

iTeen 7

INGLÊS | 3.º CICLO DO ENSINO BÁSICO | 7.º ANO

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Planificações

- A Apresentação do projeto
- B Planificações de período e de unidade
- C Planos de aula

Todos os conteúdos desta brochura estão disponíveis para os professores adotantes deste projeto em **www.profareal.pt**.

ESTA PUBLICAÇÃO RESPEITA AS REGRAS DO ACORDO ORTOGRÁFICO DA LÍNGUA PORTUGUESA.

A

APRESENTAÇÃO DO PROJETO

iTeen 7 é um projeto concebido para os alunos que frequentam a disciplina de Inglês no 7.º ano, 3.º Ciclo do Ensino Básico.

Todos os materiais didáticos que integram este projeto foram desenvolvidos a partir do programa oficial da disciplina e corporizam as finalidades, os objetivos e os conteúdos enunciados naquele documento. Refletem, igualmente, as sugestões para desenvolvimento curricular incluídas no programa, sendo de destacar a apresentação de atividades significativas de forma a fomentar a motivação e o envolvimento do aluno no processo de aprendizagem.

COMPONENTES DO PROJETO

Para o aluno

- Student's Book
- iTeen File
- Workbook
- iTeen Fun
- Extensive Reading (2 stories)
- Audio CD
- CD-ROM (inclui acesso ao e-manual)

Exclusivo do professor

- Teacher's Book (inclui o *Student's Book*, com informação exclusiva para o Professor)
- Manual Interativo premium
- 3 Audio CDs
- CD-ROM
- Teacher's File (Plans, Worksheets, Tests)
- Flashcards (coleção de 64)
- Slides (digitais)
- PowerPoint presentations (22)

Student's Book

O manual está organizado em oito unidades, a saber:

Unit 0 – Back to School!	Unit 4 – School Time
Unit 1 – Glad to be back!	Unit 5 – My World
Unit 2 – All in the Family	Unit 6 – Sport and Leisure
Unit 3 – No Place like Home	Unit 7 – Let's celebrate!

Cada unidade contempla, de forma integrada, os conteúdos programáticos: sociocultural, produção e interpretação de textos e língua inglesa. As unidades dividem-se em subtópicos, claramente identificados através do título.

As unidades incluem, na globalidade, as seguintes rubricas:

Let's Start

Pretende-se, com esta rubrica, introduzir o tópico a ser estudado, recorrendo a imagens motivadoras como forma de despertar a curiosidade e o interesse do aluno, fatores indispensáveis ao sucesso da aprendizagem. Nesta fase, é criada a finalidade da leitura/audição através de uma tipologia de exercícios diversificada.

Read/Listen

Os textos selecionados são de tipologia diferente (diálogos, entrevistas, mensagens eletrónicas, poemas, canções, postais, blogues...) e adequados à realidade e faixa etária dos alunos. Assim, apresentam-se textos sobre individualidades conhecidas do mundo da cultura, do entretenimento e desporto. Procura-se, desta forma, despertar o interesse pela leitura/audição.

APRESENTAÇÃO DO PROJETO

A generalidade dos textos tem suporte áudio, o que facilita uma apropriação progressiva dos sons básicos da língua inglesa.

Para verificar a compreensão do texto, sugerem-se exercícios diversificados que obedecem a um grau crescente de dificuldade, a fim de permitir uma melhor gestão dos diferentes ritmos de aprendizagem.

Listen

No sentido de promover o desenvolvimento de estratégias de focalização da atenção sobre o discurso oral, incluem-se textos em registo áudio que foram gravados por falantes nativos.

Vocabulary

Tendo em vista o alargamento dos conhecimentos lexicais do aluno, recorre-se frequentemente à imagem para apresentar os vocábulos essenciais. Disponibiliza-se, também, a gravação áudio de algumas áreas lexicais no sentido de facilitar a sua correta interiorização. Surgem, de seguida, exercícios práticos e diversificados, alguns de carácter lúdico.

Grammar

O conteúdo programático Língua Inglesa é tratado nesta secção de forma simples e adequada a este ano de escolaridade. Todos os itens gramaticais estão incluídos em caixas, devidamente assinaladas, que permitem uma visualização clara. Seguem-se exercícios variados para aquisição e consolidação dos conteúdos gramaticais.

Write/Speak

Promove-se, aqui, o desenvolvimento da comunicação escrita e oral de forma sistemática e contínua. Neste sentido, sugere-se a elaboração de enunciados escritos, fornecendo-se indicações para guiar o aluno na produção do texto sempre que necessário. A escrita funciona, assim, como consolidação dos conteúdos apresentados e como reforço das aprendizagens.

Apresentam-se, também, atividades de carácter comunicativo que favorecem a interação e o desenvolvimento progressivo da comunicação oral. Propõe-se atividades diversificadas, como, por exemplo, simulações, dramatizações ou entrevistas, em função do tema em estudo. Pretende-se, desta forma, criar situações que estimulem a autonomia linguística e comunicativa.

Have Fun

Apresentam-se, ao longo do manual, atividades de carácter lúdico: palavras cruzadas, sopa de letras, anedotas, bandas desenhadas e outras. Esta secção visa proporcionar a revisão dos conteúdos lexicais, despertar o gosto pela aprendizagem da língua e incrementar a interação na turma.

Culture Spot

Tendo como finalidade promover o desenvolvimento da compreensão e o respeito por universos socioculturais diferentes, apresentam-se, nesta rubrica, informações culturais relacionadas com os temas tratados.

Project

Nesta secção sugere-se um trabalho de projeto que poderá fazer parte do portefólio do aluno. Este tipo de trabalho permite desenvolver a capacidade de pesquisa e organização, bem como o espírito de iniciativa, a criatividade e atitudes de responsabilidade e cooperação.

Show What You Know

Reconhecendo-se que a avaliação formativa tem um papel central na aprendizagem, inclui-se um teste no final de cada unidade, para que o aluno possa verificar as aprendizagens já realizadas ou as áreas que ainda terá de melhorar. O aluno poderá proceder à sua autoavaliação, refletindo sobre os resultados obtidos.

iTeen File

Esta componente é parte integrante do *Student's Book* e inclui um glossário em inglês-português referente ao vocabulário apresentado nos diferentes temas, organizado em campos lexicais. Contém, ainda, todos os itens gramaticais estudados, com explicação em português. Recorre-se, assim, à vertente pedagógica da tradução para facilitar a compreensão e aquisição dos novos conteúdos.

Workbook

À semelhança do manual, esta componente está dividida em unidades. Cada uma delas contém atividades de vocabulário, gramática, compreensão do oral e produção escrita. No final de cada unidade apresenta-se um teste que visa avaliar a compreensão do oral e da escrita, língua inglesa e produção escrita. Este instrumento de avaliação dá a oportunidade ao aluno de poder regular o seu processo de aprendizagem. Esta componente foi concebida para desenvolvimento do trabalho autónomo dos alunos, a fim de poderem consolidar os conteúdos apresentados no manual. Assim, considera-se um complemento indispensável ao manual, dentro ou fora da sala de aula.

iTeen Fun

Este livro contém diversas atividades de carácter lúdico para que o aluno possa consolidar os seus conhecimentos e, simultaneamente, desfrutar do “prazer de aprender”. Estas atividades podem funcionar como propostas de trabalho para os alunos que acabarem os exercícios da aula mais depressa, por exemplo. Podem também ser realizadas fora da sala de aula, como prática adicional. São apresentadas as soluções de quase todas as atividades, excetuando-se um número reduzido de jogos que foram concebidos para serem implementados em trabalho de pares. Por esta razão, os alunos podem realizar as atividades individualmente e proceder à autocorreção.

Extensive Reading

Foram selecionadas duas *short stories* de modo a que o professor possa facultar aos seus alunos a proposta de leitura mais adequada aos seus interesses e grau de proficiência linguística. A primeira, *Robin Hood*, é uma história clássica com que muitos alunos já estarão familiarizados. Oferece a vantagem de dispor de versões adaptadas para o cinema, podendo o filme servir como recurso na aula. A segunda, *Wonders Down Under*, permite alargar os conhecimentos culturais do aluno sobre um dos países alvo contemplados no programa, a Austrália. As duas sugestões visam promover o gosto pela leitura e incluem propostas de atividades diferenciadas. As duas histórias são acompanhadas de registo áudio.

CD-ROM (aluno)

Inclui um **Guia de Estudo** para a disciplina e a ligação ao *e-manual* com recursos destinados ao aluno. O *e-manual* disponibiliza os registos áudio para permitir uma maior autonomia do aluno.

Manual Interativo

O manual está também disponível em formato digital, com todas as vantagens que este tipo de formato oferece. Permite projetar texto e imagem, ouvir as gravações áudio, apresentar as soluções das diversas atividades, aceder aos materiais complementares e banco de recursos. Em resumo, este manual contribui para tornar as aulas mais dinâmicas, interativas e motivadoras.

Apresentações em PowerPoint

Foram criadas 22 apresentações em PowerPoint que poderão ser utilizadas para introduzir ou praticar conteúdos gramaticais ou lexicais. A sua função motivadora e interativa irá contribuir para o envolvimento do aluno na aprendizagem.

Slides

Os 12 *slides* disponíveis no manual interativo são constituídos por imagens apelativas, no sentido de despertar o interesse dos alunos. Podem ser utilizados de diferentes formas, conforme sugerido no Guia de Exploração que os acompanha.

Audio CDs

O projeto integra 3 CDs áudio: o primeiro inclui os textos e as canções do manual bem como algumas das áreas lexicais; o segundo disponibiliza quinze testes de compreensão do oral, seis incluídos no *Workbook* e nove no *Teacher's File*, assim como as canções e alguns dos exercícios, com soluções, do *Workbook*; o terceiro contém as duas histórias referidas no *Extensive Reading*.

Teacher's File

Este dossiê, dividido em três partes, inclui um variado conjunto de recursos do professor, concebidos para apoio à prática docente diária:

- **PLANIFICAÇÕES** – de período, unidade e aula – que apresentam a gestão dos conteúdos programáticos ao longo do ano e sugestões para implementação das atividades e materiais do manual. Todavia, é de salientar que o processo de ensino e aprendizagem deve ser planificado em função do perfil da turma a lecionar o que, na prática, pode requerer adaptação das propostas apresentadas.
- **TESTES**
 - Teste diagnóstico e testes intermédios;
 - Matrizes dos testes;
 - Testes de compreensão do oral com suporte áudio;
 - Testes de compreensão da escrita, língua inglesa e produção e interação escritas com graus de dificuldade diferente (Teste A, mais fácil; Teste B, mais difícil);
 - *Scripts* e soluções;
 - Grelhas de correção dos testes, também disponíveis em Excel.
- **OUTROS RECURSOS**
 - Fichas de trabalho que poderão ser usadas com diferentes finalidades (trabalho de casa, ficha formativa, OPTEs, atividade na sala de aula...);
 - Soluções das fichas de trabalho;
 - *Scripts* (*Student's Book* e *Workbook*).

Flashcards

O conjunto de 64 *flashcards* constitui um excelente suporte visual nas aulas e facilita a aquisição de conteúdos pelos alunos. As imagens podem ser utilizadas para introduzir ou rever vocabulário e itens gramaticais, servir de ponto de partida para a produção de textos, dramatizações, etc. Podem ainda ser usadas de forma mais lúdica para fomentar o interesse e a motivação dos alunos (jogos de mímica, jogo do enforcado, quem é quem?...).

B

PLANIFICAÇÕES DE PERÍODO E DE UNIDADE

1st term

UNIT 1 – GLAD TO BE BACK!

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
Students are expected to: - Recall knowledge previously acquired. - Widen their vocabulary range within the subtopics. - Develop strategies for handling vocabulary (deducing, guessing from context...). - Be aware of intonation/pronunciation patterns. - Improve their reading skills by reading for gist and for specific information. - Develop strategies for reading a text. - Demonstrate their understanding of oral texts by doing different types of exercises. - Personalize the topics of the texts by relating them to their own experience. - Infer grammar rules from example sentences. - Use the acquired language knowledge to do the required tasks. - Develop their speaking skills through participation in class activities. - Develop processes for doing various writing tasks. - Increase their cultural knowledge of Scotland and other countries around the world. - Evaluate their own progress.	Personal information - name - surname - age - country and nationality - hometown - favourites...	Grammar - Personal pronouns - Present simple: <i>to be</i> - Possessive determiners Communication - Introducing oneself and giving personal information - Asking and answering about favourites/nationalities	1.1. Meeting friends - E-pals - Meet Justin - Love me (song)	- Guessing game - Class interaction - Chart filling - Question/answer - Dialogue in pairs - Writing a message - Gap filling - Matching - Table filling - Completing a text - Identifying the right word - Sound discrimination - Writing a paragraph	Student's Book iTeen File Audio CD CD-ROM <i>E-manual</i> Workbook iTeen Fun PowerPoint presentations Flashcards Slides Teacher's File CD player DVD player Computer Data show Pen drive Film clips Video clips Speakers Board Notebooks	- Diagnosis - Direct observation: - participation - interest - involvement in classroom activities - student's answers - the use of the English language in the classroom - homework - punctuality ... - Formative test - Listening test - Progress test: reading, use of language and writing - Formal oral evaluation (observation grid) - Project - Portfolio - Self-evaluation (grid)
	Describing people - Physical appearance: height, build, hair, eyes, skin/face... - Personality	Grammar <i>Have got</i> - Adjectives Communication - Describing people - Asking and answering about appearance and personality traits	1.2. Everybody's different - Hilary Duff - I am (song)	- Class interaction - Matching - Question/answer - Word categorization - Dialogue in pairs - Choosing the right adjective - Gap filling - Putting words in the correct order - Writing a description - Game		

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
Affective • Be sensitive to the topics. • Interact with other students. • Interact with the teacher. • Show enthusiasm for the tasks. • Participate willingly in the different tasks. • Develop their self-confidence.	Socialising • Doing things together (action verbs)	Grammar • Present continuous • Question words Communication • Saying what people are doing • Talking about temporary actions or situations	1.3. Party time • Fun with friends • I'm with you (song)	• Dialogue in pairs • True/false • Question/answer • Multiple choice • Matching • Table filling • Completing sentences • Writing questions and answers • Completing a song • Completing an interview		
	Festivals • Halloween		Let's celebrate! • Happy Halloween • Thriller (song)	• Text reading • Wordsearch • Labelling pictures • Gap filling • Matching • Mask contest		
	Project: Countries of the world	Across curriculum: Geography				

1st term

UNIT 2 – ALL IN THE FAMILY

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
Students are expected to: - Recall knowledge previously acquired. - Widen their vocabulary range within the subtopics. - Develop strategies for handling vocabulary (deducing, guessing from context...). - Be aware of intonation/pronunciation patterns. - Improve their reading skills by reading for gist and for specific information. - Develop strategies for reading a text. - Demonstrate their understanding of oral texts by doing different types of exercises. - Personalize the topics of the texts by relating them to their own experience. - Infer grammar rules from example sentences. - Use the acquired language knowledge to do the required tasks. - Develop their speaking skills through participation in class activities. - Develop processes for doing various writing tasks. - Increase their cultural knowledge of British families. - Evaluate their own progress.	Family Family members	Grammar - Possessive case <i>Whose</i> Communication - Talking about one's family and family relationships - Asking and answering about possession	2.1. All families are different - The "Brangelina" family - A family is this (poem)	- Quiz - Class interaction - Table filling - Question/answer - Completing a family tree/a diagram - Making/Completing sentences - Writing the description of a family member	Student's Book iTeen File Audio CD CD-ROM <i>E-manual</i> Workbook iTeen Fun PowerPoint presentations Flashcards Slides Teacher's File CD player DVD player Computer Data show Pen drive Film clips Video clips Speakers Board Notebooks	- Diagnosis - Direct observation: - participation - interest - involvement in classroom activities - student's answers - the use of the English language in classroom - homework - punctuality ... - Formative test - Listening test - Progress test: reading, use of language and writing - Formal oral evaluation (observation grid) - Project - Portfolio - Self-evaluation (grid)
	Family Jobs and occupations	Grammar - Personal pronouns (subject and object) Communication - Describing families - Describing one's dream job	2.2 People around me - Meet my family - This is me (song)	- Class interaction - Table/Gap filling - True/false - Question/answer - Completing sentences - Matching - Word snake - Correcting false statements - Replacing words by pronouns - Writing about one's dream job		
	Family life - Parents-children relationships - Household chores	Grammar - Present simple - Adverbs of frequency Communication - Talking about home rules - Asking and answering about weekend activities	2.3 Look at the stars! - At home with the Cyrus family! - The boy does nothing (song)	- Class interaction - Question/answer - Finding words in the text - Quiz - Completing rules/sentences - Ordering words - Completing a song - Matching - Dialogue in pairs - Reporting classmates' weekend activities		

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
Affective • Feel interested in the topics. • Interact with their classmates. • Interact with the teacher. • Show enthusiasm for the tasks. • Participate willingly in the different tasks. • Develop their self-confidence.	Daily routines • The time • Daily activities	Grammar • Prepositions of time Communication • Telling the time • Asking and answering about daily routines	2.4 Daily routines • Zac's day • Monique's day	• Completing sentences • Question/answer • Matching • Ordering/Making sentences • True/false • Labelling pictures • Dialogue in pairs • Writing a text on daily routine • Completing an interview		
	Voluntary work • The good things about volunteering	Grammar • Present simple and present continuous Communication • Talking about routines and habits • Talking about temporary actions or situations	2.5 Get involved • An email to a friend	• Reading for gist/ specific information • Answering personal questions • Wordsearch • Completing sentences • Matching • Writing sentences		
	Festivals • Christmas		Let's celebrate! • Christmas • Something about Christmas time (song)	• Text reading • Decoding words • Gap filling • Creating handmade cards • Writing Christmas cards		
Project: Family scrapbook						

