

Teacher: _____ . Grade: _____ Group: _____

Unit 6

Page 55

Lesson 1

Date: _____

- Students will be able to **talk** about music preferences.
- Talking** about concert experiences
- Presenting** results from an interview
- Expressing** linking for different types of music
- Commenting** on different artists' work
- Recommending** artists or bands to listen to

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <p>T prepares some videos – get them ready to be played – play them in the mute mode for ss to talk (These are just a few options, find more on YouTube.)</p> <p>https://www.youtube.com/watch?v=kS-W31cVvY (Julia Fisher)</p> <p>https://www.youtube.com/watch?v=G-4wU1kZc (Tarja Turunen)</p> <p>https://www.youtube.com/watch?v=d3389g4ME (Rauli di Blasio)</p> <p>https://www.youtube.com/watch?v=H2ay8x2UAqM (Martin Marthus)</p> <p>https://www.youtube.com/watch?v=n-eH8kts9 (Victor Wooten)</p> <p>https://www.youtube.com/watch?v=Hw-wLgD_KI (Herman Li)</p> <p>-----</p> <ol style="list-style-type: none"> Get ss to share what they got from the HW assignments. T plays the videos (just about 20-25 seconds each). <ul style="list-style-type: none"> Ss have to guess the kind of music – they will have to explain what tells that's the kind of music. If possible, ss say the name of the singer or artist, even the name of the song. Turn up the volume a bit and get ss to comment on how good each artist's work and music is. T divides the class into small groups – ss talk about music taste and liking, their favourite artists or bands – what makes them special, concert experiences and memorabilia and collections. T gets some ss to share their experiences with the class. T draws ss' attention to activity 1, page 55. Still in groups. T gets ss to look at the pictures and talk. T monitors asking some questions about the pictures – the questions and answers will be helpful for the other teams – giving them more information and language resources to use in their talking. T gets some ss to tell the class about the pictures – using the questions. 	<ol style="list-style-type: none"> T writes the questions on page 55 on the board one by one – T gets ss to guess the points he may get for each question. T writes "MELOMANIAC" in big letters – get ss to brainstorm what makes someone become a melomaniac. T shows how to complete the guided writing using his scoring – remember to write the prompts in black and the completing information in a different colour. <p>Based on the results, I can tell you are not a melomaniac because you are not too much of a music fan. Etc...</p> <ol style="list-style-type: none"> T extends the talking: <ul style="list-style-type: none"> How many ss can play a musical instrument – explain how hard it is. How many ss are play in a band or sing in a choir or group – how hard it is. How many ss are concert freaks – why concerts are getting more expensive every year? Pair work. T draws ss' attention to activity 2. Ss interview a friend to find out how musical he/she is. T monitors looking for those who need help – without interrupting, find opportunities to ask some extra questions. T reminds ss about looking at the board to use the guided-writing text as an example for writing their conclusions. <p>Example:</p> <p>Based on the results, I can tell you are a <u>melomaniac</u> because <u>your liking for music is huge</u>. In my opinion, <u>music is fantastic!</u> It is great you <u>are learning to play the guitar</u>.</p>	<ol style="list-style-type: none"> T gets some ss to share the scores they got and their conclusions. T extends the talking: <ul style="list-style-type: none"> Is there a singer or a band you recommend that people listen to? Why? T draws ss' attention to activity 3. T gets ss to look, listen and write the artists' names. Say what kind of music they play. T gets ss to read the instructions in the bubble below – ss number the pictures from 1 to 5 to show how much they like their work – if possible or necessary, play the videos from activity 1 again, this time with appropriate volume. Whole class shares answers and comments. T reflects on music taste and prejudice – pointing out the fact that some kinds of music are rich in many matters. <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 one person in your family: use the quiz in activity 2 – remember to do the writing a conclusion part as well. Prepare some notes and get ready to share. 		

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Lesson 2

Date: _____

- Students will be able to **identify** the places words take in a sentence, describe pictures in detail, express their points of view on types of music and explain why some information can or can't be true.

