

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 41. Lesson 37. Date: _____.

- Students will be able to **talk** about life events and **recommend** how to face up to.
- Describing** events and aspects to deal with
- Discussing** circumstances and results

Stage 1	Stage 2	Stage 3
<p>1. Prepare in advance:</p> <ul style="list-style-type: none"> T takes a poster about a life event. T prepares some phrases related to the vocabulary pictures (2 phrases per picture). <p>2. T sticks the poster on the board and draws lines around it – it is for students to label different things that appear/are in it – competition-like.</p> <p>3. Ss discuss about the poster:</p> <ul style="list-style-type: none"> place people jobs items situation what people are saying <p>4. T sticks on the board some phrases related to the poster ss played with (8 pairs).</p> <p>5. T gets ss to pair the phrases.</p> <p>6. T talks about the situation in the poster and then starts talking about the first picture on page 41 (date).</p> <p>7. T gets ss into small groups and gives them a set of phrases – ss have to find the phrases for each situation and label the pictures.</p>	<p>8. Ss pass to the front, show the picture with the phrases and explain what they think about this event.</p> <p>9. T reflects on the events and their effects.</p> <p>10. Ss have time to match the meanings with the phrases/words they have discussed.</p> <p>11. T divides the group into pairs and ss walk-through the events answering and discussing the given questions.</p> <p>12. Whole-class checking, ss share answers and come up with general comments.</p> <p>13. T reflects on the given answers and gives ss opinions about some real situations – T does some cueing, just if needed.</p> <p>14. Draw ss' attention to the pictures below and reflect on that event.</p> <p>15. T gives ss the last piece of advice and recommendations.</p>	<p>16. T asks ss to get into three groups.</p> <p>17. T gets some ss to answers the questions above the pictures – to the class.</p> <p>18. T walks ss through spotting key information in the questions in the chart.</p> <p>Example Ss circle...</p> <ul style="list-style-type: none"> question 1. feel question 2. doing now question 3. actions taken question 4. ideas adopted <p>19. Ss read the first three points and look at the pictures again, so they get an idea of the event and discuss all the questions below.</p> <p>20. T explains how to talk about the situation considering all the points in the questions.</p> <p>21. Ss share their conclusion with the other two groups – including all the points in the questions and the way they flow.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview 2 people. Have you experienced a similar event? How did you solve it? etc.
- Reflect on the answers: event and solution.
- Prepare some notes – get ready to share.

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Unit 7 Page 42. Lesson 38. Date: _____.

- Students will be able to **give** recommendations to get positive results in specific situations or events.
- Sharing** personal opinion
- Giving** reasons and explaining results

Stage 1	Stage 2	Stage 3
<p>1. Prepare in advance: T takes some pictures showing people with different attitudes and feelings - angry, sad, sick, hungry, etc.</p> <p>2. T asks ss students to do 5 jumping jacks, 5 squats and 10 cross punches - T can change exercises and drills.</p> <p>3. T asks:</p> <ul style="list-style-type: none"> How do you feel in this moment? What are you thinking about? Did these drills help you to feel physically and mentally better or worse? Explain. <p>4. Get ss to share what they got from the interviewing - HW</p> <p>5. T asks students what they think about the first 2 pictures on page 42 - man touching his head and man smiling.</p> <p>6. T gets ss into small groups and ss have to relate the pictures with the questions and discuss the situation.</p> <p>7. <u>After 5 minutes of discussing</u>, all the teams have to share their conclusions.</p> <p>8. T reflects on the given conclusions.</p>	<p>9. T tells ss about 2 daily events and asks them what they should/ought to do in those situations - T focuses on the use of should and ought to.</p> <p>10. Ss give a couple of answers using both options: should and ought to.</p> <p>11. T reflects on the given answers and gives ss his/her own opinion doing some cueing, just if needed.</p> <p>12. T divides the group into pairs and ss have time to complete the grammar hint - explanations and sentences - using the previous discussions and reflections.</p> <p>13. Whole-class checking - ss share their answers and come up with general comments.</p> <p>14. T gives an/some extra answer(s) just to let ss know how the structure of the sentences or ideas should be.</p> <p>15. Draw ss' attention to the question sets - tell them to ask 2 different classmates the questions - ss take notes on the answers on separate pieces of paper.</p> <p>16. T gives ss the last pieces of advice and recommendations.</p>	<p>17. T gets ss to share answers - T gets one student to read the first question and read out his/her notes - then T helps that student to order the notes, so he/she can get a complete and correct answer - once T confirms the answer is complete and correct, T lets that student write it in his/her book.</p> <p>18. T does the same with four more ss - remind ss about paying attention to how the information and notes are being used.</p> <p>19. T reflects on the information mentioned - together with the whole group, get a general idea of the way to answer with should and ought to.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview 3 people.
- What 3 things you should do at home. What 3 things you ought to do at home.
- Reflect on the answers and write a small conclusion about each person interviewed.
- Prepare some notes - get ready to share.

