

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 65 Lesson 1 Date: _____.

- Students will be able to **talk** about the nutrients and **explain** the importance of including them in our daily nourishment.
- Talking** about eating habits and health
- Making** recommendations about food

Stage 1		Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> Download the flashcards from 172 to 179. Write the descriptions of activity 2 on cards. <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. "Salads"</p> <ul style="list-style-type: none"> T names each student with a name of a fruit, dish, drink, sweet, etc. – repeat until all ss have a name. When T says banana, only bananas switch places among them, then go again with other names and ss with the names do the same. When T says (N) salad, all ss change seats. The last ss to sit will have a task: tell me the name of 3 foods or food ingredients that contain lots of salt, 3 foods that need to be greasy to get a good taste, etc. <p>3. T shows ss the flashcards, if possible stick them on the board.</p> <p>4. T divides the class into 5 teams and gets ss to discuss the following:</p> <ul style="list-style-type: none"> What do the following do to/in our body? * fibre - Lowers blood cholesterol - keeps our weight under control, and stabilizes glucose – which is important if you have diabetes, reducing the risk of other conditions. * vitamins - Increase energy levels - when you don't get enough vitamins, your body has to work harder to perform simple tasks, which can lead to fatigue and other health problems, improve mood, reduce stress and anxiety, improve short-term memory, maintain muscle strength, etc. * calories - You need energy from calories for your body to work properly. Your body uses this energy to function properly. To stay at around the same weight, the calories your body uses should be the same as the amount of calories you eat and drink. * proteins – they do all kinds of jobs in your body. They make up your hair, nails, bones, and muscles. Protein gives tissues and organs their shape and also helps them work the way they should. * carbohydrates - provide the body with glucose, which is converted to energy used to support bodily functions and physical activity. 	<p>- Do you know how many calories you get every day?</p> <p>- Is salt/sugar good or bad for your body? Why?</p> <p>- Are there good and bad fats? Can you name them?</p> <p>5. T monitors asking random questions to help ss keep the talking on.</p> <p>6. T draws ss' attention to activity 1, page 65.</p> <p>7. T gets ss to look at the pictures and describe them in detail, and then asks the question:</p> <ul style="list-style-type: none"> Which looks more like what you usually eat? <p>Example:</p> <ul style="list-style-type: none"> I like eating junk food a lot, but my mom tries to give me more vegetables. Particularly, it is not my thing, but I eat them anyway. <p>Stage 2</p> <p>8. Books closed. T divides the class into 2 teams.</p> <p>9. T gets one ss of each team to pass to the front. T hands out a card (descriptions of activity 2) he/she acts the description (do not say a word).</p> <p>10. T explains the words have to do with the nutrients – do the same with all the descriptions of the words.</p> <p>11. T draws ss' attention to activity 2 - ss read and match the words with the descriptions.</p>	<p>12. Books closed. T shows the flashcards and extends the talking:</p> <ul style="list-style-type: none"> Tell me in which kind of food we can find these nutrients. <p>Example:</p> <ul style="list-style-type: none"> Fibre: Bread (ss give some more examples) Vitamins: fruits (ss give some more examples) <p>13. T continues with all the nutrients asking for examples.</p> <ul style="list-style-type: none"> -Which of these nutrients do you consume the most? Why? <p>14. T draws ss' attention to activity 3 - ss read again and number the pictures using the numbering in activity 2.</p> <p>15. T draws ss' attention to the pink bubble.</p> <p>16. T divides the class into small groups - ss discuss when to eat and suggest an appropriate daily intake of nutrients.</p> <p>17. T monitors offering help and asking random questions to get ss into keeping the talking on.</p> <p>18. T gets some ss to share their conclusions.</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"> Talk to your parents: Do you ever reflect on the way the family eats? Why is it important to have a balanced quantity of nutrients in our daily nourishment? Have you ever thought about making sure the family gets that? If so, what have you done? If not, what has prevented you from getting it that way? Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 66 Lesson 2 Date: _____.

- Students will be able to **talk** about injuries and **do** reading in different forms - with different purposes.
- Discussing** injuries
- Explaining** the meaning of phrases
- Justifying** answers
- Describing** reading strategies and goals