2nd term

UNIT 3 – NO PLACE LIKE HOME

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
Students are expected to: - Recall knowledge previously acquired. - Widen their vocabulary range within the subtopics. - Develop strategies for handling vocabulary (deducing, guessing from context...). - Be aware of intonation/pronunciation patterns. - Improve their reading skills by reading for gist and for specific information. - Develop strategies for reading a text. - Develop their audio and audio-visual skills by doing different types of exercises. - Personalize the topics of the texts by relating them to their own experience. - Infer grammar rules from example sentences. - Use the acquired language knowledge to do the required tasks. - Develop their speaking skills through participation in class activities. - Develop processes for doing various writing tasks. - Increase their general knowledge of some types of homes around the world.	House and home - Rooms in a house - House and garden	Grammar <i>There + to be</i> <i>Some, any, no</i> Communication - Giving opinions - Describing houses - Describing location	3.1 My house, my home - The Simpsons' house - My dream house	- Describing pictures - Class interaction - Crossword - Identifying parts of a house - Pronunciation - Table/Gap filling - Matching - Completing sentences - Dialogue in pairs - Writing and presenting the description of a dream house	Student's Book iTeen File Audio CD CD-ROM <i>E-manual</i> Workbook iTeen Fun PowerPoint presentations Flashcards Slides Teacher's File CD player DVD player Computer Data show Pen drive Film clips Video clips Speakers Board Notebooks	- Diagnosis - Direct observation: - participation - interest - involvement in classroom activities - student's answers - the use of the English language in classroom - homework - punctuality ... - Formative test - Listening test - Progress test: reading, use of language and writing - Formal oral evaluation (observation grid) - Project - Portfolio - Self-evaluation (grid)
	Types of homes Some typical British homes (Culture)	Grammar - Articles: <i>a/an, the</i> or omission of the article Communication - Talking about British homes	3.2 I need a house (song)	- Class interaction - Completing a song - Gap filling - Chart filling		
	Favourite rooms at home Furnishings in a house	Grammar - Prepositions of place Communication - Describing bedrooms - Asking about favourite rooms at home	3.3 A room of my own My favourite room	- Dialogue in pairs - Correcting wrong information - Question/answer - Matching - Asking questions - Word categories - Labelling a picture - Completing a paragraph - Quiz - Interviewing a classmate - Writing a description - Spot the differences - Riddles		

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
- Improve their awareness as to their own and their peers' mistakes. - Develop their ability to reflect upon their own learning and their performance in class. - Evaluate their own progress. Affective - Be sensitive to the topics. - Interact with their classmates. - Interact with the teacher. - Develop interest and increase their motivation towards the English language. - Participate and engage in the activities they're asked to do. - Participate willingly in the different tasks. - Develop their self-confidence.	Past habits/situations Past habits/situations	Grammar - Past simple: <i>to be</i> Communication - Describing past situations	3.4 Then... and now Childhood memories	- Matching stanzas to pictures - Completing a table - Gap filling - Writing a paragraph		
	Home life Past experiences	Grammar - Past simple: regular verbs - Past simple: irregular verbs	3.5 Happy times - Interview with Jesse McCartney - Busy (for Me) (song)	- Class interaction - True/false - Writing British equivalents - Question/answer - Completing sentences/a paragraph		
		Communication - Talking about finished actions and situations in the past - Asking and answering about past actions		- Writing questions and answers - Research work - Completing an interview/a song - Survey - Board game		
	Festivals Valentine's Day		Let's celebrate! - Valentine's Day - Perfect (song)	- Matching - Writing a definition - Looking for synonyms - Choosing the right words		
	Project: Homes around the world Across curriculum: Geography					

2nd term

UNIT 4 – SCHOOL TIME						
Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
Students are expected to: - Recall knowledge previously acquired. - Widen their vocabulary range within the subtopics. - Develop strategies for handling vocabulary (deducing, guessing from context...). - Be aware of intonation/pronunciation patterns. - Improve their reading skills by reading for gist and for specific information. - Develop strategies for reading a text. - Demonstrate their understanding of oral texts by doing different types of exercises. - Personalize the topics of the texts by relating them to their own experience. - Infer grammar rules from example sentences. - Use the acquired language knowledge to do the required tasks. - Develop their speaking skills through participation in class activities. - Develop processes for doing various writing tasks. - Increase their general knowledge of the school system in the USA and in the UK. - Evaluate their own progress.	School - School timetables - School subjects - School rooms and places	Grammar - Adjective + preposition Communication - Describing timetables - Expressing likes, dislikes and preferences	4.1 About my school What do you like about school?	- Class interaction - Completing sentences - True/false - Question/answer - Writing a paragraph - Vocabulary exercises - Gap filling - Writing sentences - Dialogue in pairs	Student's Book iTeen File Audio CD CD-ROM <i>E-manual</i> Workbook iTeen Fun PowerPoint presentations Flashcards Slides Teacher's File CD player DVD player Computer Data show Pen drive Film clips Video clips Speakers Board Notebooks	- Diagnosis - Direct observation: - participation - interest - involvement in classroom activities - student's answers - the use of the English language in classroom - homework - punctuality ... - Formative test - Listening test - Progress test: reading, use of language and writing - Formal oral evaluation (observation grid) - Project - Portfolio - Self-evaluation (grid)
	School rules Opinions about school	Grammar - Modal verbs: <i>can, could, may, must</i> and <i>mustn't</i> Communication - Expressing ability (in the present and past) - Asking for and giving permission - Expressing obligation, prohibition and necessity - Agreeing and disagreeing	4.2 Different schools Interview	- Answering questions - Multiple choice - Completing sentences - Matching - Making sentences - Writing rules for an ideal school - Comparing results in group - Writing a message to send to a school website		

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
Affective • Be sensitive to the topics. • Interact with their classmates. • Interact with the teacher. • Show enthusiasm for the tasks. • Participate willingly in the different tasks. • Develop their self-confidence.	Friends • Friendship • Text message codes	Grammar • Plural of nouns Communication • Discussing opinions	4.3 Best friends • True Friend (song)	• Class interaction • Sound discrimination • Matching • Decoding a text message • Question/answer • Completing sentences • Choosing the right word • Quiz		
	Extracurricular activities • Clubs	Grammar • Past continuous Communication • Talking about actions or situations in progress at a certain time in the past	4.4 Online writing • Mark's blog	• Class interaction • Question/answer • Completing sentences • Ordering and matching • Asking questions • Describing a comic strip • Writing a funny story		
	Bullying	Grammar • The Imperative Communication • Talking about bullying • Giving friendly, informal advice • Giving instructions and orders • Asking people to do things • Making suggestions	4.5 Schooldays • Kristen Stewart • Who says (song)	• Predicting • Table filling • Matching • Question/answer • Class discussion • Completing a song • Completing a paragraph/sentences • Writing sentences • Writing anti-bullying slogans		
Project: Class Blog						
Across curriculum: ICT						

3rd term

UNIT 5 – MY WORLD						
Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
Students are expected to: - Recall knowledge previously acquired. - Widen their vocabulary range within the subtopics. - Develop strategies for handling vocabulary (deducing, guessing from context...). - Be aware of intonation/pronunciation patterns. - Improve their reading skills by reading for gist and for specific information. - Develop strategies for reading a text. - Demonstrate their understanding of oral texts by doing different types of exercises. - Personalize the topics of the texts by relating them to their own experience. - Infer grammar rules from example sentences. - Use the acquired language knowledge to do the required tasks. - Develop their speaking skills through participation in class activities. - Develop processes for doing various writing tasks. - Increase their general knowledge of London and NY. - Evaluate their own progress.	Place of living City and countryside	Grammar - Indefinite pronouns Communication - Talking about the place of living and favourite place	5.1 City vs countryside - My favourite place - Gotta be Somebody (song)	- Quiz - Word categories - Answering personal questions - Table filling - Writing a paragraph - Choosing the right pronoun - Gap filling - Choosing the correct option	Student's Book iTeen File Audio CD CD-ROM <i>E-manual</i> Workbook iTeen Fun PowerPoint presentations Flashcards Slides Teacher's File CD player DVD player Computer Data show Pen drive Film clips Video clips Speakers Board Notebooks	- Diagnosis - Direct observation: - participation - interest - involvement in classroom activities - student's answers - the use of the English language in classroom - homework - punctuality ... - Formative test - Listening test - Progress test: reading, use of language and writing - Formal oral evaluation (observation grid) - Project - Portfolio - Self-evaluation (grid)
	City facilities Public places	Grammar - Future: <i>will</i> - Conditional sentences: type 1 Communication - Talking about capital cities - Describing one's hometown - Making predictions and promises - Talking about probable actions/events in the future	5.2 My city - London - Time after Time (song)	- Matching - Dialogue in pairs - Gap filling - Quiz - Crossword - Writing a descriptive text - Completing sentences - Completing a song		

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
Affective • Feel interested in the topics. • Interact with their classmates. • Interact with the teacher. • Show enthusiasm for the tasks. • Participate willingly in the different tasks. • Develop their self-confidence.	An American city • New York	Grammar • The future: <i>be going to</i> • <i>Be going to/will</i> Communication • Talking about plans/intentions • Making predictions and promises • Asking for and giving directions	5.3 New York, New York • Hello from NY! • Asking the way	• Class interaction • Labelling pictures • Question/answer • Finding words in the text • Matching • Unscrambling verbs • Completing sentences/ a dialogue • Acting out a dialogue • Writing an informal letter		
	Shopping • Shops and articles	Grammar • Question tags Communication • Asking and answering about shopping habits • Offering assistance • Accepting/Suggesting • Asking/Saying the price	5.4 Shop until you drop! • Confessions of a shopaholic • Let's go shopping!	• Dialogue in pairs • Predicting • Answering questions • Labelling pictures • True/False • Completing/Reorganising shopping dialogues • Writing a dialogue • Matching • Completing sentences		
	Festivals • Earth Day		Let's celebrate! • Earth Day	• Text reading • Quiz • Endangered species • Sudoku		
Project: Country life and city life						
Across curriculum: Geography						

3rd term

EXTENSIVE READING
UNIT 6 – SPORT AND LEISURE

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
Students are expected to: - Recall knowledge previously acquired. - Widen their vocabulary range within the subtopics. - Develop strategies for handling vocabulary (deducing, guessing from context...). - Be aware of intonation/pronunciation patterns. - Improve their reading skills by reading for gist and for specific information. - Develop strategies for reading a text. - Demonstrate their understanding of oral texts by doing different types of exercises. - Personalize the topics of the texts by relating them to their own experience. - Infer grammar rules from example sentences. - Use the acquired language knowledge to do the required tasks. - Develop their speaking skills through participation in class activities. - Develop processes for doing various writing tasks. - Increase their general knowledge of Florida. - Evaluate their own progress. Affective - Feel interested in the topics. - Interact with their classmates. - Interact with the teacher. - Show enthusiasm for the tasks. - Participate willingly in the different tasks. - Develop their self-confidence.	Sports Sports equipment	Grammar - Question: <i>How often?</i> Answer: adverbial phrases of frequency - Linking words Communication - Asking and answering about frequency - Asking and answering about favourite sports	6.1 What sports do you do? What sports do you do?	- Word unscramble - Matching - Chart filling - Dialogue in pairs - True/False - Writing a paragraph - Gap filling - Writing sentences	Student's Book iTeen File Audio CD CD-ROM <i>E-manual</i> Workbook iTeen Fun PowerPoint presentations Flashcards Slides Teacher's File CD player DVD player Computer Data show Pen drive Film clips Video clips Speakers Board Notebooks	- Diagnosis - Direct observation: - participation - interest - involvement in classroom activities - student's answers - the use of the English language in classroom - homework - punctuality ... - Formative test - Listening test - Progress test: reading, use of language and writing - Formal oral evaluation (observation grid) - Project - Portfolio - Self-evaluation (grid)
	School sports Sports equipment	Grammar - Relative pronouns Communication - Asking and giving opinions	6.2 School sports Are school sports important?	- Class interaction - Reading for gist - Finding words in the text - Deciding who said what - Discussing questions in pairs - Listening and labelling pictures - Gap filling - Writing sentences		
	Professional football	Grammar - Comparatives and superlatives Communication - Asking for and giving personal/professional information - Comparing people/places	6.3 The world of football A football star	- Class interaction - Matching - Completing a timeline - Preparing and writing an interview - Tic-Tac-Toe game - Making sentences - Completing sentences - Writing a biographical text		
	Free time activities Summer camp activities	Grammar - Present perfect Communication - Expressing likes and dislikes - Talking about actions that happened at an indefinite time in the past	6.4 Leisure time Summer camp	- Matching - Quiz - Question/Answer - True/False - Finding words in the text - Research work - Completing tables - Matching - Writing sentences - Finding someone who ...		
	Summer holidays Holiday activities	Grammar - Present perfect - Present perfect/past simple Communication - Describing holidays - Talking about recent past actions - Narrating finished actions in the past	6.5 Holidays in the USA - Betty's holiday - What can I do? (song)	- Question/Answer - Completing sentences - Gap filling - Completing a postcard/song - Writing a postcard		
Project: Top five destinations in my country						Across curriculum: Geography



PLANOS DE AULA

LESSON PLAN**1**

School			
Lesson no.	Date	Class	Teacher

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Summary

Greeting and introducing teacher and students. Talking about summer holidays. Material for the English class. Describing pictures. Playing a game.

Learning aims

The students are expected to:

- Show interest in the topics to be studied;
- Enjoy being in the English lesson;
- Participate willingly in classroom activities.

Socio-cultural content

The English syllabus

Communication

Talking about summer holidays
Describing pictures

Vocabulary

Related to the pictures

Grammar

No specific item

Skills

Listening, speaking and reading

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Slides, computer, data show

Assumptions: The students are familiar with basic vocabulary to describe some pictures.

Procedure

The teacher greets the students and introduces himself/herself to the class. Students may also be asked to introduce themselves briefly.

The teacher has an informal conversation with the class about their holidays to create a good learning atmosphere. Then he/she writes a list of all the material students need for the English lesson on the board and may remember some rules to be followed in class.

To present the English syllabus for the 7th grade, the teacher shows some slides (around 7, one for each unit) and asks the students to describe the pictures. The students are also asked to find a title for each slide. Then they look through their Student's Book to compare their answers with the name of each unit.

The teacher may also give the English evaluation criteria to the students. If time is left, the students play a game, e.g. Hangman. They choose a category – family, nationalities... – and divide into two teams. The winners are the team that can guess the word/words without finishing the hangman.

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 0 – Welcome Back!

LESSON PLAN**2**

School			
Lesson no.	Date	Class	Teacher

Summary

Diagnostic test.

Learning aims

- To assess students' knowledge of the UK and the USA;
- To assess their knowledge of some of the topics taught the previous year;
- To identify heterogeneity among students in order to plan strategies and future lessons.

Socio-cultural content

The UK and the USA
 Personal identification
 Family
 Favourites
 Daily routine

Communication

Giving personal information
 Describing one's family
 Expressing likes and dislikes
 Describing one's daily routine

Vocabulary

Words related to the contents above

Grammar

No specific item

Skills

Reading and writing

Evaluation

Test: Entry test
 Self-evaluation

Aids: Student's Book pp. 6, 7, board, e-Book, computer, data show**Assumptions:** The students are able to recall some of the cultural aspects and language contents included in the test.**Procedure**

The teacher greets the students, checks attendance and writes the number of the lesson on the board.
 The students open their books at p. 6 and the teacher makes sure the class understands the instructions for doing the exercises.
 The teacher sets a suitable time limit and the students do the test.
 The teacher writes the answers on the board or projects them by using the answer key from the e-Book.
 The students check/correct their answers and give feedback of their results to the teacher.
 The teacher takes notes of the contents that are still difficult for them (if any).

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN

3

School			
Lesson no.	Date	Class	Teacher

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Summary

Diagnostic test – listening. Classroom language.

Learning aims

- To assess students' listening skills;
- To revise/enlarge their knowledge of classroom language.

Socio-cultural content

No specific item

Communication

Asking for personal information

Vocabulary

Personal identification

Grammar*Wh*-questions**Skills**

Listening, reading and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 8, 9, board, e-Book, CD, CD player, computer, data show**Assumptions:** The students are able to recall language items related to personal identification and are familiar with classroom language.**Procedure**

The teacher greets the students and talks to them for a while to create a good atmosphere in class.

Then he/she gives the instructions for the listening test and asks the students to read the gapped dialogue in their books before they start listening. The teacher plays the CD for students to write the questions. The students listen to the dialogue again to confirm their answers.

The teacher writes the answers on the board or projects them by using the answer key from the e-Book. The students check/correct their answers and give feedback of their results to the teacher.

The teacher introduces classroom language and then the students do exercises 1 and 2. The teacher gives feedback on the students' answers.

The class is divided into groups to make posters of classroom language and then put them on the walls.

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 1 – Glad to be back!

LESSON PLAN

4

School			
Lesson no.	Date	Class	Teacher

Summary

Playing a game. Listening/reading comprehension of the text 'E-pals'.

Learning aims

The students are expected to:

- Use their acquired knowledge to play a game;
- Get the global meaning of a text;
- Select specific information from the text.

Socio-cultural content

Personal identification

Communication

Introducing oneself
Giving personal information

Vocabulary

Name, nickname, nationality, hometown, year at school, age...

Grammar

Are you...?/Have you got...?/ When is...?/
What is...?/Who is...?/...

