

PHASE 11				
GRAMMAR : The Present Perfect / The present perfect continuous				
I.A.L.S.: 1. INTRODUCTION 2. REPETITIONS 3. ATTACK 4. COMPLETE INTERACTION				
SATURDAYS	WEEKDAYS	WEEK ONE		ACTIVITIES
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 284-294	Warm-up	
WK 1	MON	Examples: You can figure out the author’s opinion by reading between the lines. I shouldn't have to tell you Charlie, read between the lines. Ask them to give you 3 examples using the idiom. Pages: 224 -228	Start by introducing this week’s first idiom " read between the lines" = to find the hidden meaning in something that is written or said.	Online Workbook - Lesson 9 Exercise 1-2
WK1	TUES	Ask them if they have ever needed to remind someone about something while giving them hints to avoid saying something direct. Have them explain why they would use this idiom or why they wouldn't. Pages: 229 - 232		
WK 2	WED	Start by introducing this week's second idiom: "go all out" = To use all of your energy or resources (e.g. money in the above example) to do something. Page: 233	Online Workbook - Lesson 9 Exercise 3	
WK 2	THUR	Ask them if they have "gone all out" for a specific event or a specific person and why? + " FAMILY" HOW IS YOUR FAMILY, IS IT CLOSE? WHERE DO YOUR RELATIVES LIVE? HOW WOULD YOU IMPROVE YOUR RELATIONSHIP IF YOU HAVE THE CHANCE?		HOT SEAT (drive)
WK 2	FRI	Have them use it in 3 different verb tenses. + Review this week's contents.	PHRASAL VERB DAY! End up: to reach something or somewhere, eventually or by accident. Example: “We ended up all the way at the end of the subway line!”	
SATURDAYS	WEEKDAYS	WEEK TWO		ACTIVITIES
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 234-239	Warm-up	
WK 3	MON	THE SIMPLE PRESENT . Pages: 234 - 235	Start by introducing this week's idiom " out of line"= inappropriate; not in accordance with how sb is supposed to behave. Examples: Mark's comment was out of line. He shouldn't have said that to a client. Have them work in pairs to create a dialogue	Online Workbook - Lesson 9 Exercise 4-5
WK 3	TUES	Ask them to give you at least 3 examples of things they consider can be out of line. Have them use the idiom in a sentence per example. Pages: 236 -237		
WK 4	WED	To be unsure about something. Example: Larry has mixed feelings about his new job; I have mixed feelings about this casserole. Ask them if they have ever felt unsure about something or someone and have them use the idiom to explain. Pages 238 - 239	Start by introducing this week's second idiom "Have mixed feelings"	Online Workbook - Lesson 9 Exercise 6
WK 4	THUR	APPENDIX A, SUMMARY OF VERB TENSES + Conversation: Have you ever tasted camel meat, skunk, alligator, or any other unusual meat? Have you ever been on top of a mountain, in a desert, In the middle of the ocean, or In other interesting places? Have them share their answers with the class.		BINGO (go to drive)
WK 5	FRI	PHRASAL VERB DAY! Look into = to examine or investigate. Example: We need to look into extra English tutoring for her. Have them use it in the verb tenses studied this week. + Review this week's content.		Try something new for 30 days Video
SATURDAYS	WEEKDAYS	WEEK THREE		ACTIVITIES
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 240-250	Warm-up	
WK 5	MON	Do you want a lollypop, a hamburger, some fries? You name it, you got it. Have them create 4 sentence dialogues using the idiom. Pages: 240 - 243 Finish ex. 14.	Start by introducing this week's first idiom " you name it" = synonym of ‘whatever you want’	Online Workbook - Lesson 9 Exercise 7-8
WK 5	TUES	Start by asking them situations they think this idiom would be deemed appropriate to be used. Pages: 243 (9.8) - 245		
WK 6	WED	When asked for her postal code, Amy drew a blank. Ask them if they often forget important information. In what circumstance have they? Pages: 246 - 247	Start by introducing this week's second idiom "draw a blank" = to be unable to remember anything.	Online Workbook - Lesson 9 Exercise 9
WK 6	THUR	Using this week's second idiom have them give you examples using the idioms in different verb tenses. Pages: 248 - 251 Finish ex. 19		Song Activity Uptown Funk
WK 6	FRI	PHRASAL VERB DAY! Get away with = to not be punished for doing something wrong. Example: How to get away with murder? He stole money and got away with ti. + Introduce vocabulary about Selling or Renting a House. Have them roleplay: Real estate agent, client.		The yes I have game
SATURDAYS	WEEKDAYS	WEEK FOUR		ACTIVITIES
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 251-257	Warm-up	
WK 7	MON	After seeing a mouse on the floor, I had a change of heart about eating at the restaurant. They should give you at least 3 sentences using the idiom. Pages: 251 -253	Start by introducing this week's idiom "a change of heart" = a change of feeling; used to say you changed your mind about something.	Online Workbook - Lesson 9 Exercise 10-11
WK 7	TUES	Start by asking them if they have ever had a change of heart regarding a situation, a person or a job. Have them answer individually. Pages: 254 + Conversation: How has technology changed recently? (Or something to do with tech in general)		
WK 8	WED	Ask them if they have ever been in a place that they have had to tell someone to get their act together. Have them share their experience. Page: 255	Start by introducing this week's idiom "a change of heart" = a change of feeling; used to say you changed your mind about something.	THE JOB INTERVIEW
WK 8	THUR	Have your students give you examples using the idiom "get your act together" in different tenses. Pages 256 - 257		Do you know your room?
WK 8	FRI	PHRASAL VERB DAY! Check out = to leave a hotel OR to pay for something at a store OR to examine or explore something to see what it’s all about. Example: “We have to check out of the hotel at ten.” + Review this week's content	Play CLUE (drive)	