- Describing** pictures in detail
- Explaining** facts
- Giving** reasons why some information can't be true

Stage 1	Stage 2	
<p>Prepare in advance</p> <ul style="list-style-type: none"> Write the words and the meanings of activity 1 on coloured paper. T brings/ Ss bring in a guitar. Write ss' names on a roulette. <p>https://es.piliapp.com/random/wheel/</p> <ul style="list-style-type: none"> Make a PowerPoint presentation with several pictures of singers and musicians, and write some true and false facts about them. <p>Example: Pic - Britney Spears: She is going to lose her money. Pic - Katy Perry: She was going to sing "Rancheras".</p> <hr/> <p>1. Get ss to share what they got from the HW assignments.</p> <p>2. Play "Writing my own song" T divides the class into 5 teams. T gets ss to brainstorm titles for songs – some funny/romantic/party ones. Ss write the lyrics for their song.</p> <p>3. T monitors asking questions about the lyrics and offering help.</p> <p>4. Teams talk a bit about the lyrics for their song: title, how the story goes, why that title and story, etc.</p> <p>5. T tells ss that they will have some minutes to add music to their song – playing the guitar – if they can't play the guitar, it is OK – tell them it is for studying and having fun at the same time, but it must be serious work, even the I-don't-know-how-to-play-the-guitar part.</p> <p>6. Teams present their songs – one team at a time.</p> <p>7. Still in teams. T hands out the coloured papers, ss must match the words with the definitions and stick them on a wall.</p> <p>8. T monitors asking questions on the matching but does not check or correct yet.</p>	<p>9. T draws ss' attention to activity 1, page 56.</p> <p>10. Individual work. Ss use a dictionary or the internet to do the matching – and then compare answers with the matching on the wall – whole class shares and checks answers.</p> <p>11. T draws ss' attention to activity 2 – ss read and use the words above to complete the questions.</p> <p>12. T monitors checking answers – then he gets some ss to answer the questions – T will comment after ss to extend the talking – T spins the roulette here to get ss participating – 2 rounds.</p> <p>13. T reflects on the fact that waste of time means different things to different people.</p> <ul style="list-style-type: none"> For example, some people love partying, but for others that is not that fun and is a waste of time. On the other hand, some people love reading, but for others, reading is so boring that it is a waste of time. There is no right or wrong here, it is just different points of view – we all have the right to have an opinion but not the right to go telling everyone what they think or do is wrong just because it is or looks wrong to us. <p>14. T draws ss' attention to activity 4 – T selects some ss to describe the pictures in detail.</p> <p>Example:</p> <ul style="list-style-type: none"> In the first picture, I can see three people playing their instruments. It looks like they are playing Jazz because the woman on the right side has a saxophone. The man and the girl at the back are smiling while the girl at the front is concentrating on her playing. 	<p>15. T divides the class into 5 teams – ss discuss the questions in activity 4.</p> <p>16. T gets some ss to share with the class.</p> <p>Stage 3</p> <p>17. Books closed. T shows the PowerPoint presentation. Ss comment on the information presented: can or can't be true and explain their answers.</p> <p>Example:</p> <ul style="list-style-type: none"> Pic - Britney Spears: She is going to lose her money. It can/can't be true because his dad is not managing her income anymore. Pic - Katy Perry: She was going to sing "Rancheras". It can/can't be true because she is a pop singer and "Rancheras" have nothing to do with the kind of music she sings. <p>18. T draws ss' attention to activity 5 – ss read the statements in the box about a man whose personality is musical. Ss answer can or can't be true based on their own experience and explain their answers.</p> <p>19. T monitors and asks some questions to get ss into reflecting on their own ideas and consider some others' – that makes perspectives wider and more useful and fair.</p> <p>20. T gets various ss to share with the class and T extends the talking by commenting on ss' ideas – not to judge but to extend the talking.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Interview your parents: Were you ever prejudged for your musical liking when you were a teenager? What kind of music did you listen to? After all these years, do you think they were right? What do think about it now? Prepare some notes and get ready to share. 		

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Lesson 3

Date: _____

- Students will be able to **spot** relevant information in a text to **support** answers and **work out** and **explain** messages in quotes.
- Identifying** specific information and details
- Talking** about artists' work
- Explaining** messages in quotes