Skills

Listening, reading, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/
participation.

Aids: Student's Book pp. 10-13, board, CD, CD player

Assumptions: The students are familiar with the vocabulary/questions within the topic.

Procedure

The teacher greets the class, checks attendance and writes the number of the lesson on the board.

The students open their books at p. 10 and the teacher tells them they are going to play a guessing game to get to know their classmates better. Then they do exercise 1 and the teacher checks their answers.

The students do exercise 2 on a separate sheet of paper and the teacher collects their sheets. Then each student reads the sheet given to him/her by the teacher so that the rest of the class can guess who it is.

The teacher introduces the reading task and then the students read/listen to the text. To check their understanding of the text, the students fill in Greg's fact file. Correction follows. Then the students do exercise 4 and the teacher gives feedback on their work.

The summary is written on the board.

Consolidation

iTeen Fun p. 4

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN**5**

School			
Lesson no.	Date	Class	Teacher

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Summary

Pair work: completing a chart. Replying to an e-pal.

Learning aims

The students are expected to:

- Use the right exponents to interact in pair;
- Write back to an e-pal.

Socio-cultural content

Personal identification

Communication

Asking and answering about favourites

Vocabulary

Name, surname, class, age, nationality, hometown, favourites...

Grammar

What's your favourite drink/food/?
What are your favourite sports/songs?...

Skills

Speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book p. 13

Assumptions: The students are familiar with the vocabulary/questions within the topic.

Procedure

The teacher greets the students and checks attendance.

Then he/she asks them some questions about the text studied in the last lesson.

The students open their books at p. 13 and the teacher sets the speaking task. Each student completes the chart about himself/herself. Then they work in pairs to ask each other about their favourites. Some pairs may repeat their dialogues in front of the class.

The teacher sets the writing activity and the students write back to Greg, giving personal information. While the students are doing the activity, the teacher moves around the classroom to monitor their work and help them if need be.

When the activity is finished, students may read their messages aloud. The teacher gives feedback on students' work.

If time is left, the students do a fun activity, iTeen Fun p. 5.

The teacher assigns homework: Workbook p. 4, exercise A.

The summary is written on the board.

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 1 – Glad to be back!

LESSON PLAN

6

School			
Lesson no.	Date	Class	Teacher

Summary

Homework check. Personal pronouns and verb *to be*. Exercises. Countries and nationalities.

Learning aims

The students are expected to:

- Identify the use of personal pronouns and verb *to be*;
- Use them correctly in different exercises;
- Identify some footballers' nationalities;
- Use the acquired knowledge to interact in pairs.

Socio-cultural content

Personal identification

Communication

Asking and answering about nationalities

Vocabulary

Countries and nationalities

Grammar

Personal pronouns and verb *to be*

Skills

Reading, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 14, 15, board, PowerPoint presentation, computer, data show

Assumptions: The students are familiar with the use of personal pronouns and verb *to be*.

Procedure

The teacher greets the class and checks homework.

To revise the personal pronouns and verb *to be*, the teacher writes three examples on the board and underlines the pronoun/verb. Then the students are asked to identify the grammar items. They may see iTeen File p. 4 for clarification.

The students do ex. 2 in Student's Book and the teacher gives feedback on the exercise. Then the students do exs. 2 and 3. Correction follows.

The teacher shows a PowerPoint presentation to allow the students to revise some countries and nationalities. The students do exs. 1 and 2 on p. 15. The first exercise is corrected orally and the second one may be written on the board.

The students do ex. 3 in pairs to practise the lexical area 'Countries and nationalities' and the communicative intentions 'Asking/answering about nationalities'.

The teacher assigns homework: Workbook pp. 5, 6, exercises B and C.

Consolidation

Workbook p. 7, ex. D; iTeen Fun pp. 6, 7

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN

7

School			
Lesson no.	Date	Class	Teacher

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Summary

Homework check. Listening comprehension of the text 'Meet Justin'. Listening to the song 'Love me'.

Learning aims

The students are expected to:

- Identify the use of possessive determiners;
- Use them correctly in context;
- Select specific information from an oral text;
- Use the information to write a paragraph;
- Identify the right words by listening to a song.

Socio-cultural content

Personal identification

Communication

Giving personal information

Vocabulary

Related to the topic.

Grammar

Possessive determiners

Skills

Listening, speaking, reading and writing

Evaluation

Feedback from students' speech/answers/ involvement/ participation.

Aids: Student's Book pp. 16, 17, board, CD, CD player (e-Book, computer, data show)

Assumptions: The students are familiar with the use of possessive determiners.

Procedure

After checking homework, the teacher tells the students to open their books at p. 16 and asks them:

- *What do you know about the young man in the pictures?*
- *Where is he from? What are his popular songs?...*

The students read the examples in their books and identify the possessive determiner. Then they do exs. 1, 2 and 3. Correction follows.

The teacher explains the listening activity and the students listen to complete the table. After checking their answers, they write a paragraph with the information collected. They may read their work aloud in class.

To create a good atmosphere in class, the teacher plays the song for students to do ex. 3

The teacher assigns homework: Workbook p. 8, exercise E.

Consolidation

Workbook p. 9, exs. F – I; iTeen Fun pp. 8, 9

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 1 – Glad to be back!

LESSON PLAN

8

School			
Lesson no.	Date	Class	Teacher

Summary

Reading comprehension of the text “Hilary Duff”. Describing personality and character: vocabulary exercises.

Learning aims

The students are expected to:

- Get the global meaning of the text;
- Identify specific information in the text;
- Use the vocabulary items in different situations.

Socio-cultural content

Personal identification

Communication

Describing people

Vocabulary

Physical appearance: height, build, hair, eyes...

Grammar

She is.../ She has got ...

Skills

Reading, speaking and writing

Evaluation

Feedback from students’ speech/answers/involvement/participation.

Aids: Student’s Book pp. 18, 19, board, e-Book, computer, data show, CD, CD player.

Assumptions: Students are already familiar with the topic ‘Personal identification’.

Procedure

The teacher greets the class and writes the number of the lesson on the board. Then he/she tells the students to look at the picture on page 18 and asks them the questions in exercise 1.

Then the students read the text and do the comprehension exercises on page 19 (exs. 3 and 4). Correction follows.

To introduce the adjectives that describe personality and character, the teacher asks the SS:

- ‘What do you know about Hilary’s personality?’.

Then they do ex. 5. The vocabulary items are written on the board.

To practise the use of this vocabulary and to develop their speaking skills, the SS choose 6 adjectives to describe themselves and then they ask a friend to guess the adjectives they have chosen (ex. 6).

The teacher elicits from students the contents dealt with in the lesson and writes the summary on the board.

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN

9

School			
Lesson no.	Date	Class	Teacher

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Summary

Describing people: vocabulary exercises. 'Have got' (affirmative, negative and interrogative forms). 'Have got' and 'be'. Exercises.

Learning aims

The students are expected to:

- Identify the affirmative, negative and interrogative forms of 'have got';
- Apply these forms in a number of exercises.

Socio-cultural content

Personal identification

Communication

Describing people

Vocabulary

Physical appearance: height, build, hair, eyes...

Grammar

Have got

Skills

Reading, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 20, 21, board, e-Book, computer, data show.

Assumptions: Students are already familiar with the use of 'have got'.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

To start the lesson, he/she tells the SS to look at the picture on page 20 and asks them the questions in exercise 1. Then they do the exercise. Correction follows.

After that the SS do ex. 2. The adjectives are written on the board and the students copy them into their exercise books.

The teacher writes on the board: '*Rihanna has got straight long hair.*' and asks the SS to identify the verb. Then the SS open their books at page 21 and read the examples in the grammar box and do ex. 1.

After correcting the exercise, the SS do ex. B.1 on p. 11 in their Workbooks and exs. 2 and 3 on p. 21 in their Student's Books.

If time to spare, the students do exercises C.1 on p.11, D and E on p.12 in their Workbooks.

Consolidation

Flashcards/Workbook p.10, ex.A/ iTeen Fun p. 10/Teacher's File, Worksheets 4 and 5 /, iTeen File p. 5

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 1 – Glad to be back!

LESSON PLAN **10**

School			
Lesson no.	Date	Class	Teacher

Summary

Describing people and things: position of adjectives. Writing a paragraph. Listening to the song 'I am'. Comprehension exercises.

Learning aims

The students are expected to:

- Get the global meaning of the song;
- Recognise the use and positions of adjectives in a sentence;
- Use the adjectives by putting them in the correct position in a sentence.

Socio-cultural content

Personal identification

Communication

Describing people and things

Vocabulary

Related to physical appearance

Grammar

Adjectives

Skills

Listening, reading, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 22, 23, board, e-Book, computer, data show, CD, CD player.

Assumptions: Students are already familiar with some uses of adjectives.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

To introduce the study of the use and position of adjectives, the teacher reads the examples in the grammar box on page 22 and the SS complete the rules (ex. 1).

Then the SS do ex. 2. Some SS come to the board to correct the answers.

After that, the SS listen to the song on p. 23 and fill in the gaps with the missing words.

After correction, the SS do ex. 2 and 3.

To develop their speaking skills the SS work in pairs to play a game. A student thinks of a student or a well-known person and his/her partner asks questions and tries to guess the name of that person. They take turns (page 23 – game).

The teacher assigns homework: Student's Book p. 22, ex. 3

Consolidation

Workbook p. 13, exs. F, G / Teacher's File, Worksheet 6 / iTeen File p. 6

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN **11**

School			
Lesson no.	Date	Class	Teacher

Summary

Listening/reading comprehension of the text 'Fun with friends'. The Present Continuous. Exercises.

Learning aims

The students are expected to:

- Get the global meaning of the text;
- Identify specific information in the text;
- Use the Present Continuous to describe pictures.

Socio-cultural content

Personal identification

Communication

Saying what people are doing
Talking about temporary actions or situations

Vocabulary

Action verbs

Grammar

Present Continuous

Skills

Listening, reading, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 24-27, board, e-Book, computer, data show, CD, CD player.

Assumptions: Students are already familiar with the use of the Present Continuous.

Procedure

The teacher greets the class and checks homework.

The teacher asks the SS to do ex. 1 on p. 24 in pairs and then they read/ listen to the dialogue.

After that, the SS do the comprehension exercises on p. 25 (exs. 3, 4 and 5). To correct them, the teacher writes the answers on the board or projects them by using the answer key from the e-Book.

To introduce the Present Continuous, the teacher may use a PowerPoint presentation and ask the SS to describe the pictures and say/complete the sentences describing what the people are doing. Then he/she leads the students to recall the form and uses of this verb tense. After that, the teacher asks a student to read the example in the grammar box on p. 26. To make sure the SS understand the rules, he/she asks them to do exs. 1, 2, 3 and 4. Correction follows.

For further practice, the SS do exs. 5 and 6 on p. 27 in class or as homework.

Consolidation

Workbook p. 14, ex. A.1 and 2/ Teacher's File, Worksheets 7 and 8 / Flashcards

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 1 – Glad to be back!

LESSON PLAN **12**

School			
Lesson no.	Date	Class	Teacher

Summary

Listening to the song 'I'm with you'. Comprehension exercises. Question words. An interview: role-play.

Learning aims

The students are expected to:

- Use the Present Continuous to complete a song;
- Get the gist of a song;
- Identify the use of question words;
- Use them correctly in context.

Socio-cultural content

Personal identification

Communication

Saying what people are doing
Talking about temporary actions or situations

Vocabulary

Words related to the topic

Grammar

Present Continuous
Question words

Skills

Listening, speaking, reading and writing

Evaluation

Feedback from student's answers/participation

Aids: Student's Book pp. 28, 29, picture, board, CD, CD player, iTeen Fun p. 11

Assumptions: Students are already familiar with the Present Continuous and questions words.

Procedure

The teacher greets the class and checks homework.

To introduce the topic of the lesson, the teacher may show a picture of Avril Lavigne and asks the SS what they know about the singer. Some topics may be written on the board, such as:

- *Full name*
- *Nationality*
- *Date and place of birth*
- *Famous songs*

The teacher asks the SS to complete the song on p. 28 by putting the verbs into the Present Continuous. SS listen to the song to check their answers and then do ex. 3.

The teacher asks the class the questions in the grammar box (Question Words). He/she elicits from the SS how these words are used.

The SS read the information given in the grammar box and do ex.1. Correction follows.

Then the SS interview their partners (ex. 2).

For further practice, the SS play a game: Are you a detective? (iTeen Fun, p. 11)

The teacher assigns homework: Workbook p. 15, ex. B.1 and 2.

Consolidation

Teacher's File, Worksheets 9 and 10

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 13

School			
Lesson no.	Date	Class	Teacher

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Summary

Culture Spot: 'Welcome to Scotland'. Project work.

Learning aims

The students are expected to:

- Enlarge their knowledge about Scotland;
- Find specific information on the Internet or in reference books;
- Enjoy cooperating with others;
- Develop their self-confidence.

Socio-cultural content

Culture: The UK (Scotland)

Communication

Describing places

Vocabulary

Places of interest, attractions...

Grammar

No specific item

Skills

Reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 30, 31, board (e-Book, computer, data show)

Assumptions: The students are familiar with research work.

Procedure

The teacher greets the class, writes the number of the lesson on the board and checks homework.

Then he/she shows/projects a map of the UK and asks the students to look at it and answer some questions:

- *How many countries are there in Great Britain?*
- *What are their names?*
- *What is the capital of Scotland?*
- ...

After that, the SS read the information about Scotland on p. 30 and do exs. 1 and 2. The exercises are corrected orally.

Then the SS divide into groups to start gathering information about their own country or one they would like to visit. The class can go to the computer room to do research work. When the work is finished, they present it to the class.

The teacher assigns homework: Student's Book p.31 (organising a portfolio).

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 1 – Glad to be back!

LESSON PLAN **14**

School			
Lesson no.	Date	Class	Teacher

Summary

Revision test.

Learning aims

The students are expected to:

- Use the acquired knowledge and linguistic competence to do the exercises correctly;
- Evaluate their own progress.

Socio-cultural content

Personal identification

Communication

Asking for and giving personal information

Vocabulary

Personal information, countries and nationalities, physical appearance, personality, action verbs

Grammar

Personal pronouns, present simple – *to be*, possessive determiners, *have got*, adjectives, present continuous, question words

Skills

Reading and writing

Evaluation

Test: Show what you know.
Self-evaluation

Aids: Student's Book pp. 32, 33, board (e-Book, computer, data show)

Assumptions: Students have acquired the vocabulary and grammar contents taught in the unit.

Procedure

The teacher greets the class and writes the number of the lesson and the summary.

The students open their books at p. 32 and the teacher makes sure the class understands the instructions for doing the exercises.

The teacher sets time limit and the students do the test.

The teacher writes the answers on the board or projects them by using the answer key from the e-Book.

The students check/correct their answers, grade the test and give feedback of their results to the teacher.

The students 'Check' what they have already learnt and take notes of the contents that are still difficult for them (if any).

If need be, the teacher suggests remedial work.

Consolidation

Workbook pp. 16-19, Self-check 1

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 15

School			
Lesson no.	Date	Class	Teacher

Summary

Talking about famous families: a quiz. Reading/listening comprehension of the text 'The Brangelina Family'. Family relationships: vocabulary exercises. Possessive case: exercises.

Learning aims

The students are expected to:

- Get the global meaning of the text;
- Identify specific information in the recorded text;
- Identify family members;
- Express possession by using the possessive case.

Socio-cultural content

Family life

Communication

Talking about family relationships
Asking about possession
Expressing possession

Vocabulary

Family members

Grammar

Possessive case

Skills

Reading, listening, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 34-38, board, e-Book, computer, data show, CD, CD player.

Assumptions: Students are already familiar with the topic 'Family'.

Procedure

The teacher greets the class and writes the number of the lesson and the summary.

To motivate the SS for the reading/listening task on page 36, the teacher tells them to look at the pictures on pages 34, 35 and asks them: '*Who are the people in the pictures?*', '*Why are they famous?*'. Then the students do the quiz and match the questions to the corresponding images. Correction follows.

The SS answer the questions in exercise 1 on page 36 and read/listen to the text. Then they do exercises 3 and 4 on page 37. Correction follows. After that, the SS do exercises 1 and 2 on page 37 to revise the vocabulary on Family.

To introduce the Possessive case the teacher asks the SS: '*Who's Shiloh?*' '*She's Angelina's daughter.*'. The SS read the examples on page 38 and do the two grammar exercises. SS can come to the board to correct the exercises.

The teacher assigns homework: Workbook pp. 20, 21, ex. A; p. 21, exercise B. 1 and 2.

Consolidation

Teacher's File, Worksheet 11 / iTeen Fun p.12 / Workbook p. 21, ex. B. 3/ Slide 2

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 2 – All in the Family

LESSON PLAN **16**

School			
Lesson no.	Date	Class	Teacher

Summary

Reading/Listening comprehension: 'A family is this'. Writing a paragraph about 'a member of my family'.

Learning aims

The students are expected to:

- Get the global meaning of the text;
- Identify specific information in the text to answer questions;
- Extend vocabulary;
- Write a paragraph about a member of their family.

Socio-cultural content

Family life

Communication

Talking about one's family

Vocabulary

Family related words

Grammar

No specific item.

Skills

Reading, listening, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book p. 39, board, CD, CD player, e-Book, computer, data show.

Assumptions: Students are already familiar with the topic "Family".

Procedure

The teacher greets the class and checks homework.

To prepare the SS for the reading/listening task on page 39, the teacher asks them:

- *Is your family important to you? Why?*

The SS listen to/read the poem "A family is this" and then answer the comprehension exercise. Correction follows.

