



Unit of Work

1. Introductory Information

- **School:** Instituto Nuestra Señora del Carmen
- **Level:** High School
- **Course:** 4th year.
- **Classroom Teacher:** Paula Bonino
- **Age group:** 15/16
- **Description of the group:** Students have been studying English since 1st form and some students also attend an English Institute after school hours. They use English when asked to do so, but when asking questions of their own or discussing something with their classmates, they resort to their L1. Despite this, they all seem to understand when given instructions in English by the teacher and they are able to work on their own with almost no input from the teacher.
- **Number of students:** 17
- **Classroom and available equipment:** Each classroom features a computer connected to a projector and screen along with Bluetooth speakers. Internet can be accessed by this, and the students have access to the school's Wi-Fi network. There is also a whiteboard for the teacher to use. The classrooms are well lit and have windows on them. There is enough desks and chairs for everyone to sit on their own if they wish to do so, but the students tend to group together and sit in pairs. The classroom is decorated with some posters.
- **Book:** Link It! 4 **Unit:** Unit 3 – So Happy Together!

2. Theme

- **Title:** We Are...
- **Subthemes**
 - Friends or Lovers

3. Final Activity

- **Title:** Dear Person...
- **Tangible Product:** A written letter and a podcast episode.
- **Procedure:** The students will write a letter to a person of their choosing (it can be a friend, a family member, etc) expressing what their relationship with that person means to them. Each letter will begin with the phrase "Dear (name of person)". After that, they will record themselves reading the letter and it will be published as a Podcast titled 'Dear Person...' for them to share with that person. Also, the students will share their podcast episode with their classmates and the teacher in a class. The podcast will be published using the online tool Anchor.

4. Learning outcomes of the unit

Learners will be able to..

- Describe and define the different relationships they have.

- Recognize how to respond to news they receive.
- Identify how to share their worries and problems in a healthy manner.

5. Educational Value

By learning about the different ways people relate to each other and how to communicate about those relationships, students will be able to be more sympathetic for each other and to recognize what they value in the people they are surrounded by. Moreover, by learning to communicate about their problems effectively they will be able to develop their problem-solving skills and learn how to reach out to people when they need help. Lastly, by reflecting on the way they react to a piece of particular news, the students will be able to better understand themselves and their behaviours.

6. Cross-Curricular Content

- IT: Learn how to create, record, and upload a podcast online.
- Arts & Crafts: Design the cover for the podcast episode.
- Civic Engagement: Discuss the ways in which our behaviour can interfere with other people's rights and liberties.
- Biology: The chemical reactions that happen in the brain when we like or dislike someone or something.

7. Language Systems

A) Lexical Areas	Examples
Relationships	Friendship, couple, boyfriend, girlfriend, family, friends, best friend, partner, enemies, frenemies.
Emotions and Feelings	Angry, sad, love, hate, happy, excited, stupid, worry, trust, chill.
Verbs	Clean, tidy up, talk, walk, dance, sing, study, act, answer, build, buy, create, eat, drink, edit, laugh, lie, listen, sleep, touch, date, trust.
Phrasal Verbs & idiomatic expressions	Go out with, hang out with, be interested in, cheat on, have things in common with, make up, be attracted to someone, be friends with, be in love with, be interested in the same things, communicate well together, date someone, enjoy their company, spend time together.
Family Members	Dad, mom, sister, brother, siblings, uncle, aunt, grandad, grandmom, niece (and their 'in-law' counterparts).
Frequency Adverbs	Already, yet, still, just, always, frequently, generally, hardly ever, infrequently, never, normally, occasionally, often, rarely, regularly, sometimes, usually, daily, weekly, monthly, yearly.
Procedural Language	Who can help me? How do I say (...) in English?

	<p>Is this okay? I don't understand. I can help you. Thank you. Please.</p>
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b) Grammar / Structure	c) Function / Meaning	Exponent
Present Perfect: For/Since. Affirmative, negative, and interrogative	Talk about ongoing situations/ current states of affair.	We have been together since 2019. We have been best friends for 10 years. How long have you been married?
Present Simple: Affirmative, negative, and interrogative.	React to a particular piece of news. Talk about facts. Ask questions	I'm sorry to hear that. Prom is an American tradition. How do you feel?
Simple Future: Going To	Talk about future intentions.	Macey is going to prom. Sam is not going to prom.
Simple Past Affirmative, negative, and interrogative.	Talking about finished actions in the past. Ask questions about length.	I went to the market downtown. How long did you date her?

d) Phonology	Example
/ə/ in weak forms of function words.	She asked for a table for two.
Difference between /ðə/ and /ði/ for the word 'the'.	The relationship. The environment.
Difference between /tʃ/ and /ʃ/	/ʃ/ in 'friend sh ip'. /tʃ/ in 'touch'.
'For': Weak form and Strong form	/fə/ - /fɔ:/
Present Perfect: 'Has/Have been'	She has been with him for quite some time. They have been together since 2019.
Simple Past: Pronunciation of '-ed' endings.	She watch ed the movie. I fix ed it.

e) Discourse Features	Example
Pronouns Personal: I, he, she, we, they, you.	She is my best friend. We are a couple.

Reciprocal: Each other, one another.	We love each other. They sent one another a love letter.
Reflexive: Myself, yourself, herself, himself, ourselves, themselves, yourselves.	She is too full of herself. We did it by ourselves.
Objective: Me, you, him, her, it, us, you, them.	He is her boyfriend. She is with me.
Coordinating conjunctions: But, or, and.	She is in love with him, but he isn't. I think she could be my best friend, or it might also be him. My dad and mom are great.

8. Skills

• Language Skills

Skills	Text Form
Reading	Activities and texts from the book, web articles.
Listening	Classroom interactions, videos and audios from the book (podcast episode about 'Prom', conversations)
Speaking	Classroom interactions, talking about relationships, talking about feelings.
Writing	F.A letter.

• Learning Skills

Thinking skills	Study and investigation skills	Literary skills	Learning to learn skills
Critical Thinking Problem Solving Reasoning Interpretation	Research skills Planning Data analysis	Information literacy Media literacy ICT literacy Communication	Creativity Collaboration Listening Organization Self-Regulation Independent Work

9. Attitudes and Values

Students will show and develop the ability to:

- Work cooperatively, and respecting different viewpoints.
- Express their viewpoints in a respectful manner.
- Express their feelings and emotions in a healthy way.
- Practice good manners, like respecting turns to speak.

10. Resources & Bibliography

- *Past simple.* (2010, March 18). LearnEnglish. <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/past-simple>
- *Present perfect.* (2010, March 19). LearnEnglish. <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/present-perfect>
- *Present simple.* (2010, March 19). LearnEnglish. <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/present-simple>
- Sharman, E., & Rogers, L. (2019). *Link It! 4* (First Edition). Oxford University Press. (Original work published 2019)

11. Preview of Teaching Sequences

Seq. N°	Subtheme	Language Systems
1	Friends & Lovers	<p>Lexis</p> <ul style="list-style-type: none"> • Relationships • Emotions and feelings • Verbs • Phrasal Verbs & idiomatic expressions • Frequency Adverbs <p>Grammar</p> <ul style="list-style-type: none"> • Present Perfect • Present Simple • Simple Future • Simple Past <p>Function</p> <ul style="list-style-type: none"> • Talk about ongoing situations. • React to a particular piece of news. • Ask questions about length. • Talk about facts. • Future intentions. • Finished actions. <p>Phonology</p> <ul style="list-style-type: none"> • /ə/ in weak forms of function words. • Difference between /ðə/ and /ði/ for the word 'the'. • Difference between /tj/ and /j/ • 'For': Weak form and Strong form • Present Perfect: 'Has/Have been' • Simple Past: Pronunciation of '-ed' endings. <p>Discourse Features</p> <ul style="list-style-type: none"> • Coordinating conjunctions. • Pronouns
Integration Sequence: Activity book practice.		
Final Activity: Dear Person...		

12. Systems Appendix

Present Perfect: For/Since

Using the present perfect, we can define a period of time before now by considering its **duration**, with **for + a period of time**, or by considering its **starting point**, with **since + a point in time**. FOR and SINCE can also both be used with the past perfect. SINCE can only be used with perfect tenses. FOR can also be used with the simple past.

- **For + a period of time**
for six years, **for** a week, **for** a month, **for** hours, **for** two hours
I have worked here **for** five years.
- **Since + a point in time**
since this morning, **since** last week, **since** yesterday
since I was a child, **since** Wednesday, **since** 2 o'clock
I have worked here **since** 1990.
- **Present perfect with FOR**
She has lived here **for** twenty years.
We have taught at this school **for** a long time.
Alice has been married **for** three months.
They have been at the hotel **for** a week.
- **Present perfect with SINCE**
She has lived here **since** 1980.
We have taught at this school **since** 1965.
Alice has been married **since** March 2nd.
They have been at the hotel **since** last Tuesday.

