

## Upper Intermediate: Group 2

### TP2

<b>Teacher</b>	A
<b>Lesson Number</b>	2 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	READING
<b>Lesson Aims</b>	Main aim: Ss will read and comprehend a pitches. Sub aim: Ss will improve fluency in speaking about types of writing.
<b>Lesson Materials</b>	Unit 5 p.44 #2
<b>Procedures</b>	
Lead-in	Ask Ss if they have ever considered writing stories for a newspaper or magazine. Do they know the process for sharing an interesting story to a paper?
Reading Task 1	Tell Ss to read the questions in 2A and then read the first headline to check their answers. Ss read first individually, then check their answers in pairs. Later nominate Ss to share what they discussed.
Reading Task 2	No ask Ss to complete task 2B. They should first read individually, then check in pairs, before sharing with the whole class.
Productive Task	Put Ss into pairs or small groups and discuss the questions in 2C.

<b>Teacher</b>	B
<b>Lesson Number</b>	1 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	VOCABULARY
<b>Lesson Aims</b>	Main aim: Students will develop their knowledge of MFP of vocabulary related to stories. Sub aim: Ss will improve fluency in speaking about stories.
<b>Lesson Materials</b>	Unit 5 p.44 #1
<b>Procedures</b>	
Lead-in	Ask Ss to discuss if they enjoy hearing news stories about the lives of others. What types of stories do they enjoy hearing?
Diagnostic	Tell Ss to complete p.145 5.1A. Ss work individually, then check their answers in pairs. Then nominate Ss to share their answers with the whole class. Some of the items may have more than one answer.
Clarification	Go over the meaning of the terms in the box by asking CCQs for the confusing words. Model and drill the pronunciation of the words that are harder to pronounce.

Controlled Practice	Tell Ss to complete 145 5.1B. Go through the same process for collecting feedback.
Freer Practice	Put Ss into pairs or small groups and ask them to ask them to share examples of the story types that they are familiar with.

<b>Teacher</b>	C
<b>Lesson Number</b>	3 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	LISTENING
<b>Lesson Aims</b>	Main aim: Ss will listen and comprehend a conversation about breaking plans. Sub aim: Ss will improve fluency in speaking about plans.
<b>Lesson Materials</b>	U5 p.46 #1
<b>Procedures</b>	
Lead-in	Ask Ss about making plans with friends. Are they usually the organizer or do they wait to be invited by others?
Listening Task 1	Tell Ss to listen to the conversation. Ask if this is a conversation about people making or breaking plans.
Listening Task 2	Tell Ss to listen again and answer the questions in 1A: "What are the excuses? Do the friends believe her?"
Productive Task	Ask Ss how they feel if they ever cancel plans. What are some good excuses for breaking plans? Is it okay to lie when breaking plans?

<b>Teacher</b>	D
<b>Lesson Number</b>	1 OF 2
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	VOCABULARY
<b>Lesson Aims</b>	Main aim: Students will develop their knowledge of MFP of vocabulary related to plans. Sub aim: Ss will improve fluency in speaking about plans.
<b>Lesson Materials</b>	U5 p.46 #2
<b>Procedures</b>	
Lead-in	Ask students about the last time they cancelled plans on someone. Did they have a good excuse?
Diagnostic	Tell Ss to complete activity 2A individually. Then put them into pairs to compare their answers. Finally, collect the answers on the board.
Clarification	Clarify the meanings of any confusing expressions by asking CCQs. Then model and drill the pronunciation of terms that are more difficult to pronounce.

Controlled Practice	Tell Ss to complete one or both of the activities from p.145 5.2. Again, tell Ss to complete the activity individually. Then put them into pairs to compare their answers. Finally, collect the answers on the board.
Freer Practice	Put Ss into pairs or small groups and have them discuss the questions in 2C. When they are finished, collect some feedback from a few of the groups.

<b>Teacher</b>	E
<b>Lesson Number</b>	2 OF 2
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	READING
<b>Lesson Aims</b>	Main aim: Ss will read and comprehend a book review. Sub aim: Ss will improve fluency in speaking about book reviews.
<b>Lesson Materials</b>	U6 p.56 #1
<b>Procedures</b>	
Lead-in	Ask Ss if they have done something nice for someone else recently. What's the nicest thing someone has done for them recently?
Reading Task 1	Tell Ss to read the questions in 2A and then read the text to check their answers. Ss read first individually, then check their answers in pairs. Later nominate Ss to share what they discussed.
Reading Task 2	Tell Ss to read the questions in 2B and then read the text to check their answers. Ss read first individually, then check their answers in pairs. Later nominate Ss to share what they discussed.
Productive Task	Create some discussion questions based on the points made in the text. For example "If this professor had helped you, would you offer to help another stranger in return?" "Would you feel grateful or uncomfortable by a stranger giving you money for a parking meter or giving you their umbrella?"

