.</p> <p>11. T explains the negative construction: subject, aux. hadn't + verb past participle, complement.</p> <p>12. T explains the question construction: aux. Had, subject + verb past participle, complement.</p> <p>13. T gets ss to compare all three forms: positive, negative and interrogative forms - how are they different?</p> <p>14. T gets ss to read and rewrite the construction - the elements only.</p> <p>15. T monitors checking the information in the tables - remind ss about using colours to make something more noticeable or just as a way to highlight something they think is important.</p> <p>16. T divides the group into teams.</p> <p>17. T gets ss to write the scripts for a role-play using the past perfect constructions (positive, negative and interrogative).</p> <p>Example</p> <ul style="list-style-type: none"> Mother: Hi, son! How was your day at school? Mike: It was cool until I realized I had forgotten my homework at Lisa's house. Mother: And why didn't you call her? Mike: I didn't have my cell phone, the teacher took it from me. I hadn't completed my work on time. <p>18. T monitors offering help and coming up with ideas.</p> <p>19. T gets ss to present their role play.</p>	<p>20. Books closed: T reflects on phrasal verbs - They are phrases that indicate actions, generally used in spoken English and informal texts, they consist of a verb and a preposition.</p> <p>Example</p> <ul style="list-style-type: none"> Get up Go through Write down <p>21. T divides the class into 2 teams.</p> <p>22. T hands out the coloured papers/cards: the phrasal verbs to one team and the meanings to the other.</p> <p>23. Ss must find their match - when ss think they have their match, they must tell the teacher to check. T makes some OK-Doubt faces before asking ss to stick their papers/cards on the board and then sit together.</p> <p>24. T draws ss' attention to activity 3.</p> <p>25. Ss do the matching - ss can use a dictionary or the internet.</p> <p>26. T monitors asking ss, discretely, if their previous matching was correct.</p> <p>27. Whole class shares answers. T gets ss to talk about the matching on the board - which pairs changed?</p> <p>28. T draws ss' attention to activity number 4.</p> <p>29. T gets ss to read and complete the sentences with information from the previous activity. T walks through sentence number 1.</p> <p>Example</p> <p>1. It was difficult for him to <u>get</u> his message <u>across</u>. He hadn't found a way to explain it clearly.</p> <p>* The letters in bold can help to work out how words must be placed/ordered.</p> <p>30. T lets ss complete the task - 2 minutes per question.</p> <p>31. T monitors asking ss about the words that helped them decide on the answers and telling them to translate the text into L1.</p> <p>Note. This is not grammar translation as such; it's got a bit of whole-meaning technique as well.</p> <p>32. T does the checking using the board for ss to have a checking reference.</p> <p>33. 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"> Look up 5 more phrasal verbs and write a sentence with each. Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 4 Page 39 Lesson 5 Date: _____ .

- Students will be able to **identify** specific information while listening to an audio, **differentiate** words and meanings, and the functions and places words take in a sentence.
- Presenting** specific information
- Explaining** meaning, word place and function

