

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

Unit 9 Page 85 Lesson1 Date: \_\_\_\_\_ .

- Students will be able to **talk** about learning strategies, pointing out what they are and the benefits of using them.
- Explaining** learning/studying actions

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Get ss to bring a flipchart and coloured markers.</li> <li>Write 15 questions about grammar, listening, writing, and speaking in your notebook.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. Tic tac toe</p> <ul style="list-style-type: none"> <li>T divides the group into two teams and draws the squares on the board. In each square, he writes a number - it is the number of the question that ss will answer.</li> <li>Ss choose a number and T asks the question.</li> <li>Team 1 goes first - if ss answer correctly, they draw a circle, then, team 2 is up - if they get it right, they draw a cross.</li> <li>The team that gets a three-square line, in any direction, wins.</li> </ul> <p>3. T divides the class into 5 teams and writes on the board:</p> <p><b>Reading Listening Speaking Writing</b></p> <p>4. Ss draw a mental map developing what they think these skills cover in English subjects.</p> <p>5. T monitors asking random questions to get ss to talk the information.</p> <p>6. Each team shares with the class and T comments to extend the talking in each turn.</p>	<p>7. T draws ss' attention to activity 1 page 85 - ss look at the pictures and talk.</p> <ul style="list-style-type: none"> <li>What are the students doing in each picture?</li> <li>What are they doing exactly in each picture?</li> <li>Reading for what?</li> <li>Listening for what?</li> <li>Speaking for what?</li> <li>Writing for what?</li> <li>What can be learned from doing the activities those ways?</li> </ul> <p>8. Whole class shares answers and T comments on ss' ideas to extend the talking.</p> <p>9. T gets ss to look at the pictures again and write in the boxes: on the left, one or two words about the way the students are doing the activities and, on the right, one or two words to tell what the students are learning.</p> <p>10. T walks ss through <b>Example 1</b>:</p> <ul style="list-style-type: none"> <li>The boy with the blue T-shirt.</li> <li>Left: Talking/Explaining something</li> <li>Right: Speaking</li> </ul> <p>11. T monitors asking questions to get ss to talk the information and then gets some ss to share with the class.</p> <p>12. T extends the talking, and then gets ss to discuss – T reminds ss about taking notes on what is said.</p> <ul style="list-style-type: none"> <li>What are learning/studying strategies?</li> <li>Do you think we can omit any of the linguistic skills when learning a second language?</li> </ul>	<p>13. Books closed. T reflects on the importance of having learning strategies - a way of organizing and using a set of skills to learn - or a technique – the way you are going to do a task.</p> <p>14. Pair-work. T draws ss attention to activity 2 – T explains that the matching should be done without using lines.</p> <p>15. Ss look at the sets and think of ways to do the matching.</p> <p>16. Whole class shares ideas, and then discusses techniques, so the way they are doing the matching works just fine.</p> <p><b>Example</b></p> <p>3. listen – a. to me</p> <ul style="list-style-type: none"> <li><b>Strategy:</b> Reading - grammar. The verb "listen" is always followed by the word "to".</li> <li><b>Technique:</b> get the number and the letter that do the matching in a colour.</li> </ul> <p><b>3. listen a. to me</b></p> <p>17. T monitors asking questions to get ss to talk the information: strategies and techniques.</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>Talk to your parents: Did you use to apply learning or studying strategies and techniques back in your school days?</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 9 Page 86 Lesson 2 Date: \_\_\_\_\_

- Students will be able to **talk** about studying actions and **do** word formations.
- Discussing** teaching and learning actions
- Giving** suggestions
- Explaining** word formations