### TP3

<b>Teacher</b>	A
<b>Lesson Number</b>	1 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	VOCABULARY
<b>Lesson Aims</b>	Main aim: Students will develop their knowledge of MFP of vocabulary related to good deeds. Sub aim: Ss will improve fluency in speaking about good deeds.
<b>Lesson Materials</b>	U6 p.56 #2
<b>Procedures</b>	
Lead-in	Ask students to discuss any good deeds they did since the last class.
Diagnostic	Tell Ss to complete activity 2A.
Clarification	Clarify any confusing vocabulary by asking CCQs and then model and drill pronunciation.
Controlled Practice	Give Ss one or both of the activities from p146 6.2.
Freer Practice	Put Ss into pairs or small groups and have them complete 2C.

<b>Teacher</b>	B
<b>Lesson Number</b>	2 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	LISTENING
<b>Lesson Aims</b>	Main aim: Ss will read and comprehend a blog post about community projects. Sub aim: Ss will improve fluency in speaking about community projects.
<b>Lesson Materials</b>	U6 p.60 #1
<b>Procedures</b>	
Lead-in	Ask Ss if they have seen any public works of art around Boston. What was it? Where?
Listening Task 1	Tell Ss to make predictions based on 2A about the picture and then listen to check if they were correct.
Listening Task 2	Tell Ss to complete 2B.
Listening Task 3	Tell Ss to complete 2C
Productive Task	Put students into pairs or small groups and have them discuss the questions in 2D.

<b>Teacher</b>	C
<b>Lesson Number</b>	3 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	READING
<b>Lesson Aims</b>	Main aim: Ss will read and comprehend a blog post about messaging apps. Sub aim: Ss will improve fluency in speaking about messaging apps.
<b>Lesson Materials</b>	U7 p.66 #1
<b>Procedures</b>	
Lead-in	Ask Ss which messaging apps they use most often. What are their benefits?
Reading Task 1	Tell Ss to complete 1A by looking at the picture and then reading to check their prediction.
Reading Task 2	Tell Ss to complete 1B by reading again and circling the best answer.
Productive Task	Think of some discussion questions about the text that you can ask to Ss after they finish the reading tasks.

<b>Teacher</b>	D
<b>Lesson Number</b>	2 OF 2
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	LISTENING
<b>Lesson Aims</b>	Main aim: Ss will listen and comprehend an interview about communication. Sub aim: Ss will improve fluency in speaking about types of communication.
<b>Lesson Materials</b>	U7 p.68 #1
<b>Procedures</b>	
Lead-in	Ask Ss whether or not they use their phones more to text or call. Why?
Listening Task 1	Tell Ss to listen and complete 1A.
Listening Task 2	Tell Ss to listen again and complete 1B.
Productive Task	Think of some discussion questions about the text that you can ask to Ss after they finish the listening tasks.

<b>Teacher</b>	E
<b>Lesson Number</b>	1 OF 2
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	VOCABULARY
<b>Lesson Aims</b>	Main aim: Students will develop their knowledge of MFP of vocabulary related to communication. Sub aim: Ss will improve fluency in speaking about communication.
<b>Lesson Materials</b>	U7 p.66 #2
<b>Procedures</b>	
Lead-in	Ask Ss who they communicate with most often. Family, friends, or colleagues?
Diagnostic	Tell Ss to complete 2A.
Clarification	Clarify any confusing words by asking CCQs, then model and drill pronunciation.
Controlled Practice	Complete one or both of the exercises on p.147 7.1.
Freer Practice	Tell Ss to complete 2C.

# TP4

<b>Teacher</b>	A
<b>Lesson Number</b>	3 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	GRAMMAR
<b>Lesson Aims</b>	Main aim: Students will develop their knowledge of MFP of passives with modals. Sub aim: Students will demonstrate accurate and fluent use of passives with modals in the context of acts of kindness.
<b>Lesson Materials</b>	U6 p.57 #3
<b>Procedures</b>	
Lead-in	Ask questions to remind students of the context of the text on p56.
Analysis	Set up the guided discovery task in 3A.
Clarification	Ask CCQs about the example sentences. Elicit the form of the target structure. Model and drill pronunciation, focusing on sentence stress.
Controlled Practice	Do 3B and 3C as controlled practice.
Freer Practice	Do 3D as freer practice.