Stage 1		
<p>Prepare in advance</p> <p>- Get ss to bring the lyrics of a Spanish song.</p> <p>- T looks for some information about the artists in activity 7 – prepare some notes.</p> <p>- T looks for information about other artists whose music and songs were thought to be a bad influence on society – such as... KISS – I was made for loving you, IRON MAIDEN – Wasted years, THE BEATLES – Help, ETC.</p> <p>-----</p> <p>1. Get ss to share what they got from the HW assignments.</p> <p>2. T divides the class into 5 groups. T gets ss to translate the lyrics of one of the songs they brought into English.</p> <p>3. T monitors offering help and asking some random questions about the lyrics.</p> <p>4. Ss share their resulting lyrics – then T reflects on the importance of considering other factors beyond grammar and vocabulary to adapt the song into another language – understanding the message is important as it must be kept.</p> <p>5. Still in groups, T gets ss to discuss the following questions.</p> <p>- Have you ever been told that listening to your music is a waste of time?</p> <p>- T extends ss' answer – not to judge but to channel the ideas positively.</p> <p>- Do you think that the music you listen to determines the way you look and the way you dress?</p> <p>- Why or why not?</p> <p>- Do you think the music you like establishes your behaviour?</p> <p>- What is your musical guilty pleasure?</p> <p>6. T gets some ss to share with the class.</p> <p>7. T draws ss' attention to activity 6, page 57 – ss read the text by idea – that is, they stop at every period they find to explain the idea.</p> <p>8. T guides the explaining talking to get ss marking keywords or highlighting relevant information.</p>	<p>9. T does a quick-checking round to make sure all ss have got their marking in the book.</p> <p>10. T refers ss back to the sentences in activity 5, page 56 – ss decide if the sentences are true or false based on their marking in the text on page 57 – if they don't agree with a T or F, let them choose as long as they can explain why (only in this part).</p> <p>Example</p> <p>* The man says he is going to waste his time if he keeps listening to the same type of music.</p> <p>* The keyword in this sentence is waste - ss must go to the text and find this word or something similar.</p> <p>* In paragraph 2, there can find this word, it is even in bold...</p> <p>* So a musical personality is not just wasting time lost in an unreal world...</p> <p>11. T gets ss to look at the text in activity 6, page 57 again – this time ss read and listen.</p> <p>12. In pairs, ss decide if the sentences are true or false – remind ss about marking keywords in the sentences so looking for the information in the text to support the answers can be done quickly/easily.</p> <p>Stage 2</p> <p>13. Books closed – T writes the following on the board:</p> <p>* Who is John Lennon? Name some songs.</p> <p>* What happened to him?</p> <p>* Who is Beyoncé? Do you like her music</p> <p>* Who is Taylor Swift? Tell us about her career.</p> <p>* Who is Carole King?</p> <p>* What is her most famous song?</p> <p>* Who is BB King?</p> <p>* What kind of music did he do?</p> <p>* Who is Vinnie Paul?</p> <p>* Have you heard about him before?</p> <p>* Who is Bruno Mars? Name some songs.</p> <p>* Who is Christina Aguilera?</p> <p>* What is she doing now?</p>	<p>14. T reflects on the wide variety of music that exists and how rich the world of music is, in terms of taste – music goes beyond sounds and dancing, it is a way to express feelings and ideas, or even channel emotions and cope with everyday matters. Music should not be about right or wrong, but about quality – the artist uses music to tell about him/her – so what he says matters – there is no way to say what type of music others must listen to – it is an individual's ride.</p> <p>15. T gets ss to go interview people around school to collect information – use the questions in point 13.</p> <p>16. Ss share the information they collected – get ss to say the type of music the artists play(ed).</p> <p>17. T reflects on possible biases people go with to label the styles – and then talks about the real messages in their lyrics and music.</p> <p>Stage 3</p> <p>18. T draws ss' attention to activity 7 – ss read and try to explain the messages in their own words.</p> <p>19. Ss read and try to guess the words for the gaps – then listen and check their guessing.</p> <p>20. T gets ss to choose the message they like the most – T groups ss accordingly.</p> <p>21. Ss share why they like the message they chose – remind ss to explain if the messages are motivational or inspiring – also, tell them to include if what some people think of the artists matches with the real messages they have to share.</p> <p>22. T uses his/her notes to talk further about the artists – if possible, show some pictures.</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 adult people in your family: Did you like listening to John Lennon's music? What made him so influential in his time? Why is his music still alive? Prepare some notes and get ready to share. 		

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Unit 6 Page 58 Lesson 4 Date: _____.

