**LESSON PLAN**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1**

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| **Teacher** | **Subject** | **Semester** | | **Period** | |
|  | English IV |  | |  | |
| **Learning outcomes** | **Attitudes and Life Skills** | **Disciplinary Competencies** | | **Generic Competencies** | |
| Understanding and using past verbs to express hypothetical situations | The student favors dialogue for the construction of new knowledge  Collaboration: Active participation |  | | 4.2 | |
| **Stages** | **Teaching Activities** | **Learning Activities** | | **Time** | **Learning Evidence** |
| **Opening** | 1 Teacher plays the class audio and asks students to answer the questions about the conversation. Teacher asks volunteers to share their answers with the class | 1 Students listen to the conversation and answer the questions. They are looking for specific information, so they may read the questions before listening. Volunteers share their answers with the class. | |  | Activity answered |
|  | 2 Teacher asks students to look at the pictures and discuss what advice or positive practice they show. Then teacher asks students to match the phrases to the pictures. Teacher gets students into pairs to check. | 2 Students look at the pictures and discuss with the class the advice or positive practice shown. Then students match the phrases to the pictures Students get into pairs to check their answers. | |  | Activity answered |
| **Development** | 3 Teacher asks students to read the examples and use the words in the box to complete the rules about the second conditional. Teacher gets students into pairs to check their answers before the next activity. | 3 Students read the examples and use them as a reference to complete the rules about the second conditional with the words in the box. Students get into pairs to check their answers. They may go to the Language Reference on  p. 77 if they need extra information. | |  | Activity answered |
|  | 4 Teacher asks students to match the clauses from each column in order to form second conditional sentences. Teacher gets students into pairs to check. Teacher may carry out Activities 3 and 4 together, so to have a single process of revision. | 4 Students match the clauses in order to form second conditional sentences. Students get into the same pairs from the previous activity to check their answers. Students may do Activities 3 and 4 together. | |  | Activity answered |
|  | 5 Working with the whole class, teacher asks volunteers to complete the sentences with the correct form of the verb in parentheses. Depending on the time available and group conditions, teacher may decide to work directly with the whole-class activity or give them some minutes to think about their answers. | 5 Depending on teacher’s instructions students may have time to answer or work directly in a whole-class activity. Volunteers complete the sentences with the correct form of the verb in parentheses. The whole group may discuss any doubts. | |  | Activity answered |
| **Closure** | 6 Teacher asks students to complete the second conditional sentences using the prompts in the box. Teacher asks them to write their sentences in their notebooks and asks them to exchange their sentences in pairs for revision and feedback. | 6 Students to complete the second conditional sentences using the prompts in the box. They write their sentences in their notebooks. Then they get into pairs and exchange their sentences to revise and provide feedback. | |  | Hypothetical sentences using the second conditional |
|  | 7 Teacher asks students to get into pairs to have a conversation where they share their sentences from Activity 6 and discuss their ideas. | 7 Students get into pairs to have a conversation where they share the sentences from Activity 6 and discuss their ideas. It is important that they include respectful feedback and opinions about the sentences | |  | Discussion about hypothetical ideas |
|  | 8 Teacher gets students into small groups and asks them to read the sentences and underline what they think is active participation during teamwork. Teacher asks them to discuss their ideas and monitors the activity. | 8 Students get into small groups to read the sentences and underline what they think is active participation during teamwork. They discuss their ideas, not trying to convince others but sharing different points of view. | |  | Conversation about active participation |
|  | EXTRA PRACTICE  Teacher may ask students to go through the Extra Practice section for additional work on vocabulary related to solving family problems, and on the second conditional. If there is time, teacher may ask students to carry out the extended practice suggested in the *Teacher’s Guide*, p. 29. | EXTRA PRACTICE  Students complete the activities of the Extra Practice section. Next, they get into pairs to compare their answers and then share them with the whole class. After that, and at teacher’s request, they could carry out extended practice. | |  | Activities answered |