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Get images of clap-hands, snap-fingers, stomp your feet – etc. (8 images/actions).</li> <li>Write on index cards several words, use verbs, adverbs, adjectives, phrasal verbs and nouns, and stick them around the classroom: on the wall, on the windows, under the chairs, etc.</li> <li>Get ss to bring coloured paper.</li> <li>Bring a small box.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. "Do as I say, and even faster..."</p> <ul style="list-style-type: none"> <li>T shows the mimic for the actions to work with.</li> <li>T gets two ss standing at their seat – two at a time.</li> <li>Get ss to follow the sequence of actions – change it several times.</li> <li>Do it faster every time a sequence is complete.</li> <li>Give out a chocolate bar to the ones who can go the fastest.</li> </ul> <p>3. T divides the class into 2 teams and writes the following on the board – X2 – one set of headings per team.</p> <p>verbs adverbs adjectives phrasal verbs nouns</p> <p>4. T puts the sets of cards below the board – one student from each team comes to the front to stick the words below the correct heading.</p> <p>5. T explains that each participant will have 15 seconds – so they must go fast.</p> <p>6. Every time there is a pause (after 15 seconds), T does some checking and takes off the board the words that are in the wrong section.</p> <p>7. The team getting all the words ordered correctly wins.</p>	<p>8. Teamwork. T draws ss' attention to activity 1, page 86 - ss read and discuss the questions teacher Chetin has been thinking about.</p> <p>9. After a few minutes, ss change teams (x3), and take notes on partner's opinions.</p> <p>10. T monitors ss getting in the talking ss are doing to extend it.</p> <p>11. T tells ss that getting suggestions from others always helps – sometimes some suggestions can't be considered but it for sure helps as it adds to a vision and perspective of how things can be done.</p> <p>12. T gets ss to write some suggestions for the kind of activity they do in all their classes – it won't be necessary to write names, what matters is that all comments are embraced with responsibility and respect.</p> <p>13. T gives ss some time to talk and write their suggestions on small pieces of paper – and then T reads out some.</p> <p>14. T tells ss to vote on agree or disagree every time a suggestion is read and gets one or two students to explain the why behind the side they took.</p> <p>15. Books closed. T gets ss to help to write the words on the cards on the board in the other forms they can take.</p> <p><b>Example</b></p> <p>Noun: fantasy Adjective: fantastic Verb: fantasize Adverb: fantastically</p>	<p>16. T confirms the writing on the board is OK so ss can copy/write in their notebooks and monitors making sure ss are getting it all down.</p> <p>17. T draws ss' attention to activity 2 - ss listen to the audio and follow the text in the book.</p> <p>18. T gets ss to explain the idea or message in each paragraph and to circle words that may be new, unfamiliar or difficult.</p> <p>19. T gets ss to share the information they got circle so the whole class can help to find meanings or explanations – write the findings on the board as well.</p> <p>20. T gets ss to read the questions and find the information by paragraphs:</p> <p><b>Example:</b>  <b>Paragraph 1: What word means:</b> use something in an effective way?  <b>Adjective:</b> Deployed <b>Verb:</b> Deploy</p> <p>21. T monitors ss offering help and asking questions to get ss to talk the information.</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>Look at the information in the orange bubble, page 86, at the bottom.</li> <li>Reflect on it and answer the questions.</li> <li>Apply one of the strategies mentioned: notes on the page, near the words, or notes on post-its around the text.</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 9 Page 87 Lesson 3 Date: \_\_\_\_\_

- Students will be able to **collect** words related to a topic set, **spot** specific information and **collect** details from oral text and **do** paraphrasing.