Stage 1		Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> Select 2 old songs and write 4 or 5 questions about them. <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime: Song scanning * T plays a song, ss must find specific information. * Play the song I'm with You (Avril Lavigne) then ask some questions: Example</p> <ul style="list-style-type: none"> Where is the girl standing up? What's the weather like? Is it day or night? What does "I'm with you" mean in the song? <p>* Play the song one more time - ss must take notes and participate. * Do the same with the second song.</p> <p>3. Whole class shares answers - T reflects on the way the class have listened to the songs - to get specific information, and details and interpret phrases.</p> <p>4. T draws ss' attention to activity 1, page 39.</p> <p>5. Pair work: T gets ss to look at the questions and discuss.</p> <p>6. T monitors asking some more questions about the picture. Example</p> <ul style="list-style-type: none"> Where are they? What time is it? What are they talking about? Etc. <p>7. Whole class shares answers.</p> <p>Stage 2</p> <p>8. T draws ss' attention to activity 2 - T reflects on the importance of spotting key information that can be used as a lead for listening. Example Q1. What role has Oprah Winfrey had during her career? A. Businesswoman in psychology B. Businesswoman in media C. Businesswoman in marketing Notice that "Businesswoman" appears in all three options, so the focus will be details about the specific area: psychology, media or marketing.</p>	<p>9. T walks ss through preparing the questions for the listening - ss must have an idea of the kinds of words, concepts or language that speakers may use - it all based on the information spotted.</p> <p>10. T gets ss to read out the questions, then listen to the audio and take notes - ss must write around the questions.</p> <p>11. T gets ss to share - and then walks ss through concluding the answers, based on the information shared.</p> <p>12. T plays the audio again for ss to make a final decision on the answers.</p> <p>13. Whole class shares answers - and then T extends the talking by explaining how spotting information and the notes around helped to complete the task.</p> <p>14. T plays a video about Oprah Winfrey's life.</p> <ul style="list-style-type: none"> Note. This is just one option. There are plenty of options on YouTube. https://www.youtube.com/results?search_query=oprah+winfrey%27s+life <p>15. T asks ss some questions about the video. Example</p> <ul style="list-style-type: none"> Had you heard about Oprah Winfrey before? Do you like talk shows? What do you think about her life/work? Etc. <p>Stage 3</p> <p>16. T draws ss' attention to activity 3.</p> <p>17. T writes all four options for question 1 on the board. Then he gets ss to look up the exact meaning of the words - T writes the meanings on the board as well.</p> <p>18. T reflects on the similarities and differences of the words and their meaning: Meaning depends on context/idea.</p> <ul style="list-style-type: none"> chase (hurry after a goal to catch it) - you don't chase goals, do you? pursue (try to achieve a goal) - you pursue goals, don't you? scare (frighten a goal to control it) - you don't scare goals, do you? persecute (treat a goal unfairly over a long time) - you don't persecute goals, do you? 	<p>Meaning in L1 - without considering the context, it is "persequir" for all four options - so, it is important to have these points clear.</p> <p>19. T gets ss to look at the options and circle the words/options they don't know.</p> <p>20. Whole class shares - T writes these words/options on the board and then gets the class to help look up the meaning of the words/options.</p> <p>21. Ss find the meanings and share, and T writes the meanings on the board.</p> <p>22. T explains that there are two strategies ss can try for this task:</p> <ul style="list-style-type: none"> Analyse words before and after the gaps to find links. Read the text by sentence to decide on the main idea, which could prompt the word to be used in that context. <p>23. Pair work: ss read and talk - they must write some notes around the text for guidance. Example</p> <ul style="list-style-type: none"> 1...young people ___ their goal of having a positive impact. *Having a positive impact is the goal, so one pursues that. <p>A. chase B. pursue C. scare D. persecute</p> <ul style="list-style-type: none"> So, the correct answer is pursue, option B. <p>24. T monitors talking to ss about the notes they are writing around the text and how is that they are getting to choosing options.</p> <p>25. Whole class shares answers - and then T plays the audio for checking.</p> <p>26. T gets ss to discuss on the guessing:</p> <ul style="list-style-type: none"> Did you get it all correct? How many did you have to change? Etc. <p>27. T collects books for later checking.</p> <p>Feedback from T on the language used on need.</p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Interview some people: Would you risk your life to save somebody? Why/why not? Look for more information about Yusra Mardini and prepare some questions for your classmates (5 questions). Prepare some notes and get ready to share. 		

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Unit 4

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Lesson 6 Date: _____ .

- Students will be able to **identify** different contexts where past forms can be used and **differentiate** words: place and their functions.
- Describing** the construction of past forms
- Explaining** how to categorize words (person, subject and adjective)