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| **Resources** | **For the teacher**   * *Setup 4 Teacher’s Guide:* Unit 2, Lesson 1, pp. 27–29, and Audio Script, p. 84 * Teacher’s Digital Component: * Class Audio, Track 04 * Grammar Drill Answer Key, Unit 2, Lesson 1 * Poster *Second Conditional, Affirmative and Negative Forms* | | **For the student**   * *Setup 4 Student’s Book:* Unit 2, Lesson 1, pp. 23–25 * Student’s Digital Component: * Class Audio, Track 04 * Audio script * Grammar Drill Unit 2, Lesson 1 | | |
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| **Evaluation** | **Percentages %** | **Type of Evaluation** | | **Evaluation Instrument** | |
|  |  | Teacher evaluation, peer-evaluation, self-assessment | | Peer-evaluation rubric, rubric | |

**2**

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| **Teacher** | **Subject** | **Semester** | | **Period** | |
|  | English IV |  | |  | |
| **Learning outcomes** | **Attitudes and Life Skills** | **Disciplinary Competencies** | | **Generic Competencies** | |
| Understanding and expressing negative hypothetical situations | The student reflects on different ways to act within a context.  Collaboration: Dividing work | 10 | | 3.2 | |
| **Stages** | **Teaching Activities** | **Learning Activities** | | **Time** | **Learning Evidence** |
| **Opening** | 1 Teacher asks students to read the article and make deductions to write true or false for the statements below. Teacher asks volunteers to share their answers with the class and to correct the false statements. | 1 Students read the article and make deductions to write true or false for the statements below. Volunteers share their answers for a whole-class discussion and they correct the false statements. | |  | Activity answered |
|  | 2 Teacher asks students to match the expressions to their definitions. Teacher gets students into pairs to check their answers. | 2 Students match the expressions to their definitions. They get into pairs to check their answers. If necessary, they may reread the article from Activity 1 to verify their answers. | |  | Activity answered |
| **Development** | 3 Teacher asks students to read the examples paying attention to the expressions in bold. Then asks them to check the statements that express the correct rules about the negative form of the second conditional. Teacher gets students into pairs to check answers. | 3 Students read the examples paying attention to the expressions in bold. Then students check the statements that correspond to the correct rules about the negative form of the second conditional. They get into pairs to check their answers. They may go to the Language Reference on  p. 77 if they need extra information. | |  | Activity answered |
|  | 4 Teacher asks students to complete the sentences with the correct form of the verb in parentheses. Teacher asks students to check their answers in pairs. | 4 Students complete the sentences with the correct form of the verb in parentheses. They get into pairs to check their answers. | |  | Activity answered |
|  | 5 Teacher asks students to write the correct clause to complete the second conditional sentences. Teacher asks volunteers to share their answers with the class. | 5 Students complete the second conditional sentences with the most appropriate clauses. Volunteers share their answers for a whole-class revision and discussion. | |  | Activity answered |
| **Closure** | 6 Teacher asks students to read the ideas from the box. Depending on class conditions, teacher may lead a discussion about those ideas. Then teacher asks students to write four sentences about what could change if they stopped doing the activities from the box. Teacher discusses the hypothetical ideas with the whole class. | 6 Students read the ideas from the box and reflect or discuss with the class about those ideas. Then students write four hypothetical sentences about what could change if they stopped doing the activities from the box. Students discuss their ideas with the whole class. | |  | Hypothetical sentences about a change in activities |
|  | 7 Teacher asks students to match the clauses to complete the sentences about dividing work during group projects. Teacher asks students to share their answers for a whole-class discussion. | 7 Students match the clauses so to complete the sentences about dividing work during group projects. Students share their answers for a whole-class comparison and discussion. | |  | Activity answered |
|  | EXTRA PRACTICE  Teacher may ask students to go through the Extra Practice section for additional work on vocabulary for habits and behaviors and on the negative form of the second conditional. If there is time, teacher may ask students to carry out the extended practice suggested in the *Teacher’s Guide*, p. 32. | EXTRA PRACTICE  Students complete the activities of the Extra Practice section. Next, they get into pairs to compare their answers and then share them with the whole class. After that, and at teacher’s request, they could carry out extended practice. | |  | Activities answered |