RECOMMENDED ACTIVITIES / PHASE 11		
ACTIVITY	DESCRIPTION	
BINGO	Give each student a copy BINGO +Find a place where you can solve the following situations. 2. You cannot repeat any place 3. All the spaces must be filled up 4. When you complete the above yell BINGO!!!!	
HOT SEATS	Choose a list of famous people, Write the name on the board then write some letters of the alphabet. Tell students to think of a new adjective to describe the person using the letters on the board. When the student loses or has no other answer the teacher must change the celebrity.	Choose a list of famous people, Write the name on the board then write some letters of the alphabet. Tell students to think of a new adjective to describe the person using the letters on the board. When the student loses or has no other answer the teacher must change the celebrity.
CLUE	The teacher has committed a crime so he must give the students a list of ten options. The students by asking yes or no questions in present perfect must look for clues to find out who was killed, where, how and why. The first to solve the crime is the winner.	
Do you know your room?	Students try to spot what you have changed in the room since last week, while they were having a break or while their eyes were closed. They can then take turns challenging each other.	
The yes I have game	Students ask each other “Have you ever..?” questions. They must answer all questions with “Yes”. Their partner can then ask them 3 “Wh” questions in the Simple Past and try to spot from their answers and body language if they are lying.	
VIDEO ACTIVITIES		
Try something new for 30 days	<a href="https://www.youtube.com/watch?v=UNP03fDSj1U">https://www.youtube.com/watch?v=UNP03fDSj1U</a>	Discuss this video with the class.
Song Activity	Uptown Funk - Bruno Mars	You can find the video with lyrics in the drive.
Job Interview	<a href="https://www.youtube.com/watch?v=Aq6y3RO12UQ">https://www.youtube.com/watch?v=Aq6y3RO12UQ</a>	Ask students what they would have done

PHASE 12				
GRAMMAR : GERUNDS / INFINITIVES				
I.A.L.S.: 1. INTRODUCTION 2. REPETITIONS 3. ATTACK 4. COMPLETE INTERACTION				
SATURDAYS	WEEKDAYS	WEEK ONE		ACTIVITIES
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 258-267	Warm-up	
WK 1	MON	Gerunds an Overview Pages: 258 - 262 stop at ex. 1	Start by introducing this week's idiom "a breath of fresh air" = something new that adds life and energy to a situation. Examples: The new employee, Gail, is a breath of fresh air in the office. Ask them to give you 3 examples using the idiom.	Online Workbook - Lesson 10 Exercise 1-2
WK1	TUES	Gerunds as Subjects Pages: 263 - 264	Have they had a person, a thing, an event that they have felt like it was a breath of fresh air in their lives? Let them answer individually and then compare their answers with their classmates.	
WK 2	WED	Gerunds as ObjectsPages: 265 - 266	Start by introducing this week's second idiom "be man enough"= strong enough in character, or strong enough as a man. Example: George was the only one man enough to admit he had made a mistake.	Writing Emails ACTIVITY
WK 2	THUR	Preposition plus Gerunds Page: 267	Have them give you examples of situations where the idiom can be used.	Millenial Job Interview
WK 2	FRI	PHRASAL VERB DAY! Blow up = to make something explode, OR to inflate. Example: The gas station near my house blew up. + Review the past participle and this week's contents.		
SATURDAYS	WEEKDAYS	WEEK TWO		ACTIVITIES
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 268-274	Warm-up	
WK 3	MON	Preposition + Gerunds Pages: 268 - 269	Start by introducing this week's idiom "be second to none" =the best. Examples: The apple pie at this restaurant is second to none. Have them give you 3 examples using the idiom. Review page 267 + Do	Online Workbook - Lesson 10 Exercise 3-5
WK 3	TUES	Reading, infinitives as an overview Pages: 270 - 272 (Finish ex, 9)	Ask them if they know of something or someone that is second to none. Try to get at least 2 examples from each of them.	
WK 4	WED	Infinitives after expressions with it Pages: 272 (10.6) - 274 Stop at ex. 12	Start by introducing this week's second idiom "Know your stuff" = to know something well. Example: He is very good at math, he knows his stuff. Jim has been a mechanic for 20 years. He really knows his stuff.	Song Activity: The Beatles
WK 4	THUR	Infinitives after Adjectives Pages: 274 (10.8) - 276 finish about you.	Do you " know your stuff" on a specific subject? Have them give you things they do or know how to do well.	PICTURE PROMPT
WK 4	FRI	PHRASAL VERB DAY! Call off = to cancel or decide not to do something. Example: “We had to call off the party when she got sick.” + Review the Simple Present vs. The Present Perfect.		
SATURDAYS	WEEKDAYS	WEEK THREE		ACTIVITIES
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 274-279	Warm-up	
WK 5	MON	Object before Infinitives Pages: 276	Start by introducing this week's first idiom "to pitch in" =to start to do something as part of a group, especially something helpful. Examples: When I bought this house, all my friends pitched in to help fix it up. Everyone pitched in to buy pizza. Have them give you 3 examples.	Online Workbook - Lesson 10 Exercise 6-7
WK 5	TUES	Infinitives to show Purpose Pages: 277	Ask them when they usually help out in events or at work? Other people? Who do they usually help? When was the last time they pitched in on an event or group?	TED TALK: WHAT MAKES A GOOD LIFE
WK 6	WED	Infinitives or gerunds after verbs 278 - 279	Start by introducing this week's second idiom "a long haul" = the long road; the option that takes the most time. Example: He loves her, he is in it for the long haul. Pages:	Online Workbook - Lesson 10 Exercise 8-9
WK 6	THUR	APPENDIX D Gerunds and Infinitives + SPEAKING: WHAT WOULD I CHANGE ABOUT THE WORLD.....		Impromptu speaking
WK 6	FRI	PHRASAL VERB DAY! Drop in = to go somewhere without announcing or planning it. (Also drop by or drop over.) + Review this week's content		
SATURDAYS	WEEKDAYS	WEEK FOUR		ACTIVITIES
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 280-	Warm-up	
WK 7	MON	Summary of Unit 10 Pages: 280 - 281	Start by introducing this week's first idiom "left, right, centre" = everywhere. Examples: There are children left, right and centre in this mall. People must be careful left, right and centre.	Online Workbook - Lesson 10 Exercise 10-11
WK 7	TUES	From Grammar to writing and Editing Practice Pages: 282 - 283	Have them give examples of situations in which they could use this idiom.	WHO'S TELLING THE TRUTH?
WK 8	WED	APPENDIX D: GERUNDS AND INFINITIVES	Start by introducing this week's secon idiom "have mixed feelings" = to be unsure about something. Ask them if they have ever felt like this regarding something or someone? Have them paint a picture of the situation. If you have any personal experience on the topic share it with the class.	
WK 8	THUR	ACTIVITY ROLE PLAYS	Ask them if they think it's easier to find things when they keep a neat workspace, bedroom, etc., or if they are able to find anything they need in their "organized chaos"? Have them answer individually and using examples or pass experiences. Then have a class discussion on the topic.	ROLE PLAYS
WK 8	FRI	REVIEW PH 12...MAKE SURE THEY HAVE A CLEAR UNDERSTANDING OF ALL THE GRAMMAR		STORY 1 2 3