Stage 1		
<p>Prepare in advance</p> <ul style="list-style-type: none"> Make a PowerPoint presentation with images - examples of letters a, b, c and d in activity 1, page 40. Write on coloured papers the sentences (x2) of activity 3 (one word per paper). <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime: Random Wheel https://wordwall.net/es/resource/15681843/b2-warm-up-questions <i>* T gets ss to spin the random wheel and answer the questions.</i></p> <p>-----</p> <p>Off-line option: T writes the questions on a cardboard roulette.</p> <p>3. T gets ss to think and make a list of all the things they just did in activities 1 and 2 – to make the use of verbs in past forms the focus of the lesson – link past perfect continuous forms.</p> <p>Example <i>* We spun a question wheel. We answered some questions. We shared the information we got from the HW activity. Etc. Before these, we had been...</i></p> <p>4. T reflects on the different uses of past forms and gets ss to give examples.</p> <p>a. Use the past perfect continuous to focus on an earlier activity itself or how long it continued. <i>-She looked thin because she had been eating a healthy diet (T shows the pp slide). (Ss give some more examples)</i></p> <p>b. Use the past perfect continuous to talk about how long something happened up to a point in the past. <i>-How long had you been sleeping before I arrived at your home? (T shows the pp slide). (Ss give some more examples)</i></p> <p>c. Use the past perfect simple when there is no need to emphasize the activity or the period of time. <i>-She had tried many YouTube tutorials, and then she worked on her project (T shows the pp slide). (Ss give some more examples)</i></p> <p>d. Use the past perfect simple when talking about how many or how often up to a point in the past (T shows the pp slide).</p>	<p>Alejandra had looked for a University for two months when Dad told her about UAEH. (Ss give some more examples)</p> <p>5. T draws ss' attention to activity 1, page 40.</p> <p>6. T gets ss to listen to the audio and complete the sentences to notice the different ways to use past forms.</p> <p>7. Whole class shares answers.</p> <p>Stage 2</p> <p>8. T draws ss' attention to activity 2.</p> <p>9. T walks ss through analyzing the information in the pink box.</p> <p>10. T explains the positive construction. The sentence has the following elements: Subject, Aux. had + been + verb (ing), complete the idea.</p> <p>11. T explains the negative construction: Subject, Aux. hadn't + been + verb (ing), complete the idea.</p> <p>12. T explains the question construction: Aux. Have , Subject, been+ verb (ing), complete the idea.</p> <p>13. T gets ss to compare all three forms: positive, negative and interrogative forms – how are they different?</p> <p>14. T gets ss to read and rewrite the construction – the elements only.</p> <p>15. T monitors asking some questions about the information to be shown in the table.</p> <p>16. T divides the class into 2 teams.</p> <p>17. T hands out the coloured papers. Ss must order the sentences and stick them on the wall - focus on the previous constructions - The team that finishes ordering all the sentences first is the winner.</p> <p>18. T gets some ss to explain the core elements in the sentences, but do no corrections at this point.</p> <p>19. T draws ss' attention to activity 3.</p> <p>20. Pair work: T gets ss to read and complete the sentences using the verbs and past perfect continuous forms.</p>	<p>21. T monitors asking some questions about the core elements in the sentences.</p> <p>22. Whole class shares answers – every time T gets a correct answer, he gets the s to write the sentence on the board.</p> <p>23. Once the sentences are complete and correct, T gets ss to check if the paper ones on the wall are correct.</p> <p>Stage 3</p> <p>24. Books closed: T writes on the board the words: astronomer/astronomical/ astronomy</p> <p>Person Subject (noun) Adjective</p> <p>25. T reflects on how words can take different forms – and so their place in sentences and functions change as well.</p> <p>26. T writes one example sentence on the board – to illustrate the previous point (one s will complete the example and prompts on the board).</p> <p>The astronomer studied astronomy to work on astronomical projects. Person= astronomer Subject(noun)= astronomy Adjective= astronomical</p> <p>27. Do the same with some more word sets.</p> <ul style="list-style-type: none"> biologist/biological/biology geologist/ geological/ geology <p>28. T draws ss' attention to activity 4.</p> <p>29. T gets ss to read and write the words on the lines in the correct sections.</p> <p>30. T monitors asking questions about how ss are organizing the words.</p> <p>31. Whole class shares answers. <u>Feedback from T on the language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Do the matching in activity 5, page 40. Then Look at the orange bubble - think of the previous professions (activity 5) and answer the question – remember that you will have to justify your answers. Prepare some notes and get ready to share. 		

