

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

Unit 8 Page 75 Lesson 1 Date: \_\_\_\_\_.

- Students will be able to **talk** about different places to visit, **explain** how the places would fit into one's vacation plans and **follow up** on a Speaking Certification Exam format.
- Describing** places
- Giving** reasons for visiting a place
- Commenting** on friends' views

Stage 1		Stage 3.
<p><b>Prepare in advance</b>  <i>* Download the flashcards from 222-235 and the images of activity 2.</i>  <i>* Make a PowerPoint presentation.</i></p> <ul style="list-style-type: none"> <li><b>Option 1.</b> Use emojis to present the places – ss have to guess.</li> <li><b>Option 2.</b> Play uncovering the pictures until ss guess the place.</li> <li><i>Example.</i>  <a href="https://www.youtube.com/watch?v=WZy6S1zBuo8">https://www.youtube.com/watch?v=WZy6S1zBuo8</a></li> </ul> <p><i>* Write the questions of Talking Stage 4 on small pieces of paper (one question per paper x4) fold them and put them in a box or a bag.</i></p> <p>-----</p> <ol style="list-style-type: none"> <li>Get ss to share what they got from the HW assignment.</li> <li>Play - Guess the picture - T shows the PowerPoint presentation – ss guess the places.</li> <li>T writes on the board the places of activity 1 page 75 – every time T writes a word, he surprises three ss with a funny request. The student who can't follow the request answers a question about the place just written on the board.</li> <li>Continue the same way – maybe try other ways to get ss to participate, but make sure all words or places are covered with a question.</li> <li>T draws ss' attention to activity 1 and divides the class into 5 teams.</li> <li>Ss look at the pictures and discuss the questions, then read and label the pictures.</li> <li>T monitors asking further questions about the places.</li> </ol>	<ol style="list-style-type: none"> <li>T shows ss the flashcards. <ul style="list-style-type: none"> <li>Are the places labelled correctly?</li> </ul> </li> <li>Whole class shares answers – every time ss share an answer, T gets ss to say where, near school or their homes, they can find the places in the pictures.</li> </ol> <p><b>Stage 2</b></p> <ol style="list-style-type: none"> <li>Books closed. T extends the conversation:  <i>* Have you been anywhere nice recently?</i>  <i>* Where would you like to go for your next holiday?</i>  <i>* Why would you like to go there?</i>  <i>* Which of the places in Activity 1 can fit holiday times?</i> </li> <li>Pair-work. T draws ss' attention to activity 2, Talking Stage 2 - ss look and compare the pictures, then answer the questions.</li> <li>T monitors asking further questions about the pictures.</li> <li>T extends the talking – brainstorm activities among ss their age.</li> <li>Ss talk and rank the activities: 1. the best and (last place) the OK one – explain the reasons behind the ranking.</li> </ol>	<ol style="list-style-type: none"> <li>Pair-work. T draws ss' attention to Talking stage 3 - ss look, read and talk.  <b>Example</b>  <i>* Imagine that your family has started to talk about the next family adventure. Select four places from Activity 1 and write them on the lines.</i> <ul style="list-style-type: none"> <li>What would you say to your family about visiting these places?</li> <li>Which would be the best option for you?</li> <li>Why?</li> </ul> <i>* Notes: Write the name of four places and answer question 1 – about all four places you choose. Then select the best option for you and give your reasons.</i> </li> <li>T monitors asking some questions about family adventure times.</li> <li>T tries some riddles for selecting 4 students to talk to the class. <ul style="list-style-type: none"> <li><b>Riddle:</b> a type of question that describes something in a difficult and confusing way and has a clever or funny answer, often asked as a game.</li> </ul> </li> <li>Get the four students to reach in to get a paper – they read out their questions and talk a bit about them – then one or two more ss extend the talking by commenting on what was said.</li> </ol> <p style="text-align: center;"><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Talk to some people in your family. What place would you like to go to for a family vacation? Why?</li> <li>Which of these places (Act. 1, page 75) could be part of that vacation? Why?</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 8 Page 76 Lesson 2 Date: \_\_\_\_\_.

- Students will be able to **identify** the general idea of a text, **recognize** phrasal verbs and idioms and **adapt** language for translations – context match.
- Adapting** language for translations
- Explaining** meaning
- Describing** context - match