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> Get ss to bring colours: green, purple, blue, red. <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Try "Opposites"</p> <p><i>* T divides the class into three teams.</i> <i>* T tells ss to follow the opposite order:</i> <i>* T says Stand up – Ss Sit down.</i> <i>* T says Look at the right – Ss look at the left.</i> <i>* T says Drink something – Ss eat something.</i> <i>* Etc.</i> <i>* The team following the most orders in a row gets to be the winning team.</i></p> <p>3. T writes on the board the word "injuries" and starts a conversation:</p> <ul style="list-style-type: none"> - What is the meaning of the word "injuries"? - Name some injuries. - Is it possible to prevent injuries? - How? - Have you ever had an injury? - What happened? <p>4. T gets ss into small groups – discuss some remedies for the injuries – or just some ideas to take care of them.</p> <p>5. T monitors asking random questions and offering help – the whole class sharing.</p> <p>6. Still the same grouping - T draws ss' attention to activity 4, page 66 – ss look at the pictures and discuss the questions.</p> <p>7. All groups share with the class.</p>	<p>8. T draws ss' attention to the text in the orange box - T gets ss to underline:</p> <ul style="list-style-type: none"> Colour green: verbs. Colour blue: adjectives Colour red: adverbs Colour purple: nouns <p>9. T writes on the board the following words as headings:</p> <p><u>verbs</u> <u>adjectives</u> <u>adverbs</u> <u>nouns</u></p> <p>10. T monitors checking out ss work – and getting some ss to write some options for the headings on the board.</p> <p>11. Whole class participates in giving feedback – for example: T: How can you prove it is a noun? Ss: There is an article before it.</p> <p>12. T gets ss to listen and follow the text in the book by paragraphs – T pauses the track before the next paragraph starts to get ss to brainstorm: main idea in the paragraph just read/played and the meaning the words in bold take.</p> <p>13. T reflects on the importance of the reading strategies- skimming (general ideas), scanning (word hunting) and guessing meaning by context (using information around to work it out).</p>	<p>14. T draws ss' attention to activity 5 – ss look at the text and find the information prompted.</p> <p>15. T walks ss through paragraph 1. Example a. a. Paragraph 1. Which adverb means extremely? Immensely is the answer as it is a synonym for extremely.</p> <p>16. T walks ss through question b. – this time giving ss more responsibility to lead – T intervenes when or just if necessary.</p> <p>17. Whole class sharing – remind ss to justify their answers.</p> <p>18. Books closed. T extends the talking: <i>* Do you work out?</i> <i>* How many days a week do you work out?</i> <i>* Is it important to do exercise at a young and old age? Why?</i> <i>* How is working out different according to age?</i> <i>* Why must it be so?</i> <i>* What do you have to do before an exercise routine?</i></p> <p>19. T draws ss' attention to activity 6 – ss look at the pictures and look for words in the text to label them.</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 people in your family and some relatives: Have you ever had a really bad injury? What happened? What did you do? Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 67 Lesson 3 Date: _____.

- Students will be able to **identify** specific information on and **collect** details from oral text and **work out** word place and the functions words take accordingly.
- Sharing** point of view
- Comparing** information
- Naming** exercising moves
- Explaining** word place and functions

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> Download the flashcards from 184-191. <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Play "Working out routine"</p> <p><i>* T gets ss to do some workout, but this time they all suggest movements and explain how to get ready for them.</i></p> <p>Example</p> <p><i>* T : Let's begin with jumping jacks - stand with your arms and legs straight, then jump, spread your legs and bring your arms overhead.</i></p> <p><i>* S1: Arm circles - stand up, spread a little bit your feet, extend your arms and draw imaginary circles in the air.</i></p> <p><i>* S2: Move your head to the right and to the left.</i></p> <ul style="list-style-type: none"> Etc. <p>3. T starts the conversation:</p> <p><i>* Which do you prefer, working out or watching TV lying on your couch? Why?</i></p> <p><i>* Which do you prefer, a salad with lemon and salt or a bunch of fries with ketchup and cheese? Why?</i></p> <p><i>* Which do you prefer, reading an interesting book or scrolling your cellphone for hours? Why?</i></p> <p>4. T draws ss' attention to activity 7, page 67 - ss look at the pictures, listen and number the warm-up activity.</p> <p>5. T refers ss back to the text on page 66 to find the names of the exercises and write them on the lines.</p> <p>6. T uses flashcards to check answers.</p> <p><i>* Did you get it all correct?</i></p> <p>7. Whole class shares answers.</p> <p>8. T draws ss' attention to activity 8 - ss read the statements and discuss - what do you think?</p>	<p>9. T tells ss to tick or cross next to the lines - these will be guessing based on personal opinion.</p> <p>10. Ss read the statements again and circle keywords - these will be the listening focus.</p> <p>11. Ss listen and check if the words they got circled helped and if their guessing was right.</p> <p>12. Ss listen and check answers - they must take notes to explain and support their choices.</p> <p>13. Whole class shares answers - remind ss that they will justify them.</p> <p>14. T extends the talking:</p> <p><i>* Have you ever tried working out to a YouTube video?</i></p> <p><i>* Tell us about the experience.</i></p> <p><i>* Do you think is it better to exercise outdoors or at home?</i></p> <p><i>* Why do you think some people don't like working out?</i></p> <p><i>* Are you a working-out soul?</i></p> <p><i>* Are you planning to take up any kind of physical activity soon?</i></p> <p>15. T reflects on the importance of listening for specific information and also understanding the general idea and collecting details when doing listening activities.</p> <p>16. T draws ss' attention to activity 9 - ss read and think of the types of words needed in each gap.</p> <p>Example</p> <p><i>* 0: last - part - last describes the noun part.</i></p> <p><i>* 1: 5-minute - warm-up routine - 5-minute - helps to describe the noun routine.</i></p> <p><i>* 2: repeat - there is a verb and another verb in the infinitive form is introduced or expected.</i></p> <p><i>* Etc.</i></p>	<p>17. T divides the class into small groups - ss will have some time to collect information to work out the words for the gaps.</p> <p>18. Whole class shares - T adds to ss notes based on the information they share.</p> <p>19. Ss listen and write the missing information.</p> <p>20. Whole class shares answers - T writes ss answers on the board to find out if there are some differences - T confirms which are correct, and for the ones that more than one option was given, T extends the talking a bit based on the analysis of the gaps and provides ss with a new listening-lead.</p> <p>21. T plays the audio again - whole class shares and checks answers.</p> <p>22. T divides the class into 5 teams.</p> <p>23. T draws ss' attention to the green bubble - ss make a list of five hard-exercising activities, think of a word to describe each and then compare them (make emphasis on the one that stands out: the most difficult, the most fun, etc.).</p> <p>24. T monitors offering help and asking random questions to make sure there is talking on.</p> <p>25. Ss go with different friends to compare their lists and then do whole class sharing.</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 sporty people: Tell me about your warm-up routines. When do you try them, specifically? Tell me about your hard workout routines. Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 68 Lesson 4 Date: _____.