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| **Resources** | **For the teacher**   * *Setup 4 Teacher’s Guide:* Unit 2, Lesson 2, pp. 30–32, * Teacher’s Digital Component: * Life Skills Worksheet *Dividing Work* Teaching Notes * Grammar Drill Answer Key, Unit 2, Lesson 2 * Poster *Second Conditional: Affirmative and Negative Forms* | | **For the student**   * *Setup 4 Student’s Book:* Unit 2, Lesson 2, pp. 26–28 * Student’s Digital Component: * Life Skills Worksheet *Dividing Work* * Grammar Drill Unit 2, Lesson 2 | | |
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| **Evaluation** | **Percentages %** | **Type of Evaluation** | | **Evaluation Instrument** | |
|  |  | Teacher evaluation, peer-evaluation, self-assessment | | Observation guide, rubric | |

**3**

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| **Teacher** | **Subject** | **Semester** | | **Period** | |
|  | English IV |  | |  | |
| **Learning outcomes** | **Attitudes and Life Skills** | **Disciplinary Competencies** | | **Generic Competencies** | |
| Expressing hypothetical answers of present decisions in favor of the environment | The student makes decisions in a conscious and informed manner, taking responsibility for the consequences.  Collaboration: Setting rules | 12 | | 11.1 | |
| **Stages** | **Teaching Activities** | **Learning Activities** | | **Time** | **Learning Evidence** |
| **Opening** | 1 Teacher may start the lesson with a conversation about green living and environmental issues.  Teacher plays the class audio and gets students into pairs for students to discuss and answer the questions. Teacher may ask volunteers to share their answers. | 1 Students listen to the conversation and, in pairs, discuss and answer the questions. Volunteers share their answers with the class for comparison and discussion. | |  | Activity answered |
|  | 2 Teacher works with the whole class. Teacher asks volunteers to read the sentences. Then asks students to complete them with words from the box. The whole class discusses and corrects the answers. Alternatively, teacher may give students some time to read the sentences individually before working together. | 2 Working with the whole class, volunteers read the sentences. Then students complete them with words from the box. Students discuss and correct the answers. Upon teacher’s instructions, students may read the sentences by themselves before working together. | |  | Activity answered |
| **Development** | 3 Teacher asks students to read the examples focusing on the words in bold. Then teacher asks students to answer the questions about the use of *could* and *might* with the second conditional. Teacher gets students into pairs to check their answers. | 3 Students read the examples and focus on the words in bold. Students answer the questions about alternative modal verbs in the second conditional. Students check their answers in pairs. They may go to the Language Reference on p. 77 if they need extra information. | |  | Activity answered |
|  | 4 Teacher asks students to complete the sentences with the correct form of the verbs in parentheses as well as *could* or *might* where necessary. Teacher gets students into pairs to check their answers. | 4 Students complete the sentences with the correct form of the verbs in parentheses. They use *could* or *might* where necessary. They get into pairs to check and discuss their answers. | |  | Activity answered |
|  | 5 Teacher asks students to complete with a correct clause to form a second conditional sentence using *could* or *might*. Teacher asks volunteers to share their answers with the class. | 5 Students complete with the correct clause to write second conditional sentences with *could* or *might* as necessary. Volunteers share their answers for a whole-class discussion. | |  | Activity answered |
| **Closure** | 6 Teacher gets students into small groups and guides them to follow the instructions to present an informed proposal. Teacher proposes research about the topic. Finally, teacher asks students get together with other groups in order to exchange their ideas and proposals. Teacher monitors the activity. | 6 Working in small groups students follow the instructions to present an informed proposal: This includes brainstorming the possibilities, giving ideas, researching needs and characteristics, including a visit to the proposed website, and using the prompts from the box Finally, students join other groups in order to exchange their ideas and proposals. | |  | Informed proposal |