Stage 1	Stage 2	
<p><b>Prepare in advance</b>  <i>* Write several phrasal verbs and idioms and their meanings on cards.</i>  <i>* Get copies of the text in activity 1, page 76 - cut the paragraphs out.</i></p> <p>-----</p> <ol style="list-style-type: none"> <li>Get ss to share what they got from the HW assignment.</li> <li>T divides the class into five teams and hands out the cards.</li> <li>T tells ss to find pairs with the cards and stick them on a wall.</li> <li>Before checking, T reflects on how meaning can change when words are combined with other words: mention translating, interpreting and adjusting points.</li> <li>T does the checking for ss to find out how many pairs they got right and which, if it is the case, need to change pairing.</li> <li>Still the same teams – T hands out the paragraphs – and then he tells ss to read and find: <ul style="list-style-type: none"> <li><i>The general idea in each</i></li> <li><i>Words that are new to them</i></li> <li><i>Phrases that seem to get a particular meaning</i></li> <li><i>Something that may work as a link to the other paragraphs – preceding or following ones.</i></li> </ul> </li> </ol> <p><b>Example 1.</b>  <i>It was a chilly early December afternoon,...</i> - it seems to be a general description, so it may be paragraph 1.</p> <p><b>Example 2.</b>  <i>The clocking was about to hit two pm, it was when...</i> - the time, <b>two pm</b> may be the link to the previous paragraph: <b>afternoon</b> and <b>two pm</b>.</p> <ol style="list-style-type: none"> <li>T monitors asking random questions about the information ss have found – and also telling ss to stick their paragraphs on a wall – trying to put it in order.</li> </ol>	<ol style="list-style-type: none"> <li>T draws ss' attention to activity 1, page 76 and divides the class again – the same number of ss but with different members – one student from each former team will explain to the new members the ordering of the text – ss may need to visit the different walls the papers are on.</li> <li>T gets the class to share some of the information they found that they think is interesting or useful to know about – T extends the talking by follow-up-commenting on what ss share.</li> </ol> <p><b>Example 1.</b>  <i>It was a chilly early December afternoon...</i>  <ul style="list-style-type: none"> <li><b>Main idea:</b> early December</li> </ul> </p> <p><b>Example 2.</b>  <i>The clocking was about to hit two pm, it was when I thought...</i>  <ul style="list-style-type: none"> <li><b>Main idea:</b> Getting ready to go to the festival.</li> </ul> </p> <ol style="list-style-type: none"> <li>T gets ss to listen and check their ordering - discuss how useful was getting information spotted before doing and checking. <ul style="list-style-type: none"> <li>Did you get it all correct?</li> <li>How many did you have to change?</li> <li>Were the main ideas helpful?</li> </ul> </li> <li>T points out the importance of phrasal verbs and idioms – a combination of two, three or more words to make a phrase with a single meaning.</li> <li>T draws ss' attention to activity 2 - ss find the phrases in the text and express what they mean with a short phrase and in their own words.</li> </ol>	<ol style="list-style-type: none"> <li>T walks ss through letters <b>a</b> and <b>b</b>:  <b>Example:</b>  <b>a.</b> ...along with the clouds above looking like cotton balls... <ul style="list-style-type: none"> <li><i>The clouds looked as if they were made of cotton – they had that appearance.</i></li> </ul> </li> <li>The clocking was about to hit two pm... <ul style="list-style-type: none"> <li><i>It was going to be 2 pm soon.</i></li> </ul> </li> <li>T monitors offering help and asking random questions on how to work out the meanings.</li> </ol> <p><b>Stage 3</b></p> <ol style="list-style-type: none"> <li>T draws ss' attention to activity 3 - ss read the meanings and get the words in L1.</li> <li>Ss use a dictionary or the internet to get the words in L2 – then ss find the words in the text and confirm and explain the context to use the words.</li> <li>Remind ss about highlighting the words and underlining the full ideas the words are in.</li> <li>T draws ss' attention to activity 4 – ss write the words from activity 3 on the lines.</li> <li>T gets ss to once again explain and confirm the context for using the words.</li> <li>T draws ss' attention to the pink bubble and gets ss to answer the question – interview people and other ss around school – pay attention to specific words or phrases they use whose meaning can't be translated literally.</li> <li>Share your findings with the class.</li> </ol> <p><i>Feedback from T on the language used on need.</i></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Look up 10 phrasal verbs or idioms related to camping.</li> <li>Prepare some notes and get ready to share.</li> </ul>		

## KeyCode 5 Unit 8

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

Unit 8 Page 77 Lesson 3 Date: \_\_\_\_\_.

- Students will be able to **do** listening with a set focus: specific information and details, **guess the meaning** of words and phrases by context and **work out** word links.
- Explaining** meaning
- Discussing** travelling options
- Describing** context
- Explaining** word links

