**LESSON PLAN**

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

**1**

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| **Teacher** | **Subject** | **Semester** | **Period** |
|  | English IV |  |  |
| **Learning outcomes** | **Attitudes and Life Skills** | **Disciplinary Competencies** | **Generic Competencies** |
| Expressing likes and dislikes | The student expresses his / her ideas critically, showing respect for the opinions of others.Collaboration: Setting common goals | 10 | 4.4 |
| **Stages** | **Teaching Activities** | **Learning Activities** | **Time** | **Learning Evidence** |
| **Opening** | 1 Teacher may start the lesson with a conversation about favorite movie genres.Teacher plays the class audio and asks students to check the genres mentioned. Then teacher asks pairs to discuss the names that are similar in Spanish and to try and guess the equivalent of the other words. | 1 Students discuss about favorite movie genres. Then they listen to the radio show and check the genres that are mentioned. Then they get into pairs to discuss the names they can guess because they are similar in Spanish and also try to guess the equivalent of any missing words. |  | Activity answered |
|  | 2 Teacher asks students to read the sentences and to write if they express a like or a dislike based on the words in bold. Teacher plays the audio one more time for students to check their answers. Teacher gets students into pairs to check their answers. | 2 Students read the sentences and write if they express a like or a dislike based on the words in bold. They listen to the audio again and check their answers. They get into pairs to check their answers. |  | Activity answered |
| **Development** | 3 Teacher asks students to read the sentences in Activity 2 again and use them as a reference to answer the questions about the use of verbs and intensifiers. Teacher asks students to compare their answers in pairs. | 3 Students read the sentences in Activity 2 again to answer the questions about the use of verbs and intensifiers. They get into pairs in order to compare and discuss their answers. They may go to the Language Reference on p. 79 if they need extra information. |  | Activity answered |
|  | 4 Teacher asks students to read the sentences and underline the options that complete them properly. Teacher gets them into pairs to check their answers. Teacher may join Activities 3 and 4 and revise together. | 4 Students read the sentences and underline the correct option. Students get into pairs so to compare and discuss their answers. |  | Activity answered |
|  | 5 Teacher works with the whole class and asks volunteers to put the words in order and read the sentences out loud for a whole-class discussion. | 5 Teacher works with the whole class and asks volunteers to put the words in order and read the sentences aloud for a whole-class discussion. |  | Activity answered |
| **Closure** | 6 Teacher asks students to read the movies and TV genres on the list. Then teacher asks them to write sentences where they express how much they like or dislike such genres. | 6 Students write sentences where they express how much they like or dislike the TV and movie genres from the box. Students may go back to the previous activities to use the language of the lesson. |  | Sentences about likes and dislikes |
|  | 7 Teacher gets students into groups and asks them to make a list of popular films and TV shows and their genres. Then teacher asks students to take turns sharing how much they like the genres and the movies of the list. Teacher monitors the activity. | 7 In small groups, students make a list of popular films and TV shows including their genres. Students take turns sharing how much they like or dislike the genres and the movies of the list. Students give a reply to every sentence and they offer feedback about the sentences. |  | Conversation about likes and dislikes |
|  | 8 Teacher keeps the groups and asks them to check the action that can help them make a good group project about movies and TV shows. Teacher monitors the activity. | 8 Still working in small groups, students check the action that can help them making a good group project about movies and TV shows. Students may read the Life Skills box for a better understanding. |  | Activity answered |
|  | EXTRA PRACTICETeacher may ask students to go through the Extra Practice section for additional work on vocabulary for expressing likes and dislikes and on the use of intensifiers. If there is time, teacher may ask students to carry out the extended practice suggested in the *Teacher’s Guide*, p. 65. | EXTRA PRACTICEStudents 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 4, Lesson 1, pp. 63–65, and Audio Script, p. 86
* Teacher’s Digital Component:
* Class Audio, Track 11
* Flashcard *Movie and TV Show Genres*
* Life Skills Worksheet *Setting SMART Goals* Teaching Notes
* Grammar Drill Answer Key, Unit 4, Lesson 1
* Poster *Intensifiers*
 | **For the student*** *Setup 4 Student’s Book:*Unit 4, Lesson 1, pp. 59–61
* Student’s Digital Component:
* Class Audio, Track 11
* Audio script
* Flashcard *Movie and TV Show Genres*
* Life Skills Worksheet *Setting SMART Goals*
* Grammar Drill Unit 4, Lesson 1
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| **Evaluation** | **Percentages %** | **Type of Evaluation** | **Evaluation Instrument** |
|  |  | Teacher evaluation, peer-evaluation, self-assessment | Graded scale, rubric |