Then the SS complete a diagram about good things about family life – exercise 1 on page 39.

To develop their writing skills, the students write a paragraph about a member of their family that they admire (exercise 2, p. 39).

When the work is finished, some students should come to the front of the class and present it to their classmates.

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 17

School			
Lesson no.	Date	Class	Teacher

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Summary

Reading/Listening comprehension: 'Meet my family'. Jobs and occupations.

Learning aims

The students are expected to:

- Identify/describe family members;
- Get the global meaning of the text;
- Identify specific information in the text to complete a table and answer questions;
- Identify jobs and occupations.

Socio-cultural content

Family life

Communication

Describing families

Vocabulary

Family, jobs and occupations

Grammar

No specific item.

Skills

Reading, listening, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 40, 41, board, CD, CD player, flashcards, e-Book, computer, data show

Assumptions: Students are already familiar with the topics "Family" and "Jobs".

Procedure

The teacher greets the class and writes the number of the lesson and the summary.

To prepare the SS for the reading/listening task on page 36, the teacher asks them to do the speaking activity in pairs. Then the teacher asks one or two students to describe his/her partner's family to the class.

The SS listen to/read the text "Meet my family" and then complete a table with information taken from the texts and answer the comprehension exercises. Some students come to the board to correct the answers. The teacher can also project the answers by using the answer key from the e-Book.

Then the SS find ten jobs in the word snake.

After that, the teacher uses flashcards to revise words related to the topic jobs and occupations and uses choral repetition to practise the pronunciation of words.

The SS do ex. A.1. in their Workbooks, p. 22 and ex. A. 2., p. 23.

The teacher assigns homework: Workbook p. 23, ex. A.3., 4. and 5.

Consolidation

iTeen Fun p. 13, ex. A and B / PowerPoint Presentation – Jobs and Occupations

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 2 – All in the Family

LESSON PLAN **18**

School			
Lesson no.	Date	Class	Teacher

Summary

Listening to the song 'This is me'. Comprehension exercises. Personal pronouns (subject and object). Writing a text about 'my dream job'.

Learning aims

The students are expected to:

- Identify missing words by listening to a song;
- Get the global meaning of the song;
- Select specific information from the song;
- Identify the use of personal pronouns.

Socio-cultural content

Family life

Communication

Talking about one's family
Describing one's dream job

Vocabulary

Words related to the topic.

Grammar

Personal pronouns (subject and object)

Skills

Reading, listening, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 42, 43, board, CD, CD player.

Assumptions: Students are already familiar with the use of personal pronouns.

Procedure

The teacher greets the class and writes the number of the lesson and the summary.

The SS open their books at page 42 and look at the picture. The teacher asks them: 'Do you know this girl?'/ 'What's her name?'/ 'What's her job?'

The SS listen to the song and complete it with the missing words. Correction follows.

Then the SS do exercises 2 and 3, which are written and corrected on the board.

To revise the personal pronouns, the teacher asks the SS to read the example from the song and do exercises 1 and 2 to understand the use of subject and object personal pronouns. Both exercises are corrected orally.

After that the SS complete the table on page 43 (ex. 3) and do ex. 4.

For further practice, the SS do exs. 1 and 2 in their Workbook, p. 24.

The writing activity – a text about students' dream job – can be done in class or as homework, depending on time available.

Consolidation

Workbook p. 24, ex. B. 3 and 4 / Teacher's File, Worksheet 12 / iTeen Fun p. 14

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN **19**

School			
Lesson no.	Date	Class	Teacher

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Summary

Reading/listening comprehension of the text 'At home with the Cyrus Family'. 'You and your parents': answering a quiz.

Learning aims

The students are expected to:

- Get the global meaning of the song;
- Identify specific information in the text;

Socio-cultural content

Family life

Communication

Talking about home rules

Vocabulary

Home rules
(vocabulary in context)

Grammar

No specific item.

Skills

Reading, listening, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 44, 45, board, CD, CD player, e-Book, computer, data show.

Assumptions: Students are already familiar with vocabulary related to family.

Procedure

The teacher greets the class, checks attendance, tells them to open their books at page 44 and asks them the questions in exercise 1.

Then the teacher tells the SS to look at the picture on page 44 and asks them:

- 'Do you know the people in the picture?'
- 'Why is Miley Cyrus famous?'
- 'Do you like her? Why(not)?'

The SS listen to and read the text 'At home with the Cyrus family' on page 44 and do the comprehension exercises on p. 45. After doing the exercises, some students come to the board to correct the answers. The teacher can also project the answers by using the answer key from the e-Book.

To prepare the students for the next activity, the teacher asks them: 'Are there many rules in your home?'

Then the SS answer the quiz on page 45 and after that they share their answers with their classmates.

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 2 – All in the Family

LESSON PLAN **20**

School			
Lesson no.	Date	Class	Teacher

Summary

Present Simple (Affirmative and negative).

Learning aims

The students are expected to:

- Talk about habits and routines;
- Use the Present Simple.

Socio-cultural content

Daily routine

Communication

Describing habits and routines

Vocabulary

Related to the topic.

Grammar

Present Simple

Skills

Reading and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book p. 46, Workbook, p. 25, board, e-Book, computer, data show.

Assumptions: Students are already familiar with vocabulary related to daily routine and the use of Present Simple.

Procedure

The teacher greets the class and writes the number of the lesson and the summary.

To introduce the Present Simple, the teacher asks SS some questions about the text studied the lesson before:

'Where do Miley and her family live?'

'What does Miley do at home?'

Then he/she writes the students' answers on the board, underlines the verbs and leads them to say how we form the affirmative form.

After that he/she writes: *'Miley and her family don't live in London.'* / *'Miley doesn't cook.'* and follows the same procedure for the negative form.

The SS read the information given in the Grammar Box (p. 46) and complete the rules in ex.1. Then they copy the grammar box into their exercise books and do exercise 2. They correct it orally.

For further practice, SS do the exercises A.1-3 on page 25, in their Workbooks. Correction follows.

Consolidation

Teacher's File, Worksheet 13/PowerPoint presentation – Present Simple

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 21

School			
Lesson no.	Date	Class	Teacher

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Summary	
Present Simple (Interrogative).	
Learning aims	
The students are expected to: • Talk about habits and routines; • Use the Present Simple.	
Socio-cultural content Daily routine	Communication Describing habits and routines
Vocabulary Related to the topic.	Grammar Present Simple
Skills Reading and writing	Evaluation Feedback from students' speech/answers/involvement/ participation.
Aids: Student's Book p. 47, Workbook, p. 26, board, e-Book, computer, data show.	
Assumptions: Students are already familiar with vocabulary related to daily routine and the use of Present Simple.	
Procedure	
The teacher greets the class and writes the number of the lesson and the summary. After checking homework, the teacher makes a statement about himself/herself. Then he /she asks a student a question to introduce the interrogative form. Ex. <i>I get up at seven o'clock. Ana, do you get up at seven o'clock?</i> The teacher walks around the classroom asking students questions and teaching them to answer, "Yes, I do" or "No, I don't". Then the teacher contrasts students' habits. Ex. <i>'Diogo walks to school. Does João walk to school?'</i> He/she walks around the classroom asking questions with <i>does</i>, and teaches students to answer "Yes, he does" "No, he doesn't"... The teacher leads the students to say how we form the interrogative form and short answers. The students complete the table on p. 47 and do ex.1. Then they copy the grammar box into their exercise books. After that, they do exercise 2 in their books. The teacher can project the answers by using the answer key from the e-Book. For further practice, SS do some exercises in their Workbooks (B.1, 2, 3 on p. 26). Correction follows. The teacher assigns homework: Workbook p. 27, ex. C.1.	
Consolidation	
Mixed ability class*	Notes*
*Strategies/activities used/remedial work/extra work	* Adaptations/Modifications to the plan/relevant notes

UNIT 2 – All in the Family

LESSON PLAN **22**

School			
Lesson no.	Date	Class	Teacher

Summary

Listening exercise: 'The boy does nothing'. Household chores. Adverbs of frequency.

Learning aims

The students are expected to:

- Get specific information from a song;
- Extend vocabulary;
- Use the adverbs of frequency.

Socio-cultural content

Daily routine

Communication

Talking about household chores

Vocabulary

Household chores

Grammar

Adverbs of frequency

Skills

Listening, reading, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 47-49, CD, CD player, board, e-Book, computer, data show.

Assumptions: Students are already familiar with the use of the adverbs of frequency.

Procedure

The teacher greets the class and after checking homework, he/she tells the SS to open their books at page 47 and asks them to look at the title of the song. He/she asks: *'What do you think the song is about?'*

The SS listen to the song and complete the gaps. Correction follows. Then they do exercise 2. After that, they can listen to the song again and sing along.

To prepare the SS for the next activity, the teacher says: *'The boy in the song does nothing at home. But there are a lot of chores to do at home. Give me examples of household chores.'*

Then the SS open their books at page 48 and do exercises 1 and 2. Correction follows.

To introduce the adverbs of frequency, the teacher makes some statements about himself/herself: Eg. *I always make my bed. / I usually cook dinner. / I am often tired after school.*

Then he/she writes the sentences on the board and leads the SS to infer the position of adverbs in the sentences. They read the information in the grammar box and complete the rules on p. 49 (ex.1) and then do ex.2. Then the SS do ex. 1 and 2 on p. 49. They answer the questions for themselves and then they ask their partners the same questions in order to complete their partner's column. To develop their writing skills, they write a paragraph about what their partners usually do or don't do at the weekend.

The teacher assigns homework: Workbook p. 28, ex. D.1; 2 and p. 29, ex. E.1.

Consolidation

iTeen Fun p. 15/Workbook p. 28, ex. D.3; p. 29, ex. 2 and 3/ Teacher's File, Worksheet 14

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 23

School			
Lesson no.	Date	Class	Teacher

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Summary

Reading comprehension of the text 'Zac's day'. Asking and telling the time.

Learning aims

The students are expected to:

- Get the global meaning of the text;
- Ask and tell the time.

Socio-cultural content

Daily routine

Communication

Describing daily routines

Vocabulary

Related to the topic.

Grammar

Present Simple

Skills

Reading, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 50-51, board, e-Book, computer, data show.

Assumptions: Students are already familiar with vocabulary related to daily routine.

Procedure

The teacher greets the class and after checking homework, he/she tells the SS to open their books at page 50 and asks them to look at the picture. He/she asks:

- 'Do you know the boy in the picture?'
- 'What do you know about him?'

The SS read the text and do the comprehension exercises on page 51 (exs. 1 and 2). Some students come to the board to correct the answers.

To revise the time, the SS do the vocabulary exercise 1 on p. 51.

SS can come to the board to correct the exercise.

For further practice, the SS do exercises A.1 and 2 on page 30 in their Workbook.

The teacher assigns homework: Workbook p. 30, ex. A.3 and 4.

Consolidation

Slide 3

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 2 – All in the Family

LESSON PLAN **24**

School			
Lesson no.	Date	Class	Teacher

Summary

Homework check. Prepositions of time.

Learning aims

The students are expected to:

- Recognise the uses of prepositions of time;
- Apply the prepositions of time in gap filling exercises;
- Use the prepositions of time to give information about themselves.

Socio-cultural content

Daily routine

Communication

Describing daily routines

Vocabulary

Related to the topic.

Grammar

Prepositions of time

Skills

Reading, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book p. 52, board, e-Book, computer, data show.

Assumptions: Students are already familiar with some uses of prepositions of time.

Procedure

The teacher greets the class and checks homework.

He/she writes some sentences on the board to exemplify the uses of prepositions of time. Then the students read the examples in their books (p. 52) to revise or learn some other uses.

Students do exercise 1 to practise the grammar item. Correction follows.

For further practice, students do exercise C.1, 2 and 3 in their Workbook. Correction follows.

After that, they do exercise 2 on page 52 in Student's Book and complete the gaps with personal information. Some students read their sentences aloud.

The summary is written on the board.

Consolidation

Teacher's File, Worksheet 15

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN **25**

School			
Lesson no.	Date	Class	Teacher

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Summary

Culture spot: British Families.

Learning aims

The students are expected to:

- Find specific information on the internet or in reference books;
- Enjoy cooperating with others;
- Develop their self-confidence

Socio-cultural content

Culture: British families

Communication

Describing the Royal Family

Vocabulary

Related to the topic.

Grammar

No specific item.

Skills

Reading, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book p. 53, board, e-Book, computer, data show.**Assumptions:** Students are already familiar with some uses of prepositions of time and with research work.**Procedure**

The teacher greets the class and writes the number of the lesson and the summary.

Then the teacher tells the SS to open their books at page 53 and asks:

- 'Do you know this family?'
- 'What do you know about it?'
- 'Who's the most famous person in the British Royal Family?'

After that, the SS read the information in Culture Spot, p. 53 and do ex. 1. Correction follows.

Then they divide into groups to start doing their research work about the Royal Family. If possible, they go to the computer room. When the work is finished, they display it on the classroom walls.

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 2 – All in the Family

LESSON PLAN **26**

School			
Lesson no.	Date	Class	Teacher

Summary

Listening comprehension of the text 'Monique's day'. Writing a text about 'my partner's daily routine'.

Learning aims

The students are expected to:

- Identify specific information in the recorded text;
- Talk about their daily routine.

Socio-cultural content

Daily routine

Communication

Talking about habits and routines

Vocabulary

Related to the topic.

Grammar

No specific item.

Skills

Listening, reading, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 54-55, CD, CD player, board, e-Book, computer, data show.

Assumptions: Students are already familiar with vocabulary related to daily routine.

Procedure

The teacher greets the class and writes the number of the lesson and the summary.

The teacher asks some SS: 'What time do you get up?'/ 'How do you go to school?'/ 'What time do you have lunch?'/ 'What do you do after dinner?'/ 'What time do you go to bed?'

Then the teacher tells the SS to open their Student's Book at page 54 and to read the sentences in ex.1. The students listen to the text and do the exercise.

After that, the SS read the statements in ex. 2 and listen to the text again. If necessary, SS can listen to the text once again to check their answers. Correction follows.

Then SS do ex. 3. Correction follows.

To develop their speaking and writing skills, the SS work in pairs to do ex.1 on page 55 and then they do ex. 2. The SS present their texts to the class.

After that the SS do ex. 3 on the same page. Correction follows.

For further practice, the SS do ex. B.1 and 2 on p. 31 in their Workbook.

The teacher assigns homework: Workbook p. 31, ex. B.3.

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 27

School			
Lesson no.	Date	Class	Teacher

Summary

Reading/listening comprehension of the text 'An email to a friend'. Present Simple/Present Continuous.

Learning aims

The students are expected to:

- Get the global meaning of the text;
- Identify specific information in the text;
- Extend vocabulary;
- Recognise the difference between the present simple and the present continuous;
- Use the present simple and present continuous in sentences.

Socio-cultural content

Voluntary work

Communication

Talking about habitual actions and actions happening now

Vocabulary

Words/expressions related to the topic
Action verbs

Grammar

Present Simple/Present Continuous.

Skills

Listening, reading and writing

Evaluation

Feedback from students' speech/answers/ involvement/ participation.

Aids: Student's Book pp. 56-58, CD, CD player, board, e-Book, computer, data show,

Assumptions: Students are already familiar with the uses of the present simple and the present continuous.

Procedure

The teacher greets the class and after checking homework he/she prepares the students for the reading/listening activity by writing 'VOLUNTARY WORK' on the board and asking the SS to give examples of ways to help.

Then he/she asks the SS to open their books at page 56 and tells them: '*Well, the boy in the picture has a different way of spending his weekend.*'

The teacher tells the SS to read the email quickly and do ex.1. Correction follows. They read the email again and do ex. 2 and 3. Correction follows.

To extend vocabulary, the SS do ex.1 on page 57.

Then the teacher asks the SS to read the sentence in the Grammar Box on page 58 and identify the present simple and the present continuous.

After that, the SS do exs. 1, 2, 3 and 4.

The teacher assigns homework: Workbook p. 33, ex. A.1 and 2.

Consolidation

Teacher's File, worksheet 16 / Slide 4 / PowerPoint presentation – present simple / present continuous

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 2 – All in the Family

LESSON PLAN **28**

School			
Lesson no.	Date	Class	Teacher

Summary

Homework check. Project Work.

Learning aims

The students are expected to:

- Find specific information on the Internet or in reference books;
- Develop their self-confidence.

Socio-cultural content

Family life

Communication

Talking about family

Vocabulary

Related to the topic

Grammar

No specific item.

Skills

Reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation

Aids: Student's Book p. 59, board, e-Book, computer, data show.

Assumptions: Students are already familiar with vocabulary related to family.

Procedure

The teacher greets the class, writes the number of the lesson and the summary on the board and then checks homework. The teacher may show the trailer of the film "Shrek" for students to identify and describe the characters. After that, he/she asks the SS to open their books at page 59 and to match the sentences to the pictures of the characters. Then the SS start doing their projects. The teacher should tell the SS about this project in advance so that they can bring photos of their family to class. If needed, they go to the computer room to do research work. When the work is finished, they present it to the class and may vote for the best one.

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN **29**

School			
Lesson no.	Date	Class	Teacher

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Summary

Revision test.

Learning aims

The students are expected to:

- Use the acquired knowledge and linguistic competence to do the exercises correctly;
- Evaluate their own progress.