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <p>* Download some songs about travelling (karaoke version – and regular ones for checking).</p> <p>* Print parts of the lyrics and get copies.</p> <p>* Write some phrases/idioms related to travelling on the board.</p> <p>* Write the halves of activity 4 on cards.</p> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Play "Lyrics Match"</p> <p>* T hands out the lyrics and tells ss they will listen to some song.</p> <p>* Ss will listen and find the lyrics that match the rhythm.</p> <p>* T asks ss if they know the song, the type of music, the singers or musicians, etc.</p> <p>* T gets ss to think of the topic all songs are related to – travelling.</p> <p>3. Pair-talking: discuss the following questions – and then some ss talk to the class.</p> <p>* How do you usually travel when you go on holiday?</p> <p>* Where do you usually go for a holiday?</p> <p>* What kind of holiday do you usually take?</p> <p>4. T draws ss' attention to activity 1, Page 77 - ss look at the pictures and describe them in detail.</p> <p>5. T reflects on travelling facts – and then prompts the talking to extend it and keep it on.</p> <p>Example</p> <ul style="list-style-type: none"> <li>When does travelling by car happen?</li> <li>Where do kids, teens, adults, old people, etc. prefer going for a holiday?</li> <li>What kind of activity is more common or popular among travellers in your country?</li> </ul>	<p>6. T walks ss through analyzing the questions and the options to stop keywords – they will be the listening focus.</p> <p>7. Whole class shares their key information – then ss listen and choose an option.</p> <p>8. T reflects on the importance of using the first listening for choosing and the second one for confirming and making a final decision.</p> <p>9. Ss go with different friends to compare answers – then listen and check.</p> <p>10. T draws ss' attention to the board – T talks about phrases/idioms: they take specific meanings – when those words are together, they take a specific meaning as a whole and it can't be changed.</p> <p>11. T writes the phrases/idioms on the board and some meanings to get ss to do the matching.</p> <p>12. T walks ss through thinking of situations where the phrases/idioms can be used – let ss copy the information in their notebooks.</p> <p>13. T draws ss' attention to activity 2 – ss read the questions, look up the options in a dictionary or on the internet and choose the correct option.</p>	<p>14. Pair-work. T gets ss to extend the notes on the board by adding two more example sentences with the words or phrases just met: other than, abroad, and I'd rather be.</p> <p>15. T monitors asking random questions to find ways to prompt the example writing.</p> <p>16. T refers ss to the scripts in activity 3 – ss look for the phrases in activity 2 to confirm meaning and context – get the phrases circled.</p> <p>17. T extends the talking and gets ss to find the following and explain meaning.</p> <p>-In which interview can you see:</p> <ul style="list-style-type: none"> <li>surf the net – meaning?</li> <li>save the driving - meaning?</li> <li>pays it off - meaning?</li> <li>flight maneuvers - meaning?</li> <li>do the booking - meaning?</li> <li>stick to my liking - meaning?</li> <li>a packing trip - meaning?</li> </ul> <p>18. T reflects on the need to get not only vocabulary as words but also as phrases/idioms – Native speakers use that a lot and sometimes we can miss the point in a conversation and look lost for not being able to follow the talking.</p> <p>19. Books closed. T divides the class into small groups - T hands out the cards for ss to pair the halves.</p> <p>20. T monitors asking questions about clues to or words that can do links for the pairing.</p> <p>21. Whole class shares answers.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Interview some people using the questions in Activity 1, page 77.</li> <li>Make a video – pretend you are a TV reporter who is working on a special travelling assignment.</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 8 Page 78 Lesson 4 Date: \_\_\_\_\_

- Students will be able to **identify** core components to **form** questions and **make** questions as needed.
- Making** questions
- Talking** about question forms
- Explaining** word playing to form questions