Present Simple

In the interrogative, the present is generally introduced by a form of the verb "**to do**" ("**do / does**"):

- Does your father like to cook?
- Do you have time to stop by my place?

The appropriate form of the verb "**to do**" will also be used for the negative:

- I do not (don't) work at home.
- No, he does not (doesn't) like to cook.
-

After the conjunctions "**when**," "**as soon as**," etc., the present is used, even though actions expressed may refer to the future:

- She'll come when she can.
- He'll pay us as soon as we finish.

Simple Past

The simple past tense is used to talk about a **completed action** in a time **before now**. The time of the action can be in the recent past or the distant past and action duration is not important.

Examples

- John Cabot **sailed** to America in 1498.
- My father **died** last year.
- He **lived** in Fiji in 1976.
- We **crossed** the Channel yesterday.
-

You always use the simple past when you say **when** something happened, so it is associated with certain past time expressions

- **frequency:** *often, sometimes, always*
I sometimes **walked** home at lunchtime.
I often **brought** my lunch to school.
- **a definite point in time:** *last week, when I was a child, yesterday, six weeks ago*
We **saw** a good film *last week*.
Yesterday, I **arrived** in Geneva.
She **finished** her work at *seven o'clock*
I **went** to the theatre *last night*
- **an indefinite point in time:** *the other day, ages ago, a long time ago*
People **lived** in caves a *long time ago*.
She **played** the piano *when she was a child*.



Teaching Sequence

	Learning Outcomes <small>By the end of the lesson students will be able to...</small>	List of all activities	Language Systems (New and Recycled)
Lessons 1 and 2	<p>Identify the contents that will be worked on during the unit of work.</p> <p>Recognize the different words we use to describe emotions and relationships and apply them to describe their own relationships and emotions.</p>	<p>Introduction To The Unit The teacher introduces the new unit to the students, explains its aim and goals.</p> <p>Skills-Oriented Activity: Listening & Speaking Page 34 of the book Prep Stage: Activity 1 Listening: Activity 2 Speaking: Retelling of the story in pairs.</p> <p>Consolidation Activity Brief debate with the students: 'How do you react when said 'no''?</p> <p>Skills Oriented Activity: Reading & Listening Activities 4 and 5 from page 33 of the book. Activities 6 from page 33 of the book.</p> <p>Closure Debate with the students: 'What do you look for in a relationship?'</p>	<p>Lexis</p> <ul style="list-style-type: none"> Relationships Adjectives Emotions and feelings Phrasal Verbs & idiomatic expressions <p>Grammar</p> <ul style="list-style-type: none"> Present Simple Simple Past <p>Function</p> <ul style="list-style-type: none"> Talk about facts. Finished actions. <p>Phonology</p> <ul style="list-style-type: none"> Simple Past: Pronunciation of '-ed' endings. <p>Discourse Features</p> <ul style="list-style-type: none"> Coordinating conjunctions. Pronouns
Lessons 3 and 4	<p>Familiarise with the key-vocabulary and contents of the unit and apply them in communicative situations.</p>	<p>Opening The teacher and the students talk about their best friend.</p> <p>Skills Oriented Activity: Listening 'Liam's Vlog' – Page 35 of the book. Activities from the same page.</p> <p>Extension Activity Pair debate.</p> <p>Skills Oriented Activity: Speaking Debate – Do you think men and women can be friends?</p> <p>Closure What is friendship to you?</p>	<p>Lexis</p> <ul style="list-style-type: none"> Relationships Emotions and feelings Phrasal Verbs & idiomatic expressions Frequency Adverbs <p>Grammar</p> <ul style="list-style-type: none"> Present Simple Simple Past <p>Function</p> <ul style="list-style-type: none"> Talk about facts. Finished actions. <p>Phonology</p> <ul style="list-style-type: none"> /ə/ in weak forms of function words. Difference between /tʃ/ and /ʃ/ <p>Discourse Features</p> <ul style="list-style-type: none"> Coordinating conjunctions. Pronouns

<p style="text-align: center;">Lessons 5 and 6</p>	<p>Distinguish the uses of present perfect with for and since and apply them to talk about ongoing situations.</p> <p>Apply the present perfect structure presented and analyzed last class to talk about ongoing situations and asking questions about length.</p>	<p>Opening Did you ever have a crush on a good friend?</p> <p>Skills-Oriented Activity: Reading 'Opposites Attract' – Page 36 of the book.</p> <p>Focus Stage: Grammar & Function Explanation by the teacher. Activities: Page 37 of the book.</p> <p>Extension Activity Pages 14 and 15 from the workbook.</p> <p>Closure The teacher asks the students questions with for/since and as they answer they exit the classroom.</p>	<p>Lexis</p> <ul style="list-style-type: none"> • Relationships • Emotions and feelings • Verbs • Phrasal Verbs & idiomatic expressions • Frequency Adverbs <p>Grammar</p> <ul style="list-style-type: none"> • Present Perfect • Present Simple • Simple Past <p>Function</p> <ul style="list-style-type: none"> • Talk about ongoing situations. • Ask questions about length. • Talk about facts. • Finished actions. <p>Phonology</p> <ul style="list-style-type: none"> • /ə/ in weak forms of function words. • 'For': Weak form and Strong form • Present Perfect: 'Has/Have been' <p>Discourse Features</p> <ul style="list-style-type: none"> • Coordinating conjunctions. • Pronouns
<p style="text-align: center;">Lessons 7 and 8</p>	<p>Identify and apply the necessary grammatical structures to talk about news.</p>	<p>Opening News of the World. The students and the teacher briefly discuss the news of the day.</p> <p>Skills-Oriented Activity: Listening 'Isela's News' – Video and Page 38 of the book.</p> <p>Extension Activity Any remaining activities from the activity book or workbook.</p> <p>Closure Surprise News</p>	<p>Lexis</p> <ul style="list-style-type: none"> • Phrasal Verbs & idiomatic expressions <p>Grammar</p> <ul style="list-style-type: none"> • Present Simple • Present Perfect • Simple Past <p>Function</p> <ul style="list-style-type: none"> • Talk about ongoing situations. • React to a particular piece of news. • Talk about facts. <p>Discourse Features</p> <ul style="list-style-type: none"> • Coordinating conjunctions. • Pronouns

<p>Lessons 9 and 10</p>	<p>Identify the different reflexive pronouns and their uses.</p>	<p>Opening: Would you date yourself?</p> <p>Skills-Oriented Activity: Reading 'Are we attracted to the people we like?' – Page 40 of the book.</p> <p>Focus Stage: Grammar & Function Explanation by the teacher. Activities: Page 37 of the book</p> <p>Extension Activity Page 17 of the workbook.</p> <p>Closure Pronoun Song</p>	<p>Lexis</p> <ul style="list-style-type: none"> • Relationships • Emotions and feelings • Verbs <p>Grammar</p> <ul style="list-style-type: none"> • Present Simple • Simple Past <p>Function</p> <ul style="list-style-type: none"> • Talk about facts. • Finished actions. <p>Discourse Features</p> <ul style="list-style-type: none"> • Coordinating conjunctions. • Reflexive Pronouns
<p>Lessons 11 and 12</p>	<p>Identify the genre of the podcast, its components and parts.</p>	<p>Opening Do you listen to podcasts?</p> <p>Skills Oriented Activity: Listening Podcast 'Prom Night in the U.S.' – Page 41 of the book. Activities from the same page.</p> <p>Focus on Genre: The Podcast Explanation by the teacher.</p> <p>Closure Teacher and students reflect on the contents seen and they discuss the final activity to be carried out next week.</p>	<p>Lexis</p> <ul style="list-style-type: none"> • Relationships • Emotions and feelings • Verbs • Phrasal Verbs & idiomatic expressions • Frequency Adverbs <p>Grammar</p> <ul style="list-style-type: none"> • Present Perfect • Present Simple • Simple Future • Simple Past <p>Function</p> <ul style="list-style-type: none"> • Talk about ongoing situations. • Ask questions about length. • Talk about facts. • Future intentions. • Finished actions. <p>Discourse Features</p> <ul style="list-style-type: none"> • Coordinating conjunctions. • Pronouns
<p>Lessons 13 and 14</p>	<p>Identify and integrate all the contents seen across the unit of work and use them to create a podcast episode about a meaningful relationship.</p>	<p>Opening The teacher welcomes the students, and they discuss their work so far</p> <p>Integration Sequence Revision of the grammatical structures, vocabulary,</p>	<p>Lexis</p> <ul style="list-style-type: none"> • Relationships • Emotions and feelings • Verbs