Socio-cultural contentFamily life
Daily routine**Communication**Talking about family
Describing daily routine / weekend activities**Vocabulary**

Family members, jobs and occupations, household chores, the time, daily routine

GrammarPossessive case, *whose*, personal pronouns (subject/object), present simple, adverbs of frequency, prepositions of time, present continuous**Skills**

Reading, writing and speaking

EvaluationTest: Show what you know.
Self-evaluation**Aids:** Student's Book pp. 60, 61, board, e-Book, computer, data show.**Assumptions:** Students have acquired the vocabulary and grammar contents taught in the unit.**Procedure**

The teacher greets the class and writes the number of the lesson and the summary.

The students open their books at p. 60 and the teacher makes sure the class understands the instructions for doing the exercises.

The teacher sets time limit and the students do the test.

The teacher writes the answers on the board or projects them by using the answer key from the e-Book.

The students check/correct their answers, grade the test and give feedback of their results to the teacher.

The students 'Check' what they have already learnt and take notes of the contents that are still difficult for them (if any).

If need be, the teacher suggests remedial work.

Consolidation

Workbook pp. 34-37, Self-check 2

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 3 – No place like home

LESSON PLAN **30**

School			
Lesson no.	Date	Class	Teacher

Summary

Rooms in a house. Listening/reading comprehension of the text 'The Simpsons' house'.

Learning aims

The students are expected to:

- Identify the rooms in a house;
- Expand vocabulary;
- Get the global meaning of the text;
- Identify specific information in the text.

Socio-cultural content

At home

Communication

Giving opinions
Describing houses

Vocabulary

Rooms in a house
House and garden

Grammar

No specific item

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 62-65, Board (e-Book, computer, data show), CD, CD player

Assumptions: The students are familiar with some vocabulary related to the house.

Procedure

The teacher greets the class, writes the number of the lesson on the board and checks homework.

The teacher tells the SS to open their books at p. 62, asks them to look at the picture and to answer the questions in ex. 1.

Then the SS answer the questions in ex. 2 orally and do exs. 3 and 4 on p. 63. After doing the exercises, some students come to the board to correct the answers. The teacher can also project answers by using the answer key from the e-Book.

To motivate SS for reading, the teacher may show a clip from the Simpsons. While viewing, Ss answer some questions about the clip. Then SS open their books at p. 64 and answer the questions in ex. 1. They listen to/read the text, do ex. 3 and then listen to check their answers. The teacher may conduct pronunciation practice.

The SS do the comprehension exercises on p. 65 (exs. 4, 5, 6). Correction follows.

The teacher elicits from SS the contents dealt with in the lesson and writes the summary on the board.

Consolidation

PowerPoint presentation; Workbook p. 38, ex. A; iTeen File p. 14

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 31

School			
Lesson no.	Date	Class	Teacher

Summary

There + to be/some, any, no. Exercises. Listening comprehension of the text 'My dream house'. Writing a text.

Learning aims

The students are expected to:

- Identify the use of 'there + to be' and 'some, any, no';
- Use 'there + to be' and 'some, any, no' in a number of exercises;
- Identify specific information in the recorded text;
- Write a text about their dream house;
- Enjoy cooperating with others.

Socio-cultural content

Dream house

Communication

Describing houses
Describing location

Vocabulary

Related to the topic

Grammar

'There + to be/some, any, no'

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 66, 67, board (e-Book, computer, data show), CD, CD player

Assumptions: The students are familiar with the use of the verb 'to be'.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

To introduce 'there + to be' and 'some, any, no', the teacher reads some sentences about the text studied the lesson before (Grammar Box) and to make sure they understand the rules, the teacher asks them to do exs. 1, 2, 3 and 4. The answers are written on the board.

After that, the SS read the sentences in ex. 1 on page 67, listen to the text and do the exercise. Correction follows.

Using the given language items, the SS work in pairs to ask and answer the questions in ex. 1 (Speak and Write).

After that, the SS write the description of their house and present it to the class. Then they display their work on the classroom wall.

The teacher assigns homework: Workbook p. 39, exs. B and C. Then he/she writes the summary on the board.

Consolidation

Teacher's File, Worksheet 17; iTeen File p. 16

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 3 – No place like home

LESSON PLAN **32**

School			
Lesson no.	Date	Class	Teacher

Summary

Listening to the song 'I need a house'. Articles *a/an*, *the* or omission of the article. Practice.

Learning aims

The students are expected to:

- Get specific information by listening to a song;
- Get the gist of the song;
- Identify specific information in the song;
- Identify the use of the articles *a/an*, *the* or omission of the article;
- Use the articles in context.

Socio-cultural content

The house

Communication

Describing houses

Vocabulary

Words related to the house

Grammar

a/an, *the* or omission of the article

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation

Aids: Student's Book pp. 68, 69, board (e-Book, computer, data show), CD, CD player

Assumptions: The students are familiar with the use of the articles *a/an*, *the*.

Procedure

The teacher greets the class, writes the number of the lesson on the board and checks homework. Then he/she tells the SS they are going to listen to a song entitled 'I need a house' and asks them to try to guess what it is about.

The SS open their books at p. 68. They listen to the song and complete the lyrics with the missing words.

The teacher may also show the music video for students to confirm their answers. Correction follows.

Then the SS do exs. 2 and 3. The teacher checks SS' answers.

The teacher introduces the articles using as context some sentences taken from the song. The students read the information in the grammar box (Student's Book p. 69) and the teacher draws their attention to some particular cases. Then the SS do ex. 1 on p. 69.

For further practice, the SS do exs. B.1 and 2 on p. 41 in their Workbook.

The teacher elicits from SS the contents dealt with in the lesson and writes the summary on the board.

Consolidation

Teacher's File, Worksheet 18; iTeen File p. 17

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 33

School			
Lesson no.	Date	Class	Teacher

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Summary

Culture spot: 'Some typical British homes'. Project Work.

Learning aims

The students are expected to:

- Enlarge their knowledge of typical British homes;
- Locate specific information in the texts;
- Find specific information on the internet or in reference books;
- Develop their self-confidence.

Socio-cultural content

Types of homes

Communication

Talking about British homes
Describing various types of homes

Vocabulary

Home related words

Grammar

No specific item

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 70, 71, board (e-Book, computer, data show)

Assumptions: The students are familiar with some types of homes.

Procedure

The teacher greets the students and talks to them for a while to create a good atmosphere in class. Then he/she may show the SS the pictures of some typical British homes and asks them to describe what they see.

The SS read the information about typical British homes on p. 70 to enlarge their knowledge. Then they read the texts on p. 71 and do exs. 1 and 2.

After doing the exercises, some students come to the board to correct the answers.

After that, the students divide into groups to start gathering information about the different types of homes around the world. They can go to the computer room to do research work.

When the work is finished, they present it to the class and display their posters on the walls.

The teacher elicits from SS the contents dealt with in the lesson and writes the summary on the board.

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 3 – No place like home

LESSON PLAN **34**

School			
Lesson no.	Date	Class	Teacher

Summary

Reading/listening to the text 'My favourite room'. Furnishings in a house: vocabulary exercises.

Learning aims

The students are expected to:

- Get the global meaning of the text;
- Identify specific information in the text;
- Identify furnishings in a house.

Socio-cultural content

Favourite rooms at home

Communication

Describing bedrooms
Asking about favourite rooms at home

Vocabulary

Furnishings in a house: bed, armchair, wardrobe, sink, bath...

Grammar

No specific item

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 72-74, board (e-Book, computer, data show), CD, CD player

Assumptions: The students are familiar with some words related to the topic 'house'.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

Before listening to/reading the text on p. 72, the teacher tells the SS to work in pairs to ask and answer the questions in ex. 1. Then they share their answers with their classmates.

After listening to/reading the text, the SS do the comprehension exercises 3, 4, 5 and 6 on p. 73. The answers are written on the board or the teacher can project them by using the answer key from the e-Book.

The teacher may use Slide 5 to introduce/review a set of lexical items: furnishings in a house.

Then the SS do the two vocabulary exercises on page 74. Correction follows.

After that, the SS describe their bedrooms (ex. 3). The exercise is corrected orally.

The teacher assigns homework – Workbook p. 42, ex. A – and writes the summary on the board.

Consolidation

iTeen Fun pp. 16-18

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 35

School			
Lesson no.	Date	Class	Teacher

Summary

Prepositions of place. A quiz. Writing the description of 'my partner's favourite room'.

Learning aims

The students are expected to:

- Identify the use of the prepositions of place;
- Use the prepositions of place in a number of exercises;
- Enjoy cooperating with others.

Socio-cultural content

The house

Communication

Describing rooms in a house
Asking about favourite rooms at home

Vocabulary

Related to the topic

Grammar

Prepositions of place

Skills

Reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 75-77, board (e-Book, computer, data show).

Assumptions: The students are already familiar with the prepositions of place.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

The teacher asks the SS some questions about the position of some of the objects in the classroom: *'Where are your books?'* *'They are on the desk.'* *'Where's your pencil?'* *'It's in the pencil case.'*...

The teacher writes these sentences on the board to exemplify the uses of prepositions of place. Then the students read the examples in their books (p. 75) to revise or learn some other uses and do ex. 1 on p. 75.

For further practice, the SS do exs. B.1 and 2 on p. 43 in their Workbooks.

After correction, the SS answer a quiz about their bedroom. They interview a classmate and then they find another one to interview them (p. 76, ex. 1). Then they check their results, read the quiz analysis and say if they agree with it.

After that, the SS work in pairs to describe their partner's favourite room at home (p. 77, exs. 1 and 2).

If time to spare, the SS spot the differences between the two pictures on p. 77 and try to guess the answers to the riddles on the same page.

Consolidation

Teacher's File, Worksheet 19; iTeen Fun pp. 19, 20; iTeen File p. 16

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 3 – No place like home

LESSON PLAN **36**

School			
Lesson no.	Date	Class	Teacher

Summary

Reading/listening to the poem 'Childhood memories'. Past Simple: 'to be'. Exercises.

Learning aims

The students are expected to:

- Grasp the meaning of a poem;
- Recognize the difference between the present and the past;
- Use the past simple of the verb 'to be' in sentences.

Socio-cultural content

Then and now

Communication

Describing past situations

Vocabulary

Related to childhood memories

Grammar

Past simple: 'to be'

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 78, 79, board (e-Book, computer, data show), CD, CD player.

Assumptions: The students are already familiar with the past simple of the verb 'to be'.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

The SS listen to/read the poem 'Childhood memories' on p. 78 and match the pictures with the corresponding stanzas.

Then the teacher reads two sentences from the poem to introduce the Past Simple of the verb 'to be' and then the SS revise the verb forms by doing ex. 1 on p. 79. Correction follows.

After that, the SS do ex. 2.

After correction, the SS write a paragraph about their lives as young kids (ex. 3, p. 79). The exercise is corrected orally.

For further practice and if there's time left, the SS do exs. A.1 and 2 on page 44 in their Workbooks.

The teacher assigns homework: Workbook p. 45, exs. B and C.

The teacher elicits from SS the contents dealt with in the lesson and writes the summary on the board.

Consolidation

Teacher's File, Worksheet 20; iTeen File p. 18

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN **37**

School			
Lesson no.	Date	Class	Teacher

Summary

Reading/listening to the text 'Interview with Jesse McCartney'. Comprehension exercises. Culture Spot: Los Angeles. Research work.

Learning aims

The students are expected to:

- Get the global meaning of the text;
- Identify specific information in the text;
- Find specific information on the internet or in reference books;
- Enjoy cooperating with others;
- Develop their self-confidence.

Socio-cultural content

Home life
Culture: Los Angeles

Communication

Describing past situations
Describing places
Giving personal opinions

Vocabulary

Related to childhood memories
Country, states, nicknames, attractions...

Grammar

Past simple (receptive grammar)

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 80-81, board (e-Book, computer, data show), CD, CD player.

Assumptions: The students are already familiar with the past simple of the verb 'to be'.

Procedure

The teacher greets the class, writes the number of the lesson on the board and checks homework.
The teacher tells the SS to open their books at p. 80 and to look at the picture. He/she asks them the questions in ex. 1.
The SS listen to/read the text 'Interview with Jesse McCartney' on p. 80 and the teacher explains the meaning of new words if need be. Some students may read the text aloud afterwards. SS do the comprehension exercises on p. 81. The answers are written on the board. The teacher can also project the answers by using the answer key from the e-Book.
Then the SS start doing their research work about Los Angeles.
If possible, they go to the computer room. When the work is finished, they present it to the class and display it on the classroom walls.

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 3 – No place like home

LESSON PLAN **38**

School			
Lesson no.	Date	Class	Teacher

Summary

Past Simple of regular verbs. Introduction and practice.

Learning aims

The students are expected to:

- Identify the formation and use of the Past Simple;
- Recognise the pronunciation of the final *-ed*;
- Use the Past Simple of regular verbs in a number of exercises.

Socio-cultural content

Home life

Communication

Describing past situations

Vocabulary

Related to past experiences

Grammar

Past Simple: regular verbs

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book p. 82, board (e-Book, computer, data show).

Assumptions: The students are already familiar with the Past Simple of regular verbs.

Procedure

The teacher greets the class and writes the number of the lesson on the board. To introduce the Past Simple of regular verbs, the teacher projects a PowerPoint presentation and asks SS some questions:

- *What did these people do yesterday/last week?*
- ...

The teacher asks some students to write the sentences on the board. Then he/she asks the SS whether the sentences describe present or past actions. The teacher underlines the verbs and elicits from SS the formation of the Past Simple (regular verbs).

SS open their books at p. 82 and read a sentence about the text studied the lesson before. Then the teacher asks them to read the information in the Grammar Box. SS copy the information into their exercise books and do ex. 1. Correction follows.

After that, the SS do exs. 2 and 3. Both exercises may be corrected on the board. To consolidate the grammar item, SS do a fun activity in iTeen Fun p. 21. The teacher assigns homework: Workbook p.46, exs. A and B.

Consolidation

iTeen File, p. 18; Flashcards

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 39

School			
Lesson no.	Date	Class	Teacher

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Summary

Past Simple of regular verbs – introduction and practice. Listening comprehension of a song.

Learning aims

The students are expected to:

- Identify the formation of the Past Simple;
- Use the Past Simple of regular verbs in a number of exercises;
- Identify specific information in a song.

Socio-cultural content

Home life

Communication

Asking and answering about past situations

Vocabulary

Related to past experiences

Grammar

Past Simple: regular verbs (interrogative form and short answers)

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 83-84, board (e-Book, computer, data show), CD, CD player.

Assumptions: The students are already familiar with the Past Simple of regular verbs.

Procedure

The teacher greets the class, writes the number of the lesson on the board and checks homework.

To introduce the interrogative form of the Past Simple (regular verbs), the teacher asks SS some questions about the text previously studied:

- *Did McCartney's parents play the piano? – Yes, they did.*
- ...

The teacher leads the students to say how we form the interrogative form and short answers. The students may copy the Past Simple of the verb 'to play' and short answers into their exercise books. Then they do exercise 1 on p. 83. Correction follows.

After that, the SS complete the interview (ex. 2). Some students write their questions on the board.

The teacher asks the SS the questions in ex. 1 on p. 84. Then they fill in the gaps, listen to the song and after correction, they do exs. 3 and 4. Correction follows.

The teacher assigns homework: Workbook pp. 47, exs. C and D.

Consolidation

iTeen File, p.18; Flashcards; Teacher's File, Worksheet 21

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 3 – No place like home

LESSON PLAN **40**

School			
Lesson no.	Date	Class	Teacher

Summary

Past Simple of irregular verbs. Playing a game in pairs.

Learning aims

The students are expected to:

- Identify the formation and use of the Past Simple of irregular verbs;
- Use the Past Simple of irregular verbs in a number of exercises;
- Work well together.

Socio-cultural content

Happy times

Communication

Describing past situations

Vocabulary

Related to past experiences

Grammar

Past Simple: irregular verbs

Skills

Reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 85-87, board (e-Book, computer, data show).

Assumptions: The students are already familiar with the Past Simple of irregular verbs.

Procedure

The teacher greets the class, writes the number of the lesson on the board and checks homework.

To introduce the Past Simple of irregular verbs, the teacher reads a sentence about the song studied the lesson before. To make sure the SS understand how it is formed, he/she asks them to read the information in the Grammar Box on p. 85. Then they copy the grammar box into their exercise books and do ex. 1 to complete the rules. Correction follows.

After that, the SS do exs. 2 and 3. Both exercises are corrected on the board. The teacher can also project the answers by using the answer key from the e-Book.

For further practice, the SS do exs. E, F and G on pp. 48, 49 in their Workbooks.

To develop their speaking and writing skills, the SS work in pairs to answer a survey on p. 86 and guess their partner's answers. Then they ask their partner questions to check their guesses (ex. 2) and tell the class about two things their partner did and didn't do.

If time to spare, the SS play a board game on page 87.

Consolidation

iTeen File, p. 19; Slide 6; Flashcards; PowerPoint; Teacher's File, Worksheet 22; iTeen Fun, p.22; Workbook, p. 49, ex. H.

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 3 – No place like home!

LESSON PLAN **41**

School			
Lesson no.	Date	Class	Teacher

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Summary

Revision test.

Learning aims

The students are expected to:

- Use the acquired knowledge and linguistic competence to do the exercises correctly;
- Evaluate their own progress.

Socio-cultural content

House and home

CommunicationDescribing houses
Describing past events**Vocabulary**

Rooms in a house; furnishings in a house; words related to past experiences

Grammar

'Some, any, no'; 'a/an, the' or omission of the article; prepositions of place; Past Simple: 'there + to be'/ regular and irregular verbs

Skills

Reading and writing

EvaluationTest: Show what you know.
Self-evaluation**Aids:** Student's Book pp. 88, 89, board (e-Book, computer, data show)**Assumptions:** Students have acquired the vocabulary and grammar contents taught in the unit.**Procedure**

The teacher greets the class and writes the number of the lesson and the summary.