Stage 1										
<p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. "Question dialogues" T gets ss to have conversations, using questions only.</p> <p><b>Example</b></p> <ul style="list-style-type: none"><li>• <b>Teacher:</b> How are you?</li><li>• <b>Ss1:</b> Who is asking?</li><li>• <b>Ss2:</b> Don't you know me?</li></ul> <p>3. T reflects on the different ways to make questions and gets ss to give examples.</p> <p>a. Put the auxiliary verb before the subject for questions that can be answered with Yes or No.</p> <p>* <b>He is</b> going to school in September.</p> <ul style="list-style-type: none"><li>• -Is <b>he</b> going to school in September?</li></ul> <p>* <b>We have</b> bought the tickets.</p> <ul style="list-style-type: none"><li>• -<b>Have we</b> packed the tickets?</li></ul> <p>Ss give some more examples.</p> <p>b. Use the auxiliary verbs "do/does" for the present simple and "did" for the past simple.</p> <p>* I <b>like</b> Japan.</p> <ul style="list-style-type: none"><li>• Do <b>you</b> like Japan?</li></ul> <p>* <b>They went</b> to Acapulco</p> <ul style="list-style-type: none"><li>• Did <b>they</b> go to Acapulco?</li></ul> <p>Ss give some more examples.</p> <p>c. Put the verb to be before the subject.</p> <p>* <b>They are</b> in Paris today.</p> <ul style="list-style-type: none"><li>• Are <b>they</b> in Paris today?</li></ul> <p>* <b>She is</b> in Cuernavaca right now.</p> <ul style="list-style-type: none"><li>• Is <b>she</b> in Cuernavaca right now?</li></ul> <p>Ss give some more examples.</p> <p>d. Put the modal verbs before the subject.</p> <p>* <b>She can</b> sing.</p> <ul style="list-style-type: none"><li>• Can <b>she</b> sing?</li></ul> <p>Ss give some more examples.</p> <p>e. It is possible to make negative questions the same way.</p> <p>* <b>We don't</b> like going to town.</p> <ul style="list-style-type: none"><li>• Don't <b>we</b> like going to town?</li></ul> <p>Ss give some more examples.</p> <p>f. For questions that need short answers, just find the auxiliary word and use it to answer the questions – you need to pay attention to forms.</p> <p>* <b>Are you</b> going to France?</p> <ul style="list-style-type: none"><li>• Yes, I <b>am</b>.</li></ul> <p>* <b>Did you</b> visit the Eiffel Tower?</p> <ul style="list-style-type: none"><li>• Yes, I <b>did</b>.</li></ul> <p>Ss give some more examples.</p>	<p>4. T draws ss' attention to activity 1, page 78 - ss listen and complete the prompts to notice the different ways to make questions.</p> <p><b>Stage 2</b></p> <p>5. Books closed.</p> <p>6. T writes on the board the following question words and reflects on the importance of differentiating them and understanding their use.</p> <table><tr><td><b>Who</b> – people</td><td><b>What</b> – information</td></tr><tr><td><b>When</b> – time</td><td><b>Which</b> – choices</td></tr><tr><td><b>Whom</b> – people</td><td><b>Where</b> – places</td></tr><tr><td><b>Whose</b> – possession</td><td><b>How</b> – process, manner</td></tr></table> <p>7. T reflects on the different ways to make questions using question words and gets ss to give examples.</p> <p>a. Put question words first.</p> <p>* The sea looks peaceful</p> <p>* <b>What</b> looks peaceful? The sea.</p> <p>Ss give some more examples.</p> <p>b. Make questions the same way with auxiliaries and modals.</p> <p>* <b>They will be</b> in Argentina tomorrow</p> <p>* <b>When will they be</b> in Argentina? <b>Tomorrow</b>.</p> <p>* She <b>can't</b> travel by plane yet.</p> <p>* <b>Why can't she</b> travel by plane yet?</p> <p>* <b>Because she</b> <b>hasn't</b> bought the tickets yet.</p> <p>Ss give some more examples.</p> <p>c. Subject and object questions- compare:</p> <p>* <b>John</b> is visiting <b>Maria</b>.</p> <p>* <b>Who</b> is <b>John</b> visiting? <b>Maria</b>.</p> <p>* <b>Who</b> is visiting <b>Maria</b>? <b>John</b>.</p> <p>Ss give some more examples.</p> <p>8. T reflects on the importance of identifying question tags – and points out differences or similarities in the way words are moved.</p> <p><b>Tip:</b></p> <p>Spot the grammar point, then change it:</p> <p>* If it is in a <b>negative</b> form, change it to <b>positive</b>.</p> <p>* If it is in a <b>positive</b> form, change it to <b>negative</b>.</p> <p>* Tags are not real questions, so your voice does not have to go up at the end.</p>	<b>Who</b> – people	<b>What</b> – information	<b>When</b> – time	<b>Which</b> – choices	<b>Whom</b> – people	<b>Where</b> – places	<b>Whose</b> – possession	<b>How</b> – process, manner	<p>d. Add question tags to confirm information or to make emphasis.</p> <p>* <b>They are</b> in the garden, <b>aren't they</b>?</p> <p>* <b>She can't</b> bring her dog with her, <b>can she</b>?</p> <p>* <b>They haven't</b> paid for the hotel room, <b>have they</b>?</p> <p><b>Notice:</b> Some cases are different:</p> <p>* Let's go to the beach, <b>shall we</b>?</p> <p>* I <b>am</b> allowed to try anything at the buffet, <b>aren't I</b>?</p> <p>Ss give some more examples.</p> <p>e. Agreeing. It is possible to agree with what someone has said by using <b>so</b> for positive statements or <b>neither</b> for negative ones.</p> <p><b>Examples</b></p> <p>* With a "verb to be" form.</p> <p><u>Someone:</u> I <b>am</b> tired.</p> <p><u>Me:</u> So <b>am</b> I</p> <p>* With an "auxiliary" word.</p> <p><u>Someone:</u> I <b>went</b> to Ixtapa last week.</p> <p><u>Me:</u> So <b>did</b> I.</p> <p>* With an "auxiliary" word –negative.</p> <p><u>Someone:</u> I <b>don't want</b> to bathe in that dirty water.</p> <p><u>Me:</u> <b>Neither do</b> I.</p> <p>* With a modal.</p> <p><u>Someone:</u> I <b>can't walk</b> anymore.</p> <p><u>Me:</u> <b>Neither can</b> I.</p> <p>Ss give some more examples.</p> <p>9. T draws ss' attention to activity 2 – ss listen and follow in the book.</p> <p>10. Remind ss about having sessions for open study and review of language forms – it is crucial to have some to get better grounded and allow themselves to keep moving forward to the next level.</p> <p><b>Note:</b> Ss are to cooperate and create examples themselves – T is there to help and walk them through, but ss owning the work and the outcome is a key factor to learning anything.</p> <p><u>Feedback from T on the language used on need.</u></p>
<b>Who</b> – people	<b>What</b> – information									
<b>When</b> – time	<b>Which</b> – choices									
<b>Whom</b> – people	<b>Where</b> – places									
<b>Whose</b> – possession	<b>How</b> – process, manner									
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"><li>• Interview people at home – what is the strangest or weirdest question you have been asked? Put the question in English.</li><li>• Highlight words that are keys to forming the questions.</li><li>• Prepare some notes and get ready to share.</li></ul>										

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

Unit 8 Page 79 Lesson 5 Date: \_\_\_\_\_.