KeyCode 3 Unit 7

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 43. Lesson 39. Date: _____.

- Students will be able to **give** advice and **justify** their opinions.
- Giving** opinion based on real experiences
- Justifying** answers and **supporting** thoughts

Stage 1	Stage 2	Stage 3
<p>1. Prepare in advance:</p> <ul style="list-style-type: none"> T prepares 6 flashcards about good/bad actions depending on society thoughts/bias. <p>2. T divides the group into 4 teams – 1 member of each team has to stand up at the back of the room, when T counts up to 3, they have to run and get the 1st flashcard that is pasted on the board. Then, other students replace the participants and do the same with the 2nd flashcard and go on so until the 6th flashcard is taken. The winner is the team that has more flashcards.</p> <ul style="list-style-type: none"> T asks students if the activity should be tried inside the classroom or if they ought to do it outside. <p>3. Ss give their own opinions.</p> <p>4. T gives ss feedback on what they answer.</p> <p>5. Get ss to share what they got from the interviewing - HW</p> <p>6. T reflects on the given answers and asks ss what their conclusions are - about those examples.</p> <p>7. After 5 minutes of discussing, T asks ss to start answering the Grammar hint paragraph.</p> <p>8. T reflects on the given conclusions and starts adding some new verbs in the feedback: advise, let, allow, believe, ask for, persuade, force, remind, get, tell, etc.</p>	<p>9. T asks students to complete the verb forms on page 43.</p> <p>10. Whole-class checking, ss share their answers together.</p> <p>11. T asks students to match and write the verbs with their correct meaning on page 43.</p> <p>12. T reflects on the given answers and make corrections, just if needed.</p> <p>13. T divides the group into small teams and ss have to reflect on the purple and pink chart using ought to, should and had better, including the verbs they used to complete the last exercise.</p> <p>14. Whole-class checking, ss share answers and come up with general comments.</p> <p>15. T reflects on the given answers – T does some cueing, just if needed.</p>	<p>16. Draw ss' attention to the questions below the chart.</p> <p>17. T gets some ss to answer the questions – to the whole class.</p> <p>18. T gives ss the last piece of advice and recommendations on using the app.</p> <p>19. Ss look at the last part of the page - discuss the meaning of the lines and how they could be related to the last Topic/Questions about TikTok.</p> <p>20. Get ss to help you create some notes on the board about the meaning the lines can take and the link to using TikTok.</p> <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <p>Interview 4 people: 1 kid, 1 teenager, 1 adult, 1 old person.</p> <ul style="list-style-type: none"> What can you do with TikTok? How do you use it? Do you think it is a useful app? Reflect on the answers. Prepare some notes – get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 44. Lesson 40. Date: _____.