RECOMMENDED ACTIVITIES / PHASE 12		
ACTIVITY	DESCRIPTION	
Writing Emails	Watch video "How to write an email to always get an answer", ask students to write an email	HOW TO WRITE AN EMAIL TO ALWAYS GET AN ANSWER
PICTURE PROMPT	You can find an interesting picture with lots of things going on. Or, something that implies an interesting thing that will happen in the future. Then, students write about what they see, make a prediction for the future, make up a story based on the picture, etc.	
STORY 1 2 3	Re-Tell the Story 1-2-3 students have to tell a story 3 times. The challenge is that they have shorter and shorter amounts of time but still have to include all of the same information in it.	
ROLE PLAYS	give students a scenario instead of fill in the blank sentences. You should focus on problems that they might encounter in real life, such as an immigration interview, job interview in English, etc.	
WHO'S TELLING THE TRUTH?	<p>Who's Telling the Truth? Have each student write three facts about themselves that nobody in the class knows on a piece of paper. Make sure each student includes their name on the top of the page. Collect the sheets of paper and bring three students to the front of the room. Read aloud one of the facts that is true for one of these three students.</p> <p>All three claim that the fact is theirs, and the class then proceeds to question them in an attempt to determine who is telling the truth and who is lying. Each student is allowed to ask one question to one of the three students. After a round of questioning, the students guess who is telling the truth.</p>	
Impromptu speaking	Prepare a list of topics that students will be able to talk about. Split the class into two teams, and have each student choose a number—that's the order they will go in. Each student will respond to a statement without preparation. They must continue speaking for 45 seconds. As the student is speaking, the other team listens for moments of hesitation, grammatical mistakes, and vocabulary mistakes. If the other team can correctly identify an error, they get a point.	
VIDEO ACTIVITIES		
Millenial Job Interview	<a href="https://www.youtube.com/watch?v=Uo0KjdDJr1c">https://www.youtube.com/watch?v=Uo0KjdDJr1c</a>	Discuss this video with the class.
Song Activity	The Beatles - Come Together	You can find the video with lyrics in the drive.
TED TALK: WHAT MAKES A GOOD LIFE	<a href="https://www.youtube.com/watch?v=8KkKuTCFvzI">https://www.youtube.com/watch?v=8KkKuTCFvzI</a>	Have a discussion with the class about what is a good life, what are your basic needs, what couldn't you live without