- Students will be able to **identify** the general ideas and details: in written and oral texts, do paraphrasing and write short definitions of words.
- Explaining** meaning and paraphrasing
- Presenting** details from a text

Stage 1		Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Write 2 stories with at least 15 sounds of animals, people or things.</li> </ul> <hr/> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. "Voice acting"</p> <ul style="list-style-type: none"> <li>T quickly presents the sounds included in the stories he prepared and gets ss to do some sound drilling.</li> <li>T explains he will be reading some stories for ss to make the sounds when prompted.</li> <li>T divides the group into two teams.</li> <li>T reads out the stories, one per team, slowly, pointing out the sounds were poor quality, OK, or great.</li> <li>The best voice acting will win.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li><b>Teacher:</b> Once upon a time a horse was sprinting - ss make a horse noise - suddenly some woman-screaming was heard - ss scream.</li> </ul> <p>3. T gets ss to discuss the questions in small groups. T monitors asking some random questions to let himself in some talking with ss.</p> <p><i>* What do you think about booking a holiday at the last minute?</i>  <i>* Which do you prefer, go on a package tour or travel with no set plans?</i>  <i>* Have you ever stayed at a hostel? Why?</i>  <i>* What do you think about five-star hotels?</i></p> <p>4. T shares his point of view with the class – inviting some ss to extend the talking by adding theirs.</p> <p>5. T draws ss' attention to activity 1, page 79 - ss read, listen and write the number for the speaker that answered each question.</p>	<p>6. T gets ss to support their answers by saying what words, phrases or language helped them decide on the speakers.</p> <p>7. T draws ss' attention to activity 2 - ss read the questions in activity 1 and match them with the paragraphs in activity 2. Find and circle words or phrases (in the questions and answers) with similar meanings, opposites, etc. that helped to do the matching (use a different colour for each question or matching). Then complete the responses.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>What do you think about booking a holiday <u>at the last minute</u>?</li> <li><b>R4.</b> I think it is better to _____ <u>no plans</u> because there is no way for me to know I will have some days off in _____.</li> </ul> <p><b>Stage 2</b></p> <p>8. Pair-work. T draws ss' attention to activity 3 - ss find and circle words or phrases that match the ideas in the circling in the questions and the responses above – use the same colours.</p> <p><b>Example:</b></p> <p><b>Q1.</b> –What can I say? –It's happened to me many times ... but what about <u>the surprise factor</u>? I love looking at their faces ...Hey! Get your stuff packed, we are going to the beach like... <u>in two hours</u>. I think that makes me feel happy.</p> <p>9. T monitors offering help and asking questions to get ss into talking the information.</p>	<p>10. Whole class shares answers – saying what information they got and where it is will be used for justifying answers.</p> <p>11. Books closed. T reflects on the importance of paraphrasing – to say or write the same thing but using different words.</p> <p>12. T writes on the board the phrases of activity 4 and gets ss to discuss what the phrases may mean – ss take notes from the discussion.</p> <p>13. T draws ss' attention to activity 4 – ss use a dictionary or the internet to find the meanings.</p> <p>14. T explains that working out how to explain the meanings in their own words is good practice and beneficial – ss take notes.</p> <p>15. Individual work – ss read the text again to figure out and confirm meaning – then ss share their meanings and paraphrasing with a friend:</p> <ul style="list-style-type: none"> <li>Are they the same idea?</li> <li>Was the meaning kept?</li> </ul> <p>16. Ss write their meanings in the book – T monitors offering help and asking random questions to get ss to extend the talking on paraphrasing.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Listen to your favourite song and read the lyrics carefully – explain what the main message is a paraphrase two or three phrases.</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

## Unit 7

Page 80

Lesson 6 Date: \_\_\_\_\_.

- Students will be able to **differentiate** countable and uncountable nouns, **use** articles considering exceptions, and **work out** context to use phrasal verbs.
- Explaining** the meaning
- Paraphrasing** meaning
- Explaining** context and exceptions
- Describing** noun differences

## Stage 1

## Prepare in advance

\* Get ss bring index cards and markers.  
 \* Download Wordwall games for countable-uncountable nouns-Roulette or anagrams.  
<https://wordwall.net/es/resource/5203689/countable-and-uncountable-nouns>  
 \* Write the phrasal verbs and their meaning of activity 3 on coloured papers.

1. Get ss to share what they got from the HW assignment.

2. Playtime. "One-word stories"

\* T gets ss to make a story. The teacher says the introduction, and then ss continue - telling one word only - all ss chip in.

## Example

**Teacher:** Once upon a time there was a beautiful castle...

S1: with S2: big S3: gardens S4: and

3. T divides the class into 5 teams - ss write words on the cards (as many cards as they can in 5 minutes).

4. T writes on the board, in columns: verbs, nouns, adjectives, adverbs, pronouns, interjections, conjunctions, prepositions and determiners.

5. Ss pass to the front and stick the cards on the board accordingly - feedback if it is necessary - T asks ss to think of the kinds of words they used for the one-word story activity.

6. T reflects on the different ways to use nouns and gets ss to give examples.

a. Countable nouns can be singular: a school, a table, a window, a boat.

Ss give some more examples.

b. Countable nouns can be plural: two schools, three tables, four windows.

Ss give some more examples.

c. Uncountable nouns cannot be plural: ~~two~~ rubbishes, ~~three~~ sands, ~~four~~ breads

Ss give some more examples.

d. Uncountable nouns go with a verb in the singular form.

- The rubbish is...
- The sand is...
- The bread is...

Ss give some more examples.

e. Uncountable nouns use phrases like "a piece of" to present quantity.