- Students will be able to **use** different options to talk about the future.
- Describing** constructions of future forms
- Talking** about different music facts

Stage 1		
<p>Prepare in advance</p> <ul style="list-style-type: none"> T gets some colour markers handy to write on the board. <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. T divides the class into 5 groups – tell ss to add ideas to the prompt in one minute. The team with the longest adding to the prompt gets the point.</p> <p>I'm attending a concert, so I'm...</p> <p>3. T reflects on the different ways to use future forms – in the previous activity, for example, it was the present continuous that was used to talk about the future, but there are other forms like - "going to".</p> <p>a. Use "going to" for future events which you have already decided about.</p> <ul style="list-style-type: none"> <i>I am going to see Café Tacvba. They are my favourite band.</i> Ss give some more examples. <p>b. Use "going to" to predict something – there must be evidence for the predictions.</p> <ul style="list-style-type: none"> <i>The concert is going to be amazing.</i> Ss give some more examples. <p>c. Use "a present tense" for an action that follows another one.</p> <ul style="list-style-type: none"> <i>My sons are going to be excited when the concert starts.</i> Ss give some more examples. <p>d. Use "the present perfect" for an action completed before another one.</p> <ul style="list-style-type: none"> <i>We are going to have our tickets when the purchase has been successful.</i> Ss give some more examples. <p>4. T draws ss' attention to activity 1, page 58.</p> <p>5. Ss listen and complete the sentences to notice the different ways to use the future forms.</p>	<p>6. Whole class sharing and checking.</p> <p>Stage2</p> <p>7. T draws ss' attention to activity 2 - ss analyze the information in the blue box.</p> <p>8. T explains the positive construction. The sentence has the following elements: subject, am/is/are + going to + verb (base form), complement.</p> <p>9. T explains the negative construction: subject, am not/isn't/is not/ aren't/ are not + going to + verb (base form), complement.</p> <p>10. T explains the question construction: Am/ Is/ Are + going to + verb (base form), complement (?).</p> <p>11. T gets ss to compare all three forms: positive, negative and interrogative forms – how are they different?</p> <p>12. T gets ss to read and rewrite the construction – the elements only.</p> <p>13. T gets some ss to write example sentences on the board – two examples with each construction: affirmative, negative, question – tell ss to use different colours to differentiate the elements.</p> <p>14. T reflects on the language being flexible, so different ways to talk about the future are possible.</p> <p>Example</p> <p>a. Sometimes a present simple or a present perfect form can be used with the same meaning.</p> <ul style="list-style-type: none"> <i>We are going to present our music as soon as the video is released.</i> <i>We are going to present our music as soon as the video has been released.</i> Ss give some more examples. 	<p>15. T draws ss' attention to activity 3 – ss listen and complete the sentences to notice the different ways to use future forms.</p> <p>16. T extends the talking – remind ss about connecting 4 to 5 ideas in their answers.</p> <ul style="list-style-type: none"> <i>What are you going to study after this course?</i> <i>Where are you going to go next weekend?</i> <i>What are you going to have for dinner today?</i> <i>What are you going to do on your birthday?</i> <i>What show are you going to watch tonight?</i> <p>Stage 3</p> <p>17. Ss brainstorm words related to music.</p> <p>18. T draws ss attention to activity 4 – tell ss to read and check if the words from the brainstorming can be used for the grid.</p> <p>19. T tells ss they can use a dictionary or the internet to get the rest of the words.</p> <p>20. Every time ss get a word, T writes it on the board – and goes beyond by getting ss to use the words: the concept or in a sentence.</p> <p>Example</p> <p>T: Susan, give me an example of a duet song.</p> <p>S: Cold heart (Dua Lipa and Elton John)</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: What family plans do you have for the rest of the holidays this year? Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 6 Page 59 Lesson 5 Date: _____.

- Students will be able to **talk** about music trends and **name** their characteristics and **explain** word differences in terms of place, function and meaning.
- Explaining** word order: place, function and meaning
- Describing** music trends