**2**

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| **Teacher** | **Subject** | **Semester** | **Period** |
|  | English IV |  |  |
| **Learning outcomes** | **Attitudes and Life Skills** | **Disciplinary Competencies** | **Generic Competencies** |
| Writing sentences to express likes and dislikes | The student develops and favors an inclusive environment.Collaboration: Collaborating at school | 12 |  |
| **Stages** | **Teaching Activities** | **Learning Activities** | **Time** | **Learning Evidence** |
| **Opening** | 1 Teacher asks students to read the text and check the ideas that they can infer from the reading. Teacher asks them to underline the parts of the text that led them to their answers. Teacher leads a whole-class discussion about their answers. | 1 Students read the text and check the ideas that they can infer from the reading. They also underline the parts of the text that helped them identify their answers. During a whole-class discussion students talk about their answers. |  | Activity answered |
|  | 2 Teacher asks students to read the text one more time and to classify the words in bold in the corresponding column of the table. Teacher gets students into pairs to check their answers. | 2 Students read the text again and classify them as positive or negative preferences. They get into pairs to check their answers. |  | Activity answered |
| **Development** | 3 Teacher asks students to read the examples and to write true or false in the sentences about the use of infinitives and verbs with –*ing* ending. Teacher asks gets students into pairs to check their answers. | 3 Students read the examples and write true or false in the sentences about the use of infinitives and verbs with –*ing* ending. They get into pairs to compare and discuss their answers. They may go to the Language Reference on p. 79 if they need extra information. |  | Activity answered |
|  | 4 Teacher asks students to complete the sentences with the correct form of the verbs in parentheses. Teacher gets students into pairs to check their answers. | 4 Students complete the sentences with the infinitive form of the verbs in parentheses. They get into pairs to check their answers. |  | Activity answered |
|  | 5 Teacher asks students to complete the sentences with the correct form of the verbs in parentheses. Teacher gets them into pairs to check their answers. Teacher may decide to join Activities 3, 4 and 5 into a single revision process. | 4 Students complete the sentences with the –*ing* form of the verbs in parentheses. They get into pairs to check their answers. Then volunteers share their answers for a whole-class discussion. |  | Activity answered |
| **Closure** | 6 Teacher asks students to look at the words provided and to write sentences about their likes and dislikes using them. Teacher reminds them to use the language of the lesson. | 6 Students look at the words provided and use them to write sentences about their likes and dislikes. They use the language of the lesson. |  | Sentences about likes and dislikes |
|  | 7 Teacher gets students into small groups and asks them to create a blog entry about leisure activities. Teacher guides them to post their sentences from Activity 6 and other sentences about popular activities. Once it is posted, teacher asks students to read and comment on the blogs from two or more classmates. Teacher monitors the activity. | 7 Working in small groups students create a blog entry about leisure activities. They will post their sentences from Activity 6 together with other sentences about popular activities. Once it is posted, students read the blog entries from two or more classmates and write comments about them. |  | Blog entry about leisure activities  |
|  | 8 Teacher gets students into pairs and asks them to take turns telling each other what they liked or didn’t like about their teamwork during the creation of the blog entry in Activity 7. Teacher may ask volunteers to share their ideas with the class. | 8 In pairs, students take turns telling each other what they liked or didn’t like about their teamwork during the creation of the blog entry in Activity 7. Volunteers may share their answers with the class. |  | Conversation about teamwork |
|  | EXTRA PRACTICETeacher may ask students to go through the Extra Practice section for additional work on vocabulary for expressing preference, and on the use of infinitives and the –*ing* form. If there is time, teacher may ask students to carry out the extended practice suggested in the *Teacher’s Guide*, p. 68. | EXTRA PRACTICEStudents 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 4, Lesson 2, pp. 66–68
* Teacher’s Digital Component:
* Life Skills Worksheet *Collaboration at School* Teaching Notes
* Grammar Drill Answer Key, Unit 4, Lesson 2
 | **For the student*** *Setup 4 Student’s Book:*Unit 4, Lesson 2, pp. 62–64
* Student’s Digital Component:
* Life Skills Worksheet *Collaboration at School*
* Grammar Drill Unit 4, Lesson 2
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| **Evaluation** | **Percentages %** | **Type of Evaluation** | **Evaluation Instrument** |
|  |  | Teacher evaluation, peer-evaluation, self-assessment | Peer-assessment rubric, rubric |