- A bag of rubbish...
- A piece of homework...
- A can of soda...

Ss give some more examples.

f. Some nouns can be countable and uncountable, but you must pay attention to meaning.

\* I had **chicken** for dinner (**food**)

\* I have two **chickens** in my backyard (**kind of animal**).

\* How much **time** did you take to arrive at school? (**length of an activity**)

\* I have seen that movie many **times**. (**number of instances**)

Ss give some more examples.

7. T shows ss the roulette and makes some questions - ss answer: countable or uncountable nouns

8. T reflects on ways to identify nouns - ss get to conclusions.

9. T draws ss' attention to activity 1, page 80 - ss listen to the audio and complete the sentences to notice the different ways to use nouns.

## Stage 2

10. Books closed - T reflects on the different ways to use articles and gets ss to give examples.

a. The "**a/an**" article means "one of many". It is used to introduce a new item, and it is used with singular nouns.

\* That is **a** beautiful dress.

\* I am eating **a** sandwich.

Ss give some more examples.

b. The "**the**" article means "the only one or ones or the particular one or ones". It is used to introduce items that have been mentioned before or when there is a subject reference. It can be used with countable and uncountable nouns.

\* I need to take **the** 7 am bus if I want to arrive early at **the** airport.

\* Give me **the** tickets, please.

Ss give some more examples.

c. The "**no article**" option means all or the quantity is not specified or mentioned - the general idea of something is also useful. It can be used with uncountable nouns and plural countable nouns.

\* Buildings in Mexico are not so high. (**in general**)

Ss give some more examples.

d. The article "**the**" is used with:

<b>Oceans:</b>	The Pacific
<b>Seas:</b>	The Dead Sea
<b>Rivers:</b>	The Bravo River
<b>Regions:</b>	The Midlands
<b>Groups of islands:</b>	The Galapagos Islands
<b>Names of countries</b> that include other words	The United States
<b>Deserts</b>	The Atacama desert
<b>Mountains</b>	The Everest

Ss give some more examples.

e. The article "**the**" is not used with:

<b>Lakes</b>	The Lake Ontario
<b>Continents</b>	The Asia
<b>Most countries</b>	The Argentina
<b>States</b>	The Mississippi
<b>Cities</b>	The New York City
<b>Towns</b>	The Rockmore Town
<b>Villages</b>	The Castel di Tora, Italy

Ss give some more examples.

- Important note:** There are extras or exceptions to consider.

- Set1.** You can say: The sea, the coast, the country, The Netherlands, etc.

- Set2.** You can say: Tijuana airport, Tucson Arizona, Birkbeck University.

11. T draws ss attention to activity 2 - ss listen and complete the ways to use articles.

## Stage 3

12. Books closed. T divides the class into 2 teams and hands out the coloured papers with the phrasal verbs - ss find the meaning matching and stick them on a window - do not correct yet.

13. T draws ss' attention to activity 3 - ss use a dictionary or the internet to work out the matching.

14. Whole class check - T tells ss to use their matching in the book to complete the sentences below - consider the clues in bold.

15. Whole class checking:

**Step 1:** say the answer (phrasal only)

**Step 2:** explain meaning

**Step 3:** explain the idea in the sentence (context)

**Step 4:** replace the answer with other words - orally - meaning must be kept.

Feedback from T on the language used on need.

## HW: Book/Notebook

- Do some research: make a My Top 10 Places to visit - read and find out how nouns and articles are used - also make a list of phrasal verbs you have found during your reading.
- Prepare some notes and get ready to share.

## KeyCode 5 Unit 8

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

Unit 8

Page 81

Lesson 7

Date: \_\_\_\_\_

- Students will be able to **differentiate** meaning between words, **complete** notes based on evidence collected, and **do paraphrasing** applying word-playing strategies.

- Explaining** meaning differences
- Paraphrasing**
- Explaining** word-playing strategies