<b>Teacher</b>	B
<b>Lesson Number</b>	2 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	GRAMMAR
<b>Lesson Aims</b>	Main aim: Students will develop their knowledge of MFP of past intentions. Sub aim: Students will demonstrate accurate and fluent use of past intentions in the context of planning.
<b>Lesson Materials</b>	U5 p.47 #3
<b>Procedures</b>	
Lead-in	Ask questions to remind students of the context of the text on p46.
Analysis	Set up the guided discovery task in 3A.
Clarification	Ask CCQs about the example sentences. Elicit the form of the target structure. Model and drill pronunciation, focusing on sentence stress.
Controlled Practice	Do 3B as controlled practice.
Freer Practice	Do 3C and 3D as freer practice.

<b>Teacher</b>	C
<b>Lesson Number</b>	1 OF 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	GRAMMAR
<b>Lesson Aims</b>	Main aim: Students will develop their knowledge of MFP of the past perfect. Sub aim: Students will demonstrate accurate and fluent use of the past perfect in the context of stories.
<b>Lesson Materials</b>	U5 p.45 #3
<b>Procedures</b>	
Lead-in	Ask questions to remind students of the context of the text on p44.
Analysis	Set up the guided discovery task in 3A.
Clarification	Ask CCQs about the example sentences. Elicit the form of the target structure. Model and drill pronunciation, focusing on sentence stress.
Controlled Practice	Do 3B and 3C as controlled practice.
Freer Practice	Do 3D as freer practice.

<b>Teacher</b>	D
<b>Lesson Number</b>	1 OF 2
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	GRAMMAR
<b>Lesson Aims</b>	Main aim: Students will develop their knowledge of MFP of reported statements. Sub aim: Students will demonstrate accurate and fluent use of reported statements in the context of communication.
<b>Lesson Materials</b>	U7 p.67 #3
<b>Procedures</b>	
Lead-in	Ask questions to remind students of the context of the text on p66
Analysis	Set up the guided discovery task in 3A.
Clarification	Ask CCQs about the example sentences. Elicit the form of the target structure. Model and drill pronunciation, focusing on sentence stress.
Controlled Practice	Do 3B as controlled practice.
Freer Practice	Do 3C and 3D as freer practice.



<b>Teacher</b>	E
<b>Lesson Number</b>	2 OF 2
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	GRAMMAR
<b>Lesson Aims</b>	Main aim: Students will develop their knowledge of MFP of reported questions. Sub aim: Students will demonstrate accurate and fluent use of reported questions in the context of communication.
<b>Lesson Materials</b>	U7 p.69 #3
<b>Procedures</b>	
Lead-in	Ask questions to remind students of the context of the text on p67.
Analysis	Set up the guided discovery task in 3A.
Clarification	Ask CCQs about the example sentences. Elicit the form of the target structure. Model and drill pronunciation, focusing on sentence stress.
Controlled Practice	Do 3C as controlled practice.
Freer Practice	Do 3D as freer practice.

TP5

<b>Teacher</b>	A
<b>Lesson Number</b>	3 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	LISTENING
<b>Lesson Materials</b>	U8 P.78 #1
<b>Procedures</b>	
Lead-in	Think of some questions to set the context.
Pre-Teach	Consider including a pre-teach.
Listening Task 1	1A
Listening Task 2	1B
Productive Task	1C

<b>Teacher</b>	B
<b>Lesson Number</b>	1 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	READING
<b>Lesson Materials</b>	U7 p.72 #1
<b>Procedures</b>	
Lead-in	1A
Pre-Teach	Consider including a pre-teach.
Reading Task 1	1B
Reading Task 2	1C
Productive Task	1D

<b>Teacher</b>	C
<b>Lesson Number</b>	2 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	VOCABULARY
<b>Lesson Materials</b>	U8 p.76 #1-2
<b>Procedures</b>	
Lead-in	1A
Exposure	1A continued
Analysis	2A
Clarification	Go over MFP of target vocabulary, including 2B
Controlled Practice	2C
Freer Practice	2D

<b>Teacher</b>	D
<b>Lesson Number</b>	1 OF 2
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	VOCABULARY
<b>Lesson Materials</b>	U8 p.78 #2
<b>Procedures</b>	
Lead-in	Ask some questions to review the context.
Diagnostic	2A
Clarification	Go over MFP of target vocabulary
Controlled Practice	2B
Freer Practice	2C