|  | 7 Teacher gets students into pairs and asks them to read the situations. Teacher asks pairs to discuss the consequences and some rules to prevent such situations. Teacher monitors and asks volunteers to share their final answers. | 7 In pairs, students read the situations and discuss the consequences. They also think of some rules to prevent such situations and their consequences. Volunteers share their answers for a whole-class discussion. | |  | Discussion about consequences of situations |
|  | EXTRA PRACTICE  Teacher may ask students to go through the Extra Practice section for additional work on vocabulary about technology and on the use of *could* or *might* for the second conditional. If there is time, teacher may ask students to carry out the extended practice suggested in the *Teacher’s Guide*, p. 35. | EXTRA PRACTICE  Students complete the activities of the Extra Practice section. Next, they get into pairs to compare their answers and then share them with the whole class. After that, and at teacher’s request, they could carry out extended practice. | |  | Activities answered |
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| **Resources** | **For the teacher**   * *Setup 4 Teacher’s Guide:* Unit 2, Lesson 3, pp. 33–35, and Audio Script, p. 85 * Teacher’s Digital Component: * Class Audio Track 05 * Flashcard *Green Solutions* * Life Skills Worksheet *Setting Rules* Teaching Notes * Grammar Drill Answer Key, Unit 2, Lesson 3 | | **For the student**   * *Setup 4 Student’s Book:* Unit 2, Lesson 3, pp. 29–31 * Student’s Digital Component: * Class Audio Track 05 * Audio script * Flashcard *Green Solutions* * Life Skills Worksheet *Setting Rules* * Grammar Drill Unit 2, Lesson 3 | | |
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| **Evaluation** | **Percentages %** | **Type of Evaluation** | | **Evaluation Instrument** | |
|  |  | Teacher evaluation, peer-evaluation, self-assessment | | Notes on an event, rubric | |

**4**

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| **Teacher** | **Subject** | **Semester** | | **Period** | |
|  | English IV |  | |  | |
| **Learning outcomes** | **Attitudes and Life Skills** | **Disciplinary Competencies** | | **Generic Competencies** | |
| Asking and answering *Yes* / *No* questions about imaginary situations | The student favors his / her creative development.  Collaboration: Trust and respect | 4 | | 4.4 | |
| **Stages** | **Teaching Activities** | **Learning Activities** | | **Time** | **Learning Evidence** |
| **Opening** | 1 Teacher asks students to read the article and circle the correct answers. Teacher may take advantage of the questions to practice scanning for specific information with limited time for reading. Teacher may get students into pairs to discuss their answers and the content of the article. | 1 Students read the article and circle the correct answers. Upon teacher’s instructions, students may get into pairs in order to discuss their answers and the content of the article. | |  | Activity answered |
|  | 2 Teacher asks students to scan the text in order to find the emphatic expressions in bold. Teacher asks students to use the text to confirm their meaning and complete the sentences with the correct option. Teacher gets students into pairs to check their answers. | 2 Students scan the text in order to find the emphatic expressions in bold and use the text to confirm their meaning. They complete the sentences with the correct option. They get into pairs to check their answers and discuss any doubts. They may read the box about emphatic expressions for further details. | |  | Activity answered |
| **Development** | 3 Teacher asks students to read the examples and focus on the words in bold. Then teacher asks students to answer the questions with the rules the interrogative form of second conditional. Teacher asks for a quick pair revision of answers. | 3 Students read the examples and focus on the words in bold. Students answer the questions about the rules for yes/no questions with the second conditional. Students get into pairs for a quick revision of answers. They may go to the Language Reference on  p. 77 if they need extra information. | |  | Activity answered |
|  | 4 Teacher asks students to complete the sentences with the correct verbs or the auxiliary *would*. Teacher gets students into pairs to check. | 4 Students complete the sentences with the correct verbs or *would*. They get into pairs to check and discuss their answers. | |  | Activity answered |
|  | 5 Teacher asks students to read the second conditional sentences and asks them to change them into *Yes* / *No* questions. Teacher asks volunteers to share their answers with the class. | 5 Students read the second conditional sentences and change them into *Yes* / *No* questions. Volunteers share their answers for a  whole-class revision and discussion. | |  | Activity answered |