PHASE 13				
GRAMMAR : ADJECTIVE CLAUSES / SUPERLATIVE / COMPARATIVES				
I.A.L.S.: 1. INTRODUCTION 2. REPETITIONS 3. ATTACK 4. COMPLETE INTERACTION				
SATURDAYS (3 HR)	WEEKDAYS (1 HR)	WEEK ONE		ACTIVITIES
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 284-294	Warm-up	
WK 1	Mon	Pages 284-287	Idiom “fad” = a fashion that lasts for a very short time. Examples: Thank God platform shoes for men were a 70's fad. I hope they never come back. Imagine, that there were some people who thought that cell phones were going to be a fad. How wrong were they! I'm tired of spending money on fads. I've decided to wait to see if a new fashion stays fashionable for more than a month before purchasing it.	
WK 1	Tues	Pages 288 - 290	Ask them if they know of any fads. If they know the difference between fad and trend. Do they know of any trends that they like or dislike? Have them have a discussion of fads and trends.	ACTIVITY: Tongue Twisters
WK 2	Wed	Pages 291 - 293, stop after Ex. 6	Read the following quote by C.S. Lewis to your students: Friendship is born at that moment when one person says to another, 'What! You too? I thought I was the only one.' Ask students the following questions: Do you understand the quote? Has this ever happened to you? If yes, have them tell you about it. If not, have them share when they met their best friend.	
WK 2	Thur	Pages 293 (About You) - 294	Have you ever been to a class reunion? If yes, tell us about it. If no, would you like to go to one? Why or why not? Describe how you would like your class reunion to be.	Fun With Grammar pg. 294
WK 2	Fri	Effective Paragraph Writing: 1. Topic Sentence 2. Supporting Details 3. Concluding Sentence. Write an effective paragraph together about friendship.		Multimedia Acitvity: Living with a Volcano
SATURDAYS (3 HR)	WEEKDAYS (1 HR)	WEEK TWO		
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 295-303	Warm-up	
WK 3	Mon	Pages 295 - 297	Idiom " to scare the living daylight out of someone" = to give someone or to receive a big scare. Examples: You scared the living daylight out of me when you jumped from behind the door. Don't go on scaring the living daylight out of people, you don't know who can react badly at it. According to Jim, Lisa scared the living daylight out of him and now he won't talk to her.	
WK 3	Tues	Pages 298 - 299 (Have each student write 2-3 examples of the Grammar in Use)	Ask them if they have ever, accidentally not on purpose, scared the living daylight out of someone. Also ask them if they have ever done it on purpose and how the person they did it to reacted. Have them recall their experiences to the class.	ACTIVITY: Charabia
WK 4	Wed	Pages 300 - 302 (Finish Ex. 12)	Start by asking them if they have friends of different ages, or if all their friends are about their same age. Ask them about their preferences and if they choose their friends according to their age or for any other reasons.	
WK 4	Thur	Page 303	What qualities do you think are indispensable in a good friend? After each of them give you at least 3-5 qualities, ask them if they consider themselves to be good friends. Do they have all the characteristics that they gave beforehand?	Song Activity: You've Got a Friend In me
WK 4	Fri	VOCABULARY: Brainstorm some strong words. How can you use them? Is it true that the pen is mightier than the sword?	Idiom "sticks and stones may break my bones but words will never hurt me" on the board. Discuss it with the students. Have them give you their opinion on it, do they agree with it or not? Why? Were they bullied in school or were they the bullies?	ACTIVITY: Snakes
SATURDAYS (3 HR)	WEEKDAYS (1 HR)	WEEK THREE		
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 304-313	Warm-up	
WK 5	Mon	Pages 304 - 305	Idiom "cut corners" = when something is done badly to save money. Examples: It's really dangerous when builders cut corners, you don't want a building to come crashing down. Cutting corners is never good for the customers. They get low quality products for a high price. Honest people are never supposed to cut corners.	
WK 5	Tues	Pages 306 - 307	If they have ever noticed anyone taking the easy way. What do they think about people who do so? Have them engage in a conversation about the difference between being efficient and being lazy.	ACTIVITY: TABOO
WK 6	Wed	Review Adjective Clauses	If they could interview anyone in the world, dead or alive, who would it be and why. Would they ask them personal questions or questions about their line of work, why? How long would their interviews last, why? Do they think they will be nervous during the interview, why or why not?	Worksheets: Adjective Clauses
WK 6	Thur	Pages 308 - 311, stop after grammar box 12.1	Do you think that during the past there have been more famous characters who have been men or women? Have them make a list of both; famous women and men through the ages. Why do they think there's more of one than the other?	
WK 6	Fri	Pages 312-313, stop after Ex. 3	Write the following lyrics on the board: "Anything you can do I can do better." Ask students if they think men do things better than women, or viceversa. Does gender influence how people do things? If not, then what does?	CLASS DISCUSSION: Men vs Women
SATURDAYS (3 HR)	WEEKDAYS (1 HR)	WEEK FOUR		
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 313-322	Warm-up	
WK 7	Mon	Pages 313 (12.2) - 315	Idiom "far cry from" = very different from. Examples: Silent movies are a far cry from 21st century ones. Your cooking is a far cry from mine. Spanish is a far cry from English.	Fun With Grammar pg. 315
WK 7	Tues	Pages 316 - 318, stop after Ex. 5	Have students give you examples of things that are very different from the following: My hometown's weather, Pizza Hut, Robert Downey Jr.'s movies, My car, Traffic in New York.	
WK 8	Wed	Pages 318 (Ex. 6) - 320, stop after Ex. 8	Ask students if they have ever competed in sports, student government, at work, etc. Provide more options to them. Did they win? If not, have them compare themselves to the winner. The purpose is to have them use comparatives. Listen to their answers and experiences individually.	
WK 8	Thur	Pages 320 (Ex. 9) - 322	Have students discuss the topic of friendship online. From their discussion, have them make a list of the pros and cons of making friends virtually.	ACTIVITY: Alphabet Brainstorm
WK 8	Fri	VOCABULARY : Ask things they think a senior citizen needs to survive, living alone, with family, working, retired, etc.	Is there such a thing as too old to achieve your goals? To make your dreams come true?	TED TALK: How I Became An Entrepreneur At 66.

RECOMMENDED ACTIVITIES / PHASE 13		
ACTIVITY	DESCRIPTION	
TABOO	Have a list of different words. Split students into 2 groups and each student has a turn explaining the words to his teammates using adjective clauses, without saying the word. Give each person a time limit and see how many words each team can correctly guess.	This game is easier with a box of many different words that the students can choose from. Creating a box with vocabulary from the textbook can help them learn the vocabulary.
SNAKES	You give every student a piece of paper to write on, you give them 5 min to write down as many nouns as they possibly can following one simple rule, you give them the first word and the next one has to start with the last of the previous one.	
ALPHABET BRAINSTORM	On the board, write three numbered categories, e.g. 1. clothes, 2. drinks, 3. verbs, etc. The categories you choose will depend on the vocabulary you wish to teach or revise. Next to the categories write the letters of the alphabet with a random number next to each letter, e.g. A - 2, B - 4, C - 1, etc. Give each team a piece of paper and tell them to write the letters of the alphabet in a list. Call out a category from the board. The teams then race to complete their list with an example for each letter. When time is up, have the teams swap papers for marking. For each correct word, teams score the number assigned to the letter. Tally up the scores and then start a new round. The team with the highest score at the end of the game wins.	
TONGUE TWISTERS	Hand out a worksheet (you will find it on the next tab) with various tongue twisters. Each student has to choose one. They start off reading it slow and have to repeat it 3 times, saying it faster each time. Make sure everyone has fun trying to say them faster and faster.	
CHARABIA	Prepare a list of words based on subject material (a sample list has been added on the right. Divide the class into 2 teams. Put one word from your list on the board, writing the letters in a mixed-up sequence. The first team chooses one player to guess what the word is (time limit of 30 seconds), and if they guess correctly, their team gets 100 points. If they guess incorrectly, the other team has a chance to guess for 75 points. If they guess incorrectly, the first team has one more chance to guess for 50 points. After this, the second team gets a new word.	interests, knit, hike, website, technology, theatre, network, disease, brainchild, community, aftermath, traumatic, powerful, connect, system, computer, share, investors
Adjective Clauses worksheet	Share your screen with the worksheet provided, have each student fill it out and then correct it as a group.	
VIDEO ACTIVITIES		
Living with a Volcano	<a href="https://www.youtube.com/watch?v=Atyr4e5KFHs">https://www.youtube.com/watch?v=Atyr4e5KFHs</a>	Discuss this video with the class. Does anyone live close to a volcano? Has anyone visited one?
Song Activity	You've Got a Friend In Me	You can find the video with lyrics in the drive.
TED TALK: How I Became An Entrepreneur At 66.	<a href="https://www.ted.com/talks/paul_tasner_how_i_became_an_entrepreneur_at_66?language=en">https://www.ted.com/talks/paul_tasner_how_i_became_an_entrepreneur_at_66?language=en</a>	Have a discussion with the class about how it's never too late to achieve your goals.