Lessons 15 and 16	<p>expressions, and topics seen during the Unit of work.</p> <p>Final Activity – Part One The teacher explains the F.A and gives an example of the F.A</p> <p>Skills-Oriented Activity: Writing Guided writing of the script for the podcast episode.</p> <p>Closure The teacher explains the work the students will do next week.</p>	<ul style="list-style-type: none"> • Phrasal Verbs & idiomatic expressions • Frequency Adverbs <p>Grammar</p> <ul style="list-style-type: none"> • Present Perfect • Present Simple <p>Function</p> <ul style="list-style-type: none"> • Talk about ongoing situations. • React to a particular piece of news. • Ask questions about length. • Talk about facts. • Future intentions. • Finished actions.
	<p>Final Activity – Part Two</p> <p>Opening The teacher and the students reflect on the work they did last week.</p> <p>Skills-Oriented Activity: Speaking The students will record the script they wrote last class.</p> <p>Closure Self-Assesment: The teacher will give students a self- assesment sheet to fill for themselves to reflect on their work during the unit of work.</p>	<p>Discourse Features</p> <ul style="list-style-type: none"> • Coordinating conjunctions. • Pronouns



Lessons 1 & 2

- **Student Teacher:** Facundo Pignanelli
- **School:** Instituto Nuestra Señora del Carmen
- **Course:** 4^{to} A
- **Period:** 11:55 to 13:55
- **Date:** 10/08/22
- **Theme:** So Happy Together!
- **Teaching Sequence:** Friends & Lovers
- **Learning Outcomes:** By the end of the lesson, students will be able to Identify the contents that will be worked on during the unit of work. Interpret what the final activity will consist of. Recognize the different words we use to describe emotions and relationships and apply them to describe their own relationships and emotions.
- **Linguistic Content**
 - **New Language**
 - **Relationships:** Friendship, couple, boyfriend, girlfriend, family, friends, best friend, partner, enemies, frenemies.
 - **Emotions and Feelings:** Angry, sad, love, hate, happy, excited, stupid, worry, trust, chill.
 - **Phrasal Verbs & Idiomatic Expressions:** Go out with, hang out with, be interested in, cheat on, have things in common with, make up, be attracted to someone, be friends with, be in love with, be interested in the same things, communicate well together, date someone, enjoy their company, spend time together
- **Language Skills:** Listening (dominant skill), speaking, reading.
- **Teaching Aids:** Student book, blackboard, speaker, computer, projector.

Introduction to the Unit (05 Minutes)

The teacher enters the classroom and greets the students. The teacher explains why they are there and thanks them for the opportunity.

Teacher: Well, today we are starting with a new unit! – Let's go to page 34 of the book to find out what it is about.

The students open the book in page 34. The teacher and students go over the pages of the unit while the teacher elicits the topics of the unit from the students. At the end of this, the teacher explains to the students what the final activity will be.

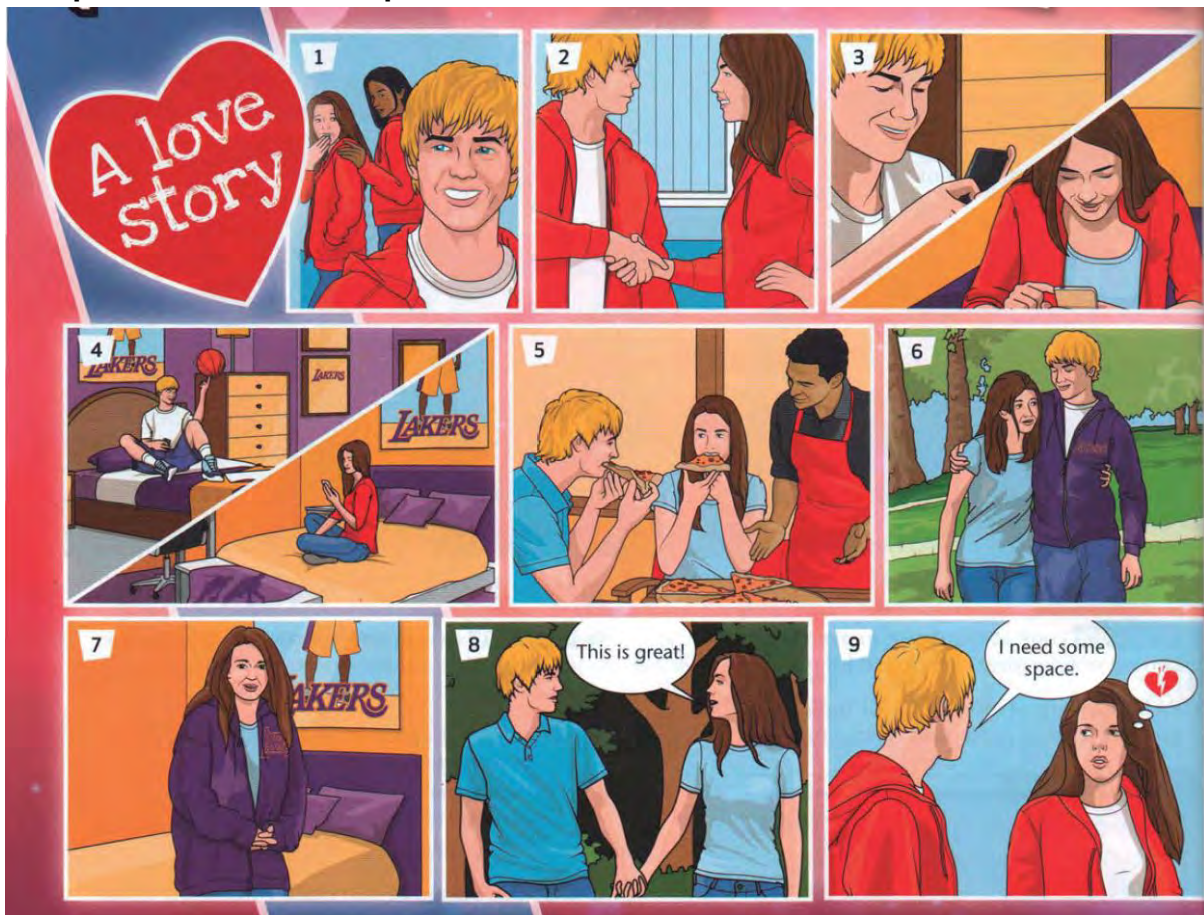
Skills-Oriented Activity: Listening & Speaking (30 Minutes)

After that, the teacher asks students to go to page 34 again.

T: Okay, so. Here we have a comic strip. Let's look at the people on it. What do you think these people are feeling? Why?

The students and the teacher go through each vignette, discussing what happens on them and the feelings of the persons on it. As the students mention words, the teacher writes them on the board.


Sample of the Comic Strip:



T: Okay, now let's focus on activity 2.

The teacher explains the activity. After that, the teacher plays the recording once and students do the activity. If necessary, the teacher plays the activity one more time. After that, they check the activity together.

Sample of the Activity

2  033 Match the expressions with the pictures. Then listen, check, and repeat.

_____ be interested in the same things	_____ date someone
_____ share each other's things	_____ spend time together
_____ be attracted to someone	_____ take a break
_____ get to know someone	_____ enjoy his / her company
_____ communicate well together	

Listening Transcript / Key

- 1 *be attracted to someone*
- 2 *get to know someone*
- 3 *communicate well together*
- 4 *be interested in the same things*
- 5 *date someone*
- 6 *spend time together*
- 7 *share each other's things*
- 8 *enjoy his company / enjoy her company*
- 9 *take a break*

T: Well, let's continue. We will be now working on pairs, so get together with a classmate and let's start.

After the students are in pairs, the teacher explains the activity.

T: Okay, so what will do is the following. Go over the comic strip again and retell the story to your partner. Take turns sharing what happens and the emotions you see in each vignette.

As the students are working together, the teacher goes through from group to group, listening to them and solving doubts if there are any. After some minutes, the teacher asks students to share altogether once again.

Consolidation Activity (05 Minutes)

The teacher writes on the board: 'How do you react?'

T: So, now I would like for you to think about how you react when said no. Do think you take it well, or you need some work?

The students share their opinions while the teacher moderates the brief debate.

Skills-Oriented Activity: Reading & Listening (30 Minutes)

T: Okay, let's go to page 35 now. What can you see there?

The teacher elicits the text form (a forum) from the students. They discuss about the possible contents of the forum, based on the title. The teacher takes notes of these predictions on the board. Then, the teacher plays the recording once. Then, they check those predictions. After that, the teacher and the students read the text together, checking vocabulary and expressions.

Sample of the Text

Please help! I think my girlfriend might be interested in my best friend. He often hangs out with the two of us and they're always laughing and joking together. I got angry with her and now I feel stupid. I know she'd never cheat on me, but I can't stop worrying.

Just because she likes your friend doesn't mean she's in love with him! If you're dating someone, you need to trust that person.

It's nice that your friend has things in common with your girlfriend. You need to make up with her after your argument and chill! Don't stop being friends with him!

After that, the teacher asks students to solve activity 5 on their own. After some minutes, they check it together. The teacher writes on the board the prepositions needed to solve the activity. When that activity is finished, the teacher and the students have an oral debate about how they would react to the same situations proposed in the text.