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- Students will be able to **infer** the place some words take in a text according to the context, **identify** specific information and details and **follow** a narrative.

Describing word place
Explaining narrative links

Stage 1		Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> Write on cards or T's notebook 18 activities for the tic tac toe game; Example: make a sentence in present perfect continuous form, order the sentence, name 8 colour(s) (shades), etc. <p>-----</p> <p>1. Get ss to share what they got from the HW assignments.</p> <p>2. Playtime: Tic-tac-toe</p> <p>* T divides the class into 2 teams: A and B. T writes on the board the three rows of squares and numbers them from 1 to 9, on the left side write A for team A and on the right side write B for the B team.</p> <p>* Let ss choose a number and then ask the question or give the task. If the answer is correct, ss draw a circle (team A) or a cross (team B).</p> <p>* The first team to draw three of their symbols in a row, whether it is horizontal, vertical or diagonal, wins.</p> <p>3. T starts a conversation :</p> <ul style="list-style-type: none"> Do you remember the beans-growing experiment? Did you do it in elementary school? What plants/flowers can you grow at home? Which can't be grown at home? Etc. <p>4. Pair work: T lets ss discuss the following questions:</p> <ul style="list-style-type: none"> What other types of growing do you know? What are things that live and grow? Have you ever thought of growing something, like an avocado tree from a seed? <p>5. T monitors getting ss to share to extend their talking.</p> <p>6. T invites some ss to share with the class – these ss must write keywords or talking triggers on the board to guide their talking.</p> <p>7. T draws ss' attention to activity 1 page 41.</p>	<p>8. T explains that there are no options for this task – they must be inferred: that is finding solutions by looking at the evidence around and reasoning, so... what kind of word may connect the idea and let it flow?</p> <p>Example:</p> <p>* Plants are living because (1)____ grow, take in nutrients (2)____ reproduce.</p> <p>* Number 1, option 1: We need a pronoun: they... because they grow... the word they refers to the plants.</p> <p>* Number 1, option 2: The word because connects two ideas, so the first idea starts with Plants, and the second one starts with they – Plants is the subject reference for they.</p> <p>* In number 2, we need a connector: and ... take nutrients and reproduce... the word and refers to a list of things plants do: they grow, take in nutrients and reproduce.</p> <p>9. Let ss complete the task – T monitors asking questions about the ways ss are getting the answers.</p> <p>Stage 2</p> <p>10. Books closed: T starts a conversation:</p> <ul style="list-style-type: none"> Do you like avocado? Why/why not? Do you think eating avocado is expensive? Why/why not? <p>11. T draws ss' attention to activity 2.</p> <p>12. T gets ss to read the text and find the avocado facts and steps for growing your own avocado tree.</p> <p>13. T monitors interviewing ss about the facts they have found.</p> <p>14. Every time ss share a good one, T tells ss to go write it on the board – T comments to the class on looking at the information on the board, so they can all have it underlined.</p> <p>15. Based on the text and the facts ss spotted, T reflects on how easy/difficult it could be to grow avocado trees at home – and the many benefits.</p>	<p>16. T draws ss' attention to the phrase options in activity 3.</p> <p>17. T gets ss to read and use them to complete the text in activity 2.</p> <p>18. T divides the class into the same number of paragraphs the text on page 41 has – tell ss to pick a paragraph to read and work out the main idea or message.</p> <p>19. Ss share and T writes ss' ideas on the board – then T reflects on the importance of identifying word order or parts of speech. It helps to work out how a narrative flows.</p> <p>20. T walks ss through analyzing the words before and after the gaps: what kind of word may come before or after?</p> <ul style="list-style-type: none"> Line 1. ...commonly... (What kind of words may appear here) <p>21. Now that ss have this information, tell them to work out what options on the board match the options in the book: by meaning and syntax.</p> <p>22. T walks ss through number 1: It is commonly ... c. used as an ingredient to prepare some dishes and as the perfect adding to your food...</p> <p>23. T lets ss complete the activity – T monitors offering help and asking some questions about how to work out the answers (when appropriate).</p> <p>24. T plays the audio to check the answers – discuss the guessing in the book.</p> <ul style="list-style-type: none"> Did you get it all correct? How many did you have to change? <p>25. T extends the talking:</p> <ul style="list-style-type: none"> What is the funniest/easiest/most difficult part of growing an avocado tree? Are you now considering growing an avocado tree? Why/Why not? <p>26. Whole class shares opinions.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p>HW: Book/Notebook</p> <p>Tell your family about growing an avocado tree. Tell them to help you start it up! Follow the steps to grow your own avocado tree. Take pictures of the steps. Explain which step you think was the most difficult to follow.</p> <ul style="list-style-type: none"> Prepare some notes and get ready to share. 		