| **Closure** | 6 Teacher gets students into pairs and asks them to read the information in the boxes. Teacher asks students to write five questions to get to know how their classmates would act in those situations. Teacher instructs them to correct their questions. | 6 In pairs, students read the information in the boxes. They write five questions to get to know how their classmates would act in those situations. Students correct their questions either individually or in pairs before they start their interview. | |  | Questions about hypothetical situations |
|  | 7 Teacher assigns some time and asks students to go around the classroom asking the questions from the previous activity to as many students as possible. Then teacher gets them into small groups and leads them to discuss the results of their interviews. Teacher monitors the activity. | 7 Students go around the classroom asking the questions from the previous activity to as many students as possible. Then, working in small groups, students discuss the results of their interviews. | |  | Interview about hypothetical situations |
|  | 8 Teacher gets students into pairs and asks them to read the attitudes from the list in order to check the ones that reflect trust and to cross the ones that show disrespect. | 8 In pairs, students read the attitudes from the list in order to check the ones that reflect trust and cross the ones that show disrespect. | |  | Reflection about attitudes for teamwork |
|  | 9 Teacher leads pairs to discuss the reasons for their selection in Activity 8. Teacher asks students to end the lesson with a conversation about the attitudes that make it difficult to work with others. Teacher monitors the activity and elicits information if students have trouble completing the activity. | 9 Students discuss with their partner the reasons for their selection. They end the lesson with a conversation about the attitudes that make it difficult to work with others. They use the attitudes from the previous activity as a reference for the activity. | |  | Conversation about attitudes for teamwork |
|  | EXTRA PRACTICE  Teacher may ask students to go through the Extra Practice section for additional work on emphatic expressions and on *Yes / No* questions in the second conditional. If there is time, teacher may ask students to carry out the extended practice suggested in the *Teacher’s Guide*, p. 38. | EXTRA PRACTICE  Students complete the activities of the Extra Practice section. Next, they get into pairs to compare their answers and then share them with the whole class. After that, and at teacher’s request, they could carry out extended practice. | |  | Activities answered |
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| **Resources** | **For the teacher**   * *Setup 4 Teacher’s Guide:* Unit 2, Lesson 4, pp. 36–38, * Teacher’s Digital Component: * Flashcard *Imaginary Situations* * Grammar Drill Answer Key, Unit 2, Lesson 4 * Poster *Second Conditional: Interrogative Form* | | **For the student**   * *Setup 4 Student’s Book:* Unit 2, Lesson 4, pp. 32–34 * Student’s Digital Component: * Flashcard *Imaginary Situations* * Grammar Drill Unit 2, Lesson 4 | | |
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| **Evaluation** | **Percentages %** | **Type of Evaluation** | | **Evaluation Instrument** | |
|  |  | Teacher evaluation, peer-evaluation, self-assessment | | Graded scale, rubric | |

**5**

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| **Teacher** | **Subject** | **Semester** | | **Period** | |
|  | English IV |  | |  | |
| **Learning outcomes** | **Attitudes and Life Skills** | **Disciplinary Competencies** | | **Generic Competencies** | |
| Asking and answering  *Wh–* questions about imaginary situations | Collaboration: Attitudes and teamwork | 11 | |  | |
| **Stages** | **Teaching Activities** | **Learning Activities** | | **Time** | **Learning Evidence** |
| **Opening** | 1 Teacher starts the lesson with a conversation about the pictures asking students to predict the topic of the lesson. Teacher plays the class audio and asks students to answer the questions. Teacher asks volunteers to share their answers with the class. | 1 Students look at the pictures and predict the topic of the lesson. Students listen to the conversation and answer the questions in their notebooks. Volunteers share their answers with the class. | |  | Activity answered |
|  | 2 Teacher plays the class audio again and asks students to draw the arrows that show the intonation used in the different questions. Teacher asks volunteers to share their answers | 2 Students listen to the conversation again and draw the arrows that show the intonation used in the different questions. Volunteers share their answers with the class. Students may read the Language box for further details. | |  | Activity answered |
|  | 3 Teacher gets students into pairs and asks them to take turns reading out loud the questions from Activity 2 with the correct intonation. Teacher monitors the activity and helps if necessary. | 3 In pairs, students take turns reading out loud the questions from Activity 2 with the correct intonation based. If necessary, they may listen to the conversation one more time. | |  | Activity answered |