**3**

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| **Teacher** | **Subject** | **Semester** | **Period** |
|  | English IV |  |  |
| **Learning outcomes** | **Attitudes and Life Skills** | **Disciplinary Competencies** | **Generic Competencies** |
| Asking questions to find out others' preferences | The student has a collaborative interaction with his / her peers, showing willingness to work in a methodic and organized way.Collaboration: Family common goals |  | 4.2 |
| **Stages** | **Teaching Activities** | **Learning Activities** | **Time** | **Learning Evidence** |
| **Opening** | 1 Teacher plays the class audio and asks students to complete the lists of words. For revision, teacher plays the class audio again and asks volunteers to share their answers with the class. | 1 Students listen to the conversation and complete the lists with words from the box. For revision, they listen again. Then volunteers share their answers with the class. |  | Activity answered |
|  | 2 Teacher asks volunteers to use words from Activity 1 to label the pictures. Teacher asks the whole class to discuss any discrepancy. | 2 As a class, volunteers use words from Activity 1 to label the pictures. The whole class may discuss any discrepancy. |  | Activity answered |
| **Development** | 3 Teacher asks students to read the examples and to write true or false in the sentences about the use of the modal form *would like*. Teacher gets students into pairs to compare and check their answers. | 3 Students read the examples and write true or false in the sentences about the use of the modal form *would like*. They get into pairs to compare and discuss their answers. They may go to the Language Reference on p. 79 if they need extra information. |  | Activity answered |
|  | 4 Teacher asks students to answer the questions using the words in parentheses and the contraction –’*d*. Teacher asks volunteers to share their answers with the class. | 4 Students answer the questions using the words in parentheses and the contraction –’*d*. Volunteers share their answers for a whole-class revision. |  | Activity answered |
|  | 5 Teacher asks students to follow the prompts and write sentences with *would like* or *wouldn’t like* according to their preferences. The teacher asks volunteers to share their sentences with the class. | 5 Students follow the prompts and write sentences with *would like* or *wouldn’t like* according to their preferences. Volunteers share their sentences with the class. |  | Sentences about preferences |
| **Closure** | 6 Teacher gets students into small groups and guides them to follow the instructions to discuss a plan for a short trip. As it is instructed, teacher joins groups and leads them to take turns telling their plans and sharing ideas about them. | 6 In small groups, students follow the instructions to discuss a plan for a short trip and share their plans with other groups.  |  | Discussion of a plan for a short trip |
|  | 7 Teacher asks students to select two projects that would benefit their families. Teacher gets students into pairs and asks them to explain their preferences to each other. Teacher monitors the activity and helps if necessary. | 7 Students select two projects that would benefit their families. In pairs, they explain their preferences to each other and share ideas and suggestions. |  | Conversation about family projects |
|  | EXTRA PRACTICETeacher may ask students to go through the Extra Practice section for additional work on vocabulary related to packing for a trip and on the use of *would like* for expressing preferences. If there is time, teacher may ask students to carry out the extended practice suggested in the *Teacher’s Guide*, p. 71. | EXTRA PRACTICEStudents 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 4, Lesson 3, pp. 69–71, and Audio Script, p. 87
* Teacher’s Digital Component:
* Class Audio, Track 12
* Flashcard *Packing for a Trip*
* Grammar Drill Answer Key, Unit 4, Lesson 3
 | **For the student*** *Setup 4 Student’s Book:*Unit 4 Lesson 3, pp. 65–67
* Student’s Digital Component:
* Class Audio, Track 12
* Audio script
* Flashcard *Packing for a Trip*
* Grammar Drill Unit 4, Lesson 3
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| **Evaluation** | **Percentages %** | **Type of Evaluation** | **Evaluation Instrument** |
|  |  | Teacher evaluation, peer-evaluation, self-assessment | Self-evaluation scale, rubric |