- Students will be able to **make** comparisons and **point out** characteristics that stand out and **use** adjectives according to a standardized order.
- Making** comparisons
- Pointing** out characteristics that stand out
- Explaining** word order - adjectives

Stage 1	Stage 2																																																																
<p>Prepare in advance</p> <p>* Bring a scarf or kerchief.</p> <p>* Make a PowerPoint presentation with several images to use with comparatives and superlatives.</p> <p>* Write on coloured paper 2 sentences with the adjectives order of page 68 (one word per paper).</p> <p>-----</p> <p>1. Get ss to share what they got from the interviewing-HW.</p> <p>2. Playtime. T divides the class into 2 teams, each team numbers from 1 to 12 (or the number of ss the team has). Ss 1 in each team pass to the front and compliments the other but quickly:</p> <ul style="list-style-type: none">S1: You are pretty.S1a: I like your smile.S1: Your eyes are beautiful.S1a: You are intelligent. <p>* When a student takes it too long, runs out of ideas or repeats something said before, the other student takes the kerchief and gets the point.</p> <p>3. T reflects on the different ways to use adjectives – words which describe nouns (things and people) and make comparatives.</p> <p>a. One-syllable adjectives.</p> <p>The comparative form of one-syllable adjectives is formed by adding –er.</p> <p>Example</p> <p>* Adjective: fat Comparative: fatter</p> <ul style="list-style-type: none">-If you don't work out, you could get fatter. <p>Ss give some more examples.</p> <p>The superlative form of one-syllable adjectives is formed by adding the “the + est” ending.</p> <p>Example</p> <p>Adjective: fat Superlative: the fattest</p> <p>-He is the fattest guy in the gym.</p> <p>Ss give some more examples.</p> <p>b. Two syllable and –y ending adjectives. The comparative form of two-syllable and –y ending adjectives is formed by dropping the –y ending and adding the –ier ending.</p> <p>Example</p> <p>Adjective: easy Comparative: easier</p> <p>-Jumping jacks are easier than squats.</p> <p>Ss give some more examples.</p>	<p>The superlative form of two-syllable and –y ending adjectives is formed by dropping the –y ending and adding the “the + iest” ending.</p> <p>Example</p> <p>Adjective: easy Superlative: the easiest</p> <p>This new routine is the easiest I have ever tried before.</p> <p>Ss give some more examples.</p> <p>c. Two, three or four-syllable adjectives.</p> <p>The comparative form of two, three or four-syllable adjectives is formed by using the word “more before the adjective.</p> <p>Example</p> <p>Adjective: important Comparative: more important</p> <p>- Eating healthy is more important than anything.</p> <p>Ss give some more examples.</p> <p>The superlative form of two, three or four-syllable adjectives is formed by using “the most” before the adjective.</p> <p>Example</p> <p>Adjective: important Superlative: The most important</p> <p>-Breakfast is the most important meal of the day.</p> <p>Ss give some more examples.</p> <p>d. Some adjectives are formed from verbs and have the “ing” or “ed” ending.</p> <p>Compare:</p> <p>The person- the feeling The experience of ...</p> <p>I am excited Working out is exciting</p> <p>Ss give some more examples.</p> <p>e. Some Adjectives usually go before the nouns they describe.</p> <p>Example</p> <p>- We work out in a prestigious gym.</p> <p>Ss give some more examples.</p> <p>f. Sometimes adjectives can follow some verbs: be, get, become, look, seem, appear, sound, taste, smell, feel, etc.</p> <p>Example</p> <p>- The gym instructor seems/looks/is hilarious.</p> <p>Ss give some more examples.</p> <p>There are other items when nouns can work as adjectives – it is because they tell a characteristic of the noun.</p> <p>Example</p> <p>- a vegetarian diet,</p> <p>- a health prescription</p> <p>Ss give some more examples.</p> <p>4. T draws ss' attention to activity 1, page 68 - ss listen and follow in the book.</p> <p>5. Whole class shares answers – ss talk about the information they wrote.</p>	<p>Example. The –er ending makes the comparative of strong - stronger.</p> <p>6. T shows the images on the pp presentation. Ss talk about the pictures: using comparative and superlative forms.</p> <p>7. T walks ss into doing the talking – based on the images he got on the pp.</p> <p>8. T reflects on the times when using more than one adjective is necessary – there is an order factor to consider – it does not mean you will use one of each, but in case you want to use more than one, you must follow a set ordering.</p> <p>9. T writes on the board some words that can be put in the sections in the table below – 3 words per section.</p> <table><tr><td>A</td><td>S</td><td>A</td><td>S</td><td>C</td><td>O</td><td>M</td><td>P</td><td>N</td></tr><tr><td>R</td><td>I</td><td>G</td><td>H</td><td>O</td><td>R</td><td>A</td><td>U</td><td>O</td></tr><tr><td>T</td><td>Z</td><td>E</td><td>A</td><td>L</td><td>I</td><td>T</td><td>R</td><td>U</td></tr><tr><td>I</td><td>E</td><td></td><td>P</td><td>O</td><td>G</td><td>E</td><td>P</td><td>N</td></tr><tr><td>C</td><td></td><td></td><td></td><td>U</td><td>I</td><td>R</td><td>O</td><td></td></tr><tr><td>L</td><td></td><td></td><td></td><td></td><td>N</td><td>I</td><td>S</td><td></td></tr><tr><td>E</td><td></td><td></td><td></td><td></td><td></td><td>A</td><td></td><td></td></tr></table> <p>10. T gets ss to put the words in the right columns – once T confirms it is all ordered and correct, ss will be allowed to write the words in the table in their book.</p> <p>11. T writes some more words, by sets and scrambled, to walk ss into writing complete sentences.</p> <p>big, old, think, brown, Mexican, wooden, sleeping</p> <p>Example:</p> <p>The big old thick brown Mexican wooden sleeping chair.</p> <p>12. T divides the class into small groups and hands out ss the coloured papers – ss order the sentences and stick them on a wall/window.</p> <p>13. T monitors asking questions about ordering the words.</p> <p>22. Once T confirms it is ordered and correct, ss will be allowed to write the sentences in their notebooks.</p> <p><u>Feedback from T on the language used on need.</u></p>	A	S	A	S	C	O	M	P	N	R	I	G	H	O	R	A	U	O	T	Z	E	A	L	I	T	R	U	I	E		P	O	G	E	P	N	C				U	I	R	O		L					N	I	S		E						A		
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<p>HW: Book/Notebook</p> <ul style="list-style-type: none">Write some comparison sentences: your bedroom, your parents' bedroom and your sister/brother's bedroom.Prepare some notes and get ready to share.																																																																	

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 69 Lesson 5 Date: _____.

- Students will be able to **talk** about healthy habits and **specific** actions implied.
- Presenting** the benefits of having healthy habits
- Explaining** differences in the use of adjectives