- Students will be able to **communicate** incorporating new phrasal verbs in their conversations.
- Explaining** how the world and society are changing – through networking
- Describing** pros and cons of new changes

Stage 1	Stage 2	Stage 3
<p>1. T divides the group into 2 teams.</p> <p>a) 1 member of each team passes to the front.</p> <p>b) T tells ss to play Chinese Whisper.</p> <p>c) T tells ss a phrase (from page 43 - a-e lines) and each student can only say the message once – it must be whispered so that only 1 student (the person next to them) can hear it.</p> <p>d) The winner is the team that gets closer to the original phrase.</p> <p>e) T writes all the phrases (a-e lines) on the board for checking.</p> <p>2. Get ss to share what they got from the interviewing – HW.</p> <p>3. <u>Prepared in advance:</u></p> <ul style="list-style-type: none"> T prepares 8 pictures (social media logos) - ss look at the logos and try to guess what the name of the media is and what it is used for. <p>4. Whole-class checking, ss share their answers on social media and come up with general comments.</p> <p>5. T reflects on the given answers and asks ss to explain what their conclusions about the media are.</p>	<p>6. T divides the class into small teams and asks ss to read the paragraph on page 44: "Do you like doing TikToks?".</p> <p>7. T asks ss to incorporate the phrases that are on the board - Chinese Whisper phrases.</p> <p>8. Whole-class checking, ss share their general comments about their answers.</p> <p>9. T asks students to read the colour descriptions and find the information in the text.</p> <p>10. T writes colour words and information on the board - ss pass to the front to write the answers - the class checks together and makes corrections, when necessary.</p> <p>11. T asks students to discuss in 4 groups the correct answers – "The importance of the positive & negative points of the given information"</p> <p>12. T starts a reflection on the discussion, and some students have to participate giving their points of view.</p> <p>13. Draw ss' attention to the speech bubbles – write some advice for TikTok users.</p>	<p>14. Whole-class checking – some ss share their answers for the whole class to give feedback on the writing and agree or disagree with the idea.</p> <p>15. T divides the group into small teams - ss have to reflect on the blue chart reading the words and trying to guess what the phrasal verbs mean.</p> <p>16. When ss finish, T gives them some examples to let them check if their answers are correct.</p> <p>17. Whole-class checking, ss share their general comments about their answers.</p> <p>18. T asks ss to look at and discuss the next 4 pictures, which verb and phrasal fit better in each one.</p> <p>19. T reflects on the given answers – T does some cueing, just if need.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview 3 people.
- Show them the first 6 pictures on page 45. What do you think the pictures show? What do you think about it?
- Prepare some notes – get ready to share.
- Bring a magazine where you can appreciate people and specific events.

KeyCode 3 Unit 7

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 45. Lesson 41. Date: _____.

- Students will be able to **give** suggestions and opinions about specific events.
- Expressing** thoughts on specific events
- Explaining** results – based on decisions

Stage 1	Stage 2	Stage 3
<p>1. Prepare in advance:</p> <ul style="list-style-type: none"> T writes on the board the 10 phrasal verbs they practiced last class. <p>2. T divides the group into 5 teams - each team gets 2 phrasal verbs and creates a sentence with each.</p> <p>3. Whole-class checking: ss check the other groups' answers and correct them, if needed. The winner is the team that gets the least or no correcting at all.</p> <p>4. Get ss to share what they got from the interviewing – HW.</p> <p>5. T asks students to get into pairs – ss look for pictures in their magazines - they choose 1 picture and pass to the front to explain the picture using at least 1 of the phrasal verbs.</p> <p>6. T reflects on the given answers and does some cueing, just if needed.</p>	<p>7. Draw ss' attention to the 6 first pictures on page 45 and label them with the correct verb and phrasal verb.</p> <p>8. Whole-class checking: ss share their answers and come up with general comments.</p> <p>9. T starts a reflection on the comments just to restate ss' ideas.</p> <p>10. T divides the group into small teams and asks ss to analyze and study the information in the orange box - use the prompts to get a general idea of the exercise.</p> <p>11. In groups, ss discuss if those are good suggestions or if they think differently; if so, get them to explain what they think about the example.</p> <p>12. T starts a general reflection on the discussion to reaffirm ss' ideas – just be careful as some ss may have gone through a similar situation at some point.</p> <p>Stage 3</p> <p>13. Draw ss' attention to the following pictures – get ss to explain:</p> <p>Picture with the guy holding a box.</p> <ul style="list-style-type: none"> what they can see in the picture specific situation what may have happened before what may happen later 	<p>14. T uses ss' ideas to walk them through completing the prompts.</p> <p>15. Remind ss that they must help to complete the prompts and that they can't write the example while completing it – once T confirms it is complete and correct, ss will be allowed to write it in their books.</p> <p>16. T gets ss to help to complete prompt 2 – this time, T is not taking part, he is just writing what ss say – remind ss to wait for your call to write the example in the book.</p> <p>17. Once the example is complete, T does some checking and praises ss on good language use – when there are things to improve, find a way to point it out - kindly.</p> <p>18. Get some ss completing the third prompt (by parts) - whole-class helps with the checking – every time a student completes his part, everybody participates in the checking – try to come up with a loud-cheering way to thank for the participating attitude.</p> <p>19. T reflects on ss' answers and language learning – T does some cueing, just if needed.</p> <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Interview 2 people asking about the reasons people do something (good or bad). Prepare some notes – get ready to share. Bring a picture of a person who helped you to cope with a situation and therefore the result was positive. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 46. Lesson 42. Date: _____.