Sample of the Activity:

5 Complete the sentences with prepositions.

- 1 I'm not angry. I made _____ with Becca.
- 2 Sam and Troy don't hang _____ now. They aren't friends _____ each other anymore.
- 3 Can you believe that Brad cheated _____ Albany?
- 4 I have a lot in common _____ Chris, but that doesn't mean that I'm _____ love with him.

Extension Activity (20 Minutes)

T: Okay, so now I'll ask you again to get together in pairs. This time, I would like you to think about a relationship – it can either be romantic or platonic. It can be about you, someone else or even someone from a movie, TV show, book or the like. Once you think about it, describe the two persons to your classmate, how the relationship came about and how it ended.

The teacher gives an example to illustrate the activity. After that, the students work in pairs for some minutes. After they are done, they share together with the rest of the class and the teacher.

Closure (05 Minutes)

The teacher writes on the board: 'Relationship'

T: So, to wrap up what we've been working on today. What do you think makes a good relationship? What do you look for in a partner?

The students share their opinions while the teacher moderates the brief debate.



Lessons 3 & 4

- **Student Teacher:** Facundo Pignanelli
- **School:** Instituto Nuestra Señora del Carmen
- **Course:** 4^{to} A
- **Period:** 11:55 to 13:55
- **Date:** 17/08/22
- **Theme:** So Happy Together!
- **Teaching Sequence:** Friends & Lovers
- **Learning Outcomes:** Familiarise with the key-vocabulary and contents of the unit and apply them in communicative situations.
- **Linguistic Content**
 - **New Language**
 - **Relationships:** Friendship, couple, boyfriend, girlfriend, family, friends, best friend, partner, enemies, frenemies.
 - **Emotions and Feelings:** Angry, sad, love, hate, happy, excited, stupid, worry, trust, chill.
 - **Phrasal Verbs & Idiomatic Expressions:** Go out with, hang out with, be interested in, cheat on, have things in common with, make up, be attracted to someone, be friends with, be in love with, be interested in the same things, communicate well together, date someone, enjoy their company, spend time together
- **Language Skills:** Listening (dominant skill), speaking, reading.
- **Teaching Aids:** Student book, blackboard, speaker, tablet.

Opening (05 Minutes)

The teacher greets the students. Then, the teacher asks students if they ever had a crush on a good friend. They debate briefly about how that feels and their experiences.

Skills Oriented Activity: Listening (20 Minutes)

The teacher asks students if they have friends of different genders.

Sample of the Video:

https://drive.google.com/file/d/1REYIFRT36sMxQ8QeyFSfqjgVK07y_rfV/view?usp=sharing

After that, the teacher introduces the topic of the video. Then, the teacher plays the video once more, so that students can see it. Once that is done, the teacher asks students to solve activities 2 and 3 from page 35 of the book. For that, the video is played twice, and they check after that.

Sample of the activities:

Step 2

2 035 **Watch or listen** Find out who these people are:
1 Yasmin 2 Tom 3 Zoe

3 035 **Choose the correct alternatives.**

- 1 Liam / Liam's friend is attracted to a girl in his class.
- 2 Liam's friends are **boys and girls** / all boys.
- 3 Zoe and Liam met at **junior high** / high school.
- 4 Liam likes Zoe because she's **similar** / different to him.
- 5 Amy thinks that Liam **is going out** / wants to go out with Zoe.

Extension Activity (10 Minutes)

After that, the teacher asks students to solve activity number 4 in pairs. The teacher explains the activity and then gives the students 10 minutes to solve the activity on their own. While they are doing that, the teacher goes from desk to desk, listening to the students. This activity can be omitted if there is not enough time to continue with the following activity.

Sample of the Activity:

4 **Pairwork** Discuss if you agree or disagree with these sentences.

- 1 It's important for friends to like the same things.
- 2 It's good to have friends of the opposite sex.
- 3 Boys and girls can never be "just friends."
- 4 A real friend is someone who you can sit with in silence.

Skills Oriented Activity: Speaking (50 Minutes)

After that, the teacher asks students to form two groups of equal number of students. Then, the teacher explains that they are going to prepare a debate: Can people of opposite genders be friends? Will be the topic of the debate. The teacher assigns to each group for position and the against position. Then, the teacher explains the basics of a debate. After that, the teacher gives the groups a couple of minutes to prepare a position document that will be the base for the oral debate. After that, the teacher will invite a student of each group to go to the front and debate together, each taking 1

minute to explain their position, and then another minute to answer the to the other student. The teacher will act as a moderator and step-in if necessary. This procedure is carried out several times until all students have shared their views in the debate.

Closure (05 Minutes)

The teacher reiterates the questions of the opening, and this time asks students if their opinions have changed and why, or why not.



Lessons 5 & 6

- **Student Teacher:** Facundo Pignanelli
- **School:** Instituto Nuestra Señora del Carmen
- **Course:** 4^{to} A
- **Period:** 11:55 to 13:55
- **Date:** 24/08/22
- **Theme:** So Happy Together!
- **Teaching Sequence:** Friends & Lovers
- **Learning Outcomes:** Distinguish the uses of present perfect with for and since and apply them to talk about ongoing situations.
- **Linguistic Content**
 - **New Language**
 - **Relationships:** Friendship, couple, boyfriend, girlfriend, family, friends, best friend, partner, enemies, frenemies.
 - **Emotions and Feelings:** Angry, sad, love, hate, happy, excited, stupid, worry, trust, chill.
 - **Phrasal Verbs & Idiomatic Expressions:** Go out with, hang out with, be interested in, cheat on, have things in common with, make up, be attracted to someone, be friends with, be in love with, be interested in the same things, communicate well together, date someone, enjoy their company, spend time together
- **Language Skills:** Listening (dominant skill), speaking, reading.
- **Teaching Aids:** Student book, blackboard, speaker, computer, projector.

Opening (05 Minutes)

The teacher greets the students. Then, they talk about their best friend and what it means to them to be a best friend. The teacher asks the student to define their best friend using one adjective.

Skills Oriented Activity: Reading (40 Minutes)

The students and the teacher go over the title of the article together. The teacher elicits responses from the students. After that, they read together the introduction of the text. After that, the teacher makes the students get together in 4 groups and assigns them a section of the text to read and discuss on their own. Then, the teacher gives them time to read. After that, the teacher asks each group to share their section with the rest of the class.

Sample of the text:

Opposites attract!

How long have you known your best friend? If you've been friends since you were little, maybe you haven't noticed that you've grown in different ways over the years. But who cares? There's no reason why opposites can't be good friends-as these famous friendships show:

1 - The two of you have been friends for a long time, but a few years ago your friend started getting better grades than you at school, or he developed an amazing talent. But you aren't jealous of him. You've always admired your friend and you 've had some great times together. You're sensible and practical, and your friend needs somebody like that.


2 - You've had the same best friend since elementary school. Your friend is louder and more rebellious than you, so they get all the attention. You're quieter and a bit of a geek. Your friend can get you into trouble and you sometimes get mad at each other, but nobody knows you as they do. And you 've had a secret crush on their brother or sister for years!

3 - You and your friend are similar in every way -except your gender. This difference has never been important to you, but for some reason, it matters a lot to other people. Since you became teenagers, others have tried to make you a couple, but you insist on dating other people. You're perfect together - as friends!

4 - Ok, not literally, but sometimes it seems this way! You're very different, but something happened in the past that still connects you. You and your friend have shared a lot of experiences. Sometimes you have arguments, but you always make up. Since you met this friend, you 've learned a whole new way of communicating!

After that, the teacher and the students do activity 2 of the book together and they check it afterwards.

Sample of the activity:

2  036 **Read and listen** Match the headings a–d with the paragraphs 1–4 in the text. Then listen and check.

- a Your friend is the opposite sex
- b Your friend is from another planet
- c Your friend is a genius
- d Your friend is more outgoing than you

After that activity, the students and the teacher do together activity number 3 orally.

Sample of the activity:

3 Pairwork Do you have a similar personality to your friends, or are you very different? What do you think about the idea that 'opposites attract'?

Focus Stage: Grammar & Function (50 Minutes)

The teacher asks students to look at activity one from the book.

Sample of the activity:

- 1** Which of these sentences is in the present perfect?
- a I've met Steve.
 - b I'm meeting Steve.
 - c I met Steve.

How do we form the present perfect?

From there, the teacher elicits the student's knowledge on the present perfect structure (how is it formed? what is it used for?). Then the teacher shows the students three sentences from the text.

Sample of the Sentences:

The two of you have been friends for a long time. You've had the same best friend since elementary school. How long have you known your best friend?
--

Based on those sentences, the teacher elicits from the students their meaning and what function they have. After that, the teacher focuses on the words for/since and what are they used for, giving some examples, and asking students to share examples of their own. After that, the teacher introduces the structure formally, using a digital presentation. Once the structure is presented, the students and teacher solve activity 4 of page 37 of the book together.