Stage 1		Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> Download the flashcards from 190-194. Write on coloured papers the words of activity 4 (e.g. water, coffee, etc., one word per paper) Get ss to bring markers. <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime – Word web</p> <p>* T divides the class into small teams.</p> <p>* T gets one student from each team standing at the board.</p> <p>* T says a word - ss write as many words connected to that word as they can.</p> <p>Example T: Water</p>  <p>* The team with the longest word web gets the point.</p> <p>3. T displays the flashcards and writes on the board the following questions:</p> <ul style="list-style-type: none"> * What do you do to get active every day? * When do you let your body rest? Why? * What do you understand by healthy body fuel? * Name 3 things you consider love reminders. * What is the first thing you do when you open your eyes to a new day? <p>4. Ss discuss the questions in small groups – T monitors asking some questions.</p> <p>5. T gets some ss to share with the class.</p> <p>6. T draws ss' attention to activity 1, page 69 - ss to look at the pictures and describe them in detail.</p> <ul style="list-style-type: none"> Which questions from Activity 4 are the pictures related to? What language with, specifically? 	<p>7. T gets ss to label the pictures based on all the comments shared so far.</p> <p>8. T plays the track for ss to listen and confirm their guessing.</p> <p>9. T draws ss' attention to activity 2 - ss read and guess the words for the habits, both ways must mean the same.</p> <p>10. Whole class shares answers – get ss to share answers by putting the ideas in their own words – this way, they will have said the same thing in three different ways.</p> <p>Stage 2</p> <p>11. Books closed. T extends the talking. Tell us about the benefits of :</p> <ul style="list-style-type: none"> Getting active. Eating healthily. Having love reminders of your family. Letting your body rest. Getting up early. <p>Example</p> <ul style="list-style-type: none"> The benefits of getting active are that you are going to live a healthy life with no disease. Eating healthily is really important because that would get you fit. <p>12. T draws ss to activity 3 – ss listen and number the Healthy Habits in the order they are presented. Then with a short phrase, write a benefit from adopting each.</p> <p>13. Whole class shares answers – every time T confirms an answer is correct, he shares his point of view on the benefits of adopting each habit – and then gets one or two more ss to extend the idea.</p>	<p>14. Books closed. T divides the class into small groups and hands out the coloured papers - ss work on the pairing on a wall.</p> <p>Example Water - drink water *A book- read/grab a book <i>Remind ss to think of more than one option (action) when possible*.</i></p> <p>15. T gets ss to go check other teams' pairing and take notes on possible changes they'd like to make to theirs.</p> <p>16. Whole class check – and then T extends the talking by getting ss to decide which healthy habit each option in the pairing is related to.</p> <p>17. T plays the audio to check answers. Did you have it all correct? How many did you have to change? (Ss write answers in the book, Activity 4.)</p> <p>18. T draws ss' attention to activity 5 – ss read the lines from the script of the track and think of some adjectives to complete them.</p> <p>19. T monitors getting ss into talking about their choices.</p> <p>20. Whole class shares answers - ss explain their choices.</p> <p>21. T reflects on the different uses of adjectives: order, -ed, -ing, etc.</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 people in your family. Get them to talk about their daily routines. Write a short paragraph and a conclusion on them having or following healthy habits or not. Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 7

Page 70

Lesson 6 Date: _____ .

- Students will be able to **differentiate** adverb forms and use them accordingly.
- Explaining the meaning and functions of adverbs