- Discussing** learning strategies
- Presenting** collections of words
- Paraphrasing** meaning

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Write the names of learning strategies in activity 5 on coloured paper.</li> <li>Get ss to bring index cards and markers.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. STOP. *T gets ss to write the headings: letter colour animal fruit/vegetable food things verb</p> <p>*T says a letter, ss write the words according to it, and the first student to finish all the categories says STOP. *T checks answers. *Try 3 – 5 rounds.</p> <p>3. T reflects on the benefits of trying this game – it helps to work on vocabulary – and then tries to find out if ss can see some more benefits from trying it.</p> <p>4. T draws ss' attention to activity 3 - ss read and discuss the questions in small groups.</p> <p>5. Whole class shares – and then go interview other ss and teachers around school – what do you know about Active Learning Activity?</p> <p>6. Whole class shares – and then T reflects on the importance of giving this approach a chance - ss learn through experience rather than absorbing facts verbatim from others.</p> <p>7. T extends the talking: Do you like to explore topics and contents by yourself or do you prefer listening to people talking and only taking notes?</p>	<p>8. Whole class shares opinions – T extends the talking by pointing out the fact that both ways work – but we must understand when and to whom they may benefit the most – it is not for competing or spoon-feeding but for getting better studying and learning results.</p> <p>9. T draws ss attention to activity 4 – ss read the questions and discuss to decide what kind of information may be needed for the gaps and find out if some answers can be predicted - then ss listen and complete.</p> <p>10. Whole class shares answers and comments on notes: predictions.</p> <p>11. Books closed. T sticks on the board the titles written on the coloured paper. Learning strategies: Discussions    The kangaroo room    The aha stations Critical thinking    Themed organizers    Collaborating</p> <p>12. Teamwork. Ss write on index cards words they think can go with the learning strategies on the board and stick them below each.</p> <p><b>Example</b> Discussions: Speaking, brainstorming, teamwork, etc.</p> <p>13. T makes sure there are enough cards on the board to make a review and does some checking by getting ss to agree or disagree with the adding – and then T gets to a conclusion on what each strategy is, or may be, about.</p> <p>14. T draws ss' attention to activity 6 – ss listen and number the strategies in the order they are mentioned.</p>	<p>15. T tells ss to write three to five words that helped them decide on the numbering – T plays the track again if necessary.</p> <p>16. After listening, ss go with some friends to compare answers and words – if ss missed words, they can ask their friends to let them use some of theirs.</p> <p>17. Whole class shares answers and compares them with the papers on the board. Are they the same?</p> <p>18. Books closed. T divides the class into 5 teams and writes on the board the following words: Onus On students Be better off Not just keen ones Known, gotten and fostered At once Avail</p> <p>19. Ss discuss what these words may mean by looking at the text on page 78, Activity 7.</p> <p>20. Whole class shares – and then T tells ss to use a dictionary or the internet to confirm or find out about the meanings.</p> <p>21. T gets ss to help in writing the meanings on the board – T explains that the writing can be literal: like taking the same words from the dictionary – ss have to paraphrase or put the meanings in their own words.</p> <p>22. Every time an answer is complete and correct, ss will be allowed to write in their book. <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 adults: What were your (English) classes like at school? Write as many examples as possible.</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 9 Page 88 Lesson 4 Date: \_\_\_\_\_