- Students will be able to **give** suggestions on how to face a situation and how to build up a firm and positive attitude.
- Sharing** own experiences
- Talking** about memories and how to face a situation in a positive way

Stage 1	Stage 2	Stage 3
<p>1. T asks ss to show the HW picture to the class – the class makes questions to guess who the person in the picture is – why do you think this person was able to influence the participant's decision-making process?</p> <p>2. T asks ss to choose a partner. Ss have 3 minutes to think and make a list of the (10) phrasal verbs they practiced with last class. The 4 couples that finish first may be the winners – just the ones who can say what the phrasals mean will get to be the true winners.</p> <p>3. Some ss write the phrasal verbs on the board to check answers together.</p> <p>4. T reflects on the given answers and extends the talking by explaining how they are used – just if needed.</p> <p>5. Draw ss' attention to the phrasal verb exercise - explain that it is necessary that ss understand the idea/context, so they can use phrasals accordingly.</p> <p>6. Ss read out – sentence and answer - and explain their choices. T reflects on ss' answers and does some cueing, just if needed.</p>	<p>7. Get ss to share what they got from the interviewing – HW</p> <p>8. T starts a general reflection on the interviews using new vocabulary (because = in order to, so and therefore). T writes those words on the board.</p> <p>9. Draw ss' attention to the Grammar hint (Hint 1 & Hint 2).</p> <p>10. Whole-class discussion: ss talk about what they read and give some examples about it incorporating the new words.</p> <p>11. T writes ss' examples on the board and then explains further – making corrections or praising for good language use.</p> <p>12. T reflects on the class discussion in order to dispel doubts.</p> <p>13. T divides the group into small teams and asks ss to answer the next exercise, circling the correct option.</p> <p>14. Ss discuss options and answers in groups, and then the whole class does it.</p> <p>15. T starts a general reflection on the correct answers to let ss check and analyze their choices – then T writes answers on the board.</p>	<p>16. T asks ss to use the pictures of the helping people they brought – ss think about a difficult situation they have experienced and how the people helped them to cope with the situation successfully.</p> <p>17. T reminds ss about the ideas in the chart – it can be helpful for coming up with more situations to talk about.</p> <p>18. Ss write their ideas in their notebooks and start writing a paragraph – presenting the situation and justifying the results.</p> <p>19. Whole-class checking: ss listen to their classmates' reading their paragraphs and make some suggestions or give advice on the situations presented.</p> <p><i>There won't be time for all ss to read out during class, so T will let some ss do it in class, and then he will finish the checking later during the day.</i></p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Check the notes you made during this unit and add any points or information missed.
- It would be great you could add some more notes, examples or a list of words you found useful or words you'd like to learn.