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Unit 4

Page 42

Lesson 8

Date: _____

- Students will be able to **name** parts of plants, **identify** the meaning of some idioms that include the word flower and **understand** the context to use the flower phrases.
- Naming** parts of plants and flowers
- Explaining** the meaning of idioms

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> Write some questions and make anagrams of them, on cardboard or flipcharts. Download flashcards of flowers available on the Englishhouse webpage, KeyCode series, level 5. Write on coloured papers the phrases and their meaning - colour bubbles on page 42. The complete phrase (one word per paper and stick them together) and the meaning on the other papers (one word per paper stuck together). <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime: Anagrams * T shows the first anagram, made with: https://wordwall.net/es/resource/15681843/b2-warm-up-questions</p> <p>* T gets some ss to answer the anagrams and the questions.</p> <p>3. T shows the flashcards of flowers (covering the names), and encourages ss to say the names of the flowers – let ss use L1 if necessary.</p> <p>4. Write the names of the flowers on the board, one letter at a time, for ss to guess what word comes next.</p> <p>5. Model pronunciation of the words for the names of the flowers and get some spelling rounds – forward and backward spelling.</p>	<p>6. T goes on writing some more words on the board – parts of a flower and parts of a tree.</p> <p>7. T draws/sticks posters/pictures on the board and draws lines pointing at the different parts.</p> <p>8. T gets ss to label the posters/pictures – once complete, ask ss if they are sure it is all correct (do no checking or corrections at this point).</p> <p>9. T draws ss' attention to activity 1, page 42.</p> <p>10. T talks about flowers, plants and trees – to prompt the labelling check.</p> <p>11. T confirms the labelling on the board is correct for ss to complete their checking.</p> <p>12. Books closed: T divides the class into two teams.</p> <p>13. T hands out the coloured papers. Ss must find their match, according to the phrases in the coloured bubbles (page 42), and stick them on the windows (do no checking yet).</p> <p>14. T draws ss' attention to the coloured bubbles and starts a conversation:</p> <ul style="list-style-type: none"> Do you know any phrases with the word "flower"? Which is your favourite flower? Describe it to a friend. When can you see it in your country? 	<p>15. Whole class shares answers.</p> <p>16. T gets some ss to read out the texts in the bubbles - one by one.</p> <p>17. T gets ss to compare the meanings with the coloured papers on the windows.</p> <ul style="list-style-type: none"> Are they the same? <p>18. T draws ss' attention to activity 3.</p> <p>19. T divides the group into 5 teams.</p> <p>20. T gets ss attention to read, talk and act out - ss must think of situations where they can use the phrases, prepare a scene and role play it.</p> <p>21. T monitors offering help and making questions on what ss will include in their scenes.</p> <p>22. Ss present their scenes.</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 some people: ask them if they know any popular phrases that include the word flower. Tell them to explain what the phrases mean. Also, ask them if they have any memories of giving or receiving flowers. Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

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- Students will be able to **spot** links in a text to follow a narrative and find main ideas and **replay** an email.
- Explaining** links and how ideas follow or relate
- Writing** an email