## Tongue Twisters

Peter Piper picked a peck of pickled peppers.  
 A peck of pickled peppers Peter Piper picked.  
 If Peter Piper picked a peck of pickled peppers?  
 Where's the peck of pickled peppers Peter Piper picked?

How much wood would a woodchuck chuck if a woodchuck could chuck wood?  
 He would chuck, he would, as much as he could, and chuck as much wood,  
 as a woodchuck would if a woodchuck could chuck wood.

Betty bought a bit of butter.  
 But the butter Betty bought was bitter.  
 so Betty bought a better butter,  
 and it was better than the butter Betty bought before.

One-One was a racehorse.  
 Two-Two was one, too.  
 When One-One won one race,  
 Two-Two won one, too.

Silly Sally swiftly shooed seven silly sheep.  
 The seven silly sheep Silly Sally shooed  
 Shilly-shallied south.  
 These sheep shouldn't sleep in a shack;  
 Sheep should sleep in a shed.

All I want is a proper cup of coffee,  
 Made in a proper copper coffee pot  
 I may be off my dot  
 But I want a cup of coffee  
 From a proper coffee pot.

Tin coffee pots and iron coffee pots  
 They're no use to me -  
 If I can't have a proper cup of coffee  
 In a proper copper coffee pot  
 I'll have a cup of tea.

PHASE 14				
GRAMMAR : Superlatives / Comparatives / Passive & Active Voice				
I.A.L.S.: 1. INTRODUCTION 2. REPETITIONS 3. ATTACK 4. COMPLETE INTERACTION				
SATURDAYS (3 HR)	WEEKDAYS (1 HR)	WEEK ONE		ACTIVITIES
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 323-333	Warm-up	
WK 1	Mon	Pages 323 - 325	Idiom " to feel a bit under the weather" = to feel slightly ill. Examples: Today I'm feeling a bit under the weather. I think it's a virus. Please if you're still feeling a bit under the weather stay home. You don't want to aggravate your condition. Whenever I feel a bit under the weather, I know a cold is about to hit me.	
WK 1	Tues	Pages 326 - 327, stop after About You	Ask your students the following questions: Are you a healthy person? How often do you get sick? What are the best ways to avoid getting sick?	ACTIVITY: Matchmaking
WK 2	Wed	Pages 327 (12.7) - 329	Idiom "out of sorts" = a little unwell. Examples: David isn't coming to the party, he's feeling out of sorts. I feel a little out of sorts, can we reschedule our dinner?	ACTIVITY: Who's the worst (best)?
WK 2	Thur	Pages 330 - 332	Ask your students if they have ever missed out on a concert or any kind of public event for being sick. Have they ever missed out on an important event such as a graduation or wedding? Have them tell you an experience where they, or someone they know, missed out on something for being out of sorts.	ACTIVITY: 5 things that
WK 2	Fri	Page 333	ENGLISH SLANG DAY: Teach your students the following slang words - laid back, chill, cool, sweet, lame, bomb, bummer, shady, hot, beat, sick, epic, ripped, cheesy, hang out, I'm down, a blast, pig out, crash, screw up	
SATURDAYS (3 HR)	WEEKDAYS (1 HR)	WEEK TWO		ACTIVITIES
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES	Warm-up	
WK 3	Mon	Pages 334 - 335	Start by introducing Elvis Presley as a conversation starter. Have students tell what they know about Elvis. This week's idiom " Elvis has left the building" = the show has come to an end, it's all over. Examples: I had a teacher in College who always ended her classes by saying, "Elvis has left the building". Come on, "Elvis has left the building", let's go home.	Multimedia: The Ancient Origins of the Olympians
WK 3	Tues	Pages 336 - 337	Ask them to talk about famous people. Do they have an idol or a favorite actor/singer etc.? Why do they like these people? If they had one question they could ask their favorite famous person, what would it be? Listen to their opinions.	Multimedia: Why is Everest so tall?
WK 4	Wed	Pages 338 - 341, stop after Ex. 1	Idiom "call it a day" - to stop working on something. Example: What a long day it's been, I'm beat, I think I'll call it a day. I'll finish the presentation tomorrow." Give them a different example if needed,	
WK 4	Thur	Pages 341 (Ex. 2) - 343	Start by asking students about their preferences. Ex. Would you rather live in the countryside or in a city? Would you rather have a sports car or a sedan? Would you rather live without the internet or live without AC and heating? First you ask a student for his/her preference. Then he/she will ask the person next to him/her and this will continue until the last student asks you for your preference.	
WK 4	Fri	REVIEW	ENGLISH SLANG DAY: Teach your students the following slang words - I feel you, my bad, no biggie, no sweat, it sucked, a turn off, couch potato, chicken, tying the knot, grub, flick, lighten up, score, wrap up, ditch, busted, freebie, shotgun, rip-off, bail.	Worksheet: Passive Voice
SATURDAYS (3 HR)	WEEKDAYS (1 HR)	WEEK THREE		ACTIVITIES
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES	Warm-up	
WK 5	Mon	Pages 344 - 346	Idiom "being in the spotlight" = being the center of attention. Examples: I really hate being in the spotlight. I'm a bit shy. Most actors and actresses love being in the spotlight, that's why they do what they do. How do you feel when you are under the spotlight?	
WK 5	Tues	Pages 347 - 348	Ask them to tell you if they have ever suffered a laugh attack. What triggered it? Was it a person or anything else? Can they remember exactly how it started? How long did it last? Did it affect what they were doing? How were they able to stop? Does this happen to them often or not?	Fun with Grammer pg. 348
WK 6	Wed	Pages 349 - 351	Idiom "stage fright" = nervousness before or during an appearance before an audience. Ask them if they have ever experienced stage fright and to tell what happened. If they do suffer from stage fright, what do they do to overcome it?	
WK 6	Thur	Pages 352 - 353	Ask students if they have ever broken the law. Maybe they drove through a red light, or they parked in a no parking zone. Share the following quote with them "rules are meant to be broken." Do they agree with this? Why or why not? Have each student give you his/her opinion.	
WK 6	Fri	Discussion after watching TED talk: What drives them? How do they react to failure? What's their home?		TED talk: Success, failure and the drive to keep creating.
SATURDAYS (3 HR)	WEEKDAYS (1 HR)	WEEK FOUR		ACTIVITIES
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES	Warm-up	
WK 7	Mon	Pages 354 - 355	Idiom "picky eater" = someone who likes only a few kinds of food, and who refuses to try anything new. Examples: While growing up my niece was such a picky eater that we thought she would never eat like a normal person. I'm not a picky eater. I would try anything at least once. Don't be such a	
WK 7	Tues	Pages 356 - 357	Ask them if they are picky about other things. What other things are they picky about? Why are they picky about these things and not other things? What do they think about people who are picky?	ACTIVITY: Color and Mood
WK 8	Wed	Review for Exam	Idiom: "To turn the tables - to change the situation drastically in one's favor." Example: The losing team was down by 2 goals. They turned the tables in the last 10 minutes of the game. The star player scored a hat trick, leading the team to victory.	
WK 8	Thur	Review for Exam	Have you ever had the tables turned on you? What happened? Have you ever turned the tables on someone? Ask each student to share his/her experience.	
WK 8	Fri	Effective Paragraph Writing		Multimedia: Capoeira: The Fighting Dance