- Students will be able to **organize** and **use** the possessive "s", reflexive and possessive pronouns, and possessive adjectives.
- Explaining** language options and forms
- Reporting** on work done by other teams
- Explaining** word order and categories/groups

Stage 1	Stage 2	
<p><b>Prepare in advance</b></p> <p>* Write the personal pronouns (x2), reflexive pronouns (x2), Possessive pronouns (x2) and Possessive Adjectives (x2) on coloured paper (one word per paper).</p> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime "Tell me ... in 5 seconds..." T gets ss to say words related to a topic.</p> <p><b>Example</b></p> <p>* Tell me some words related to... colours! OK, now explain the connection (when appropriate). * Tell me some words related to the body! OK, now explain the connection (when appropriate). Remember to count down (5-1...0).</p> <p>3. T reflects on the different ways to use possessives and gets ss to give examples.</p> <p><b>a.</b> The apostrophe has positions. -That's my <b>sister's</b> notebook. (one sister owns the book) -That's my <b>sisters'</b> notebook. (more than one sister owns the notebook) Ss give some examples.</p> <p><b>b.</b> It is possible to omit a second noun sometimes. - I went to <b>grandpa's</b>. (grandpa's house) -I stopped at <b>Brenda's</b>. (Brenda's house) Ss give some examples.</p> <p><b>c.</b> The apostrophe –s "s" is used with people, countries and animals. -The <b>kids'</b> uniform is not clean. -Messi is <b>Argentina's</b> pride. -That is my <b>cat's</b> food. Ss give some examples.</p> <p><b>d.</b> The apostrophe –s "s" is used with some expressions. - I want to go on a <b>week's</b> trip to Mazatlan. - That's last <b>night's</b> meal. Ss give some examples.</p> <p><b>e.</b> When talking about things, using "of" is more common. -What's the price <b>of</b> that book? -What's the size <b>of</b> those shoes? Ss give some examples.</p> <p>4. T draws ss' attention to activity 1 page 88 – ss listen and follow in the book to complete the information.</p> <p>5. Whole class shares answers.</p> <p>6. Books closed. T divides the class into 5 teams and hands out the reflexive pronouns written on the coloured paper.</p> <p>7. T tells ss to order the words on a window.</p> <p>8. The first team that completes the task correctly shouts out STOP – and then goes checking the other team's ordering – explaining what is right or wrong – when they succeed in the checking, they will be called winners.</p> <p>9. T reflects on the different ways of using Reflexive pronouns.</p> <p><b>b.</b> Use reflexive pronouns to talk about the subject.</p>	<p>-John blamed <b>himself</b> for what he did to his girlfriend. -Maria talked to <b>herself</b>. "Think twice about what you are going to say" Ss give some examples.</p> <p><b>c.</b> Reflexive pronouns are used for emphasis. -I finished <b>myself</b> the project. I am exhausted. -I decided <b>myself</b>, not to forgive him. Ss give some examples.</p> <p><b>d.</b> Reflexive pronouns are used with some expressions. -<b>Help</b> yourself... The dinner is served, <b>help yourself</b>. -Make yourself at... Thank you for inviting me to your house. Oh, <b>Make yourself at home</b>. -Clean yourself... Here is the soap and shampoo, <b>clean yourself up</b> and come down to have dinner. Ss give some examples.</p> <p>10. Ss listen, follow in the book and complete the information.</p> <p>11. Books closed. T tells ss to cover their eyes for a moment as you will be preparing some stuff for the next activity.</p> <p>12. T sticks the papers with the pronouns around the classroom, in random order, and draws on the board a table to order the words (the one on page 88, activity a. on the right).</p> <p>13. T tells ss to uncover their eyes and look around – ss will have to go find the word that goes next in the ordering – they will start from "I" in personal pronouns, down to "they" in personal pronouns and follow the same route up to "their" in Possessive adjectives – they can't skip words/boxes in the table.</p> <p>14. T divides the class into two teams – one student from each team starts the ordering, and the moment they think they need help, they shout out, "Please, somebody help me!" – when the shouting is heard, both participants stop and freeze. A student from the same team has to Hi5 his friend to restart the ordering.</p> <p>15. The team getting the ordering complete and correct gets the point – teams can change participants as many times as they want.</p> <p>16. T reflects on the different ways to use possessive adjectives.</p> <p><b>b.</b> Possessive adjectives have their place before nouns. -I live with <b>my</b> parents. -That is <b>your</b> book, not mine. Ss give some examples.</p>	<p><b>c.</b> Use the possessive adjectives with parts of the body and clothes. -I broke <b>my</b> arm when I was a little kid. -She wore <b>her</b> favourite dress for the party. Ss give some examples.</p> <p><b>d.</b> It is also possible to have other forms. -Are they <b>your</b> friends from school? -Are they some friends <b>of</b> yours? Ss give some examples.</p> <p><b>e.</b> Use possessive adjectives + own to make emphasis on possession. - I'd rather have <b>my</b> own hairbrush. - I'd rather have a hairbrush <b>for</b> my own. Ss give some examples.</p> <p><b>f.</b> There is the option to use "on your own"- and it means "alone". It is a different way to express "by yourself". -I cooked the dinner on <b>my</b> own. -I cooked the dinner by <b>myself</b>. Ss give some examples.</p> <p><b>g.</b> There is also the option to use "own" for emphasis. -I prefer to do my <b>own</b> notes. -I always take my notes by <b>myself</b>. Ss give some examples.</p> <p>17. Ss listen and follow in the book to complete the information.</p> <p>18. T reflects on the differences among <b>each other</b>, <b>one another</b> and <b>someone else</b> and gets ss to give examples.</p> <p><b>a.</b> It is important to notice that there is a little difference between these and reflexive pronouns. -The students helped <b>each other</b> with the HW. <b>They all got help</b>. - The students helped <b>each other/one another</b> with the HW. <b>While they were working</b>. - The students helped <b>someone else</b> with his HW. <b>Together, they helped another person</b>. Ss give some examples.</p> <p><b>b.</b> There is also the option to use <b>each other/one another</b> with a possessive form. -They looked into <b>each other's</b> eyes to know who was telling the truth. -They use <b>one another's</b> notes to check their HW. Ss give some examples.</p> <p>19. Ss listen and follow in the book to complete the information.</p> <p>20. T reflects on the importance of having open work on grammar or forms – it helps not only to clear doubts or answer questions but also to fill up gaps from past studying experiences – it is not about the classes being boring or fun, but about creating opportunities to work as needed, not as wanted.</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>Surf the net to find song lyrics that include: each other, one another and someone else, etc.</li> <li>Make a list of song titles and write some lines in your notebook – add L1 translation notes.</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 9 Page 89 Lesson 5 Date: \_\_\_\_\_.