<p>Stage 1</p> <p>Prepare in advance</p> <ul style="list-style-type: none"> Get ss to bring a white flower (chrysanthemum, carnation, etc.), food colouring, empty glass jars or plastic bottle. T writes the tips of activity 5 on sheets of paper. <p>-----</p> <p>1. Get ss to share what they got from the interviewing-HW.</p> <p>2. Experiment.</p> <ul style="list-style-type: none"> T gets ss to color the flowers by absorption – it may pass as a traditional experiment, but this time ss will have to discuss the process and describe it in detail. Ss put water in each of the jars/bottles. Pour some drops of food colouring into the jars/bottles, put the flower in each jar/bottle (make a diagonal cut in the stem). In a couple of hours, the results should be visible. Find out what the colouring is made from and why it causes no damage to the flower or plant. <p>3. T writes on the board these questions and possible answers – ss discuss the options and rank them from 1 (the most common or likely to be true) to 5.</p> <ul style="list-style-type: none"> -What may grow out of the act of giving flowers? -So why send flowers? <ul style="list-style-type: none"> Follow tradition Express interest Show appreciation Make them smile Make a good impression <p>4. T divides the class into 5 teams and lets ss discuss the questions and the possible answers.</p> <p>5. T monitors offering help and taking notes – examples of good use of the language – let ss know about it.</p> <p>6. T gets some ss to explain the ranking.</p> <p>7. T draws ss' attention to activity 4, page 43.</p> <p>8. T gets ss to read the text and choose a title for each explanation.</p> <p>9. T walks ss through letter d.</p> <ul style="list-style-type: none"> Make them smile – It's just for days on which one has had a bad time at work or school – you just want them to <u>get rid of the negative feeling by making them feel like everything is OK.</u> Focus on the underlined part. This is key information "Make them smile" is the title for this paragraph. 	<p>10. T lets ss to complete the activity – T monitors the doing, so he can make sure ss are underlining/markings key information – it must show the link to the answer.</p> <p>11. Whole class share answers – remember to get ss to make emphasis on sharing their key information to support their answers.</p> <p>Stage 2</p> <p>12. Books closed. Playtime. Chinese whispers – modified.</p> <ul style="list-style-type: none"> T divides the class into five teams. The teams discuss and decide who will be writing on the board. Ss may want to know what they activity will be about, but they must decide before getting that information. The members selected to write must go to the front and stay at the board ready to write. Each team receives a tip written on a sheet of paper – the teams will have 1 minute to read it as many times as possible. T explains that the teams must keep the paper at a certain distance during the writing on the board, so it may be a little difficult to read in case they need to remember some words. T calls out for the writing on the board to start – the teams can help their friends at the front, but they can't make any noise – it must be through whispering. The team that gets their tip on the board complete and correct gets to be the winner. <p>13. T draws ss' attention to activity 5.</p> <p>14. T gets ss to look and number the tips in order of importance.</p> <p>15. T monitors asking some ss to explain their numberings (mainly why 1 or 5).</p> <p>16. Tell ss to go with different friends to compare their numbering.</p> <p>17. T gets some ss to share – ss have to explain their numbering and the tips.</p> <p>Example</p> <ul style="list-style-type: none"> I got Check the stems and bulbs: stems should be wet. as Tip 1. It is about... and I think that ... 	<p>18. T tells ss about the final mini project task.</p> <p>19. T divides the class into 5 teams - draws ss' attention to activity 6: Team talk.</p> <p>20. T gets ss to discuss and decide.</p> <p>21. T monitors reminding ss about making notes:</p> <ul style="list-style-type: none"> to support choices to trigger information when explaining – keywords or key information <p>22. T gets the teams at the front sharing to the class – reminds ss about using their notes to avoid the need and urge for reading.</p> <p>Stage 3</p> <p>23. T reflects on the importance of being prepared for supporting or justifying an idea. This information can also help to extend the talking on a specific topic or to go over it in different ways. Replying an email in a proper way, for example, taking into account all the parts of it and including all the points required – and even more specific information and details.</p> <p>24. T draws ss' attention to activity 7.</p> <p>25. T gets ss to write an email – remind them about important points:</p> <ul style="list-style-type: none"> other students who have the same teacher you are planning to get some flowers give them as a birthday present name of the teacher, the day, cost of the bouquet – it will be a big one, where to meet and when <p>26. T collects books for a 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"> Write a replay for the email you sent (wrote). Say if you will be in – and respond to all points/information. Prepare some notes and get ready to share. 		