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> Download some karaoke videos – different styles – suggestions: Creep. Radiohead https://www.youtube.com/watch?v=3WLy3AblvmQ When I was your man. Bruno Mars https://www.youtube.com/watch?v=Hjx9TJQlBsM Halo. Beyoncé https://www.youtube.com/watch?v=xs-hqTHMjY Download some samples of the following trends: Tropical House, Synthwave, Lofi beats, Trap, Comedy, Cinematic, Rock and Pop Write the music trends and their uses on coloured papers – one on each. T prepares recycled sheets of paper and colour markers. <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Karaoke Time: T gets ss to watch the videos and sing along.</p> <p>3. T writes on the board the music trends options:</p> <p style="text-align: center;">Tropical House Synthwave Lofi beats Trap Comedy Cinematic Rock and Pop</p> <p>4. T asks the questions:</p> <ul style="list-style-type: none"> Do you know these types of music? What are their lyrics about? Which can be a positive or negative influence? Do you know what it takes to play each type well? <p>5. T plays a little piece of the previous music trends – ss say how they like each.</p> <p>6. T draws ss' attention to activity 1, page 59.</p>	<p>7. Books closed – pair work. T hands out the coloured papers. Ss match the music trends with their use.</p> <p>8. Whole class shares answers – no checking is done yet.</p> <p>9. T draws ss' attention to activity 2 – play the trend samples again for ss to do the matching in the book – then compare it with the matching with the papers.</p> <p>10. T walks ss through sharing, checking and making corrections – on the board if necessary.</p> <ul style="list-style-type: none"> Are they the same? <p>11. T reflects on the importance of understanding the different forms words can take and meanings – sometimes it is possible to work out what word is needed by analyzing the place it may take, but other times the idea in the sentence is what tells if a word can be used – that is Understanding the context.</p> <p>Sometimes, when we want to find the meaning of a word in L1, more than one word may look like a good option to use, however, a closer look may be needed as meanings can take different directions.</p>	<p>12. T divides the class into groups of three – ss use the recycled sheets of paper to make notes on the words in the orange box:</p> <ul style="list-style-type: none"> type of words form meanings etc. <p>13. T monitors asking random questions to get ss to use their notes to answer the questions.</p> <p>Example</p> <ul style="list-style-type: none"> How do you know it is an adverb? Etc. <p>14. T draws ss' attention to activity 3 – ss look at the text paying special attention to the gaps – the words before and after.</p> <p>15. T walks ss through a first guess on the words they can use for the gaps.</p> <p>16. Book closed – ss listen, follow the text and take notes – the notes will be used to check answers.</p> <p>17. Ss listen again to confirm answers.</p> <ul style="list-style-type: none"> Did you get it all correct? How many did you have to change? <p><u>Feedback from T on the language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Make a TikTok – you can invite family or friends. Do a choreography dancing trend that you like. Prepare some notes on what it took to get it done and get ready to share. 		

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Unit 6 Page 60 Lesson 6 Date: _____

- Students will be able to **use** future forms: in the past, perfect simple, perfect continuous and be about to and **adapt** language to translate into L1 – making understanding of new forms possible.
- Describing** the future in the past construction
- Naming** different sounds
- Translating** from L1 – L2 / L2 – L1