| **Development** | 4 Teacher asks students to read the questions and focus on the words in bold. Based on them, teacher asks students to underline the correct option that completes the rules for the interrogative form of the second conditional. Teacher gets students into pairs to check their answers. | 4 Students read the questions and focus on the words in bold. Based on them, students underline the option that best completes the rules for the interrogative form of the second conditional. Students get into pairs to check their answers. They may go to the Language Reference on p. 77 if they need extra information. | |  | Activity answered |
|  | 5 Teacher asks students to complete the questions with words from the box. Teacher gets students into pairs to check their answers. If there are different answers, teacher asks students to compare the meaning of the question and not only correct it. | 5 Students complete the questions with words from the box. Students get into pairs in order to compare and discuss their answers focusing not only on correction but also on different meaning possibilities. | |  | Activity answered |
|  | 6 Teacher asks students to complete the sentences with their own words using the second conditional structure. Teacher asks volunteers to share their answers with the class. | 6 Students complete the sentences using the second conditional structure. Volunteers share their answers for a whole-class discussion. | |  | Activity answered |
| **Closure** | 7 Teacher asks students to read the situation in the box. Teacher gets students into pairs and asks them to take turns asking each other what they would do in that situation. Teacher monitors the activity and helps if necessary. | 7 Students read the situation in the box. In pairs, students take turns asking each other what they would do in that situation. They try to keep the conversation as natural as possible using the structures from the lesson. | |  | Conversation about a hypothetical situation |
|  | 8 Teacher gets students into pairs and asks them to read the list of attitudes. Teacher leads guides a discussion about attitudes that reflect the intention to cooperate or not. Teacher asks them to also discuss what attitudes they would change. Teacher asks volunteers to share their conclusions. | 8 In pairs, students read the list of attitudes. They discuss whether the attitudes reflect the intention to cooperate or not and also what attitudes they would change. Volunteers share the conclusions of their conversations with the class. | |  | Discussion about attitudes for cooperation |
|  | EXTRA PRACTICE  Teacher may ask students to go through the Extra Practice section for additional work on vocabulary about movies and *Wh*– questions in the second conditional. If there is time, teacher may ask students to carry out the extended practice suggested in the *Teacher’s Guide*, p. 41. | EXTRA PRACTICE  Students complete the activities of the Extra Practice section. Next, they get into pairs to compare their answers and then share them with the whole class. After that, and at teacher’s request, they could carry out extended practice. | |  | Activities answered |
|  | LIFE SKILLS  Teacher asks students to complete the Life Skills activities from Unit 2 with the Key Concept of *Principles of Teamwork*. Teacher monitors individual work and leads a whole-class reflection. | LIFE SKILLS  Students complete the Life Skills activities from Unit 2 with the Key Concept of *Principles of Teamwork*. Once completed, they participate in a whole-class reflection about the topic. | |  | Activities answered |
|  | PROGRESS CHECK  Teacher asks students to complete the activities. Teacher invites students to go back to any part of the lesson they might need to review. Teacher gets students into pairs for peer revision and discussion. | PROGRESS CHECK  Students complete the activities. They may go back to the previous lessons as reference. Finally, they get into pairs to share their answers and to discuss any discrepancy. | |  | Activities answered |
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| **Resources** | **For the teacher**   * *Setup 4 Teacher’s Guide:* Unit 2, Lesson 5, pp. 39–43, and Audio Script, p. 85 * Teacher’s Digital Component: * Class Audio, Tracks 06 and 07 * Life Skills Worksheet *Attitudes* Teaching Notes * Grammar Drill Answer Key, Unit 2, Lesson 5 * Poster *Second Conditional: Interrogative Form* | | **For the student**   * *Setup 4 Student’s Book:* Unit 2, Lesson 5, pp. 35–39 * Student’s Digital Component: * Class Audio, Tracks 06 and 07 * Audio script * Life Skills Worksheet *Attitudes* * Grammar Drill Unit 2, Lesson 5 | | |
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| **Evaluation** | **Percentages %** | **Type of Evaluation** | | **Evaluation Instrument** | |
|  |  | Teacher evaluation, peer-evaluation, self-assessment | | Exam, learning diary, rubric | |