- Students will be able to **find** narrative links to connect ideas, **identify** the main idea in oral texts, and **fill in** gaps by considering types of words and context.

**Talking** about reading strategies

**Explaining** narrative links

**Describing** how they see strategy and technique out of activity just done

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Write several words on little pieces of paper and get them into a box or a bag. <b>Example:</b> bottle, orange, etc.</li> <li>Write the sentences in activity 1, page 89 on index cards.</li> <li>Get some sheets of bond paper.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. * T gets ss to take out a paper from the box/bag. * Ss have 10 seconds to talk out of the word they got. <b>Example</b></p> <ul style="list-style-type: none"> <li><b>Bottle:</b> Bottles are recipients for storage of water or other liquids. They can be made of plastic or glass. Particularly, I prefer the ones that are made of glass because drinks taste better and are better kept in glass than in plastic.</li> </ul> <p>3. T divides the class into 2 teams and hands out the cards with the sentences.</p> <p>4. T tells ss to look for the capital letters, the periods and question marks. That way, they will get the cards into two groups: the ones that start the sentences and the ones that complement the sentences.</p> <p>5. Tell ss to stick their cards already grouped on a wall – and then T walks ss through spotting words or language that can be used to make links noticeable.</p> <p><b>Example 1.</b></p> <p>1. Do you ever <b>struggle</b> with <b>reading</b></p> <ul style="list-style-type: none"> <li><b>struggle:</b> experience difficulty and make a great effort in order to do something</li> <li><b>reading:</b> the skill or activity of getting information from books (written text)</li> </ul> <p>1. b. <b>activities</b> in the classroom?</p> <ul style="list-style-type: none"> <li>Finding it difficult to <b>work on</b> reading activities <b>at school</b>.</li> <li>Do you ever <b>struggle</b> with <b>reading activities</b> in the classroom?</li> </ul> <p><b>Example 2.</b></p> <p>2. <b>Have</b> you ever thought <b>about</b>:</p> <ul style="list-style-type: none"> <li><b>Have:</b> it starts a question.</li> <li><b>about:</b> next verb goes with the -ing form or a noun can make the connection.</li> </ul>	<p>Possible matchings:</p> <ul style="list-style-type: none"> <li>2. a. <b>learning</b> reading strategies? (It has the -ing ending, it is a verb and it is a question.)</li> <li><b>ways</b> to get it on, ... (There is no reference for "it" and it is not a question.)</li> <li><b>reading</b> skills improving... (It has the -ing ending, but it is not a verb here, it is working as an adjective for skills.)</li> </ul> <p>2. a. <b>Have</b> you ever thought <b>about learning</b> reading strategies?</p> <p>6. T does some checking and gets ss to explain their matching somehow – the most important thing here is ss being able to get to an understanding and talk it out - even if the language they use is/seems simple.</p> <p>7. T draws ss' attention to activity 1, page 89 – ss do the matching, but they won't be allowed to look at the board – it is just to present some proof of it being a matter of serious and objective work.</p> <p>8. T draws ss attention to activity 2 - ss write the text following the order of their numbering – then listen and check</p> <p>9. Books closed. T divides the class into small groups and writes on the board the following reading strategies:</p> <ul style="list-style-type: none"> <li>Inference</li> <li>Questioning</li> <li>Summarizing</li> <li>Main idea</li> <li>Synthesizing</li> <li>Information hunt</li> </ul> <p>10. T gets ss to discuss what they think the strategies are about and bring an example of each.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Inference. I think that inference refers to "inferring/guessing" something. When you are reading you guess the next move of the characters, the end of a story, etc.</li> <li>... The little mermaid was super sad because she thought Eric was ... a. dead b. rich c. important</li> <li>We inferred the correct answer is "dead" because a person is not sad about having a lot of money or being important.</li> </ul> <p>11. T monitors asking questions to extend the talking – and then invites some ss to write their conclusions on the board – some ss write and the rest help in completing the ideas.</p>	<p>12. T gets ss to listen and write the letter for the speaker who talks about each reading strategy – ss also write what the strategies are about using information from the track and the board.</p> <p>13. Books closed. Teamwork. T writes on the board the headings:</p> <p><b>verbs - nouns - adjectives - adverbs</b></p> <p>14. Ss listen to the track and try to write 10 examples of each heading on the bond paper.</p> <p>15. Ss leave their papers on the floor and then go check the words the other teams wrote – let the teams include words they saw during the checking on their papers.</p> <p>16. T tells ss to try completing the text by using their words – and then T explains there are minute clues – lines in colours – they can tell what kind of word to use.</p> <p>17. T reflects on the importance of paying attention to the context – it can help in confirming the word choice was good.</p> <p>18. T gets ss to compare answers with other teams – and then listen to check answers.</p> <ul style="list-style-type: none"> <li>Did you have it all correct?</li> <li>What did you have to change?</li> </ul> <p>19. T gets ss to discuss the questions in the green bubble – T gets ss to share their conclusions and T writes on the board – it is about getting ss to create the notes for the day – T will just write and point out some touches to be done on what ss have said.</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>Word testing: interview some people at home. Say a word and get the people you interview to say what other forms the word can take: Example, <b>v.</b> write, <b>n.</b> writing, <b>adj.</b> written</li> <li>Prepare some notes on how difficult it was for them to complete the task and get ready to share.</li> </ul>		

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

## Unit 9

## Page 90

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

- Students will be able to **identify** pronouns and determiners and the different ways and times to use them and **differentiate** meaning according to word selection and context.
- Explaining how** determiners and pronouns work
- Describing** word choice
- Explaining** changes in meaning