Stage 1		Stage 3
<p>Prepare in advance</p> <p>* Write the names of several movies on cards. * Get ss to bring coloured papers and tape.</p> <hr/> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Tell ss to look at these questions carefully – try to put them into L1. Ss will try to answer the questions at the end of the lesson, in both L2 and L1. * By the end of this lesson, what will you have learned? * By the end of this lesson, what will your teacher have been teaching? * What is the next course you are about to start? * What is the next thing you are not about to do?</p> <p>3. Play "Movie Pictionary" * T divides the class into 2 teams. * Team 1 picks up a card with the information of the picture he/ she has to draw on the board (letters or signs are not allowed). * The other team guesses the name of the picture - they have 15 seconds once the drawing is started. * The team that guesses the most movies is the winner.</p> <p>4. T reflects on the different ways to use future in the past: "was/were going to" forms and gets ss to give examples. a. Use "was/were going to" for something that was planned but did not happen. * I was going to go to the Taylor Swift concert but I couldn't get a ticket. Ss give some more examples. b. Use "was/were going to" to show that plans can be changed. * Would you like to go with me to buy CDs? * I was going to finish my HW, but OK. It is not for tomorrow. Ss give some more examples.</p> <p>5. T draws ss' attention to activity 1, page 60.</p> <p>6. Ss listen and complete the sentences to notice the different ways to use the future in the past "was/ were going to" forms.</p>	<p>7. Whole class shares answers.</p> <p>8. T draws ss' attention to activity 2 – ss analyze the information in the blue box.</p> <p>9. T explains the positive construction: subject, was/were+ going to + verb (base form), complement.</p> <p>10. T explains the negative construction: subject, wasn't/ weren't + going to + verb (base form), complement.</p> <p>11. T explains the question construction: Was/Were, subject + going to + verb (base form), complement, (?).</p> <p>12. T gets ss to compare all three forms: positive, negative and interrogative forms – how are they different?</p> <p>13. T gets ss to read and rewrite the construction – the elements only.</p> <p>14. T divides the class into 4 teams.</p> <p>15. T gets ss to write on the coloured papers 2 sentences of the previous constructions: positive, negative and interrogative (one element on each paper), then they swap their constructions, scrambled, with other teams. The first team that orders the constructions properly and sticks them on a wall is the winner – feedback if necessary.</p> <p>Stage 2</p> <p>16. T draws ss' attention to activity 3 – ss read and listen. Then number the sounds as they are played.</p> <p>17. T asks ss for examples of the sounds: T: Tommy, tell us what makes the roar sound. Ss: A lion Note. Remind ss about extending their answers – A lion – It is correct but not enough:</p>	<p>Example</p> <p>* A lion makes that sound when it thinks there is another animal near getting ready to attack. * A lion makes that sound to send a warning that he is ready to fight. * A lion makes that sound to let other animals know they are coming too close.</p> <p>18. T reflects on the different ways to use future forms and gets ss to give examples – Activity 4. a. Use the "future perfect simple" to say that an action will be complete in the future. * By the end of April 2024, Madonna will have presented her show in Mexico. Ss give some more examples. b. Use the "future perfect continuous" to point out how long something will have lasted. * By the end of the week, Taylor Swift will have been giving 4 concerts in Mexico. Ss give some more examples. c. Use "to be about to" for something that is going to happen very soon. * I am about to buy the tickets for the play Vaseline. Ss give some more examples. d. Use "to be about to" in the negative form to express that you won't intend to do something. * Madonna is not about to cancel her show, she just postponed it. Ss give some more examples.</p> <p>19. Ss listen and complete – whole class shares answers.</p> <p>20. T draws ss' attention to activity 5 – ss look and write about the pictures using "going to" and "be about to".</p> <p>21. T extends the talking by getting ss to translate the examples about the picture into their L1.</p> <p>22. Get ss to answer the questions shown at the beginning of this session.</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 adult people: What were you going to study but you couldn't? What concerts were you going to attend but you didn't? By the end of this year, what places will you have visited? Prepare some notes and get ready to share. 		

KeyCode 5 Unit 6

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Unit 6 Page 61 Lesson 7 Date: _____

- Students will be able to **explain** links between questions and possible answers, **analyze** a text to **find** ordering elements and **work out** word order and forms.
- Describing** question and answer links
- Paraphrasing**
- Explaining** text order
- Explaining** word order and forms

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> Write several verbs, adjectives, prepositions, adverbs and nouns on cards - stick them on the board. Print the text in activity 2, page 61 2x, big size. Cut each text into paragraphs. Get ss to bring some printed song lyrics (in English). <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Play "Catch all the flies"</p> <ul style="list-style-type: none"> T divides the group into 3 teams. T sticks the cards on the board. One student from each team passes to the front and takes cards. <p>Example</p> <ul style="list-style-type: none"> T says: adjectives. Ss: take all the cards that have adjectives. T collects the cards for each team. The team that gathers the most number of cards is the winner. <p>3. T draws ss' attention to activity 1, page 61 - ss read the questions - highlight the words in bold and think about the words the answers may have:</p> <p>Example</p> <p>Are you ready...? Not yet!</p> <p>...apply...knowledge...? ...range is wide...varied...</p> <p>4. Ss go with different friends to compare highlighting.</p> <p>5. Ss listen to check the answers.</p> <ul style="list-style-type: none"> Did you get it all correct? How many did you have to change? Explain the words that helped you find the matching. 	<p>6. Books closed. Divide the class into 2 groups. T hands out the paragraphs - scrambled.</p> <p>7. T walks ss through putting the paragraphs in order - look at the first sentence/idea in each paragraph and how each paragraph ends - try to find logical sequence:</p> <ul style="list-style-type: none"> What can be said to start with What follows the previous idea What can be said to start presenting a conclusion What is closing the last paragraph What can be used at the last closing line Etc. <p>8. Ss order the paragraphs - explain their ordering.</p> <p>9. Tell ss to get their texts scrambled again - this time ss think of the types of words needed for the gaps.</p> <p>10. T writes on the board a word guide without showing the one in the book openly.</p> <p>Example:</p> <ul style="list-style-type: none"> One paragraph needs verbs only. One paragraph needs prepositions only. Etc. <p>...It's likely that you've seen - this shows that a verb is needed, so all this paragraph needs verbs.</p> <p>...Music is about imagination - this shows that a preposition is needed, so this paragraph needs prepositions.</p> <p>11. T monitors offering help and making some random questions to get ss thinking about their answers.</p> <p>12. Ss listen to check answers:</p> <ul style="list-style-type: none"> Put the paragraphs in order. Check the words for the gaps. Did you have it all correct? How many did you have to correct? 	<p>13. T reflects on the importance of paraphrasing - To write or say something with other words without missing the main message.</p> <p>14. T writes on the board the phrases in activity 3 - T gets ss to explain the phrases in their own words, with a short phrase.</p> <p>15. Once the paraphrasing looks good, let ss write the examples in their book.</p> <p>16. T divides the class into 5 groups - ss talk about the lyrics they brought - together, they choose the one to work with - ss will be doing some paraphrasing, in their notebook.</p> <p>Example. True colors. Cindy Lauper.</p> <p>...And I see your true colors Shining through I see your true colors And that's why I love you...</p> <p>Paraphrasing</p> <p>And I see your real way of being It is sparkling I see your real way of being That's my reason to love you</p> <p>17. T monitors offering help and making random questions to walk ss through working out the words they could use.</p> <p>18. T collects notebooks 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"> Make a list of idioms related to music - in your own words, explain what they mean. Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 6 Page 62 Lesson 8 Date: _____.