Stage 1		Stage 3
<p>Prepare in advance <i>* Write adverbs of time, place, frequency and manner and When? Where? How? How often? on coloured papers (one adverb per paper).</i> -----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Play - Big Time Rush Bingo – quick and spectacular. <i>* T writes many words on the board – randomly – different from the ones prepared in advance.</i> <i>* T gets ss to say the words are adjectives, adverbs, verbs or nouns.</i> <i>* T gets ss to take a sheet of paper and fold it to half, then fold it again to half and do this 2 more times.</i> <i>* Ss unfold the paper - it has 16 squares.</i> <i>* T gets ss to write one word in each square – words from the board.</i> <i>* Have some Big Time Rush Bingo rounds.</i></p> <p>3. T reflects on the different uses of adverbs and gets ss to give examples.</p> <p>Stage 2</p> <p>4. T draws ss' attention to activity 1, page 70 - ss listen and follow in the book. Complete and study the following ways to use adverbs. T presents a point, does some examples and gets ss involved, then plays the track to complete the part for the point just presented – go one point at a time: present, talk, do examples, and listen and complete.</p> <p>a. Adjectives like sad and slow tell you about a noun. Their adverb forms, sadly and slowly, tell you about a verb, an adjective or another adverb. Example -Yesterday I was sad because someone told me that I was slow. -Yesterday I cried sadly because I was told I worked slowly. <i>Ss give some more examples.</i></p> <p>b. Adverbs give you information about: -When? -Where? -How? -How often? - T sticks these questions on the wall, divides the class into 4 teams and hands out the adverbs (coloured paper) - ss classify them on the board.</p>	<p>c. Some adverbs are phrases. Example -I am going to the gym on Friday. Then, I am meeting my friends at the mall. <i>Ss give some more examples.</i></p> <p>d. Most adverbs are formed by adding the ending -ly to an adjective. Example: Adjective: quiet Adverb: quietly Adjective: extreme Adverb: extremely</p> <p>e. The following notes show the spelling rules for adverbs. Adjectives ending in: A vowel and -l: careful. For the adverb form, add -ly: carefully. <i>Ss give some more examples.</i> -y: happy. For the adverb form, drop the -e and add -ily: happily. <i>Ss give some more examples.</i> -le: horrible. For the adverb form, drop the -e and add -y: horribly.</p> <p>f. There are some adjectives that end in -ly: friendly, likely, lively, lonely, lovely, silly and ugly. These adjectives can't be made into adverbs. In this case, they have to be used in phrases. -She talked to me in a friendly manner. -He talked to me in a silly way. <i>Ss give some more examples.</i></p> <p>g. Some adjectives and adverbs have the same form (fast, early, hard, late, daily, weekly, monthly). Compare: - The woman is always late for her Zumba classes. - My daily diet includes proteins, fruits and grains. <i>Ss give some more examples.</i></p> <p>h. There is an exception in adverb forms. Hard and hardly are both adverbs but have different meanings. -hard means using effort: The woman works hard every morning. <i>Ss give some more examples.</i> -hardly means only just or almost not He hardly knew her, but they ran together every morning.</p> <p>i. Hardly can take different places in sentences. -I can hardly believe I changed my healthy habits for good (almost can't believe) <i>Ss give some more examples.</i> -He had hardly finished his breakfast when his friends arrived to go to the gym (only just). <i>Ss give some more examples.</i> -I hardly ever smoke. It is bad for my health. (almost never) <i>Ss give some more examples.</i></p>	<p>j. Hardly is often used with any. -She has had hardly any time to work out. <i>Ss give some more examples.</i></p> <p>k. Late and lately are both adverbs, but they have different meanings (recently). -She hasn't found any good gym lately. <i>Ss give some more examples.</i></p> <p>l. The adverb for "good" is well. - It was a good day. I worked out well. <i>Ss give some more examples.</i></p> <p>m. "Well" is also an adjective, but it means the opposite of ill or sick. -I had an injury in my wrist last month, but now I am well. <i>Ss give some more examples.</i></p> <p>n. Some adverbs use "more" or "less" to make comparatives and "the most" or "the least" to make superlatives. -My father runs more frequently than my mother does. My sister runs less frequently than I do. But my grandmother runs the least frequently. <i>Ss give some more examples.</i></p> <p>o. There are other similar cases. -Olivia works out hard, Manuela works out harder than Olivia does, but Miguel works out the hardest. <i>Ss give some more examples.</i></p> <p>p. There are also some irregular cases. -I felt well today, so I worked out for 2 hours. I worked out the best possible way. <i>Ss give some more examples.</i></p> <p>q. Adverbs which tell how, where and when something happens usually have their place at the end of a sentence. -The woman trained ambitiously. (how) -The woman trained at the park. (where) -The woman trained in the evening. (when) <i>Ss give some more examples.</i></p> <p>r. When adverbs tell about how often, they have a mid-place. -I always have breakfast at 7 am. <i>Ss give some more examples.</i></p> <p>s. But they go after "be" forms. -I am always having breakfast early in the morning. <i>Ss give some more examples.</i></p> <p>t. Also, when the verb has two or more elements, the adverb goes after the first element. -I have always had breakfast in the morning. <i>Ss give some more examples.</i></p> <p><i>Feedback from T on the language used on need.</i></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Interview some people: ask them about their working out routines or if they have plans to take up some kind of physical activity soon. Take notes on the adverbs they use – make a list and a short note on when or how they used them. Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 71 Lesson 7 Date: _____

- Students will be able to **talk** about common discomforts, **identify** intensifiers and **make** new words from stems.
- Talking** about discomforts
- Describing** a word-formation process