## RECOMMENDED ACTIVITIES / PHASE 14

ACTIVITY	DESCRIPTION	
MATCHMAKING	Ask each person to write out a description of what they look for in an ideal friend. Write a list of 40-50 adjectives that can be used to describe someone (physical appearance, personality, hobbies). Give students 10 minutes to complete their descriptions. Remind them not to let anyone else see what they are writing and not to write their names on the papers. Then, on another piece of paper, have them describe their own best traits and favorite activities. (No one can see and no names again.) Collect all the descriptions of ideal friends and put them in one pile. Collect all the self- descriptions and make a separate pile of them. Invite students to take turns picking a paper from self-description pile, reading the description aloud. and guessing who wrote it. After identifying all the people who wrote these descriptions, have students take turns picking a paper from the other pile - the ideal friend pile - and matching these up with students in the class. See how many matches you can make between the ideal friend descriptions and students in the class.	
WHO'S THE WORST (BEST)?	Divide the class in groups (or do this together as a class in AEV) and hand out a short story. 2. After they read the story, the students in each group rate the characters in the story from 1 to 4 as to who has the worst character (#4 is the worst).There may be disagreement in the group, so the students should express their reasons for their choices (“Maria is the worst because . . .”). Have the class compare the answers and discuss the differences.	
5 THINGS THAT	Preparation: Make a list of categories with five words per category Aim: To write down five answers that match the teacher’s answers  This is a fun brainstorming game to play at the start of class. The aim is for the teams to write down five answers that match the five things on your list. Before the game, prepare a list of categories with five words in each category Split the students into small teams and give each team a sheet of paper. Call out one of the categories, e.g. five things that are watched. The students then brainstorm and write down five answers. Each team gets one point for each answer that matches the teacher's answer. Play several rounds. The team with the most points at the end of the game is the winner.Here are some examples of categories you can use: Five things that are watched, round, listened to, made of plastic, read, used in an office, useful, blue, etc.	
COLOR AND MOOD	Have students read the article COLOR AND MOOD (located on next page). Explain any new vocabulary and have students answer comprehension questions (also located on next page). Ask students to discuss the meaning of the different colors, if they agree with the reading or disagree. Ask students the final questions at the end (The Language of Color questions) and have them say which color matches the description the most.	
PASSIVE VOICE WORKSHEET	Share your screen with the worksheet provided, have each student fill it out and then correct it as a group.	
VIDEO ACTIVITY		
The Ancient Origins of the Olympics	<a href="https://www.youtube.com/watch?v=VdHHus8lgYA&amp;t=29s">https://www.youtube.com/watch?v=VdHHus8lgYA&amp;t=29s</a>	Discuss the video, ask students if they've ever seen the Olympic games.
Why is Everest so tall?	<a href="https://www.youtube.com/watch?v=uy9GFAOGGXU">https://www.youtube.com/watch?v=uy9GFAOGGXU</a>	Discuss the video, ask students if they would ever climb a mountain. What is the most risky activity they have done?
Capoeria: The Fighting Dance	<a href="https://www.youtube.com/watch?v=snraNAoiBGs">https://www.youtube.com/watch?v=snraNAoiBGs</a>	Discuss the video, ask students if they had heard of this dance before.
Ted Talk: Success, failure, and the drive to keep creating	<a href="https://www.ted.com/talks/elizabeth_gilbert_success_failure_and_the_drive_to_keep_creating?language=en">https://www.ted.com/talks/elizabeth_gilbert_success_failure_and_the_drive_to_keep_creating?language=en</a>	Discuss the Ted Talk about success with your students

## COLOR AND MOOD

What's your favorite shirt? What is your favorite room in the house? What's the relationship between the two? Probably the color. Mr. Wagner of the Wagner Institute of Color Research believes that color influences us, reflects our moods, and says a lot about who we are. Take a look at what these colors may mean.