Stage 1		Stage 2
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Get ss to bring 1 flipchart and markers.</li> <li>Make a PowerPoint presentation with 20 phrases from celebrities.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. "I'm going away, so I'm taking..." Ss say words for things to take with the first letter of their mother's surname - remember what the other ss said.</p> <p><b>Example</b> <b>Teacher:</b> Cruz, I'm going away and I'm taking coconuts - it starts with a <b>C</b>. <b>Ss1:</b> Barajas, I'm going away, too. The teacher is taking coconuts, I am taking bananas - it starts with a <b>B</b>. <b>Ss2:</b> Morales, I'm going away, too. The teacher is taking coconuts, Barajas is taking bananas and I'm taking a mop - it starts with an <b>M</b>. Etc. Ss that don't say a thing previously mentioned are out.</p> <p>3. T reflects on the importance of learning as many words as possible and understanding the differences between some words.</p> <p>4. T writes on the board the words: <b>trip journey travel</b></p> <p>5. T divides the group into small teams - ss look up the meaning of the words and take notes strategically - to differentiate meanings or ideas. Ss can use a dictionary or the internet.</p> <p>6. T monitors offering help and asking random questions to get ss to talk the information.</p>	<p>7. T tries a participating activity to get several ss to share their notes by writing on the board.</p> <p>8. Every time a student is done sharing, T invites the class to comment or add something and then work on their own notes: add, erase, change, adjust, etc.</p> <p>9. <b>Still the same grouping</b> - T tells ss to write 3 sentences using the words - one sentence per word - on the flipcharts: first ss write individually, then all ss in each group share and compare (try three rounds).</p> <p>10. T gets some ss to pass to the front to present their sentences (feedback).</p> <p>11. T draws ss' attention to sets 1, 2 and 3, page 81 - ss read and complete the sentence sets. Is it "Trip, Journey or Travel?"</p> <p>12. T monitors offering help and asking random questions to get ss to talk the information.</p> <p>13. Whole class shares answers.</p> <p>14. Pair-work. T gets ss to discuss their personal experiences:</p> <ul style="list-style-type: none"> <li>Tell us about the last trip you did or the next one you want to do.</li> <li>Tell us about the travel or travels you have done, which have been memorable.</li> <li>Tell us about your everyday journey to school.</li> </ul> <p>15. Whole class shares.</p>	<p>16. Books closed. T reflects on the importance of paraphrasing - Tell or write something with different words but keeping the meaning or idea.</p> <p>17. T shows the PP presentation and gets ss to paraphrase the phrases from some celebrities.</p> <p>18. Whole class participates.</p> <p>19. T draws ss' attention to activity 2 - ss read and complete the second sentences so that they mean the same as the first ones: <i>use between two and five words, including the word given, and the repeated-word eliminating strategy.</i></p> <p>20. T walks ss through number 1. <b>Example:</b> 1. There are a few details in the leaflet that need to be explained - I am afraid it is not clear. <b>INFORMATION:</b> There is <b>SOME INFORMATION</b> IN the leaflet that needs to be explained - I am afraid it is not clear.</p> <p>21. T monitors offering help and asking random questions to get ss to talk the information.</p> <p>22. T invites some ss to share with the class: they write on the board and explain their answers.</p> <p style="text-align: center;"><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Talk to people in your family: What is the best trip you have ever had? How long is the journey from home to your work? Do you have any travel plans?</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 7 Page 82 Lesson 8 Date: \_\_\_\_\_.

- Students will be able to **describe** places and **name** things belonging to the places described and **work out** context to include missing words/information.
- Describing** and **comparing** places
- Describing** context
- Running** a tour

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Make a PowerPoint presentation with the pictures of activity 1.</li> <li>Get ss to bring camping stuff if they have (tent, chairs, sleeping bag, etc.) or blankets and cushions, marshmallows, some snacks to share, etc.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. "Guess the place" T divides the class into two teams. Brainstorming: Ss will have some time to collect words related to different places - as many as possible. Team 1 says the words to Team 2. Team 2 guesses the place. <b>Example:</b></p> <ul style="list-style-type: none"> <li><b>Team 1:</b> bears, lions, zebras, monkeys, hippos...</li> <li><b>Team 2:</b> the zoo</li> <li><b>Team 2:</b> eggs, sugar, meat, fish, cereal...</li> <li><b>Team1:</b> supermarket</li> </ul> <p>3. Ss still in teams. T shows the PP presentation – ss describe and compare the pictures.</p> <p>4. T gets the teams to take notes – describing and comparing examples to share with the class.</p> <p>5. Individual work. T draws ss' attention to activity 1, page 82 – ss look at the pictures and use the words to label them – T explains that four of the options are for the names of the places.</p>	<p>6. Whole class shares answers – T gets ss to think of more words related to each place.</p> <p>7. Books closed. T divides the class into 5 teams and gets ss to discuss the questions.</p> <ul style="list-style-type: none"> <li>Have you ever gone camping, why or why not?</li> <li>Have you ever gone fishing, why or why not?</li> <li>What would you do in a beach resort?</li> <li>Have you ever gone hiking on nature trails, why or why not?</li> </ul> <p>8. T monitors asking questions to extend the talking.</p> <p>9. T gets some ss to share with the class.</p> <p><b>Stage 2</b></p> <p>10. T draws ss' attention to activity 2 – ss read and complete the descriptions with the words from the labelling above. Write the number for the place that is being described.</p> <p>11. T walks ss through the first text. <b>Example:</b> - Fish in our beautiful lake. Do exercise surrounded by nature. You can rent a <u>canoe</u>...</p> <p>12. Whole class shares answers.</p>	<p>13. T gets the class to arrange the room like a camping store: arrange the chairs as store isles, set up the camping store ss brought, add price tags, package and bulk offers, etc.</p> <p>14. Dogme Do – ss will do a coaching tour through a camping store – talking to visitors about the stuff they can find in there, what to use it for and the cost – also offer some camping stuff offers on packages and bulk shopping.</p> <p>15. Remind ss about using the language when interacting – while they are getting the scene set and done.</p> <p>16. Run the Dogme Do and take notes on language performance – thank ss the work and outcome – and then have a feedback quick session.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Imagine you are going on a camping trip next weekend: make a plan – describe the place, make a list of activities, write a must-take list, etc.</li> <li>Prepare some notes and get ready to share.</li> </ul>		



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

Unit 8 Page 83 Lesson 9 Date: \_\_\_\_\_.

