ESCUELA COMERCIAL CAMARA DE COMERCIO

Teacher: María Isabel Mendoza Arvizu GROUP: 53- “A”

Subject :English V/Unit Four/Lesson 32 November 24, 2017.

THEME/CONTENT:

Compound nouns vs. Compound adjectives. Book page 42.

Check the exam and repeat their mistakes.

INTRODUCTION: Compound nouns are formed with noun + noun, e.g.) business plan, phone line, the main stress falls on the first word.

 Compound adjectives are formed with: adjective + noun, e.g.) high quality, adverb + past participle, e.g.) well made. The main stress falls on the second word. (These stress rules are usually true).

ACTIVITIES OF TRAINING:

 Exercise “A”, Listen to the phrases in the table. For each group, check the word that is stressed. Compound nouns and compound adjectives (1 – 4 ).

 e.g. ) We need a marketing strategy. (noun+ noun).

 Cars are very poorly made these days. (compound + past participle)

 Exercise “B”, Read the sentences and underline the word in **bold** that is stressed. (1 -6)

 e.g.) I’ve never played this **computer game** before. Is it good?

EVALUATION:

 Work in pairs. Practice saying the sentences in exercise “B” with the stress in the correct places.

 Check and correct their mistakes and repeat their mistakes of the exam.

  **ESCUELA COMERCIAL CAMARA DE COMERCIO**

**Teacher: María Isabel Mendoza Arvizu. GROUP: 42- “A”**

**Subject: English III/Unit Five/Lesson 31 November 24, 2017**

**THEME/CONTENT:**

 **Grammar; Modals of advice and warning.**

 **Monthly exam.**

**INTRODUCTION: Students answer the exam.**

 **Modals should/had better/ought to.**

 **We use should for advice/recommendations.**

 **Had better is used for warning.**

 **Ought to is used for advice/recommendations.**

 **Examples) Affirmative: You should explain why you think the music is good. You’d better use headphones for loud music. They ought to listen some of your music.**

 **Negative: You shouldn’t bother your neighbors. You’d better not buy cheap brand.**

 **Question: What should I do?**

 **NOTE: had better can be contracted ‘d better. Should and ought, have not commonly used in U.S. English. The question form of ought also exist, but is pretty rare. We use had better for warnings, never for recommendations.**

**ACTIVITIES OF TRAINING: Exercise “A” Read the text. Match each problem to the advice.(1-3)**

 **e.g.) 1.- My parents hate all my music. What should do I?- - c) They ought to listen to some of your music. You should explain why you think the music is good.**

 **Exercise “B” Look at the text in exercise A again and complete the Table.**

 **Exercise “C” Practice: Complete the sentences with the appropriate word advice. There is more than one correct answer. (1-6)**

 **e.g.) Should we get out tickets online?**

**EVALUATION: Homework. Do exercise “D”, give advice for the problems given. (1-3)**

 **ESCUELA COMERCIAL CAMARA DE COMERCIO**

**Teacher: María Isabel Mendoza Arvizu GROUP: 42- “A”**

**Subject: English III/Unit five/Lesson 33 November 24, 2017.**

**THEME/CONTENT:**

**Speaking: Starting and ending conversation.**

**Vocabulary: Musical genres.**

**INTRODUCTION: To start a conversation with a person you don’t know, you can make a comment or ask a question about the present situation.**

 **To end a conversation, it is polite to make excuse.**

 **Excuse me, can be used for several different purposes:**

 **You can use excuse me. Do you know the name of this CD?**

 **You can use excuse me, to show you are sorry for interrupting someone. Excuse me but there’s a phone call for you.**

 **If you wat someone to move so that you can get past them, you say excuse me.**

 **You can use excuse me to politely tell someone you are leaving. Excuse me. It’s late, so I’d better go home.**

**ACTIVITIES OF TRAINING: Exercise “A”. Match the conversation to the responses. Then check their answers. (1-4).**

 **e.g.) 1.- Hi. Great party! Yeah, it is. c) My name’s Rachel. What’s yours?**

 **Exercise “B” Circle the phrase that should not be in the list. Explain why? (1-4 )**

 **e.g.) Do you know the name of this CD? (It is to get attention)**

 **Vocabulary: Genres. Exercise “A” Match the genres of music to the definitions (1-8)**

 **e.g.) 8.- Rap f) music with the singer talking in rhyme.**

**EVALUATION: Work in pairs. Choose the situation and have a conversation like the example.**

 **Situation 1: You’re in a club, listening to a band.**

 **Situation 2: You’re at a party. It’s pretty boring.**

 **Check and correct their mistakes.**

 **HOMEWORK: Make a list of all the musical genres you can think of. Write an example of a a band, singer, or album for each genre. Then ask for any information you need to complete your list.**

 **Genre band/singer song/album**

 **Pop J. B. J.B.**

 **A: Do you have an example of a rap band or singer?**

 **B: Yes, I do. Kanye West is a famous rapper.**