After that, the teacher asks students to make activity 5 on their own. After a few minutes, they check together.

Sample of the activities:

4 Look at the **highlighted** sentences in the text. Complete the rules with the words in the box.

for have how long since

Present perfect with *for* and *since*

Use the present perfect (I _____ + past participle) to talk about the duration of a situation which began in the past and continues in the present.

Use the present perfect with

- ² _____ to give the starting point of the situation.
- ³ _____ to give the total period of time.
- ⁴ _____ to ask about the duration of a situation.

We've lived here since 2005. NOT *We live here from 2005.*

5 Complete the sentences with the present perfect form of the verbs in parentheses and *for* or *since* where necessary.

- 1 I _____ (have) this cell phone _____ a few weeks.
- 2 Jesse _____ (not study) English _____ June.
- 3 You _____ (be) at the market _____ eight o'clock.
- 4 We _____ (be) vegetarian _____ two years.
- 5 How long _____ (your mother/work) in a hospital?
- 6 They _____ (not see) Anna _____ Christmas.

Extension Activity (30 Minutes)

The teacher explains activities 8 and 9 from the same page. Then, the teacher asks students to do activity 8 first. The teacher plays the recording once. Then, they check activity 8. After that, the teacher asks students to solve activity 9. The teacher plays the recording twice and they check after that.

Sample of the activities:

8 037 Listen to the beginning of the radio show *BFF Challenge* and answer the questions.

- 1 How long have Jack and Sophie been friends?
- 2 When did Jack and Sophie meet?

9 038 Listen to the rest of the show and write Jack's answers. Then check (✓) the answers he got right or write Sophie's answers if he got them wrong.

	Jack says ...	Sophie says ...
How long has Sophie lived at her current address?		
How long has Sophie had her dog?		
When did Sophie get her dog?		
How long has Sophie played the guitar?		

Sample of the Audio:

Host: Hello and welcome to BFF Challenge! First up tonight, we have Jack and Sophie. So—how long have you two been friends?

Sophie: Hmm, well, we met when we were in third grade at school—so it's been a long time.

Host: Third grade? In elementary school.

Sophie: Yes. We were 9 years old when we met.

Jack: Which means that I've known Sophie for six years.

Host: OK—well, it's time to find out just how well you know her. Let's get ready to play—the BFF Challenge! OK—first question. Sophie, please write down the answer. Jack, please say the answer aloud. How long has Sophie lived at her current address?

Jack: Hmm—well, they've had that house since we were in elementary school, so I'd say she's lived there for ten years.

Host: Sophie—let's see your answer. I'm sorry, Jack. Sophie says that she's lived at her current address for fifteen years! Is that all your life, Sophie?

Sophie: That's right, Ted. I've never lived in a different house!

Host: OK. Let's see how you do on the next one, Jack. Sophie has a dog, right?

Jack: Sure—his name's Oscar.

Host: How long has Sophie had her dog Oscar? What's your answer, Jack?

Jack: This one's easy—she got Oscar for her birthday, she's had him for ... six months.

Host: OK—six months ... Is that what you've written, Sophie? It is!

Sophie: That's right! I got my dog for my birthday, last September.

Host: Good job, Jack! Now—our final question. As you know, Sophie plays the guitar. What we want to know is: How long has she played it?

Jack: Hmm—not very long. I'm going to say that she's played the guitar for two years.

Host: Sophie?

Sophie: That's right! I started learning when I was 13.

Host: Fantastic! Two years is the correct answer. Good job, Jack, you got two out of three. Now, it's time to find out how well Sophie knows you! ...

Closure (05 Minutes)

The teacher asks each student a question using the present perfect structure. As each student answers, they leave the classroom.



Lessons 7 & 8

- **Student Teacher:** Facundo Pignanelli
- **School:** Instituto Nuestra Señora del Carmen
- **Course:** 4^{to} A
- **Period:** 11:55 to 13:55
- **Date:** 01/09/22
- **Theme:** So Happy Together!
- **Teaching Sequence:** Friends & Lovers
- **Learning Outcomes:** Identify and apply the necessary grammatical structures to talk about news.
- **Linguistic Content**
 - **New Language**
 - **Relationships:** Friendship, couple, boyfriend, girlfriend, family, friends, best friend, partner, enemies, frenemies.
 - **Emotions and Feelings:** Angry, sad, love, hate, happy, excited, stupid, worry, trust, chill.
 - **Phrasal Verbs & Idiomatic Expressions:** Go out with, hang out with, be interested in, cheat on, have things in common with, make up, be attracted to someone, be friends with, be in love with, be interested in the same things, communicate well together, date someone, enjoy their company, spend time together
- **Language Skills:** Listening (dominant skill), speaking, reading.
- **Teaching Aids:** Student book, blackboard, speaker, computer, projector.

Opening (05 Minutes)

The teacher greets the students. Then, the teacher and the students briefly discuss any recent major news, and the teacher asks students how they reacted to them.

Skills Oriented Activity: Listening (45 Minutes)

The teacher asks students to go to page 38 of the book. The teacher introduces the topic of the video and after that, the video is played once. After the video is finished, the teacher reads the 'Speaking Strategy' box to the students. Then, the teacher asks students to watch the video again and look for those kinds of phrases mentioned in the box. The video is played again and after the teacher asks students to share what expressions they found in the video and writes them on the board.


After that, the teacher asks the students to practice the dialogue with their desk partner. While the students do so, the teacher goes through the desks listening to the students.


Sample of the Video

<https://drive.google.com/file/d/1Fqkdk78clywwwNlpQAr3snm8p3ls6Tgn/view?usp=sharing>

After that, the teacher asks students to solve activity 40 of the activity book. The recording is played twice and after that the teacher and the students check the activity together. Once that is finished, the teacher asks students to solve activity 5 on their own. After some minutes, they check the activity together. The teacher writes the different responses on the board.

Sample of the activities:

4  040 **Real English** Complete the phrases from the dialogue. Then listen, check, and repeat.



Asking about the situation

What's _____?
You _____ (worried/happy).
What's the _____?

Responding to news

That's (_____/terrible)!
You _____ be really (happy/upset).
Oh, I'm (happy/sorry) to _____ that.
So that's (good/bad) _____!
Can I do _____?
Do you want to _____ about it?

5 Write responses to these pieces of news. Use a different adjective for each sentence.

- I've just won a trip to Mexico in a competition!
That's _____! You must be really _____.
- Someone stole my bike.
That's _____! You must be really _____.
- I got 100% on the Math test!
That's _____! You must be really _____.
- I just broke up with my girlfriend.
That's _____! You must be really _____.

Consolidation Activity (5 Minutes)

The teacher divides the board into two sections. At the top of each he writes 'Positive' and 'Negative'. Then, the teacher divides the students into two groups of equal number of students. After that, each team selects a 'captain'. The teacher then hands in a marker to each captain and explains that each team will have 3 minutes to go to the board and write as many emotions and feelings as they can think of. The teacher gives

the students some examples of words they can write on the board. Each captain will write them on the board. After the 3 minutes elapse, the students and the teacher check together how many valid words were written and the team with the most words wins.

Extension Activities (50 Minutes)

This space is left due to solve any activities from previous lessons that couldn't be done for any reason. Each activity is done and corrected with the students and the teachers. If time remains after completing those activities, the students will work with page 18 of the workbook in the same fashion.

Sample of activities:

Focus on listening

- 1**  124 Listen to the conversations. Choose the correct answers.
- 1** You will hear two friends talking about a boy they know.
The boy has known Tam
- for eleven years.
 - since they started elementary school.
 - for five years.
- 2** You will hear a boy and a girl talking about two of their friends.
The boy thinks that their friends will
- be happier now.
 - get mad at each other again.
 - get married one day.
- 3** You will hear two friends talking about a girl called Jessie.
The girl advises the boy to
- wait for a few days.
 - forget about Jessie.
 - ask Jessie to go out with him.
- 4** You will hear two friends talking about clothes.
The boy has had his jacket
- for about a month.
 - for about a year.
 - since his birthday.
- 5** You will hear a brother and sister talking about a girl called Heather.
The boy thinks Heather is
- angry with his sister.
 - jealous of his sister.
 - being herself.
- 6** You will hear a mother talking to her son.
The boy is disappointed with himself because he
- hasn't studied for his Math test.
 - can't meet his girlfriend.
 - is finding his Math homework difficult.