- Students will be able to **identify** the names of the instruments and their sounds, make music using Apps and adapt language for translating from L1 into L2.
- Naming** musical instruments
- Explaining** how to make music using Apps
- Translating** ideas with future forms

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> Get ss to bring coloured sheets of paper. Book the computing room. Download the sounds of the instruments of activity 2 – these are some options. <p> https://www.youtube.com/watch?v=45UQSmIMGal drums and cymbals https://www.youtube.com/watch?v=xBfYfPNXqE guitar https://www.youtube.com/watch?v=eteFo483GUs bass https://www.youtube.com/watch?v=_ByGpqf1ldI trumpet https://www.youtube.com/watch?v=MPp5EFolyh4 keyboard https://www.youtube.com/watch?v=mGQLXRTI3Z0 cello https://www.youtube.com/watch?v=10uMNMwxyM saxophone https://www.youtube.com/watch?v=IEBX_ouEw1I violin https://www.youtube.com/watch?v=LoR1Xr84uFw harp https://www.youtube.com/watch?v=fnMhUPewk6c banjo </p> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Bingo-Web</p> <ul style="list-style-type: none"> T gets ss to take a coloured sheet of paper and fold it to half, then fold it again to half, do this 2 more times. Ss unfold the paper - it must have 16 squares. T gets ss to write one word related to music in each square – randomly – do not show it yet. T gets ss to brainstorm words related to music – extend the web by connecting words to the MUSIC core as far as possible. T writes the words from the brainstorming on the board. On three, ss start to check their grids - the one who crosses out all his/her words first says, "BINGO" and he/ she becomes the winner. <p>3. T writes on the board the following and asks:</p> <p>What do you think these Apps are for?</p> <ul style="list-style-type: none"> Dj pads Groove Pad Drum Pad Machine RemixLive 	<p>4. T draws ss' attention to activity 1, page 62 - ss do some research about the Apps to make music and write about them.</p> <p>5. T divides the class into 5 teams - ss can use the computer in the classroom or go to the computing lab.</p> <p>6. T monitors offering help – making sure ss are on task.</p> <p>10. Whole class shares answers.</p> <p>7. Books closed - T gets ss to listen to the sounds and guess the names of the instruments.</p> <p>8. T draws ss' attention to activity 2 - ss read and complete the names of the instruments and label the pictures.</p> <p>9. T monitors offering help – asking random questions about music: bands, instruments, who can play an instrument, CD collections, Playlists, etc.</p> <p>10. T extends the talking – use information shared while working on the previous activity.</p> <p>Example</p> <p>T: So, Mary said she liked playing the violin, right?</p> <p>OK. Mary, tell the class about it – when did you start playing the violin?</p> <p>Etc.</p>	<p>11. T draws ss' attention to activity 3 - ss listen and number the instruments in the order they appear, complete the sentences and practice pronunciation.</p> <p>12. T reflects on forms and gets ss to name them.</p> <p>Example:</p> <p>1. I am going to play the guitar Future form "going to"</p> <p>3. She is not about to sell her trombone. Future form "about to" (negative).</p> <p>13. T walks ss through putting the ideas in their L1 - T reflects on adapting the language to do translation and keep meaning.</p> <p>14. T divides the class into 5 teams. T gets ss to translate the sentences – find out who can get it the fastest.</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"> Do some research: look for information about great musicians in history – musicians who play(ed) the instruments on page 62. Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 6 Page 63 Lesson 9 Date: _____.