Burgundy or forest green speaks of sophistication. Pink makes angry people feel calmar and is also flattering of the physical appearance. A sober French blue or gray is also reputed to generate serenity. Along the same lines, green is thought to soothe homesickness. Brown and orange give a sense of security. Blue reportedly interferes with a person's appetite. (Who wants to eat a blue hamburger?) On the other hand, red can make you eat more. Red is also known to make people feel more romantic. Yellow? Contrary to popular opinion, yellow does not make people feel cheerful. Research shows that it actually makes them feel edgy, irritated, argumentative, and anxious!

You may want to keep some of these ideas in mind tomorrow morning when you're getting dressed! You may even consider painting your room!

### Comprehension Questions:

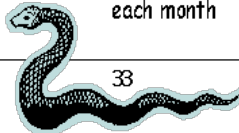
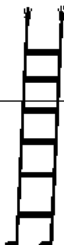



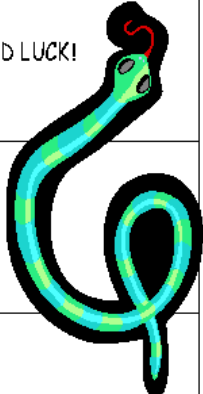




1. What does Mr. Wagner believe about color?
2. What does research show about the color yellow?
3. What might the relationship be between your favorite shirt and favorite room in the house?

### The Language of Color

#### Which color...

1. stimulates romantic impulses?
2. lends an air of sophistication?
3. discourages overeating?
4. calms anger?
5. eases homesickness?
6. can make you feel edgy?
7. inspires security and safety?
8. is flattering?
9. makes you feel serene?

PHASE 15				
GRAMMAR :     Articles - Other - Another - Indefinite Pronouns				
I.A.L.S.: 1. INTRODUCTION 2. REPETITIONS 3. ATTACK 4. COMPLETE INTERACTION				
SATURDAYS (3 HR)	WEEKDAYS (1 HR)	WEEK ONE		ACTIVITIES
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 358-367	Warm-up	
WK 1	Mon	Pages 358 - 361,stop after Ex. 1	Idiom "up in the air" = undecided. Examples: Martha's wedding is up in the air because she forgot to book the Church on time. My promotion is up in the air because the boss is still on vacation. Sheila's career choice is still up in the air because she doesn't know if her parents are going to help her with tuition.	
WK 1	Tues	Pages 361 (Ex. 2) - 363, stop after About You	Ask them what kind of people they are when it comes to money. Do they save money in the bank? Why or why not? Do they feel they manage their money well? Ask them to describe themselves and how they are with money. Have them answer individually.	
WK 2	Wed	Pages 363 (14.3) - 364	Idiom: "burn a hole in someone's pocket - to spend money quickly." Examples: You said you wanted to save up for your first car, but as soon as you get paid, the money burns a hole in your pocket. I got a bonus at work today, let's go out to eat, the money is burning a hole in my pocket. If necessary, provide your own example. Have each student give you an example using the idiom. Ask them if money ever burns a hole in their pocket.	Multimedia: One Woman's Choice
WK 2	Thur	Pages 365 - 367, stop after Ex. 7	Ask them if they know what an impulse shopper is. Do they consider themselves impulse shoppers? How often do they purchase something that they hadn't planned on? When they go to the supermarket do they carry a list of things they need to buy, and if so do they stick by it or not? Ask them if they have ever experienced buyer's remorse. What did they buy that gave it to them? What do they think about impulse buyers and buyer's remorse??	
WK 2	Fri	SPEAKING : "Inspirational People" - Students will pick someone who they think is inspirational and give a presentation about this person, explaining why they think this person is inspirational. It can be about someone famous or someone close to them.		Worksheet: Articles
SATURDAYS (3 HR)	WEEKDAYS (1 HR)	WEEK TWO		
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 367- 377	Warm-up	
WK 3	Mon	Pages 367 (14.5) - 370, stop after Ex. 10	Idiom "a nitpicker" = someone who criticizes everything. Examples: I really don't like inviting Jim to my parties. He's a nitpicker and he makes me feel bad about everything. Julie says that she isn't a nitpicker, but a perfectionist. Nobody likes a nitpicker.	
WK 3	Tues	Pages 370 (14.6) - 373, stop after Think About It	Ask them if they sometimes act like nitpickers and why. Do they know any nitpickers? What do they think about being a nitpicker? Let them answer and have a class discussion on this topic. Listen to their opinions and try to come to a conclusion.	Fun with Grammar pg. 371
WK 4	Wed	Pages 373 (14.7) - 375	Idiom: "to pick someone's brain" = to obtain new ideas, advice, or information from another person. Examples: Hello Doug, are you busy? I'd like to pick your brain about something. You should pick John's brain sometime. He knows all about car engines.	Activity: Snakes and Ladders
WK 4	Thur	Pages 376 - 377	Start by letting them know that the end of humanity is here and now. What would they do? Fight or flee? What kind of weapons can they make with the materials around them? What would they want to do first? The phones are down and there's no electricity. Let their imagination run wild, but have them answer the questions individually.	
WK 4	Fri		ENGLISH GEN Z SLANG DAY: Teach your students the following slang words - lit, extra, salty, lowkey & highkey, to ghost someone, to flex, shook, to spill the tea, to clap back, bye felicia, mood, hangry.	Multimedia: Zoo Dentists
SATURDAYS (3 HR)	WEEKDAYS (1 HR)	WEEK THREE		
8 WEEKS	4 WEEKS	MATERIAL TO COVER: PAGES 378-381; 398 - 401	Warm-up	
WK 5	Mon	Pages 378 -379	Idiom "have it made" = to have everything you need to be successful. Examples: Lucas really had it made, but he spent all of his inheritance and now he has to work like any of us. Sometimes when people have it made since an early age they don't appreciate their good luck.	
WK 5	Tues	Pages 380 - 381	Ask them if the know anyone who has it made. Are they nice with others? Do they work or just spend their time doing stuff they like? What would you do if you had it made?	Activity: Word Closet
WK 6	Wed	GLOSSARY: Pages 398 - 401	Idiom "to hit the jackpot" = to have great or unexpected success, especially in making a lot of money quickly; to find exactly what you desired. Example: Henry hit the jackpot with that new job, it's his dream job with a huge salary.	
WK 6	Thur	Review Lesson 9-11	Ask them what kind of movies they prefer. Dramas, thrillers, horror movies, musicals? What is their all time favorite movie, and why? What are the main reasons which made it their favorite? Give them a little time to come up with their answers. Have them give you as many details as they can come up with about their favorite movie. Has their taste in movies changed as they grow older? Has their favorite movie always been the same? Do they have more than one favorite movie? Do both movies belong to the same category?	
WK 6	Fri	Review Lesson 12 - 14		
SATURDAYS (3 HR)	WEEKDAYS (1 HR)	WEEK FOUR		
8 WEEKS	4 WEEKS		Warm-up	
WK 7	Mon		WRITTEN EXAM	YOU MUST NOT CORRECT EXAMS IN CLASS. CERTIFICATES:THE AVERAGE OF BOTH EXAMS CORRESPOND TO THE GRADE ON WEEK 4 ( WEEKLY CLASSES) OR ON WEEK 8 ( SATURDAY CLASSES). GRADES AND CERTIFICATES MUST BE GIVEN TO STUDENTS ON THURSDAY SO THEY KNOW IF THEY PASSED OR NOT.
WK 7	Tues		ORAL EXAM	
WK 8	Wed		BRIEF ORAL REVIEW OF THE EXAM + REVIEW OF ADVANCED LEVEL	
WK 8	Thur		OBJECTIVES OF SUPERIOR LEVEL + INTRODUCTION TO NEW TOPICS	
WK 8	Fri		CELEBRATION!!!	