**4**

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| **Teacher** | **Subject** | **Semester** | **Period** |
|  | English IV |  |  |
| **Learning outcomes** | **Attitudes and Life Skills** | **Disciplinary Competencies** | **Generic Competencies** |
| Expressing preferences with appropriate structures | The student reflects on the consequences of his / her actions as a social being.Collaboration: Common goals in my social circle | 4 | 3.2 |
| **Stages** | **Teaching Activities** | **Learning Activities** | **Time** | **Learning Evidence** |
| **Opening** | 1 Teacher asks students to read the quiz and take it. Then teacher asks them to underline the correct option. Teacher asks volunteers to share their answers and to also discuss the results of the quiz. | 1 Students read the quiz and take it. They underline the correct option. Volunteers share their answers with the class and discuss the results of the quiz. |  | Activity answered |
| **Development** | 2 Teacher asks students to read the examples and answer the questions about the use of *would rather* and *would prefer*. Teacher gets students into pairs to check their answers. | 2 Students read the examples and answer the questions about the use of *would rather* and *would prefer*. They get into pairs to check their answers. They may go to the Language Reference on p. 79 if they need extra information. |  | Activity answered |
|  | 3 Teacher asks students to underline the correct option to complete the sentences. Teacher gets students into pairs to check their answers.  | 3 Students underline the correct option to complete the sentences. They get into pairs to check their answers. |  | Activity answered |
|  | 4 Teacher asks students to answer the questions according to their preferences. Teacher reminds them to use complete answers with *would rather* or *would prefer*. Teacher asks volunteers to share their answers with the class. | 4 Students answer the questions according to their own preferences. They use complete answers with *would rather* or *would prefer*. Volunteers share their answers with the class. |  | Activity answered |
| **Closure** | 5 Teacher gets students into pairs and asks them to choose one of the topics. Teacher asks them to write five questions in order to prepare a quiz about their classmates’ preferences. | 5 In pairs, students choose one of the topics for discussion. They write five questions in order to prepare a quiz about their classmates’ preferences. |  | Questions about preferences |
|  | 6 Teacher tells students to join another pair and guides them to take turns asking the questions they prepared. Teacher asks them to discuss the environmental or health consequences of their preferences.  | 6 Students join another pair and take turns asking the questions they prepared. They discuss the environmental or health consequences of their preferences. |  | Conversation about consequences of personal preferences |
|  | 7 Teacher asks students to think of situations where they can collaborate with their social circle and make a list. Then teacher gets students into pairs and asks them to share their lists and to tell which they would prefer and why. | 7 Students think of situations where they can collaborate with their social circle and make a list. Then, in pairs, they share their lists and tell which ones they would prefer and why. |  | Conversation about working with common goals |
|  | EXTRA PRACTICETeacher may ask students to go through the Extra Practice section for additional work on the use of *would rather* and *would prefer*. If there is time, teacher may ask students to carry out the extended practice suggested in the *Teacher’s Guide*, p. 74. | EXTRA PRACTICEStudents 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 4, Lesson 4, pp. 72–74
* Teacher’s Digital Component:
* Life Skills Worksheet *Helping Others* Teaching Notes
* Grammar Drill Answer Key, Unit 4, Lesson 4
* Poster *Would Rather / Would Prefer*
 | **For the student*** *Setup 4 Student’s Book:*Unit 4, Lesson 4, pp. 68–70
* Student’s Digital Component:
* Life Skills Worksheet *Helping Others*
* Grammar Drill Unit 4, Lesson 4
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| **Evaluation** | **Percentages %** | **Type of Evaluation** | **Evaluation Instrument** |
|  |  | Teacher evaluation, peer-evaluation, self-assessment | Achievement checklist, rubric |