The students open their books at p. 88 and the teacher makes sure the class understands the instructions for doing the exercises.

The teacher sets time limit and the students do the test.

The teacher writes the answers on the board or projects them by using the answer key from the E-book.

The students check/correct their answers, grade the test and give feedback of their results to the teacher.

The students 'Check' what they have already learnt and take notes of the contents that are still difficult for them (if any).

If need be, the teacher suggests remedial work.

Consolidation

Workbook pp. 50-53, Self-check 3

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 4 – School time

LESSON PLAN **42**

School			
Lesson no.	Date	Class	Teacher

Summary

Reading/listening comprehension of the text 'What do you like about school?'. Comprehension exercises.
School subjects: vocabulary exercises.

Learning aims

The students are expected to:

- Identify school subjects;
- Expand vocabulary;
- Get the global meaning of the texts;
- Identify specific information in the text.

Socio-cultural content

At school

Communication

Describing timetables

Vocabulary

School timetables, school subjects

Grammar

No specific item

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation

Aids: Student's Book pp. 90-93, board (e-Book, computer, data show), CD, CD player

Assumptions: The students are already familiar with some vocabulary related to school.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

To introduce the unit, the teacher may show two clips, one from the film *High School Musical* and another from *Harry Potter*. The teacher may also start by asking the Ss to open their books at p. 90 and tell them to talk to their partners about the questions in ex. 1. Then they share their opinions with the rest of the class.

After that, the SS look at the pictures on the same page and answer the questions in ex. 2.

The SS look at two timetables on p. 91 and do ex. 3 to complete the sentences with school subjects.

Before reading/listening to the texts on p. 92, the SS answer the questions in ex. 1 to give their opinion about school and favourite subjects and after reading the texts, they do the comprehension exercises on p. 93 (exs. 3, 4 and 5). Correction follows.

Then the SS write a paragraph, giving their opinions about school (ex. 6, p. 93). They may read their work aloud in class. The teacher assigns homework: Workbook p. 54, ex. A.

Consolidation

PowerPoint presentation

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 43

School			
Lesson no.	Date	Class	Teacher

Summary

School rooms and places: vocabulary exercises. Adjective + preposition. Exercises.

Learning aims

The students are expected to:

- Identify school rooms and places;
- Expand vocabulary;
- Identify the use of adjective + preposition;
- Use the adjectives + preposition in a number of exercises.

Socio-cultural content

At school

Communication

Expressing likes, dislikes and preferences

Vocabulary

School rooms and places

Grammar

Adjective + preposition

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 94, 95, board (e-Book, computer, data show), CD, CD player

Assumptions: The students are already familiar with some vocabulary related to school.

Procedure

The teacher greets the class, writes the number of the lesson and checks homework.

To introduce the topic, the teacher asks the SS:

'What's your favourite place in school?'

Then they open their books at page 94 and do exs. 1 and 2. To check their answers, they listen to the CD and then they repeat the words. The teacher may opt for revising the names of school rooms/places through flashcards or slide 7.

After that, the teacher asks the SS:

'What subject(s) are you good at?' *'What subject(s) are you interested in?'* He/she reads the examples in the grammar box on p. 95. Then the SS copy the information into their exercise books and do exs. 1 and 2. Correction follows. For further practice, the SS do exs. D.1 and 2 on p. 56 in their Workbook.

After checking their answers, the SS work in pairs and take turns to express likes, dislikes and preferences about school subjects/activities. They use the function bank on p. 95.

Consolidation

iTeen Fun, pp. 23-25; Workbook pp. 55, 56, exs. B, C, E; Teacher's File, Worksheet 23.

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 4 – School time

LESSON PLAN **44**

School			
Lesson no.	Date	Class	Teacher

Summary

Listening comprehension of the text 'Interview'. Culture spot: 'Boarding schools'. Modal verbs *can*, *could*, and *may*. Exercises.

Learning aims

The students are expected to:

- Select specific information from an oral text;
- Enlarge their knowledge of boarding schools;
- Identify the use of the modal verbs *can*, *could* and *may*;
- Use the modal verbs *can*, *could* and *may* in a number of exercises.

Socio-cultural content

At school

Communication

Expressing ability in the present and past; asking for and giving permission; making a request

Vocabulary

School rules

Grammar

Modal verbs *can*, *could* and *may*

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 96, 97, board (e-Book, computer, data show), CD, CD player

Assumptions: The students are already familiar with the modal verbs *can* and *may*.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

To introduce the topic, the teacher asks the SS the questions in ex. 1 on p. 96. Then they listen to an interview and do ex. 2. After checking their answers, the SS do ex. 3 to give their opinion and read the information about boarding schools.

Then the SS look at the examples in the grammar box on p. 97. The teacher leads the class to conclude that these modal verbs can be used to express ability in the present and in the past, permission and request and the SS read the explanation/information in iTeen File (p. 22) to make sure they can understand the uses of the three modal verbs. Then the SS do exs. 1 and 2 in Student's Book p. 97.

After checking their answers, the SS do exs. A.1 – 3 on p. 57 in their Workbooks. Correction follows.

Consolidation

Teacher's File, Worksheet 24; iTeen File, p. 22.

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 45

School			
Lesson no.	Date	Class	Teacher

Summary

Modal verb *must/mustn't*. Exercises. Writing a message to send to the school website.

Learning aims

The students are expected to:

- Identify the use of the modal verb *must/mustn't*;
- Use the modal verb in a number of exercises;
- Enjoy cooperating with others;
- Develop their self-confidence.

Socio-cultural content

At school

Communication

Expressing obligation, prohibition and necessity
Agreeing and disagreeing

Vocabulary

School rules

Grammar

Modal verb *must/mustn't*

Skills

Reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/
participation.

Aids: Student's Book pp. 98, 99, board (e-Book, computer, data show).

Assumptions: The students are already familiar with the modal verb *must*.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

To introduce the topic, the teacher shows the video 'The First School Day in History' (Sesame Street).

The teacher asks the SS to look at the examples in the grammar box on p. 98 and leads the class to conclude that this modal verb can be used to express obligation, prohibition and necessity (ex. 1). Then they do ex. 2.

After checking their answers, the SS work in pairs to invent some rules for their ideal school (ex. 3). Then they share their ideas with the class. For further practice, the SS do exs. B.1 and 2 on p. 58 in their Workbook.

Then the SS give their opinions about school (p. 99, ex. 1) and work in groups to compare their results and explain their answers.

Finally, they write a message to send to the school website, giving their opinions. They use the structures in the Function Bank on p. 99.

Consolidation

PowerPoint; iTeen File, p. 22.

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 4 – School time

LESSON PLAN **46**

School			
Lesson no.	Date	Class	Teacher

Summary

Listening to the song 'True friends'. Comprehension exercises. Plural of nouns. A quiz.

Learning aims

The students are expected to:

- Identify the right words in the song;
- Identify the use of the plural of nouns;
- Use the plural of nouns in a number of exercises;
- Enjoy cooperating with others.

Socio-cultural content

Friends

Communication

Discussing opinions

Vocabulary

Related to friends/friendship

Grammar

Plural of nouns

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 100-103, board (e-Book, computer, data show), CD player, CD.

Assumptions: The students are already familiar with the plural of nouns.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

The teacher tells the SS to open their books at p. 100, asks them about their friends and what they do together (ex. 1).

Then the SS listen to the song about friendship and do the comprehension exercises 3 and 4 on p. 101. Correction follows.

After that, the SS read a comic strip and do ex. 5.

In pairs, the SS discuss their ideas about the meaning of a true friend and then they share their ideas with the rest of the class.

The teacher asks the SS to look at the grammar box on p. 102 and makes sure they understand the formation of the plural of nouns. Students may copy the information into their exercise books.

Then they do exs. 3 and 4. Correction follows.

After that, the SS interview their classmates to answer a quiz about true friendship.

The teacher assigns homework: Workbook p. 59, ex. A.

Consolidation

PowerPoint; iTeen File, p. 23; iTeen Fun, p. 26; Teacher's File, Worksheet 25

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 47

School			
Lesson no.	Date	Class	Teacher

Summary

Reading/listening to the text 'Mark's blog'. Comprehension exercises. Culture Spot: Deep Sea World. Extracurricular activities: vocabulary exercises.

Learning aims

The students are expected to:

- Get the global meaning of the text;
- Identify specific information in the text;
- Expand vocabulary;
- Acquire some cultural knowledge about Deep Sea World in Scotland.

Socio-cultural content

Extracurricular activities

Communication

Talking about extracurricular activities

Vocabulary

School clubs: film club, cookery club, chess club, karate club...

Grammar

No specific item.

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 104-106, board (e-Book, computer, data show), CD player, CD.

Assumptions: The students are already familiar with some vocabulary related to extracurricular activities.

Procedure

The teacher greets the class, writes the number of the lesson on the board and checks homework.

The teacher tells the SS to open their books at p. 104 and asks them to look at the title of the text. Then he/she asks them the questions in ex.1.

After that, the SS read/listen to the text and do the comprehension exercises on p. 105. The teacher writes the answers on the board or projects them by using the answer key from the E-book.

Then the SS read the information about Deep Sea World, mentioned in the text, in Culture Spot and answer the question about it.

Then the teacher says: *'At Carl's school there are lots of extracurricular activities. Try to find them in ex. 1 on p. 106.'*

After checking their answers, the SS do ex. 2.

The teacher assigns homework: Workbook p. 60, ex. A.

Consolidation

iTeen File, p. 21

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 4 – School time

LESSON PLAN **48**

School			
Lesson no.	Date	Class	Teacher

Summary

Past Continuous – introduction and practice.

Learning aims

The students are expected to:

- Identify the use and formation of the Past Continuous;
- Use the Past Continuous in a number of exercises.

Socio-cultural content

Extracurricular activities

Communication

Talking about actions or situations in progress at a certain time in the past

Vocabulary

Related to the topic

Grammar

Past Continuous

Skills

Reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 107, 108, board (e-Book, computer, data show).

Assumptions: The students are already familiar with the Present Continuous.

Procedure

The teacher greets the class, writes the number of the lesson on the board and checks homework.

To introduce the Past Continuous, the teacher projects a PowerPoint presentation and asks the SS:

- *'What were these people doing at 4 o'clock yesterday?'*

The teacher elicits answers from SS and writes them on the board. Then the teacher goes on asking:

- *'Are these actions happening now?'*
- *'When were they happening?'*

The teacher leads the SS to infer the use of the verb tense and then focus their attention on its formation.

The SS open their books at p. 107 and read the information given in Grammar box. SS may copy the information into their exercise books. After that, the SS complete the rules in ex.1 and match sentences to the corresponding use of this verb tense in ex. 2. Correction follows.

For further practice, the SS do exs. 1 and 2 on p. 108 in their Student's Book. They may also do exs. B, C and D on pp. 60, 61 in their Workbooks, either in class or as homework.

Consolidation

iTeen File, p. 24; Teacher's File, Worksheet 26; Slide 8

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 49

School			
Lesson no.	Date	Class	Teacher

Summary

Past Continuous and Past Simple. Exercises. Writing a funny story.

Learning aims

The students are expected to:

- Recognise the difference between the Past Simple and the Past Continuous;
- Use both tenses in the context of a story;
- Write a funny story.

Socio-cultural content

Online writing

Communication

Describing actions or situations in progress at a certain time in the past
Narrating past events

Vocabulary

Related to the topic

Grammar

Past Continuous vs. Past Simple

Skills

Reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book p. 109, board (e-Book, computer, data show).

Assumptions: The students are already familiar with the Past Continuous.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

To start the lesson, the teacher may project Garfield comic strip and asks SS:

- 'What can you see in this Garfield comic strip?'
- 'What were Garfield and Jon doing at 5:00 o'clock yesterday?'
- 'What happened?'

After this oral preparation, SS open their books at p. 109 and complete the story by using the Past Continuous and the Past Simple.

The teacher focuses SS' attention on the two verb tenses and leads them to recognise the difference between the Past Simple and the Past Continuous. Then the SS do ex. 3 on p. 108 to make sure they understand the uses of the two verb tenses.

The SS write a funny story using both verb tenses and then they read their stories aloud in class and can vote for the funniest one.

Consolidation

iTeen File, p. 24

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 4 – School time

LESSON PLAN **50**

School			
Lesson no.	Date	Class	Teacher

Summary

Reading/listening to the text 'Kristen Stewart'. Comprehension exercises. Listening to the song 'Who says'. Talking about bullying.

Learning aims

The students are expected to:

- Get the global meaning of the text;
- Identify specific information in the recorded text;
- Grasp the meaning of the song.

Socio-cultural content

Schooldays.

Communication

Talking about bullying

Vocabulary

Related to bullying (kick, make fun, cyberbullying...)

Grammar

No specific item.

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/ involvement/ participation.

Aids: Student's Book pp. 110-112, board (e-Book, computer, data show), CD player, CD.

Assumptions: The students are already familiar with the vocabulary related to school.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

The SS open their books at p. 110 and look at the picture. The teacher asks them the questions in ex. 1; then they read/ listen to the text and do the comprehension exercises on p. 111 (exs. 3 – 6). Some SS write the answers on the board or the teacher can project them by using the answer key from the e-Book.

Then the SS discuss in class the questions in ex. 7 and listen to a song about cyberbullies. They fill in the gaps with the missing words and do ex. 2. Correction follows.

The teacher writes the word BULLYING on the board and asks the SS what they know about it. The SS discuss and write down their ideas about the topic (p. 112, ex. 3).

The teacher may use a PowerPoint presentation about bullying to brainstorm ideas with SS and introduce new vocabulary.

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 51

School			
Lesson no.	Date	Class	Teacher

Summary

The Imperative. Exercises. Writing anti-bullying slogans.

Learning aims

The students are expected to:

- Identify the formation and uses of the Imperative;
- Use the Imperative in different situations;
- Enjoy cooperating with others.

Socio-cultural content

Schooldays

Communication

Giving instructions and orders; asking people to do things; giving friendly and informal advice; making suggestions.

Vocabulary

Related to the topic.

Grammar

The Imperative

Skills

Reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book p. 113, board (e-Book, computer, data show).

Assumptions: The students are already familiar with the Imperative.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

To introduce the Imperative, the teacher asks the SS:

- 'What do you tell a friend to do if he is being bullied?' The teacher leads the SS to answer by using the Imperative: 'Tell a teacher what is happening.'; 'Ignore the bullies.'...

Then the SS match the sentences in the grammar box on p. 113 (ex.1) and after checking the answers, they do ex. 2. Correction follows.

For further practice, the SS do exs. A.1, 2 and 3 on p. 62 in their Workbooks. The answers are written on the board.

Then the SS work in pairs to write anti-bullying slogans. After sharing their ideas with the rest of the class, the SS can display their slogans on the classroom walls.

The teacher assigns homework: Workbook p. 63, ex. B.

Consolidation

Teacher's File, Worksheet 27; iTeen File, p. 25

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 4 – School time

LESSON PLAN **52**

School			
Lesson no.	Date	Class	Teacher

Summary

Culture spot: 'The school system in the USA'; 'The school system in the UK'. Project Work.

Learning aims

The students are expected to:

- Get the global meaning of the texts;
- Identify specific information in the texts;
- Enjoy cooperating with others;
- Enjoy being in the English lesson;
- Participate willingly in classroom activities.

Socio-cultural content

The school system in the USA and in the UK

Communication

Discussing opinions

Vocabulary

Kindergarten, elementary school, nursery school, public and private schools...

Grammar

No specific item

Skills

Reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 114, 115, board (e-Book, computer, data show).

Assumptions: The students are already familiar with some words related to school.

Procedure

The teacher greets the class, writes the number of the lesson and the summary and checks homework.

The teacher asks the SS what they know about schools in the USA and then tells them to read the text on p. 114 and do ex. 1.

Then the teacher asks the same question about the UK and tells the SS to read the text on p. 115 and do ex. 1. Correction follows.

After that, the SS discuss with their classmates the types of school in Portugal.

The class may go to the computer room to start working on a blog (Project Work, p.115).

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 53

School			
Lesson no.	Date	Class	Teacher

Summary

Revision test.

Learning aims

The students are expected to:

- Use the acquired knowledge and linguistic competence to do the exercises correctly;
- Evaluate their own progress.

Socio-cultural content

At school

Communication

Describing school and school day

Vocabulary

School rooms and places; school subjects; extracurricular activities; types of schools; school rules.

Grammar

Adjective + preposition; modal verbs *can*, *could*, *may*, *must* and *mustn't*; plural of nouns; past continuous; the Imperative

Skills

Reading and writing

Evaluation

Test: Show what you know.
Self-evaluation

Aids: Student's Book pp. 116, 117, board (e-Book, computer, data show)

Assumptions: Students have acquired the vocabulary and grammar contents taught in the unit.

Procedure

The teacher greets the class and writes the number of the lesson and the summary.

The students open their books at p. 116 and the teacher makes sure the class understands the instructions for doing the exercises.

The teacher sets time limit and the students do the test.

The teacher writes the answers on the board or projects them by using the answer key from the e-Book.

The students check/correct their answers, grade the test and give feedback of their results to the teacher.

The students 'Check' what they have already learnt and take notes of the contents that are still difficult for them (if any).

If need be, the teacher suggests remedial work.

Consolidation

Workbook pp. 64-67, Self-check 4

Mixed ability class*

Notes*

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 5 – My World

LESSON PLAN **54**

School			
Lesson no.	Date	Class	Teacher

Summary

Talking about the place of living and favourite place. Reading/listening comprehension of the text 'My favourite place'. Writing a paragraph.