RECOMMENDED ACTIVITIES / PHASE 15					
ACTIVITY		DESCRIPTION			
Word Closet		To introduce this activity, compare their vocabulary knowledge to a closet full of clothes. If they have a lot of clother but never use it, sometimes the clothes get ruined. The same happens to them and the vocabulary they don't use; they will either forget it completely or will use it incorrectly if they don't practice using all their vocabulary. Then have your students take out a sheet of paper and something to write with. Choose a letter from the alphabet and give your students 30 seconds to write as many words as they can with that letter. Proper nouns(names) and words from the same family don't count. The student with the most words wins each round.			
Articles worksheet		Share your screen with the worksheet provided, have each student fill it out and then correct it as a group.			
VIDEO ACTIVITIES					
One Woman's Choice		<a href="https://www.youtube.com/watch?v=GAv0bU9ccwg">https://www.youtube.com/watch?v=GAv0bU9ccwg</a>		What do you think about the choice she made? Would you do that same for love? For your family? Have you ever made a decision like that?	
Zoo Dentists		<a href="https://www.youtube.com/watch?v=9q2pdfmNNoc">https://www.youtube.com/watch?v=9q2pdfmNNoc</a>			
1.-Make groups of 4 or 5 people 2.-Decide your turn by rolling the dice. 3.- Depending on the block you land, rewrite that sentence in passive voice. 4.- Example : if you land at block 2, “they have built bridges and houses since 1904”, “ bridges and houses have been built since 1904 (by them)”. 5.- If you land at the “head” of any snake, you must go down to its tail. If you land at the bottom of a ladder, you can climb to the top. 6.- Write every sentence, a minimum of 10 sentences will be required.					
37 The postman delivers the letters every day	38 They publish new books every year	39 BAD LUCK!	40 The manager writes a report at the end of each month	41 They don't sell cars on instalment plan.	42 FINISH!!!
36 BAD LUCK!	35 English speakers pronounce “too” and “Two” the same way.	34 They make Butter from milk At that factory.	33 	32 	31 Students usually use the white board at class.
25 	26 	27 She sings that song at every concert	28 Everyone eats chocolate all over the world.	29 GOOD LUCK!	30 BAD LUCK!
24 	23 They don't sell sport clothes at that store.	22 English people drink a lot of tea in the afternoon.	21 The manufacturers make t shirts out of cotton.	20 People speak English everywhere.	19 
13 GOODLUCK!	14 They ask a lot of different questions at that job interview..	15 	16 Greg usually sells coconuts at the beach.	17 Smoking kills millions of people every year.	18
12 People use credit cards to buy lots of things.	11 The president gives speeches every time something is wrong	10 GOODLUCK!	9 BAD LUCK!!	8  Someone makes these shoes in Italy.	7 Lan chile presents new airplanes every year.
1 START!!!	2 They have built bridges and houses since 1904. 	3 Tom Clancy writes horror books every year.	4 John sends packages to his family every Saturday.	5 	6 Someone cleans the windows every week.