- Students will be able to **identify** words by form and type and use them accordingly.
- Talking** about word formation
- Discussing** the process of creating a song
- Presenting** and commenting on original musical work

Stage 1		
<p>Prepare in advance</p> <ul style="list-style-type: none"> Make some copies of the text on page 63 cut by paragraphs. Download the video: <i>Arrival in Tenochtitlan</i> (Azteca band). https://www.youtube.com/watch?v=c2TbkBOFRQo Get ss to download the apps of the previous lesson and bring their cellphones or tablets. <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Play "Cartoons"</p> <ul style="list-style-type: none"> T gets ss to say the different names of a series of things. <p>Example</p> <ul style="list-style-type: none"> T: Cartoons, present names of musical instruments, for example - guitar... S1: banjo S2: harp S3: keyboard Ss who can't say an instrument or repeat a word are out. T continues with a different series of things. <p>3. T reflects on the importance of learning words – the more we know the more we can say – also it is a way to learn all forms words can take and the place they can take in sentences – the writing and the functions of the words change accordingly – that is called "word formation" – it is using the prefixes and suffixes to generate a new word from a root/stem word.</p> <p>4. T divides the class into 5 teams.</p> <p>5. T writes the words from activity 4 on the board – tell ss to find all forms those words can take – tell ss they can use a dictionary or the internet.</p> <p>6. T monitors asking questions about the changes in writing ss have noticed and offering help.</p>	<p>7. T gets some ss to share what they got by writing their new words on the board – several ss at the same time.</p> <p>8. T gets ss to study the words – categorize them by type: noun, verb, etc.</p> <p>9. T reflects on how the words changed and how the words can be used accordingly.</p> <p>Stage 2</p> <p>10. T divides the class into small groups. T plays the track for ss to order the text and have a first hint to completing it - T hands out the texts.</p> <p>11. Ss listen and order the text – tell ss to take notes on the words for the gaps.</p> <p>12. Whole class shares answers about ordering the text.</p> <p>13. T gives ss 3-5 more minutes to discuss and decide on the words for the gaps.</p> <p>14. Whole class shares answers – ss will say the words for the gaps and extend their sharing by talking about the word, the new form, the place and the function.</p> <p>15. Every time ss finish talking about a word, T thanks for participating and extends the talking by giving more information or clarifying some.</p> <p>Example: When the time to talk about 1. ____ (music) talent comes... Words coming from the word "music" are: musical – adjective musically- adverb musicality- noun musician- noun musicology- noun musicologist- noun</p> <ul style="list-style-type: none"> Answer: musical, it is the description of the word talent. 	<p>16. Books closed. T plays the Azteca band video for a few seconds: <i>Arrival in Tenochtitlan</i> in mute mode – what do you think they sound like?</p> <p>17. T plays the video for a few more minutes at a moderate volume level and then extends the talking:</p> <ul style="list-style-type: none"> What do you think about this band? What are the elements of the concept for this band? How do you like this band's work? What do you like about the band exactly? Would you recommend that people listen to this band? Why / Why not? <p>Stage 3</p> <p>18. T divides the class into 5 teams and draws ss' attention to activity 5.</p> <p>19. T gets ss to read talk and write. SS will create a song - they can use the Apps mentioned in the previous lesson.</p> <p>20. T monitors asking random questions about the band: concept, style, sound, lyrics, etc.</p> <p>21. Each team will have 5 minutes to present their musical work to the class.</p> <p>22. Ss at the audience will take notes on the work presented.</p> <p>23. Once all teams have presented their work, it will be time to share comments for all ss to complete the "Comments from the fans :)" section.</p> <p style="text-align: right;"><u>Feedback from T on the language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Option 1: share today's work with people at home - tell them to comment: What do you think? Would you change anything? Would you add something? Prepare some notes and get ready to share. 		