<b>Teacher</b>	E
<b>Lesson Number</b>	2 OF 2
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	LISTENING
<b>Lesson Materials</b>	U8 p.82 #1
<b>Procedures</b>	
Lead-in	1A
Pre-Teach	Consider pre-teaching some words.
Listening Task 1	1B
Listening Task 2	1C
Productive Task	1D

## Upper Intermediate: Group 1

### TP6

<b>Teacher</b>	A
<b>Lesson Number</b>	1 of 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	WRITING
<b>Lesson Materials</b>	U7 p.73

<b>Teacher</b>	B
<b>Lesson Number</b>	2 of 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	SPEAKING
<b>Lesson Materials</b>	U7 p.74

<b>Teacher</b>	C
<b>Lesson Number</b>	3 of 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	WRITING
<b>Lesson Materials</b>	U8 p.83

<b>Teacher</b>	D
<b>Lesson Number</b>	1 of 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	SPEAKING
<b>Lesson Materials</b>	U8 p.84

<b>Teacher</b>	E
<b>Lesson Number</b>	2 of 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	WRITING
<b>Lesson Materials</b>	U9 pp.92-93

<b>Teacher</b>	F
<b>Lesson Number</b>	3 of 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	SPEAKING
<b>Lesson Materials</b>	U9 p.94

TP7

<b>Teacher</b>	A
<b>Lesson Number</b>	3 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	GRAMMAR
<b>Lesson Materials</b>	U8 p.79

<b>Teacher</b>	B
<b>Lesson Number</b>	1 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	FUNCTIONS
<b>Lesson Materials</b>	U7 pp.70-71

<b>Teacher</b>	C
<b>Lesson Number</b>	2 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	GRAMMAR
<b>Lesson Materials</b>	U8 p.77

<b>Teacher</b>	D
<b>Lesson Number</b>	3 OF 3
<b>Lesson Length</b>	40 MIN
<b>Lesson Type</b>	GRAMMAR
<b>Lesson Materials</b>	U9 pp.88-89

<b>Teacher</b>	E
<b>Lesson Number</b>	1 OF 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	FUNCTIONS
<b>Lesson Materials</b>	U8 p.80

<b>Teacher</b>	F
<b>Lesson Number</b>	2 OF 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	GRAMMAR
<b>Lesson Materials</b>	U9 pp.86-87



TP8

<b>Teacher</b>	A
<b>Lesson Number</b>	3 of 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	Speaking
<b>Lesson Materials</b>	U 11.5, p 116

<b>Teacher</b>	B
<b>Lesson Number</b>	1 of 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	Grammar
<b>Lesson Materials</b>	U 11.1 Pg 1

<b>Teacher</b>	C
<b>Lesson Number</b>	2 of 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	Functional Language
<b>Lesson Materials</b>	U 11.3 pg 112

<b>Teacher</b>	D
<b>Lesson Number</b>	1 of 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	GRAMMAR
<b>Lesson Materials</b>	

<b>Teacher</b>	E
<b>Lesson Number</b>	2 of 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	SPEAKING
<b>Lesson Materials</b>	Evolve Pg 126 12.5

<b>Teacher</b>	F
<b>Lesson Number</b>	3 of 3
<b>Lesson Length</b>	40 min
<b>Lesson Type</b>	FUNCTIONS
<b>Lesson Materials</b>	

TP9

<b>Teacher</b>	A
<b>Lesson Number</b>	
<b>Lesson Length</b>	60 min
<b>Lesson Type</b>	Functional Language
<b>Lesson Materials</b>	U 12.3, p. 122

<b>Teacher</b>	B
<b>Lesson Number</b>	
<b>Lesson Length</b>	60 min
<b>Lesson Type</b>	
<b>Lesson Materials</b>	

<b>Teacher</b>	C
<b>Lesson Number</b>	/
<b>Lesson Length</b>	60 min
<b>Lesson Type</b>	Speaking
<b>Lesson Materials</b>	U 10.5 pg 106

<b>Teacher</b>	D
<b>Lesson Number</b>	
<b>Lesson Length</b>	60 min
<b>Lesson Type</b>	
<b>Lesson Materials</b>	

<b>Teacher</b>	E
<b>Lesson Number</b>	
<b>Lesson Length</b>	60 min
<b>Lesson Type</b>	GRAMMAR
<b>Lesson Materials</b>	American English 4a Unit 5A pf 68-69

<b>Teacher</b>	F
<b>Lesson Number</b>	
<b>Lesson Length</b>	60 min
<b>Lesson Type</b>	Writing
<b>Lesson Materials</b>	Writing Extra Pg.104 and 105