Stage 1		Stage 3									
<p>Prepare in advance</p> <ul style="list-style-type: none"> Download the flashcards 195-202. Write the first three sentences of activity 3 on cards – one word per card. <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Play - What does your name mean? T gets ss to say an appropriate adjective that begins with each letter of their first name.</p> <p>Example Raquel: Rebellious Maria: Modern Omar: Original</p> <p>Note. Do not repeat adjectives – ss can use a dictionary.</p> <p>3. T gets ss into small groups – ss discuss if the words used truly match ss' personality.</p> <p>4. T shows ss the flashcards – and gets ss into talking about the discomforts: * What are they? * When do they occur? * How frequent is their occurrence? * What can be done at home to cope with them? * What does a doctor usually recommend? * Based on a Pain Meter: 1 incredibly painful 10, not a big deal, how do you rank the discomforts? Note. Stick the flashcards on the board and get ss to help write the words for the discomforts below the pictures.</p> <p>5. T writes the following questions on the board for ss to keep talking: Do you think an upset stomach is really annoying? Why? What do you eat when you are feeling extremely running down? Have you ever had a splinter in a finger? Was it quite painful or not? Do you think feeling jet-lagged is incredibly amazing? Why? Have you ever had a blister? Was it fairly hurtful? What do you do to prevent a sunburnt? Have you ever had a very hard headache? What do you do? What are the symptoms of a fairly sore throat?</p> <p>6. T gets ss into spotting the adverbs in the questions: What do they mean? What function do they take in the questions? What words are the adverbs working with – mainly?</p>	<p>7. T reflects on the adverbs spotted – they change the strength of adjectives or other adverbs: these are called intensifiers: incredibly, extremely, really, very, rather, fairly, quite, slightly, etc.</p> <p>8. T draws ss' attention to activity 1, page 71 – ss look at the pictures and the sentences. In the sentences, find the words for the discomforts and write numbers to match.</p> <p>9. T draws ss' attention to activity 2 - ss look at the arrow map (talk about how the ideas change by going up and down).</p> <p>10. T walks ss through working out what the other options mean – T reflects on the importance of being able to play with the language this way and understanding meaning after the playing (changing words and keeping or changing meaning as well).</p> <p>11. T walks ss through a first example. For verbs: Swiftly: in a quick way</p> <p>12. T monitors ss offering help and asking random questions to get ss into talking the information they are working with.</p> <p>Stage 2</p> <p>13. T divides the class into 2 teams.</p> <p>14. T sticks the cards for the first sentence on the board and gets ss to order the words – then ss explain what discomfort sentence 1 may be about – use the flashcards on the board.</p> <p>15. With sentence 1 ordered and a flashcard with the appropriate discomfort, get ss to decide on the adverb for the gap.</p> <p>16. Do the same with the other two sentences prepared on cards – let ss do the work: order the cards, pick a discomfort and choose an adverb for the gap.</p>	<p>17. T draws ss' attention to activity 3 – tell ss to keep working the same way to complete the task.</p> <p>18. T monitors offering help and asking random questions to get ss to talk the information they are working with.</p> <p>19. Books closed. T reflects on the importance of playing with words – understanding how to use them is a key factor to improving the use of the language – understanding how words can change and the new meanings they can take according to those changes helps a lot.</p> <p>20. T divides the class into eight groups – each group takes a word and looks for / up all the forms the words can take.</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>SAFE</td><td>ABSOLUTE</td><td>EXCESSIVE</td></tr> <tr> <td>WEIGH</td><td>ATTENTIVE</td><td>FACILITY</td></tr> <tr> <td>RUNNING</td><td>HELP</td><td></td></tr> </table> <p>21. Once ss have a good list, they come up to the board and write their words. SAFE: safest, safely, safety, safer.</p> <p>22. T reflects on word formation from a stem and the importance of understanding word place and functions – as words change place and form, their functions change as well.</p> <p>23. T draws ss' attention to activity 4 - ss read and write the words in bold in the correct form to complete the text – T walks ss through analyzing the language before and after the gaps. * If you want to make sure you are safely taken care of, ... * If you want to make sure you are safely taken care of, ... Notice that if you take off "safely" the idea may not be affected, but it can help to emphasize the way taking care of would be done – safely.</p> <p style="text-align: center;"><u>Feedback from T on the language used on need.</u></p>	SAFE	ABSOLUTE	EXCESSIVE	WEIGH	ATTENTIVE	FACILITY	RUNNING	HELP	