Learning aims

The students are expected to:

- Give personal opinion;
- Extend vocabulary;
- Identify specific information in the recorded text.

Socio-cultural content

City and countryside

Communication

Talking about the place of living and favourite place.

Vocabulary

Related to city and countryside

Grammar

No specific item.

Skills

Reading, listening, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 118-121, board, e-Book, computer, data show, CD, CD player.

Assumptions: Students are already familiar with some words related to the topic.

Procedure

The teacher greets the class and writes the number of the lesson and the summary.

Then he/she asks the SS:

- 'Do you prefer cities or the countryside? Why?'

The SS open their books at page 118 and do ex.1. Then they present their results in class.

After that, the SS do exs. 2 and 3 on page 119. The teacher checks students' work and may conduct pronunciation practice.

To motivate the SS for the reading/listening activity, the SS do ex. 1 on page 120.

Then the SS listen to/read the texts and do the comprehension exercises (3, 4, 5) on page 121.

To develop their writing skills, the SS write a short paragraph about 'My favourite place' and then they present it to the class.

The teacher assigns homework: Workbook p. 68, ex. A.

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 55

School			
Lesson no.	Date	Class	Teacher

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Summary

Indefinite pronouns. Listening to the song 'Gotta be somebody'.

Learning aims

The students are expected to:

- Get the global meaning of the song;
- Use the indefinite pronouns.

Socio-cultural content

City and countryside

Communication

Talking about the place of living and favourite place.

Vocabulary

Related to city and countryside

Grammar

Indefinite pronouns

Skills

Reading, listening, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 122, 123, board, e-Book, computer, data show, CD, CD player.

Assumptions: Students can recognise the meaning of some indefinite pronouns.

Procedure

The teacher greets the class, writes the number of the lesson and the summary and checks homework.

To introduce the indefinite pronouns, the teacher reads some sentences taken from the text studied the lesson before, which are in the grammar box on page 122, and leads the SS to identify the indefinite pronoun in each sentence.

The students may copy the indefinite pronouns into their exercise books and then complete the rules in exercise 1.

After that, the SS do ex. 2 on page 122. Correction follows.

Then the SS listen to the song on page 123 and fill in the gaps with the given indefinite pronouns.

To check if the SS have understood the global meaning of the song, the teacher asks them to do ex. 2.

Finally, the SS can listen to the song again and sing along.

The teacher assigns homework: Workbook p. 68, ex. B.

Consolidation

Teacher's File, Worksheet 28

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 56 – My World

LESSON PLAN **56**

School			
Lesson no.	Date	Class	Teacher

Summary

Talking about capital cities. Listening exercise: 'London'. The future: *will*.

Learning aims

The students are expected to:

- Identify capital cities of the English-speaking world;
- Identify some places, monuments and facts about London;
- Identify the formation and use of the future 'will'.

Socio-cultural content

Public places

Communication

Talking about capital cities
Describing one's hometown
Making predictions and promises

Vocabulary

Capital cities – English speaking world
Public places

Grammar

Future 'will'

Skills

Reading, listening, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 124-127, board, e-Book, computer, data show, CD, CD player.

Assumptions: Students are already familiar with vocabulary related to the topic.

Procedure

The teacher greets the class and checks homework.

To introduce the topic, the teacher asks the SS to open their books at page 124 and to do exs. 1 and 2. Both exercises are corrected orally.

To prepare the SS for the listening activity, the teacher asks them:

- 'What do you know about London?'/ 'Would you like to visit London?'

Then they listen to the text on page 125 and fill in the gaps. Correction follows.

The SS work in pairs to do ex. 2. The answers are corrected orally. After that, the SS do the vocabulary exercise 1 on p. 126.

To develop their speaking and writing skills, the SS do exs. 1 and 2 on p. 126. Correction follows.

To introduce the Future 'will', the teacher reads the sentences in the grammar box on p. 127.

The SS complete the rules (ex.1) and do exs. 2 and 3 to practise the use of 'will'. The grammar item may be introduced in the next lesson.

The teacher assigns homework: Workbook p. 69, ex. A.1. / p. 70, ex. B.1 and 2.

Consolidation

PowerPoint presentation – This is London; Slide 9 – The Future: will, Slide 10 – Public Places; iTeen Fun pp. 26, 27; Teacher's File, Worksheet 29

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 57

School			
Lesson no.	Date	Class	Teacher

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Summary

Homework check. Conditional sentences – type 1. Listening to the song 'Time after time'.

Learning aims

The students are expected to:

- Identify the formation and use of the conditional sentences – type 1;
- Use the grammar item in context.

Socio-cultural content

Public places

Communication

Talking about probable actions/events in the future

Vocabulary

Public places

Grammar

Conditional sentences – type 1

Skills

Reading, listening and writing

Evaluation

Feedback from students' speech/answers/ involvement/ participation.

Aids: Student's Book pp. 128,129, board, e-Book, computer, data show, CD, CD player.

Assumptions: Students are already familiar with the use of 'will' and of the present simple.

Procedure

The teacher greets the class, writes the number of the lesson and the summary and checks homework.
 To introduce the conditional sentences, type 1, the teacher asks the SS to open their books at p. 128, reads the example in the grammar box and draws the students' attention to the use of this grammar item.
 After that, the SS complete the rule and then copy it into their exercise book.
 To make sure they understand the use of conditional sentences, type 1, the SS do exs. 2 and 3 on p. 128.
 To practise this grammar item, the SS listen to the song on p. 129 and fill in the gaps with the given present simple or future (*will*) form. Correction follows.
 Then they do ex. 2 and after checking their answers, they listen to the song again and sing along.
 The teacher assigns homework: Workbook p. 70, ex. C.1.

Consolidation

Teacher's File, Worksheet 30

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 5 – My World

LESSON PLAN **58**

School			
Lesson no.	Date	Class	Teacher

Summary

Homework check. Listening/reading comprehension of the text 'Hello from NY!'. The future: 'be going to'.

Learning aims

The students are expected to:

- Get the global meaning of the text;
- Identify specific information in the text;
- Use the future 'be going to'.

Socio-cultural content

An American city

Communication

Talking about plans/ intentions

Vocabulary

Places of interest

Grammar

The future: 'be going to'

Skills

Listening, reading and writing

Evaluation

Feedback from students' speech/answers/involvement/participation

Aids: Student's Book pp. 130-132, board, e-Book, computer, data show, CD, CD player.

Assumptions: Students are already familiar with the use of the future 'be going to'.

Procedure

The teacher greets the class, writes the number of the lesson and the summary and checks homework.

To prepare the SS for the reading/listening task on page 130, the teacher asks the SS:

- 'What do you know about New York?'
- 'Would you like to know New York?'

Then the SS listen to/read the text and do the comprehension exercises (exs. 3, 4, 5, 6) on page 131. Correction follows.

To introduce the future 'be going to', the teacher reads the examples in the grammar box on p. 132, makes sure the SS understand its use and leads the class to infer the rules for the affirmative, negative and interrogative forms. Then the SS complete the rules in ex. 1 and do ex. 2 and 3. Correction follows.

A PowerPoint presentation may be used to introduce or practise this grammar item.

The teacher assigns homework: Workbook p. 71, ex. A.

Consolidation

Teacher's File, Worksheet 31

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 59

School			
Lesson no.	Date	Class	Teacher

Summary

Homework check. The Future: 'Be going to' / 'will'. Listening exercise: asking for and giving directions. Role-play. Culture Spot: 'The statue of Liberty'.

Learning aims

The students are expected to:

- Use the future 'be going to' and 'will';
- Recognise the difference between the future 'will' and 'be going to';
- Use some functions to ask about the way to different places;
- Identify specific information in the text;
- Enjoy cooperating with others.

Socio-cultural content

An American city

Communication

Talking about plans/ intentions
Making predictions and promises
Asking for and giving directions

Vocabulary

New York's places of interest

Grammar

The future: 'be going to / will'

Skills

Reading, speaking, listening and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 133-135, board, e-Book, computer, data show, CD, CD player.

Assumptions: Students are already familiar with the use of the future 'be going to' / 'will' and with some functions to ask about the way to different places.

Procedure

The teacher greets the class and checks homework.

To make sure the SS understand the difference between 'be going to' and 'will', the teacher asks them to study the examples in the grammar box on page 133, to revise the uses of these two types of future, the time expressions, verbs and adverbs used with them.

Then the SS do exs. 1 and 2 on p. 133. Correction follows.

To prepare the SS for the listening activity, the teacher asks one of them to read the expressions related to asking for and giving directions on p. 134 to the class. After making sure the SS have understood the meaning of all the expressions, they listen to a dialogue (ex. 1) and complete it.

After checking the answers, the SS can act out the dialogue.

The SS read Culture Spot (p. 135) to enlarge their cultural knowledge and, in pairs, answer a quiz.

The teacher assigns homework: Student's Book p. 134, Writing exercise – writing a letter to a friend telling him/her about your holiday plans.

Consolidation

Workbook p. 72, exs. B. 1-3, Teacher's File, Worksheet 32

Mixed ability class*

*Strategies/activities used/remedial work/extra work

Notes*

* Adaptations/Modifications to the plan/relevant notes

UNIT 5 – My World

LESSON PLAN **60**

School			
Lesson no.	Date	Class	Teacher

Summary

'My shopping habits'. Listening/reading comprehension of the text 'Confessions of a shopaholic'. Shops and articles – vocabulary exercises. 'Let's go shopping': listening exercises.

Learning aims

The students are expected to:

- Identify some shops and products;
- Get the global meaning of a text;
- Identify specific information in the text

Socio-cultural content

Shopping

Communication

Going shopping

Vocabulary

Shops and articles; English money, sizes

Grammar

No specific item

Skills

Listening, reading, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 136-139, board, e-Book, computer, data show, CD, CD player.

Assumptions: Students are already familiar with the vocabulary related to shopping.

Procedure

The teacher greets the class and checks homework.

To introduce the topic, the teacher tells the SS to open their books at page 136 and work in pairs to do ex. 1. Then the answers are checked orally.

To prepare the students for the listening/reading comprehension, the SS look at the picture on p. 136 and answer the questions in ex. 2.

After that, the SS listen to/read the text on page 137 and do the comprehension exercise.

To introduce the vocabulary related to shops and articles, the teacher tells the SS: '*Rebecca loves buying fancy clothes. Where can she buy them?*'/ '*She also loves shoes. Where can she find a nice pair of shoes?*'.

The SS do ex. 1 on page 138 and then the answers are written on the board. The teacher can also project the answers by using the answer key from the e-Book.

Then the SS do ex. 2. Correction follows.

On page 139 the SS have to listen to two dialogues. While listening to the first one, they do a gap-filling exercise and while listening to the second, they have to reorganize it.

If there's time left, they work in pairs to write a similar dialogue. Then they role-play it.

The teacher assigns homework: Workbook p. 73, ex. A.1, 2, 3.

Consolidation

Workbook p. 74, ex. B. 1,2/iTeen Fun p. 29/(trailer of) the film mentioned in the text

Mixed ability class*

*Strategies/activities used/remedial work/extra work

Notes*

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 61

School			
Lesson no.	Date	Class	Teacher

Summary

Question tags. Project work.

Learning aims

The students are expected to:

- Use question tags;
- Interact in groups;
- Enjoy being in the English lesson.

Socio-cultural content

Shopping

Communication

Asking for confirmation or confirming what we say

Vocabulary

Related to the city/countryside, public places

Grammar

Question tags

Skills

Reading, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 140, 141, board, e-Book, computer, data show.

Assumptions: Students are already familiar with the vocabulary related to shopping.

Procedure

The teacher greets the class, writes the number of the lesson and the summary and checks homework.

To introduce question tags, the teacher writes some sentences related to the text studied the lesson before, which are in the grammar box on page 122:

- *'Rebecca Bloomwood is a journalist, isn't she? / 'She isn't very responsible, is she?'* Then the SS complete the rules (ex.1).

After that, they do ex. 2 on p. 140 and 3 on p. 141.

After checking the grammar exercises, the SS divide into groups and choose one of two activities – organising a PowerPoint presentation about country life and city life or creating a leaflet about an interesting city. The class can go to the computer room to work on their project and the teacher monitors their work.

When the work is finished, the SS present it to the class.

The teacher assigns homework: Workbook p. 75, ex. C.

Consolidation

Teacher's File, Worksheet 33

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 5 – My World

LESSON PLAN **62**

School			
Lesson no.	Date	Class	Teacher

Summary

Revision test.

Learning aims

The students are expected to:

- Use the acquired knowledge and linguistic competence to do the exercises correctly;
- Evaluate their own progress.

Socio-cultural content

Places

Communication

Describing places

Vocabulary

Related to the city/countryside, public places; shops and articles

Grammar

Indefinite pronouns, the future: 'will/ be going to', conditional sentences type 1, question tags.

Skills

Reading, writing and speaking

Evaluation

Test: Show what you know.
Self-evaluation

Aids: Student's Book pp. 142, 143, board, e-Book, computer, data show.

Assumptions: Students have acquired the vocabulary and grammar contents taught in the unit.

Procedure

The teacher greets the class and writes the number of the lesson and the summary.

The students open their books at p. 142 and the teacher makes sure the class understands the instructions for doing the exercises.

The teacher sets time limit and the students do the test.

The teacher writes the answers on the board or projects them by using the answer key from the e-Book.

The students check/correct their answers, grade the test and give feedback of their results to the teacher.

The students 'Check' what they have already learnt and take notes of the contents that are still difficult for them (if any).

If need be, the teacher suggests remedial work.

Consolidation

Workbook pp. 76-79, Self-check 5

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 63

School			
Lesson no.	Date	Class	Teacher

Summary

Sports. Vocabulary exercises. *How often* + adverbial phrases of frequency. Listening comprehension of the text 'What sports do you do?' Writing a paragraph about favourite sports. Linking words.

Learning aims

The students are expected to:

- Identify sports;
- Get the global meaning of the recorded text;
- Use *how often* + adverbial phrases of frequency;
- Use linking words correctly.

Socio-cultural content

Sports

Communication

Asking and answering about favourite sports
Asking and answering about frequency

Vocabulary

Sports (gymnastics, football, cycling...)

Grammar

How often + adverbial phrases of frequency
Linking words

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 144-147, Board (e-Book, computer, data show), CD, CD player

Assumptions: The students are already familiar with some vocabulary related to sports.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

To introduce the unit, the teacher uses a PowerPoint presentation showing some sports and asks the SS to identify them. Then he/she asks them: '*What sport(s) do you do?*' and writes the names of the mentioned sports on the board. SS do the vocabulary exercise 1 on p. 144. They listen to check their answers and may repeat the words if need be.

After that, the SS work in pairs to fill in a chart using the given adverbial phrases to answer the question '*How often do you...?*' (ex. 2, p. 145).

After checking the students' answers, they listen to an interview and do exs. 1 and 2. Then the SS work with a partner to ask each other about their favourite sport and write a paragraph about it (exs. 2 and 3, p. 146). They read their work aloud in class.

After that, the SS read the examples in the grammar box on p. 147 and do exs. 1 and 2.

The grammar item may be introduced in the next lesson, depending on time available.

Consolidation

iTeen File, pp. 30, 32; Slide 11; Workbook pp. 80, 81, exs. A, B; Teacher's File, Worksheet 34

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 6 – Sport and leisure

LESSON PLAN **64**

School			
Lesson no.	Date	Class	Teacher

Summary

Reading/listening to the text 'Are school sports important?'. Comprehension exercises.

Learning aims

The students are expected to:

- Get the global meaning of the recorded text;
- Find specific information in the text.

Socio-cultural content

School sports

Communication

Asking and giving opinion

Vocabulary

Sports (soccer, handball, cycling...)

Grammar

No specific item.

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 148-149, Board (e-Book, computer, data show), CD, CD player, flashcards/slide 11

Assumptions: The students are already familiar with some vocabulary related to sports.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

The teacher starts the lesson by revising the contents previously taught. For that, she/he may use flashcards or slide 11 so that the SS can recall the names of sports.

Then the teacher asks the SS the questions in ex. 1 on p. 148 and they read/listen to the text and do ex. 2.

The teacher gives students help with the new words if they can't grasp their meaning from context.

After that, they do exs. 3 and 4 on p. 149. Correction follows. The teacher writes the answers on the board or projects them by using the answer key from the e-Book.

Then the SS discuss the questions in ex. 1 (Speak) using the language functions in the Function bank and once they've finished, they share their answers with the rest of the class.

If time to spare, SS do ex. A on p. 82 in their Workbooks. Correction follows.

Consolidation

iTeen Fun, p. 31

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 65

School			
Lesson no.	Date	Class	Teacher

Summary

Sports equipments. Vocabulary exercise. Relative pronouns.

Learning aims

The students are expected to:

- Identify sports equipment;
- Expand vocabulary;
- Use the relative pronouns correctly.

Socio-cultural content

School sports

Communication

Asking and giving opinion

Vocabulary

Related to sports

Grammar

Relative pronouns.

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 150-151, Board (e-Book, computer, data show), CD, CD player

Assumptions: The students are already familiar with some vocabulary related to sports.

Procedure

The teacher greets the class and talks to them for a while to create a good atmosphere in class. Then he/she writes the number of the lesson on the board.

The teacher asks the SS:

- 'What's your favourite sport?' / 'What do you need to do that sport?' Then she/he tells them to do exs. 1 and 2 on p. 150.

To introduce relative pronouns, the teacher writes a few examples on the board and asks SS if they can identify the pronoun:

- 'An athlete is a person who competes in a sport.'

Then he/she reads some sentences related to the topic in the grammar box on p. 151 and makes sure the SS understand the use of each relative pronoun.