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 several landscapes – 4 sets of pictures – it will be used every time a point has been covered.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime. Tell me a story. T gets ss to say a sentence for continuing a story - it has to make sense – T pays close attention to ss' answers to spot ideas that need the words that will be seen in this lesson.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li><b>Teacher:</b> Once upon a time there was a wonderful school...</li> <li><b>S1:</b> With a big playground...</li> <li><b>S2:</b> Where kids like to play...</li> <li>Continue until all ss participate – make 2-3 stories.</li> </ul> <p>3. T reflects on the different ways to use determiners - a modifying word that determines the kind of reference a noun or noun group has - and gets ss to give examples:</p> <p><b>a)</b> Use "there + to be" to express that something exists. - There <b>is</b> a big room for dancing at school. (singular agreement) - There <b>are</b> many students in the computing room. (plural agreement) <b>Ss give some more examples.</b></p> <p><b>b)</b> Use "it + to be" to refer to something that has been already mentioned. - There is a big room for dancing at school. <b>It is</b> really cool. <b>Ss give some more examples.</b></p> <p><b>c)</b> Use "it + to be" for information about time, weather and distance. - <b>It is</b> 2 o'clock, let's go home. - <b>It is</b> so hot here. Turn on the fan, please. - <b>It is</b> only ten minutes on foot from here. <b>Ss give some more examples.</b></p> <p><b>d)</b> Use "it + to be" to avoid other forms. - <b>It's</b> exciting to see you here. - <b>It's</b> useful to think about that. <b>Ss give some more examples.</b></p> <p><b>e)</b> Use someone, anywhere, everybody, etc. the same way as some and any. - I want to eat my lunch <b>somewhere</b> nearby. (positive sentence) - Have you brought <b>something</b> else? (question – YES is the expected answer) - <b>Are</b> you interested in <b>anywhere</b> to stay while you study College? (question) - I haven't got <b>anything</b> as interesting as this subject this year. (negative sentence) - <b>Anywhere</b> cheap will be fine. (positive – it doesn't matter which or what) <b>Ss give some more examples.</b></p>	<p><b>f)</b> Use someone or everybody followed by a singular verb. - <b>Everyone</b> is taking this class this year. - <b>Nobody</b> likes to do that much homework. <b>Ss give some more examples.</b></p> <p>4. T draws attention to activity 1, page 90 - ss listen and complete the prompts.</p> <p>5. T shows the pictures on PowerPoint – ss describe the pictures using the point just covered.</p> <p>6. T gets the whole class to participate.</p> <p>7. Books closed. T reflects on the importance of the different uses of quantifiers – a determiner or pronoun indicative of quantity - and gets ss to give examples.</p> <p><b>All, most, some, none</b></p> <p><b>a)</b> Use these to refer to people or things in a particular group. Say a class has 20 students and the teacher is reporting on paying the fee for an upcoming activity. - <b>All</b> students paid the fee for the Winter ball. (20 students) - <b>Most</b> students paid the fee for the Winter ball. (15 students) - <b>Some</b> students paid the fee for the Winter ball. (9 students) - <b>None</b> of the students paid the fee for the Winter ball. (0 students) <b>Ss give some more examples.</b></p> <p><b>b)</b> Use "all" to make emphasis. - They are <b>all</b> in my classroom. <b>Ss give some more examples.</b></p> <p><b>c)</b> Use "all" to express "the only thing". - <b>All</b> I want for Christmas is you. <b>Ss give some more examples.</b></p> <p><b>d)</b> Change "all" to "whole" for singular nouns. - The <b>whole</b> experiment was difficult. - <b>All</b> the experiments this year have been difficult <b>Ss give some more examples.</b></p> <p><b>Each and every</b></p> <p><b>a)</b> When using these, pay attention to meaning. Sometimes it is the same, but other times it is different. - <b>Every</b> classroom has a projector. (all) - <b>Each</b> classroom has a projector. (all) - <b>Each</b> child drew their house. (every single child) - The teacher checked <b>each</b> test in detail. (every single test) - <b>Every</b> essay we have read is fabulous. (including all) - <b>Each</b> of the classrooms in the school has been decorated. (one by one) <b>Ss give some more examples.</b></p> <p><b>b)</b> Notice the difference: every and all. - He waited near the University <b>every</b> afternoon. (regularly)</p>	<p>- He waited near the University <b>all</b> afternoon. (one complete afternoon) <b>Ss give some more examples.</b></p> <p>8. T gets ss to listen and complete.</p> <p>9. T shows the pictures on PowerPoint – ss describe the pictures using the point just covered.</p> <p>10. T reflects on the use of both, either and neither to associate or to link (these are determiners). <b>Both, neither, either</b> <b>a)</b> Use these when talking about two items. - <b>Both</b> classes are fun. - <b>Both</b> of the classes are fun. - <b>Either</b> class is good for her. - <b>Either</b> of the classes is good for her. - <b>Neither</b> class works for her. - <b>Neither</b> of the classes works for her. <b>Ss give some more examples.</b> <b>b)</b> You can also use these alone. - Which flavour do you prefer, chocolate or strawberry? <b>Either</b>. (Option 1 is OK, option 2 is OK.) - Which flavour do you prefer, chocolate or strawberry? <b>Neither</b>. (Option 1 is not OK, option 2 is not OK.) - Which flavour do you like best, cherry or lemon? <b>Both</b>. (options 1 and 2 are okay). <b>Ss give some more examples.</b> <b>c)</b> Use "both" between a plural noun and a verb. - They <b>both</b> agreed the football classes were great. - We <b>both</b> think this gym is good. <b>Ss give some more examples.</b> <b>d)</b> There is a special combination to connect two things or actions. - <b>Both</b> the basketball court and the soccer field are in optimal conditions. (The two sports fields are ok.) - <b>Neither</b> the volleyball <b>nor</b> the tennis court are in optimal condition. (The two sports fields are not OK.) - I'd like to take <b>either</b> tae kwon do or swimming for the weekend club. (One of the options will be fine.) <b>Ss give some more examples.</b></p> <p>11. T gets to listen to the audio and complete the sentences.</p> <p>12. T shows the pictures on PowerPoint – ss describe the pictures using the point just covered.</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: Tell them to choose from the sets you will mention: Soccer or American Football? Chocolate or Vanilla? Bread or Tortilla?</li> <li>Regaetton or Rock? Sweeping or Mopping?</li> <li>Prepare some notes on their answers using "both, either, neither" and get ready to share.</li> </ul>		

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

Unit 9 Page 91 Lesson 7 Date: \_\_\_\_\_

- Students will be able to **identify** the main idea of a text and **follow** a narrative to spot and connect missing information in a text.
- Talking** about a new teaching model
- Explaining** main ideas
- Describing** word links
- Explaining** how ideas connect