SAFE	ABSOLUTE	EXCESSIVE									
WEIGH	ATTENTIVE	FACILITY									
RUNNING	HELP										
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Interview some people: Tell them about these discomforts, have you ever experienced any? If so, what did you do to relieve them? Prepare some notes and get ready to share. 											

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 72 Lesson 8 Date: _____.

- Students will be able to **name** different parts of the body, beyond the common ones, and **use** their L1 as a tool to reach L2 goals.
- Naming** parts of the body
- Explaining** meaning
- Explaining** how to use L1 as a tool

Stage 1		Stage 3
<p>Prepare in advance <i>* T gets 5 coins (different colours) and draws a map for ss to see they move forward one place every time they get a correct answer. Get ss to bring recycled paper, flip charts, small boards, etc. and colour markers.</i> -----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Play "Do as I say" <i>* T gets ss to stand at their seats and do what the teacher says, not what they see the teacher does.</i> Example <i>* T says and does the same: Touch your head - ss touch their head. * T says touch your stomach but she/he touches her waist - ss touch their stomach. * Ss who can't go along, sit down.</i></p> <p>Note. Use the parts of the body of flashcards 203-221.</p> <p>3. T draws ss' attention to activity 1, page 72 – ss look at the questions in the colour boxes – ss write the possible answers on a separate piece of paper – in L1 or L2 – it is OK so far.</p> <p>4. T divides the class into small groups – ss compare their guesses.</p> <p>5. T tells ss to use a dictionary or the internet to get the words for the options they may have gotten in L1.</p> <p>6. T gets the whole class sharing to check the writing of the words on the board.</p> <p>7. T tells ss to look at the white bars below the questions, page 72 – ss count the boxes and check if their guesses fit – if they do, they got the right words.</p>	<p>8. T monitors asking random questions to get ss to talk the information they are working with.</p> <p>Stage 2</p> <p>9. T reflects on the importance of using L1 as a tool – it can be a tool or bridge to understanding and making the learning and use of L2 more likely to happen – many people claim that L1 must not happen in an L2 learning context, however, results haven't improved significantly, it hasn't been proved right and new perspectives are finding ways to it – with clear and objective goals.</p> <p>10. T divides the class into five teams. T explains that all members of each team will work individually, but when they get a correct answer, the point will be for the team.</p> <p>11. T explains the example.</p> <p>1. skin-means-piel</p> <p>12. Ss write their answers in the grid, one at a time (T calls out for a start on 3) – every time ss get a correct answer, the coin for the team moves one place forward.</p>	<p>13. T divides the class into two teams – ss use the board/small boards, flip charts, etc. to play Pinturillo – parts of the body.</p> <p>14. Every time a word is gotten out of the drawing, the other team will come up with a long sentence using the word discovered – if the sentence can be gotten, the winning team will get their points doubled: point for getting the word and point for the sentence the other team couldn't complete.</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"> Organize a Pinturillo Day at home. Write about the experience: Include an introduction, three short paragraphs presenting different moments during the playing, and a conclusion on having that kind of activity at home. Prepare some notes and get ready to share. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 73 Lesson 9 Date: _____.