Focus on communication

- 2** Complete the dialogues with the words in the box.
- 1** do sorry talk matter good
- Carey What's the ¹ _____? You look depressed.
Idania Mick and I are taking a break.
Carey I'm ² _____ to hear that. You've been together for so long.
Idania I know, but we had a huge fight.
Carey Do you want to ³ _____ about it?
Can I ⁴ _____ anything?
Idania Not really, thanks. I'm going to forget about Mick and go out with the girls tonight.
Carey Ah! So that's ⁵ _____ news!
Idania Yes, it is. I'm just a little sad.
- 2** must up that's look
- Carlos What's ⁶ _____? You ⁷ _____ happy.
Mel I am. I've just won a short story competition!
Carlos ⁸ _____ fantastic!
Mel It's going to be in *Teen Vogue* next month.
Carlos You ⁹ _____ be really proud of yourself!
I can't wait to read it.
- 3** Match the sentences with the responses.
- I just failed my driving test! _____
 - We've started dating again. _____
 - I got 95% in the Math test! _____
 - My parents are getting divorced. _____
 - What's up? You look worried. _____
- That's good news!
 - Do you want to talk about it?
 - You must be really proud of yourself.
 - I'm sorry to hear that.
 - My grandma is in the hospital.

Closure (05 Minutes)

The teacher gives students the news that they are in the middle of unit of work and asks them how they react to that.



Lessons 9 & 10

- **Student Teacher:** Facundo Pignanelli
- **School:** Instituto Nuestra Señora del Carmen
- **Course:** 4^{to} A
- **Period:** 11:55 to 13:55
- **Date:** 07/09/22
- **Theme:** So Happy Together!
- **Teaching Sequence:** Friends & Lovers
- **Learning Outcomes:** Identify the different reflexive pronouns and their uses.
- **Linguistic Content**
 - **New Language**
 - **Relationships:** Friendship, couple, boyfriend, girlfriend, family, friends, best friend, partner, enemies, frenemies.
 - **Emotions and Feelings:** Angry, sad, love, hate, happy, excited, stupid, worry, trust, chill.
 - **Phrasal Verbs & Idiomatic Expressions:** Go out with, hang out with, be interested in, cheat on, have things in common with, make up, be attracted to someone, be friends with, be in love with, be interested in the same things, communicate well together, date someone, enjoy their company, spend time together
- **Language Skills:** Reading (dominant skill), speaking, listening.
- **Teaching Aids:** Student book, blackboard, speaker, computer, projector.

Opening (05 Minutes)

The teacher greets the students. Then, the teacher and the students briefly discuss the question 'would you date yourself?'

Skills Oriented Activity: Reading (30 Minutes)

The teacher asks the students to go to page 40 of the activity book. The students and the teacher go over the title of the article together. The teacher elicits responses from the students. After that, they read together the introduction of the text.

After that, the teacher makes the students get together in 2 groups and assigns them a section of the text to read and discuss on their own. Then, the teacher gives them time to read. After that, the teacher asks each group to share their section with the rest of the class.

Sample of the text

Are we attracted to people we look like?

What makes humans attracted to each other? People often answer this question with the old saying "opposites attract." However, recent research has shown that the exact opposite might be true!

The evidence...

In one American experiment from 2010, volunteers had to look at photos of a series of faces and choose which one they found the most attractive. The scientists secretly combined a photo of each volunteer with a photo of someone of the opposite sex. That was the face that most of the volunteers liked best. In effect, they were attracted to themselves! Another study, from Canada, showed that the partners of identical twins look like each other more often than partners of non-identical twins. It seems that we like seeing ourselves in the characteristics of other people. But why is this?

... and the explanation.

Scientists say that we like familiarity. We're comfortable with what we know. So, if you recognize yourself in another person, you'll trust that person more. Faces can often reflect a person's personality too, so maybe we are all looking for a partner with a personality similar to ours.

After that, the teacher asks students to solve activity 2 and gives them a couple of minutes. After that, they check the activity together.

Sample of the Activity

2 Complete the notes with the words in the box.

personality are attracted to
preferred faces similar look

- research shows that we often ¹ _____
people who ² _____ like us

- in an experiment, volunteers
³ _____ faces that
had elements of their own face

- the partners of identical twins
often look ⁴ _____

- it's possible that we look for our own
⁵ _____ in other people's
⁶ _____

Focus Stage: Grammar and Function (30 Minutes)

After that, the teacher writes the following chart on the board:

Pronouns		
Subject Pronouns	Reflexive Pronouns	Reciprocal Pronouns
I		
You		
He		
She		
It		
We		
You		
They		

After that, the teacher asks the students if they recognize what pronouns are and if they know the difference between each type of pronoun that is on the chart. The teacher gives them an example of a sentence with each type so students can elicit from that their use. Then, the teacher writes on the board the pronouns 'ourselves' and 'each other' and ask students if they know the difference between them. If they don't the teacher gives them an example with each so the teacher can elicit from the students, the meaning. After that, the teacher and the students continue completing the chart together and the teacher gives an example sentence for each pronoun or asks students for an example of their own. Then, the teacher asks students to go to page 15 of the workbook, and they go over together the different uses of reflexive and the reciprocal pronouns. After that, the teacher asks students to copy this in their folders. Once that is done, the teacher asks students to solve activities 4 and 5 of page 40 of the book, and they check it together.

Sample of the activities:

<p>4 Complete the sentences with a reflexive pronoun.</p> <ol style="list-style-type: none">1 Emily taught _____ to play the guitar.2 You two are always talking about _____!3 We must think about other people, not just _____.4 I fell over and hurt _____ yesterday.5 People always take selfies of _____.	<p>5 Choose the correct alternatives.</p> <ol style="list-style-type: none">1 My dad and my teacher know themselves / each other. They went to school together.2 Wow, did you and Jess really plan the party yourselves / each other?3 Katie and I always sit next to ourselves / each other at lunch.4 Kyle and Sonia text themselves / each other all the time.
--	---

Sample of the board

08/09/22


Using Pronouns

Subject Pronouns	Reflexive Pronouns	Example	Reciprocal Pronoun
I	Myself	I hurt myself.	
You	Yourself	You can do it yourself.	
He	Himself	He made it himself.	
She	Herself	She is by herself.	
It	Itself	It works by itself.	
We	Ourselves	We did it ourselves. We looked at each other.	Each Other
You	Yourselves	You can manage it by yourselves	
They	Themselves	They went by themselves.	

Extension Activities (30 Minutes)

The teacher asks students to solve the activities from page 17 of the workbook. The students work with one activity at the time, and they check it together with the teacher.

Sample of the activities:

Reflexive pronouns  p.40

9 Choose the correct alternatives.

You use reflexive pronouns

- a when the subject and the object of an action are **the same / different**.
- b to emphasize that the action is performed **by the subject and not by someone else / by someone else and not by the subject**.

10 Complete the sentences with reflexive pronouns.

- 1 We've always considered _____ good cooks, but the cake was a disaster!
- 2 Did Koji make that delicious meal _____, or did his mom help him?
- 3 Did you cook this _____?
- 4 Beckie hasn't tried the pizza recipe _____, but Phillipe says it's really good.
- 5 You've all passed the test. You should feel proud of _____.
- 6 I'm better at basketball when I think positively about _____.
- 7 My scooter started going down the hill by _____, so I had to run to stop it!
- 8 Your pets can't take care of _____!

11 Complete the sentences with *each other* or a reflexive pronoun.

- 1 Rodrigo and I often meet _____ on Sunday afternoons to play volleyball.
- 2 Jenny says the new mall is really cool, but we haven't seen it _____ yet.
- 3 I hate making my bed, but my bed can't make _____!
- 4 Do you and your friend hang out with _____ after school?
- 5 We took lots of pictures of _____ on the school trip.
- 6 Finn and Colette made those cakes _____ and they were delicious.

12 Find and correct the mistakes and write the correct reflexive pronoun or *each other*.

- 1 Jim and Katie have been going out with themselves for six months. _____
- 2 My dogs enjoy ourselves when I take them to the park. _____
- 3 Paul and I help ourselves with our homework. _____
- 4 That was a terrible thing to do! I hope you and your friends are feeling ashamed of ourselves. _____
- 5 Cleo and I don't talk to yourselves when the soccer is on TV. _____
- 6 Sandy hasn't spoken to Joe since they got mad at herself on Monday. _____

Closure (05 Minutes)

The teacher asks each student to say the name of a song that has a pronoun on it. As they say it, they leave the classroom.



Lessons 11 & 12

- **Student Teacher:** Facundo Pignanelli
- **School:** Instituto Nuestra Señora del Carmen
- **Course:** 4^{to} A
- **Period:** 11:55 to 13:55
- **Date:** 14/09/22
- **Theme:** So Happy Together!
- **Teaching Sequence:** Friends & Lovers
- **Learning Outcomes:** Identify the genre of the podcast, it's components and parts.