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Get ss to look for information about English Language Arts (printed).</li> <li>Take a copy (200%) of the text in activity 3, page 91 - cut it out in paragraphs.</li> <li>Get recycled paper sheets and markers.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime. Scrabble. T projects on the board: <a href="https://playscrabble.com/">https://playscrabble.com/</a></p> <ul style="list-style-type: none"> <li>Log in to the website and select Play with AI.</li> <li>Ss will form words with the letters given. Each letter has a point value. If ss make more points than the computer, they win.</li> </ul> <p>3. T divides the class into 5 groups. T starts the talking: * Have you ever heard about English Language Arts? * T gets ss to gather the information about "ELA" they brought, and make a mind map on/using the recycled papers - remind them that it will be a draft - they will do the final version in their notebook.</p> <p>4. T monitors asking random questions to get ss to talk the information.</p> <p>5. T tells ss to put their papers on the floor - then they all gather around the papers of group 1 - ss in group 1 present their maps.</p> <p>6. Do the same with all the groups - once all groups have presented their maps, they will be allowed to stick them on the walls.</p>	<p>7. T draws ss' attention to activity 1, page 91 - ss read the introduction of an article about a Teaching Model, use the words to complete it - remind ss that they will have to explain their choices.</p> <p><b>Example</b></p> <p>...English Language Arts: <u>it</u> <b>is</b> <u>a</u> discipline that...</p> <ul style="list-style-type: none"> <li><b>it</b> goes with <b>is</b></li> <li><b>is</b> - introduces a singular noun - <b>a</b></li> <li>Etc.</li> </ul> <p>8. T gets ss to read the questions in activity 2 - and then explains that they have enough information at this point to answer the questions.</p> <p>9. Books closed. T divides the class into 7 groups and hands out the paragraphs (one per team).</p> <p>10. T tells ss to read the paragraphs to find the main idea - what did the writer try to say with it?</p> <p>11. T monitors asking questions on what words they think are important to support their answers - what tells you that's the main idea in the paragraph?</p> <p>12. T tells ss to write their answers on a recycled sheet of paper and then exchange paragraphs with other teams. Ss and T will do the same: ss look for the main idea and T monitors and talks.</p>	<p>13. T explains that all teams must have the main idea of all paragraphs.</p> <p>14. T collects the paragraphs and gets ss to stick their main ideas on the board - all main ideas for paragraph 1 together, etc.</p> <p>15. T gets ss to read out the text in the book - every time a paragraph has been read, T will read out the main ideas on the board to get ss to build up the final version of the main idea - once all ss agree, T writes it on the board - ss will be allowed to write once all paragraphs have been covered and completed with the missing lines.</p> <p>16. T gets ss to listen and choose a line for each gap - tell ss to explain how each line gets the idea flowing.</p> <p>17. T draws ss' attention to activity 3 - ss write the main ideas in the boxes around the text.</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 who speak other languages: get them to say which their favourite is: reading, writing, listening or speaking activities. How difficult was it for you to learn to use other languages?</li> <li>Prepare some notes and get ready to share</li> </ul>		

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

Unit 9 Page 92 Lesson 8 Date: \_\_\_\_\_.

- Students will be able to **do reading** for gist and **spot** keywords or language to support it, **take a side** and **back up** their ideas and **draw** conclusions based on the information collected.
- Discussing** main ideas and supporting details
- Agreeing** and **disagreeing**
- Collecting** information through interviews
- Concluding** from evidence just collected

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Get ss to bring recycled sheets of paper and markers.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime. Alphabet stories. *T writes letters A to Z on the board. *Ss say words (verbs, nouns, adjectives, etc.) that begin with the letters on the board - in order.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>A - Artist</li> <li>B - Ball</li> <li>C - Cinnamon</li> <li>D - Dramatically</li> <li>Etc.</li> </ul> <p>* Ss create a story going through the words - the story must be coherent and the grammar correct.</p> <p>3. T divides the class into 5 teams and draws on the board the titles in activity 1, page 92 - ss discuss what they think each title means and write their ideas on the recycled sheets of paper.</p> <p>4. T gets ss to compare their notes with the notes the other teams have - ss are allowed to take extra notes from the other team's work.</p> <p>5. Whole class sharing - T reflects on the benefits of sharing ideas and conclusions - it is a way to get a better understanding and expand one's own ideas, and then draws ss' attention to activity 1, page 92.</p>	<p>6. Pair-work. T gets ss to read about important points in the English Language Arts Model and choose a title for each point.</p> <p>7. T reminds ss about underlining words or phrases that help with the matching - compare answers with a friend.</p> <p>8. Whole class shares answers - ss will support their answers by pointing out where the information is in the texts.</p> <p>9. Books closed. T divides the class into groups and gets ss to discuss the following questions: * Do you remember your English classes when you were younger? Explain. * What do you think about technology applied to learning another language? * Explain. * Do you know the chat GPT app? * Have you used it? * What do you think about it? * How many books do you read in a year?</p> <p>10. Whole class shares and T extends the talking by commenting on each participation.</p> <p>11. Individual work. T draws ss' attention to activity 2 - ss read and write whether they agree or disagree with the point presented.</p> <p>12. T monitors ss offering help and asking questions to get ss to talk the information.</p> <p>13. Whole class shares answers - divide the class into agree and disagree - get ss to support their points.</p>	<p>14. T reflects on the importance of being open to changing beliefs and ideas - changing the ways we see the world does not necessarily mean we are wrong, it is just for a better understanding - of course, no one must be forced to believe one thing or the other, it is just that talking can be the means to a better life quality.</p> <p>15. T divides the class into 5 teams.</p> <p>16. T gets ss to interview some teachers of different subjects around school and write the information:  <ul style="list-style-type: none"> <li>Name</li> <li>Subject</li> <li>Teaching Model</li> <li>Advantages</li> <li>Disadvantages</li> </ul> </p> <p>17. Once ss have gathered all the information, they will discuss the outcomes - get to a conclusion and write it briefly on the last lines.</p> <p>18. T monitors asking questions to get ss to talk the information.</p> <p>19. Whole class shares - T reflects on how similar or different the conclusions are and what a possible solution could be or what can be done to improve the outcomes.</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 teachers: What do you think about using more technology in the classroom?</li> <li>Would you ever give the chat GPT a try in your classes?</li> <li>Prepare some notes and get ready to share.</li> </ul>		