- Students will be able to **identify** and **use** auxiliary and question words that complete questions, **do note taking discriminating** irrelevant information and **do writing** according to the format and style required.
- Interviewing** people
- Explaining** why some information is irrelevant
- Describing** parts of a writing task
- Writing** an essay

Stage 1	Stage 2	
<p>1. T gets ss to share what they got from the HW assignment.</p> <p>2. Play "Wh question race" T divides the class into two teams. T gets one student from each team to make questions to the class – ss take turns following the order written on the board and going as fast as possible.</p> <p>3. The student who repeats a question or gets stuck, out of questions is out. The team with the biggest number of questions asked wins.</p> <p>4. T divides the class into groups of three and draws ss' attention to activity 2, page 73.</p> <p>5. T gets ss to read the questions and think of the words for the gaps.</p> <p>6. Whole class shares answers – T writes ss' answers on the board and gets the class to translate the questions into L1.</p> <p>7. T gets ss to write the L1 writing below the questions on the board.</p> <p>8. T tells ss to close their books and cover their eyes while he/she erases the questions in English on the board.</p>	<p>9. T divides the class into two teams – T selects and question and gets one ss from each team to write the question selected on the board.</p> <p>10. T gets ss to interview people around school and write some notes on people's responses on a separate piece of paper – raw notes.</p> <p>11. Whole class shares notes.</p> <p>12. Books closed. T walks ss through selecting relevant information to complete the notes in the book.</p> <p>13. On the board – once all information has been checked: relevant and irrelevant, let ss write the notes in the book.</p> <p>14. T tells ss that they will write an essay, answering a question in 140-190 words in an appropriate style.</p> <p>15. T reflects on the importance of writing formats: layouts, contents, number of words, styles, etc. and talks the following information.</p> <p>Example * In the modern world, people do not go to the doctor regularly because they think it has gotten a bit expensive. Because of the cost, people have gotten used to going to the doctor just when they have severe discomfort or symptoms.</p> <p>Write about:</p> <ul style="list-style-type: none"> The cost of medical care Other things to get paid instead of medical care. The importance of check-ups Your idea. <p>Tips: Order your work in paragraphs. Introduction: take into account some useful phrases:</p> <ul style="list-style-type: none"> Some people believe... Many people think... Most people would agree that... 	<p>Present the topic: Topic sentence + explain the main idea</p> <ul style="list-style-type: none"> Useful phrases for expressing opinions In my opinion... From my point of view... I believe... <p>Develop point 1: The cost of medical care</p> <ul style="list-style-type: none"> Useful phrases to discuss pros and cons. On the one hand/ On the other hand... Although... However... <p>Develop point 2: Other things to get paid instead of medical care</p> <ul style="list-style-type: none"> Useful phrases to add more arguments for or against Furthermore... Moreover... In addition... <p>Develop point 3: The importance of check-ups</p> <ul style="list-style-type: none"> Useful phrases to give examples For instance... One example of ... is... ... such as... ... like ... <p>Conclusion</p> <ul style="list-style-type: none"> Useful phrases: Overall, my personal opinion is... To conclude... On balance... <p>NOTE: Remember to review the thesis + the main point from the presenting topic section – make sure it shows it as a proposal, benefits, consequences, etc.</p> <p>16. T draws ss' attention to activity 3 – ss write an essay about health using their notes.</p> <p>What attitudes do people in your country adopt towards health habits?</p> <p>17. T monitors offering help and asking random questions to get ss to talk the information they are working with.</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 school magazine page about health: Section 1: Health matters in my country. Section 2: Health matters around the world – include pictures and captions. Prepare some notes and get ready to share. 		