- Students will be able to **talk** about places: describing and comparing them and **identify** the parts of an article and characteristics in each.
- Describing** and **comparing** places
- Writing** an article

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <p>* Get ss to bring an article in English (Rolling Stone, People magazine, Los Angeles Times, etc.) just printed or in their notebook.</p> <p>* Print or make a PowerPoint presentation with several celebrities.</p> <p>* Use the images of the previous lesson.</p> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime "Celebrities"</p> <p>T gets one student from team 1 at the front, gives him a picture and he/she describes the celebrity.</p> <p>The class asks further questions in order to guess who the celebrity is.</p> <p><b>Example:</b></p> <p><b>Student at the front:</b> She is a beautiful woman. She has got blond hair. She usually works in action movies...</p> <p><b>Class:</b> Did she work in the Avengers film?</p> <p><b>Student at the front:</b> Yes, she did.</p> <p><b>Class:</b> Did she perform as the black widow?</p> <p><b>Student at the front:</b> Yes, she did.</p> <p><b>Class:</b> Is she Scarlett Johansson?</p> <p><b>Student at the front:</b> Yes! She is Scarlett Johansson.</p> <p><b>Note.</b> Consider writing the name of the celebrity on the card/picture as some ss may not know the celebrities.</p> <p>3. T divides the class into small groups - ss talk about the articles they brought: one student shares about his, and the other ss in the group take notes on the general ideas.</p> <p>4. T monitors asking questions to extend the talking.</p> <p>5. Same grouping - T draws ss' attention to activity 3, page 83 - ss look and talk about the pictures on page 82, activity 1. Think of the language options for each section and take notes.</p>	<p><b>Example</b></p> <ul style="list-style-type: none"> <li><u>Description:</u> In the first picture, I can see two sailboats. In the back (of the picture), I can see a lighthouse, it is white and black ...</li> <li>In the second picture, at the front, I can see a man with a rucksack on his back, he is smiling...</li> <li><u>Comparison:</u> In the first picture, it is the evening, I think, and in the second picture it is night...</li> </ul> <p>6. T monitors asking questions about describing and comparing options to further prompt the notes.</p> <p>7. Whole class shares notes - ss make changes or add notes.</p> <p>8. Teamwork. T draws ss' attention to activity 4 - ss discuss the questions.</p> <p>9. Whole class shares answers - T shares his point of view on the questions to extend the talking.</p> <p>10. Books closed. T reflects on the importance of identifying the parts of an <b>article</b>: a text that expresses your opinion and knowledge about something. It should be an entertaining text that gets readers' attention and informs them.</p> <p>11. T keeps talking about writing articles and writes on the board:</p> <p><b>Tips:</b></p> <p>* Separate each part into paragraphs.</p> <p>* Write a title and the name of the author.</p> <p>* At the beginning, engage the reader, you can use phrases like the ones below:</p> <ul style="list-style-type: none"> <li>Have you ever thought about...?</li> <li>I'm sure you will agree that...</li> </ul>	<p><b>Paragraph1.</b> Introduction: Present the idea briefly, you can start with a question, a quote, a fact, etc.</p> <p>Ss brainstorm notes - they will be used as a writing guide.</p> <p><b>Paragraph2.</b> Describe the event.</p> <ul style="list-style-type: none"> <li>Use adverbs.</li> <li>Introduce more points of view</li> <li>Another thing to consider...</li> <li>In addition to this...</li> </ul> <p>Ss brainstorm notes - they will be used as a writing guide.</p> <p><b>Paragraph 3.</b> Effects - Contrast your ideas:</p> <ul style="list-style-type: none"> <li>Although ... I think...</li> <li>In my personal opinion... but....</li> </ul> <p>Ss brainstorm notes - they will be used as a writing guide.</p> <p><b>Paragraph 4.</b> Reflection on the experience.</p> <ul style="list-style-type: none"> <li>State your main points and relate them to personal experiences and opinions.</li> <li>The evidence shows...</li> <li>Taking into account what I have seen...</li> </ul> <p>Ss brainstorm notes - they will be used as a writing guide.</p> <p><b>Paragraph 5.</b> Conclusion. Summarize the idea presented in the introduction and close it with an ending phrase or note:</p> <ul style="list-style-type: none"> <li>To conclude...</li> <li>To sum up...</li> <li>In conclusion...</li> </ul> <p>Ss brainstorm notes - they will be used as a writing guide.</p> <p><b>Reference:</b></p> <p>USEFUL PHRASES. CAMBRIDGE ENGLISH: FIRST WRITING BANK, PP 184.</p> <p><a href="https://engxam.com/handbook/how-to-write-an-article-b2-first-fce/">https://engxam.com/handbook/how-to-write-an-article-b2-first-fce/</a></p> <p>12. T draws ss' attention to activity 5 - ss write an article describing a journey. Explain how you felt during it and how you feel when you tell someone about it - look at the questions in the coloured bubbles and take into account the tips in the green box.</p> <p>13. Pair-work. T gets ss to interchange books, read their partner's article and comment on what they think about it - write notes on post-its and put them around the article - comment on the notes verbally.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Make a leaflet - show people how to make travel arrangements through an app: steps for selecting dates, hotels, extra services, flights, taxi fares, etc.</li> <li>Prepare some notes and get ready to share.</li> </ul>		