**5**

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| **Teacher** | **Subject** | **Semester** | **Period** |
|  | English IV |  |  |
| **Learning outcomes** | **Attitudes and Life Skills** | **Disciplinary Competencies** | **Generic Competencies** |
| Giving reasons for and explaining consequences of likes and dislikes | Collaboration: Global common goals | 3, 11 |  |
| **Stages** | **Teaching Activities** | **Learning Activities** | **Time** | **Learning Evidence** |
| **Opening** | 1 Teacher may start the lesson with a conversation about their use of social networks. Teacher plays the class audio about influencers. Teacher asks students to get into pairs and discuss the questions | 1 Students listen to the conversation about influencers. Students get into pairs and discuss the questions. They may also discuss about any influencers they know. |  | Activity answered |
|  | 2 Teacher asks students to read the sentences and circle the meaning of the words in bold. Teacher gets students into pairs and asks them to compare their answers and also to discuss the difference between the two adjectives. | 2 Students read the sentences and circle the meaning of the words in bold. In pairs, students compare their answers and discuss the difference between the two adjectives.Students may read the box for more information. |  | Activity answered |
| **Development** | 3 Teacher asks students to read the examples focusing on the words in bold. Then teacher asks them to complete the sentences on page 72 that describe the use of connectors for reason and consequence. Teacher gets students into pairs to check their answers. | 3 Students read the examples focusing on the words in bold. Then they complete the sentences on page 72 that describe the use of connectors for reason and consequence. They get into pairs to check their answers. They may go to the Language Reference on p. 79 if they need extra information. |  | Activity answered |
|  | 4 Teacher asks students to use the connectors *so* and *because* to complete the conversation. Teacher may play again the class audio in Activity 1 if necessary. Teacher asks pairs to compare their answers. | 4 Students use the connectors *so* and *because* to complete the conversation. They may listen again to the first part of the conversation in Activity 1 if necessary. They get into pairs to compare their answers. |  | Activity answered |
|  | 5 Teacher asks students to underline the option that best completes the sentences. Teacher asks volunteers to share their answers with the class. | 5 Students underline the option that best completes the sentences. Volunteers share their answers with the whole class. |  |  |
| **Closure** | 6 Teacher asks students to read the opinions in the box. Teacher guides them to use *so* and *because* to write sentences about their ideas and to express a reason or a consequence.  | 6 Students read the opinions in the box. They use *so* and *because* to write sentences about their ideas and to express a reason or a consequence. |  | Sentences expressing causes and consequences |
|  | 7 Teacher gets students into pairs and asks them to take turns reading only the first part of the sentences from Activity 6 so their partner can guess the cause or result of that opinion. Then teacher asks them to share their complete sentences. Teacher monitors the activity.  | 7 Working in pairs, students take turns reading the first part of the sentences from Activity 6 so that their partner can guess the cause or result of that opinion. Then students share their complete sentences. |  | Conversation guessing reasons and consequences |
|  | 8 Teacher gets students into pairs and asks them to think of and discuss about projects or goals they could share with other teenagers in the world. Then teacher asks them to join another pair and exchange their reasons and consequences. Teacher monitors the activity.  | 8 In pairs, students think of and discuss about projects or goals they could share with other teenagers in the world. Then they join other pair to exchange their reasons and consequences. |  | Discussion about global projects and goals |
|  | EXTRA PRACTICETeacher may ask students to go through the Extra Practice section for additional work on –*ed* and –*ing* adjectives, and on the use of connectors for reason and consequence. If there is time, teacher may ask students to carry out the extended practice suggested in the *Teacher’s Guide*, p. 77. | EXTRA PRACTICEStudents 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 SKILLSTeacher asks students to complete the Life Skills activities from Unit 4 with the Key Concept of *Common Goals*. Teacher monitors individual work and leads a whole-class reflection. | LIFE SKILLSStudents complete the Life Skills activities from Unit 3 with the Key Concept of *Common Goals*. Once completed, they participate in a whole-class reflection about the topic. |  | Activities Answered |
|  | PROGRESS CHECKTeacher 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 CHECKStudents 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 4, Lesson 5, pp. 75–79, and Audio Script, p. 87
* Teacher’s Digital Component:
* Class Audio, Track 13
* Flashcard *Feelings and Reactions*
* Grammar Drill Answer Key, Unit 4, Lesson 5
* Poster *Connectors of Cause and Consequence*
 | **For the student*** *Setup 4 Student’s Book:*Unit 4, Lesson 5, pp. 71–75
* Student’s Digital Component:
* Class Audio, Track 13
* Audio Script
* Flashcard *Feelings and Reactions*
* Grammar Drill Unit 4, Lesson 5
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| **Evaluation** | **Percentages %** | **Type of Evaluation** | **Evaluation Instrument** |
|  |  | Teacher evaluation, peer-evaluation, self-assessment | Exam, rubric |