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

Unit 9 Page 93 Lesson 9 Date: \_\_\_\_\_.

- Students will be able to **collect** information through interviews and **organize** it on charts, **spot** the benefits of trying certain studying activities and **write** a summary using the information they collect.
- Interviewing** people at school
- Comparing** and **contrasting** benefits
- Writing** a summary
- Presenting** solutions

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <p>* Get ss to bring information about learning strategies - activities for listening, reading, speaking and writing skills.</p> <p>* Get ss to bring flip charts and markers.</p> <p>* Write several questions about grammar, universal culture, sports, etc. on index cards.</p> <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime. Tic tac toe.</p> <p>* T divides the class into two groups.</p> <p>* T draws the grid on the board and writes numbers from 1 to 9.</p> <p>* The teams take turns to select a number. If they answer the question correctly, team A writes a circle or team B writes a cross. The first team to complete a vertical, horizontal or diagonal gets the point.</p> <p>3. T divides the class into groups of three - ss share the information they brought and organize it in the charts in activity 4, page 93.</p> <p>4. T walks ss through one <b>example</b> of each.</p> <p><b>Example</b></p> <p><b>Listening skills</b></p> <ul style="list-style-type: none"> <li><b>Name of the activity:</b> Complete the song</li> <li><b>Benefits:</b> To identify specific information</li> </ul> <p><b>Reading skills</b></p> <ul style="list-style-type: none"> <li><b>Name of the activity:</b> Strategic highlighting</li> <li><b>Benefits:</b> to spot the keywords in a text</li> </ul> <p><b>Speaking skills</b></p> <ul style="list-style-type: none"> <li><b>Name of the activity:</b> Role-play</li> <li><b>Benefits:</b> To generate a conversation</li> </ul> <p><b>Writing skills</b></p> <ul style="list-style-type: none"> <li><b>Name of the activity:</b> Email</li> <li><b>Benefits:</b> To learn the parts of an email and about appropriate writing</li> </ul>	<p>5. T monitors offering help and asking questions to get ss to talk the information.</p> <p>6. T tells ss to compare their charts with other friends.</p> <p>7. Whole class shares – T reflects on the importance of trying different things to improve learning and setting up goals and benefits – it is not possible that we like all things we can try, but if the result is good, a little effort to make it happen is OK – effort does not mean suffering, maybe just a bit more demanding.</p> <p>8. T draws ss' attention to activity 4, page 93 again – get ss to analyze their information and decide which activities can help to hit similar goals or get similar results.</p> <p>9. Whole class shares answers – T reflects on adapting – when something seems worth a try, do try that and while trying, think of something else that can help you go farther and get a bit more than just good results.</p> <p>10. T extends the talking:</p> <ul style="list-style-type: none"> <li>Do you think these learning strategies work?</li> <li>Which skill do you have no problems with?</li> <li>Do you think speaking is the most difficult skill to develop?</li> <li>Do you think you need to travel abroad to improve your English level?</li> <li>Do you think any of the skills is not important to develop?</li> </ul>	<p>11. T divides the class into groups - ss interview other friends and teachers around the school.</p> <p>12. Research the main facts or ideas about school work, practices and attitudes to improve results - take notes.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>How do you study for an important exam?</li> <li>Give me some tips for a reading task/homework assignment.</li> <li>What do you do to get ss interested in your classes?</li> </ul> <p>13. T draws ss' attention to activity 5 – ss write a summary of the information obtained and solutions to improve.</p> <p>14. T reminds ss about the characteristics of a summary.</p> <p>15. T gets ss to go share their ideas in the summary and solutions sections with other English Teachers – take notes on what they think about your ideas.</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>Look for a trick, secret move, or tip to work out English grammar points.</li> <li>Prepare some notes and get ready to share.</li> </ul>		