Linguistic Content

○ **Recycled**

- **Relationships:** Friendship, couple, boyfriend, girlfriend, family, friends, best friend, partner, enemies, frenemies.
 - **Emotions and Feelings:** Angry, sad, love, hate, happy, excited, stupid, worry, trust, chill.
 - **Phrasal Verbs & Idiomatic Expressions:** Go out with, hang out with, be interested in, cheat on, have things in common with, make up, be attracted to someone, be friends with, be in love with, be interested in the same things, communicate well together, date someone, enjoy their company, spend time together.
 - **Frequency Adverbs:** Already, yet, still, just, always, frequently, generally, hardly ever, infrequently, never, normally, occasionally, often, rarely, regularly, sometimes, usually, daily, weekly, monthly, yearly.
- **Language Skills:** Listening (dominant skill), speaking, reading.
 - **Teaching Aids:** Student book, blackboard, speaker, computer, projector.

Opening (05 Minutes)

The students and the teacher watch a short excerpt from the movie 'The Prom' (2020) and discuss the concept of '*promposals*' together.

Sample of the Video: https://www.youtube.com/watch?v=0O2_6LfEmFE

Skills Oriented Activity: Listening (50 Minutes)

The teacher asks students to open their books in page 41. Then, they look at the images at the top and discuss the concept of prom, with the teacher eliciting information from the students. Then, they listen to the audio recording once, to get the general idea. The students and the teacher discuss the contents of the audio together. After that, the teacher asks students to solve activities 2 and 3 on their own. The teacher plays the audio two more times so the students can solve the activities and then they check together.

Sample of the audio:

https://drive.google.com/file/d/1k8s_EqLmp_snuS5cldZn8oGzW83jqmAJ/view?usp=sharing

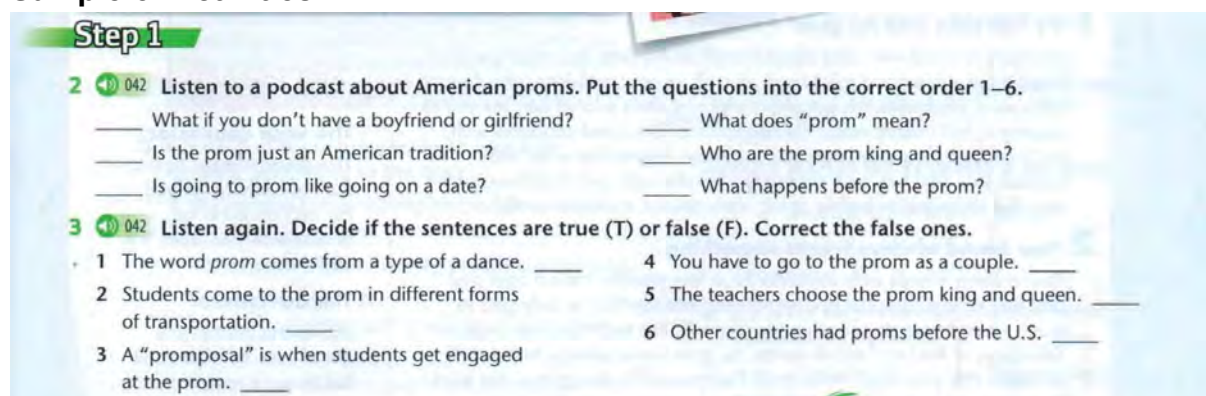
On today's podcast, we're going to find out more about one of the great high school traditions—the prom. A prom is a formal party during which American students celebrate the end of their time in high school. The tradition has existed since the late 20th century. The word *prom* actually comes from “promenade”, a slow walk young people did at formal dances in the past.

So, what happens at these proms? Well, the students spend a long time getting ready! They wear formal clothes, and a lot of them organize exciting ways to arrive at the party, like in a limousine or a horse and carriage or a vintage car. Although, technically, it's not a date, many students traditionally go to prom as couples.

In recent years “*promposals*” have become an important part of prom preparations. A *promposal* is a funny or romantic way to invite someone to be your prom partner, like asking your friends to sing a song to them or putting an invitation inside a cake!

Don't worry if you don't have a girlfriend or a boyfriend. These days at most schools, students are allowed to come to the prom in a group of friends. One of the highlights of the night is the announcement of the prom king and queen. Before the prom, students vote for a boy and a girl who are in the final year of school. On the night, the king and queen get crowns and usually dance together. That tradition has been around for years, but not many students take it seriously these days. Although it was an American tradition, since the early 2000s, schools in other countries have copied a lot of the American traditions.

Sample of Activities:



Step 1

2 042 Listen to a podcast about American proms. Put the questions into the correct order 1–6.

___ What if you don't have a boyfriend or girlfriend?	___ What does “prom” mean?
___ Is the prom just an American tradition?	___ Who are the prom king and queen?
___ Is going to prom like going on a date?	___ What happens before the prom?

3 042 Listen again. Decide if the sentences are true (T) or false (F). Correct the false ones.

1 The word <i>prom</i> comes from a type of a dance. ___	4 You have to go to the prom as a couple. ___
2 Students come to the prom in different forms of transportation. ___	5 The teachers choose the prom king and queen. ___
3 A “promposal” is when students get engaged at the prom. ___	6 Other countries had proms before the U.S. ___

After finishing with those activities, and if there is still time remaining, the teacher asks students to solve activities 4 and 5 together. The teacher plays the recording two times so the students can solve the activities. After listening, they check together. If there is no time remaining, the teacher continues on with the Focus on Genre.

Sample of the audio:

<https://drive.google.com/file/d/1wojQMj5y3XRq3dDguFhk217Swi0xSqXd/view?usp=sharing>

Macey: It's our senior prom next month and I'm a little unusual among my group of friends because I still don't have a date for it! I'm not dating anyone right now. I broke up with a boyfriend about a year ago, and there hasn't been anyone since then. But there's this boy in my class who I've had a crush on for years! He's single right now, so I'm going to ask him to the prom. I just need to get the courage to do it!

Tyler: Prom night can be quite stressful if you don't have a girlfriend or boyfriend. At our school, you have to go to the prom as part of a couple—it's just an old tradition, and they haven't changed it since the 1950s! But my friend Sarah is in the same position as me. We're both single, so we're just going to go to the prom together.

Lily: At our school, they realize that not everybody finds it easy to ask people out on a date, and not everybody has a girlfriend or a boyfriend, so they let us go to the prom in groups if we want. We don't have to be part of a couple. I'm going as part of a group of six. Two of the friends in that group are going out with each other, but the rest of us are single. We've been friends since we started school, so we want to go to the prom together!

Sam: Well, deciding who to take to the prom isn't a problem for me because I've been with my girlfriend Rebecca for three years now! We started going out with each other when we were 15. If you're asking a girl to be your date for the prom, it's traditional to do it in a very romantic or interesting way. You usually give her flowers, which she then wears to the prom, but this year I've written a song specially for the occasion, too. She's going to love it!

Sample of Activities:

Step 2

4 **043** Read the Listening strategy. Then listen to four teenagers talking about their prom dates. Match the people with the descriptions.

1 Macey	a is going to the prom with someone they're already dating.
2 Tyler	b is going to ask someone new to be their prom date.
3 Lily	c is going to the prom with a friend.
4 Sam	d is going to the prom with a group of friends.

5 **043** Listen again and answer the questions.

1 How long has Macey been single?	4 How has Lily's school broken a prom tradition?
2 What is Tyler's relationship to Sarah?	5 How long has Sam been with his girlfriend?
3 Why are they going to the prom together?	6 How is he going to ask her to the prom in a special way?

Listening strategy

Synonyms

Listening tasks often require you to listen for synonyms or words and phrases that express the same idea in a different way. For example, "going out with" and "dating." Before you listen, underline key words or phrases in the questions and try to think of different ways of saying them.

Focus on Genre: The Podcast (40 Minutes)

After finishing with the activities, the teacher goes back to the concept of the podcast and elicits from the students what podcasts are and some of their components. Then,

the teacher introduces the topic formally, explaining different types of podcasts that exist and their basic structures and components. After that, the teacher makes the students get together in groups and gives each group a script for a brief podcast episode, each different group having a different script. Then, the students need to get together to distribute the lines of script, choosing a name for the podcast episode and a song to use as background music. The teacher gives the students 10 minutes to work on this together. As they work, the teacher walks around the class guiding and helping the student as necessary. After that, each group will ‘produce’ their podcast episode live for the other students to listen to.