The SS do exs. 1, 2 and 3 on the same page. The answers are corrected on the board.

For further practice, the SS do ex. B.1, 2 and 3 on p. 83 in their Workbooks, either in class or as homework.

Some students come to the board to write their answers or the teacher can project them by using the answer key from the e-Book.

Consolidation

iTeen File, p. 32; Teacher's File, Worksheet 35

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 6 – Sport and leisure

LESSON PLAN **66**

School			
Lesson no.	Date	Class	Teacher

Summary

Reading/listening to the text 'A football star'. Comprehension exercises. Pair work: an interview with Cristiano Ronaldo. Playing a game: tic-tac-toe, three in a row!

Learning aims

The students are expected to:

- Get the global meaning of the recorded text;
- Find specific information in the text.
- Use their language and real world knowledge to write an interview.

Socio-cultural content

The world of football

Communication

Asking for and giving personal/professional information

Vocabulary

Related to football

Grammar

Question words (communicative context)

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 152, 153, Board (e-Book, computer, data show), CD, CD player

Assumptions: The students are already familiar with some vocabulary within the topic.

Procedure

After greeting the class, the teacher writes the number of the lesson on the board.

The teacher may start the lesson with a 'yes/no' game. For that, she/he tells the SS that she/he is thinking of a famous athlete and SS ask her/him yes/no questions to try to guess who it is.

After guessing the athlete's name, they open their books at p. 152 and answer the questions in ex. 1 with their partner. Then they share them with the rest of the class.

The SS read/listen to the text about Cristiano Ronaldo and do exs. 3 and 4.

After correcting the answers on the board, the SS work in pairs to prepare an interview with Cristiano Ronaldo. Then they change partners and ask each other their questions.

If time to spare, the SS can play 'Tic-Tac-Toe, three in a row!', on p. 153. The teacher elicits from SS the contents dealt with in the lesson and writes the summary on the board.

Consolidation**Mixed ability class*****Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 67

School			
Lesson no.	Date	Class	Teacher

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Summary

Describing pictures. Comparative degree. Grammar exercises.

Learning aims

The students are expected to:

- Describe pictures, using adjectives;
- Identify the formation and use of comparative adjectives.
- Use the comparative degree to complete/write sentences.

Socio-cultural content

The world of football

Communication

Comparing people/places

Vocabulary

Related to football

Grammar

Comparatives

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book p. 154, board, pictures, PowerPoint presentation (e-Book, computer, data show)**Assumptions:** The students are already familiar with the comparatives.**Procedure**

The teacher greets the students and talks to them for a while to create a good atmosphere in class.

To introduce comparative adjectives, the teacher uses pictures of famous people/athletes and asks the students to describe them, using as many adjectives as possible. They write the sentences on the board and underline the adjectives.

Now focusing on those adjectives, the teacher makes sentences comparing the people and writes them on the board. He/She underlines the adjectives and leads the students to conclude that to compare people/things we use the comparative.

After that, the teacher can show a PowerPoint presentation on the formation of the comparative degree.

The students do a practice exercise in their books, p. 154. Correction follows. For further practice, the SS do exs. B and C on p. 85 in their workbook. Correction follows.

The teacher elicits from SS the contents dealt with in the lesson and writes the summary on the board.

Consolidation

iTeen File p. 33

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 6 – Sport and leisure

LESSON PLAN **68**

School			
Lesson no.	Date	Class	Teacher

Summary

Superlatives. Grammar exercises. Writing a biographical text about an athlete. Research work.

Learning aims

The students are expected to:

- Use the superlatives in a number of exercises;
- Use the acquired knowledge to write a text about an athlete;
- Enjoy being in the English lesson;
- Develop their self-confidence.

Socio-cultural content

The world of football

Communication

Comparing people/places

Vocabulary

Related to football

Grammar

Superlatives

Skills

Reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book p. 155, board (e-Book, computer, data show).

Assumptions: The students are already familiar with the superlatives.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

Then the teacher uses examples from the text studied the lesson before to introduce the superlatives:

- *Ronaldo is the youngest child of Maria Dolores Aveiro. He is also the most popular.*

The teacher underlines the adjectives and makes sure the SS understand how the superlative is formed. The SS study the information in the grammar box on p. 155 and do ex. 1. Correction follows.

For further practice, the SS do exs. D and E on p. 86 in their Workbook. Correction follows.

After that, the SS start gathering information about an athlete they admire to write a biographical text about him/her. They can go to the computer room to do research work.

When the work is finished, they present it to the class.

Consolidation

iTeen File, p. 33; Teacher's File, Worksheets 36, 37; PowerPoint presentation

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 69

School			
Lesson no.	Date	Class	Teacher

Summary

Free time activities. A quiz. Reading/listening to the text 'Summer Camp'. Comprehension exercises. Research work.

Learning aims

The students are expected to:

- Expand vocabulary;
- Get the gist of the text;
- Find specific information in the text;
- Enjoy being in the English lesson.

Socio-cultural content

Leisure time

Communication

Expressing likes and dislikes.

Vocabulary

Free time activities (playing cards, sunbathing, going out with friends...)

Grammar

No specific item.

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 156-159, board (e-Book, computer, data show), CD player, CD, slide 12.

Assumptions: The students are already familiar with some words related to free time activities.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

The teacher projects slide 12 and asks SS to say the names of the free time activities. Some Ss come to the board and write the vocabulary items. Then the teacher asks:

- 'What do you usually do in your free time?'

The SS do ex. 1 on p. 156 and after checking the answers, they interview a classmate about their ideal holiday, using the quiz on p. 157.

After that, they read the quiz analysis, read/listen to the text 'Summer Camp' on p. 158 and do the comprehension exercises on p. 159 (exs. 1, 2, 3 and 4). Some students write the answers on the board or the teacher projects them by using the answer key from the e-Book.

The teacher assigns homework: research work. They have to gather information about Lake George and share their findings with the rest of the class in the next lesson (ex. 5, p. 159).

Consolidation

iTeen File, p. 31; iTeen Fun, pp. 33, 34

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 6 – Sport and leisure

LESSON PLAN **70**

School			
Lesson no.	Date	Class	Teacher

Summary

Present Perfect. Grammar exercises. Playing a game.

Learning aims

The students are expected to:

- Identify the formation and uses of the Present Perfect;
- Use the Present Perfect;
- Enjoy cooperating with their classmates.

Socio-cultural content

Leisure time

Communication

Talking about actions that happened at an indefinite time in the past.

Vocabulary

Summer camp activities

Grammar

Present Perfect

Skills

Reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 160-161, board (e-Book, computer, data show), PowerPoint presentation.

Assumptions: The students are already familiar with the forms '*have*' and '*has*'.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

He/she uses examples from the text studied the lesson before to introduce the present perfect and draws the students' attention to the formation of this verb tense.

To make sure they understand it, the teacher asks them to do ex. 1 on p. 160. Correction follows. Then they focus their attention on the uses of the present perfect by doing a matching exercise (ex. 2).

The teacher can also show a PowerPoint presentation on this verb tense.

After correcting the exercise, the SS pay attention to the formation of the past participle in the grammar box (p. 160).

To practise the grammar item, the SS do ex. 1 on p. 161. After that, they play a game with their classmates (ex. 2 on p. 161).

The SS do a fun activity in iTeen Fun, p. 35.

The teacher assigns homework: Workbook pp. 87, 88, exs. A-C.

Consolidation

iTeen File, p. 34; iTeen Fun, p. 36; Teacher's File, Worksheets 38, 39.

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 71

School			
Lesson no.	Date	Class	Teacher

Summary

Reading/listening to the text 'Betty's holiday'. Comprehension exercise. Present Perfect + 'just'. Present Perfect/Past Simple. Grammar exercises.

Learning aims

The students are expected to:

- Find specific information in the text;
- Use the Present Perfect.

Socio-cultural content

Holidays in the USA

Communication

Talking about recent past actions
Narrating finished actions in the past

Vocabulary

Holiday activities

Grammar

Present Perfect + *just*
Present Perfect/Past Simple

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 162-163, board (e-Book, computer, data show), CD player, CD.

Assumptions: The students are already familiar with the use of the Present Perfect.

Procedure

The teacher greets the class, writes the number of the lesson and checks homework.

To introduce the reading/listening activity, the teacher asks the SS:

- 'Do you usually go on holiday?'
- 'Where do you go on holiday?'
- 'Where would you like to spend your summer holidays?'

Then the SS read/listen to the text on p. 162, answer the questions in ex. 1 and complete the sentences in ex. 2. Correction follows.

After that, the teacher writes the example from the grammar box (p. 163) on the board and makes sure the SS understand the use of 'just'.

The SS do exs. 1 and 2 on p. 163. Correction follows (the SS can listen to check the answers to ex. 2).

For further practice, the SS do exs. A and B on p. 89 in their Workbook.

Consolidation

iTeen File, p. 35; Teacher's File, Worksheet 40.

Mixed ability class*

Notes*

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT 6 – Sport and leisure

LESSON PLAN **72**

School			
Lesson no.	Date	Class	Teacher

Summary

Writing a postcard. Listening to the song 'What can I do?'. Culture spot: Top 5 destinations in Florida. Project work.

Learning aims

The students are expected to:

- Identify the missing words by listening to a song;
- Interact in groups;
- Find specific information on the Internet or in reference books;
- Enlarge their knowledge of the USA (Florida);
- Develop their self-confidence.

Socio-cultural content

Holidays in the USA

Communication

Describing places of interest

Vocabulary

Places of interest in Florida

Grammar

Present Perfect

Skills

Listening, reading, writing and speaking

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 164-165, board (e-Book, computer, data show), CD player, CD.

Assumptions: The students are already familiar with the vocabulary related to holidays.

Procedure

The teacher greets the class and writes the number of the lesson on the board.

The teacher asks the SS. *'Do you remember Betty?'/ 'Where is she spending her summer holidays?'/ 'How did Luke know about her holiday?'* (She wrote him a postcard.)

The SS imagine they're on holiday, too. They work with a partner to write a postcard to a friend, telling him/her some news and then they present their text to the rest of the class.

After that, they listen to a song and fill in the gaps with the missing words. Correction follows.

The SS read the text on p. 165 to learn about the top 5 destinations in Florida and then answer the question in ex. 1.

Finally, the SS divide into groups to start doing their projects. They write a short text about the top 5 destinations in Portugal to make a tourist information poster. They add some pictures to their posters. They can go to the school library or to the computer room to do research work. Then they present their work to the class, vote for the best poster and display the posters on the classroom walls.

Consolidation

iTeen Fun, p. 37

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN 73

School			
Lesson no.	Date	Class	Teacher

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Summary

Revision test.

Learning aims

The students are expected to:

- Use the acquired knowledge and linguistic competence to do the exercises correctly;
- Evaluate their own progress.

Socio-cultural content

Sport and leisure

Communication

Describing actions that happened at an indefinite time in the past.

Vocabulary

Sports; free time activities; holiday activities...

Grammar

Linking words; relative pronouns; comparatives and superlatives; present perfect.

Skills

Reading and writing

EvaluationTest: Show what you know.
Self-evaluation**Aids:** Student's Book pp. 166, 167, board (e-Book, computer, data show)**Assumptions:** Students have acquired the vocabulary and grammar contents taught in the unit.**Procedure**

The teacher greets the class and writes the number of the lesson and the summary.

The students open their books at p. 116 and the teacher makes sure the class understands the instructions for doing the exercises.

The teacher sets time limit and the students do the test.

The teacher writes the answers on the board or projects them by using the answer key from the e-Book.

The students check/correct their answers, grade the test and give feedback of their results to the teacher.

The students 'Check' what they have already learnt and take notes of the contents that are still difficult for them (if any).

If need be, the teacher suggests remedial work.

Consolidation

Workbook pp. 90-93, Self-check 6

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT – Let's celebrate!

LESSON PLAN **74**

School			
Lesson no.	Date	Class	Teacher

Summary

Let's celebrate Halloween. Listening to the song 'Thriller'. Vocabulary related to the topic.

Learning aims

The students are expected to:

- Identify common Halloween traditions;
- Get specific information from the song;
- Acquire new vocabulary items;
- Enjoy being in the English class;
- Enjoy cooperating with others.

Socio-cultural content

Festivities: Halloween

Communication

Talking about Halloween traditions

Vocabulary

Witch, ghost, devil, bat, vampire, spider,...

Grammar

No specific item.

Skills

Reading, listening, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 168, 169, board, e-Book, computer, data show, CD, CD player

Assumptions: Students are familiar with Halloween traditions.

Procedure

The teacher greets the class and writes the number of the lesson and the summary.

To motivate the SS for the topic, the teacher writes the word HALLOWEEN on the board. Then he/she asks the SS what they know about Halloween: *'When is Halloween celebrated?'* *'What do children usually do on this day?'* ...

Then the SS listen to/read the text on p. 168 to confirm and to develop their knowledge.

To extend their vocabulary, the SS do ex. 1 on p. 168.

After that, they listen to the song and do a filling-in exercise. Correction follows.

Then they, do ex. 3, listen to the song again and sing along.

Decorating the school and organizing a mask contest might also be an option to consider.

Consolidation

PowerPoint presentation/ iTeen Fun pp. 38, 39

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN **75**

School			
Lesson no.	Date	Class	Teacher

Summary

Let's celebrate Christmas. Listening to the song 'Something about Christmas time'. Vocabulary related to the topic.

Learning aims

The students are expected to:

- Identify common Christmas traditions;
- Get specific information from the song;
- Acquire new vocabulary items;
- Enjoy being in the English class.

Socio-cultural content

Festivities: Christmas

Communication

Talking about Christmas traditions

Vocabulary

Santa, stocking, holly, reindeer, carols,...

Grammar

No specific item

Skills

Reading, listening, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 170, 171, board, e-Book, computer, data show, CD, CD player, PowerPoint presentation

Assumptions: Students are familiar with Christmas traditions.

Procedure

The teacher greets the class and writes the number of the lesson and the summary.

To prepare the SS for the topic, the teacher writes the word 'CHRISTMAS' on the board and the SS say and write all the words they know related to that occasion.

The teacher can also use a PowerPoint presentation to introduce/revise vocabulary.

After that, the SS listen to/read the text on p. 170 and do ex. 1. Correction follows.

The SS listen to the song on p. 171 and fill in the gaps with the missing words. After correcting the exercise, the SS can listen to the song again to check the answers and to sing along.

The teacher can ask the SS to make Christmas cards for their family and friends and the class can vote for the best one.

Consolidation

iTeen Fun pp. 40, 41

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

UNIT – Let's celebrate!

LESSON PLAN **76**

School			
Lesson no.	Date	Class	Teacher

Summary

Let's celebrate Valentine's Day. Vocabulary related to the topic. Listening to the song 'Perfect'.

Learning aims

The students are expected to:

- Identify common Valentine's Day traditions;
- Revise vocabulary related to the topic;
- Enjoy being in the English class.

Socio-cultural content

Festivities: Valentine's Day

Communication

Talking about Valentine's Day traditions

Vocabulary

Cupid, roses, heart, kiss, postcard...

Grammar

No specific item

Skills

Reading, listening, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 172, 173, board, e-Book, computer, data show, CD, CD player,

Assumptions: Students are familiar with Valentine's Day traditions.

Procedure

The teacher greets the class and writes the number of the lesson and the summary.

The students open their books at p. 172 and read the short text about Valentine's Day traditions. Then the teacher asks them:

- *'When is Valentine's Day celebrated?'* / *'Do we have the same traditions in Portugal?'* / *'Are you a romantic boy / girl?'*

Then the SS do a matching exercise (ex. 1) and after correction, the SS write their own definition of love. When the work is finished, they read their definition to the class.

The SS listen to the song and do a matching exercise on it. Correction follows and after that, the SS do ex. 2.

Finally, the SS choose the most important ingredients for a perfect relationship (ex. 3).

The teacher can ask the SS to draw a bigger flower and to write these ingredients on its petals. The flowers can be displayed on the classroom walls under the title 'IN A PERFECT RELATIONSHIP THERE MUST BE...'

Consolidation

iTeen Fun p. 42

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

LESSON PLAN **77**

School			
Lesson no.	Date	Class	Teacher

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Summary

Let's celebrate Earth Day. Vocabulary related to the topic. Vocabulary exercise: endangered species.

Learning aims

The students are expected to:

- Expand vocabulary related to the topic;
- Identify the names of endangered species;
- Enjoy being in the English class.

Socio-cultural content

Celebration: Earth Day

Communication

Talking about Earth day and the environment

Vocabulary

Environment, pollution, recycling, green...

Grammar

No specific item.

Skills

Reading, listening, speaking and writing

Evaluation

Feedback from students' speech/answers/involvement/participation.

Aids: Student's Book pp. 174, 175, board, e-Book, computer, data show, CD, CD player

Assumptions: Students are familiar with some words related to the environment.

Procedure

The teacher greets the class and writes the number of the lesson and the summary.

The teacher asks the SS:

- 'Do you know what Earth Day is?'
- 'When is it celebrated?'
- 'What does it celebrate?'

To develop their knowledge about this celebration, the students open their books at p. 174 and read the short text about Earth Day. Then they answer a quiz. The answers are corrected orally and the SS compare their answers to see how green they are.

After that, the SS expand their vocabulary by filling in a Sudoku with names of endangered species.

Consolidation

PowerPoint presentation/ iTeen Fun p. 43

Mixed ability class***Notes***

*Strategies/activities used/remedial work/extra work

* Adaptations/Modifications to the plan/relevant notes

EXEMPLAR DO PROFESSOR – AMOSTRA NÃO COMERCIALIZÁVEL
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