Sample of the Scripts:

Podcast Title:	
Episode Title:	<i>Who Killed Maria Marta?</i>
Type of Podcast:	True Crime
<p>It was a normal Sunday on <i>Carmel</i>... Everyone was relaxing and getting ready for the week ahead, and so was Maria Marta, a local sociologist that worked at Missing Children Argentina. However, for her family and friends, this Sunday wouldn't be like any other. And for her, it would be her last...</p> <p>Hello and welcome to another episode of [Name of the Podcast], on this episode we are taking a look at the murder of Maria Marta Garcia Belsunce, and how 20 years later, some believe, justice has not been served.</p> <p>Maria Marta's body was found by her husband, Carlos Carrascosa. It was found lying on a bathtub on what the first medical examiner to produce a report on her death labeled as an "accident" in where she probably tripped over the bathtub, hitting her head inflicting a fatal wound.</p> <p>It wouldn't be until a month a half later that the truth would be revealed, thanks to her brother Juan, who pushed for autopsy to be performed: Maria Marta's death wasn't an accident... but outright murder.</p> <p>The real cause of death, was revealed, wasn't a fatal wound in the head caused by an accident, but rather wounds produced by the astonishing 5 gunshots found on her head. Whomever killed Marta, really wanted her death for good.</p> <p>The first culprit was found to be Carlos, whom had a clear motive: He was drowning on debt and received a huge insurance payment on the wake of Marta's death. However, his DNA was to not be found anywhere in the crime scene. He would go on to serve seven years in prison but ultimately was absolved in 2016.</p> <p>Who killed Maria Marta, then? Many have different theories. Some claim that a <i>Carmel</i> resident, Nicolás Pachelo and his family are behind the murders. Others claim that her death was connected to her work at Missing Children, even tying it so far as the Juarez Cartel in Mexico. But nobody is certain for sure. As for now, who killed Maria Marta is a mystery waiting to be solved...</p>	

Closure (05 Minutes)

After finishing with the activity, the teacher and the students take a moment to reflect on the contents they have been working on so far during this unit of work. The teacher then explains students that there is value in talking about relationships and emotions, even though sometimes we might feel awkward while doing so.

Adjustment of the Lesson

The Focus on Genre stage was changed from a PowerPoint presentation to a mind map on the blackboard. This was changed because most of the students had vast knowledge about the genre of the podcast and its contents, so the teacher found it more useful to elicit that knowledge from the students directly and create a mind map with them instead of going through the presentation. At the end of process of creating the mind map, the teacher gave the students the formal definition of the podcast, as none of the students were able to arrive to the formal definition just from eliciting, the rest of the items of the mind map were elicited from the students.

Sample of the mind map:





Lessons 13 & 14

- **Student Teacher:** Facundo Pignanelli
- **School:** Instituto Nuestra Señora del Carmen
- **Course:** 4^{to} A
- **Period:** 11:55 to 13:55
- **Date:** 28/09/22
- **Theme:** So Happy Together!
- **Teaching Sequence:** Friends & Lovers
- **Learning Outcomes:** Identify and integrate all the contents seen across the unit of work and use them to create a podcast episode about a meaningful relationship.
- **Linguistic Content**
 - **Recycled**
 - **Relationships:** Friendship, couple, boyfriend, girlfriend, family, friends, best friend, partner, enemies, frenemies.
 - **Emotions and Feelings:** Angry, sad, love, hate, happy, excited, stupid, worry, trust, chill.
 - **Phrasal Verbs & Idiomatic Expressions:** Go out with, hang out with, be interested in, cheat on, have things in common with, make up, be attracted to someone, be friends with, be in love with, be interested in the same things, communicate well together, date someone, enjoy their company, spend time together.
 - **Frequency Adverbs:** Already, yet, still, just, always, frequently, generally, hardly ever, infrequently, never, normally, occasionally, often, rarely, regularly, sometimes, usually, daily, weekly, monthly, yearly.
- **Language Skills:** Writing (dominant skill), speaking, listening, reading.
- **Teaching Aids:** Student book, blackboard, speaker, computer, projector.

Opening (05 Minutes)

The teacher and the students talk about their work so far, the teacher eliciting from the students their feelings about the contents seen and how they feel about the F.A

Integration Sequence (30 Minutes)

The students and the teacher go over a presentation that contains all of the vocabulary and grammatical structures worked on over the Unit of Work in chronological order. As each topic is introduced, the teacher elicits from the students the key-elements and asks them to think of examples of each feature. They also go over the pages of the book that were worked on, checking the different activities already done. If any activity is missing it is done and checked at that time.

Introduction to the Final Activity (10 Minutes)

The teacher explains the Final Activity to the students and gives a sample of the Final Activity. First, the teacher explains the person he selected to talk about. Then, the teacher shows the student a sample of the podcast script he wrote. The teacher and students go through it together, with the teacher eliciting the elements of the script from the students, as they mention them, the teacher writes them on the board. After that, the teacher asks students to explain the F.A themselves.

Sample of the Activity:

Podcast Script	
Student's Name:	Facundo Pignanelli
Name of the Recipient:	Tom Hawke
Type of relationship:	Best Friend
<p>Hi Tom. It's been like what... 10 years since we've been knowing each other? It honestly feels like a lifetime. Who could have thought that an Argentinean and a British could get along so well. I think that is in part of how much alike we are.</p> <p>I cannot put into words how grateful I am to have you around in my life. You've been there for me when I needed someone the most and I've been there for you as well. You've always felt easy-going, effortless to talk to, because how much similar our minds are. Sometimes it feels like we are cut from the same cloth.</p> <p>I'm very glad that I found a best friend in you, although sometimes I wished we would live closer to each other. Although Canterbury is a lovely place and I love visiting you when I can, there's nothing like having your best friend down the road. Someday, I guess...</p> <p>But although you are as far as you are, 4 time zones to be precise, I've always felt like you were close. Argentinean or not, you have been like family to me... Scratch that, you <i>are</i> family to me. And I know you found family in me too.</p> <p>Here's to the next 10 years and beyond... I'm sure we will fill them with everlasting memories and adventures. But for now, I just wanted to take a moment to say: Thank you for being there, my British best friend.</p> <p>Signing off, Facundo.</p>	

Skills-Oriented Activity: Writing (50 Minutes)

After the explanation of the F.A, the teacher hands in to the students the script sheet for them to begin writing the episode. Then, they start writing the script and the teacher goes through the desks helping the students when necessary. After the students have finished, the teacher takes the handouts and takes them home to correct them.

Sample of the Handout:

Podcast Script	
Student's Name:	
Name of the Recipient:	
Type of relationship:	

Closure (05 Minutes)

The teacher tells students that next week they will be recording the episode they just wrote and asks them to think of a song they would like to use as background.



Lessons 15 & 16

- **Student Teacher:** Facundo Pignanelli
- **School:** Instituto Nuestra Señora del Carmen
- **Course:** 4^{to} A
- **Period:** 11:55 to 13:55
- **Date:** 05/08/22
- **Theme:** So Happy Together!
- **Teaching Sequence:** Friends & Lovers
- **Learning Outcomes:** Identify and integrate all the contents seen across the unit of work and use them to create a podcast episode about a meaningful relationship.
- **Linguistic Content**
 - **Recycled**
 - **Relationships:** Friendship, couple, boyfriend, girlfriend, family, friends, best friend, partner, enemies, frenemies.
 - **Emotions and Feelings:** Angry, sad, love, hate, happy, excited, stupid, worry, trust, chill.
 - **Phrasal Verbs & Idiomatic Expressions:** Go out with, hang out with, be interested in, cheat on, have things in common with, make up, be attracted to someone, be friends with, be in love with, be interested in the same things, communicate well together, date someone, enjoy their company, spend time together.
 - **Frequency Adverbs:** Already, yet, still, just, always, frequently, generally, hardly ever, infrequently, never, normally, occasionally, often, rarely, regularly, sometimes, usually, daily, weekly, monthly, yearly.
- **Language Skills:** Speaking (dominant skill), writing, listening, reading.
- **Teaching Aids:** Student book, blackboard, speaker, computer, projector.

Opening (05 Minutes)

The teacher and the students talk about their work last week writing the episode of the script and how they feel about this being the last class they will have together.

Skills-Oriented Activity: Writing (10 Minutes)

The teacher returns the scripts to the students and gives them 10 minutes to make any changes they consider necessary to their script based on the teacher's feedback. If no changes are needed for any student, this step can be skipped.

Skills-Oriented Activity: Speaking (65 Minutes)

The students take turns to record their script along with the teacher. This process is done individually with each student. Before recording, the student and the teacher

practice the script a couple of times, so the students can clear out any doubts regarding pronunciation. After that, they record it and post it online, with the student selecting a song as background and the title of the episode. While this happens, the other students practice on their own and/or with the help of the teacher of the course.

Sample of the Activity:

https://drive.google.com/file/d/1_7gL8dOtkINqousJsiRFil5pDQU6Bvj4/view?usp=sharing

Closure (20 Minutes)

The teacher gives each student a self-assessment sheet for them to fill and keep as a reflection of their work across the unit of work. After the students fill it in, the teacher asks students to fill out an anonymous assessment sheet but for the teacher. When that is done, the students and the teacher do a final reflection about the contents seen and the teacher thanks the students for their work during the unit of work. Then, the teacher asks each student to share one thing they took from everything worked during the unit. As each student shares their impression, the teacher gives them a candy as a thank you present.

Sample of the Self-Assessment

What I learned during this unit...
What I wish I could have learned more about....
What I didn't manage to understand was....
Overall, I feel that my level of English has....

Sample of the Teacher's Assessment

https://forms.gle/xbSdzFfuQpYzM1o8
