

KeyCode 3 Unit 1

Teacher: _____ . Grade: _____ Group: _____

Unit 1 Page 5. Lesson 1. Date: _____.

- Ss will be able to **name** countries, **describe** flags, **talk** about people and **share** on characteristics of a country.
- Talking about** flags, countries and people
- Providing information** about my country

| Stage 1 | Stage 2 | Stage 3 |
|---|--|--|
| <p>1. Look at the picture and describe it in detail: people, colours, clothes, age, origin etc.</p> <p>2. T presents the concept of flags.</p> <p>3. T says some colour words for ss to think of flags that have those colours.</p> <p>4. T shows some pictures of flags (little by little) for ss to guess the countries the flags belong to.</p> <p>5. T gets ss to say something about the countries: food, people, sports, singers, etc.</p> | <p>6. Look at the words in the blue box and the pictures. Ss write the words below the pictures.</p> <p>7. <i>Check answers with the class – ss are the ones sharing answers for the checking.</i></p> <p>8. T gets ss to think of some positive things the countries have given the world.</p> <p>9. T gets ss to analyze the prompts – what kind of information is needed to complete each?</p> <p>10. Collect ideas and write them on the board as a list: 1- choice 2- nationality 3- general knowledge 4-people 5- activity 6- talent or skill 7- success 8- food and drink</p> <p>11. The class votes on a country to write about – draw ss' attention to the list and get them sharing ideas on things to write.</p> <p>12. Walk ss through completing the first set of prompts.</p> | <p>13. Divide the class into small groups.</p> <p>14. Get ss to complete the second set of prompts – about their country.</p> <p>15. Get some ss to share their answers with the class.</p> <p>16. Tell ss to go with different friends to share their answers.</p> <p>17. Whole-class compare – collect information from ss to check what points or topics they wrote about their country.</p> <p>18. Draw a conclusion, as a class, on the results from the comparison: what do you think about these points being a big influence in your country? Are they positive, negative, OK?</p> <p>Explain the why on any thought shared.</p> <p><u>Feedback from T on language used on need.</u></p> |

HW: Book/Notebook

- Think of a person you look up to. Write about him/her. Make emphasis on the influence he/she has over people.
- Suggest the use of countries, nationality, and information related to the country of origin.

KeyCode 3 Unit 1

Teacher: _____ . Grade: _____ Group: _____

Unit 1 Page 6. Lesson 2. Date: _____.

- Ss will be able to **name** and **talk** about customs, **explain** meaning of actions, **identify** information in short texts, **use phrases** to create examples.
- Describing** customs
- Giving advice** on behaviour

| Stage 1 | | Stage 3 |
|---|---|---|
| <p>1. Look at the pictures on page 5 – what country do you think the people are from?</p> <p>2. Ss explain what the people in the pictures are doing.</p> <p>3. T gets ss to think and say what they would call each activity – specifically.</p> <p>4. T gets ss to share if they have seen those actions in their country.</p> <p>Stage 2</p> <p>5. T explains that there are some definitions for ss to complete.</p> <p>6. T gets ss to check the words in the box and think of which line each goes on.</p> <p>7. T gets ss to explain what they paid attention to when deciding on the answers.</p> <p>Example</p> <ul style="list-style-type: none"> give something to someone Dr. Will Johnson enter a place (-ing because it follows a preposition) Etc. <p>8. Whole-class check.</p> | <p>9. T draws ss' attention to the words in bold, then he tells them to select some words they can use to label the pictures on page 5.</p> <p>10. Whole-class check – the checking can be done by prompting...</p> <ul style="list-style-type: none"> What's the custom in picture 1? What custom do you see in picture 1? Do you know what the custom in picture 1 is? Etc. <p>11. T writes the examples in the Speaking section on the board – analyze how the words in bold work in the sentences and circle them.</p> <p>12. T gets some ss to build up some more examples – help ss as needed.</p> <p>13. T draws ss' attention to the colour boxes – ss find and share information: country, advice, specific custom, meaning of actions.</p> <p>14. T gets ss to guess the words for the lines – share.</p> <p>15. Ss listen and check their answers.</p> | <p>16. T writes the examples in the next Speaking section on the board.</p> <p>17. T writes by units, explaining how each works or what meaning they may take.</p> <p>Example</p> <ul style="list-style-type: none"> In Russia,... It is written like this to present the country you'd like to talk about. ..., it is important to... This infinitive phrase is used to present information the listener must pay attention to. Etc. <p>18. Ss help to build some more examples on the board.</p> <p>19. Once T confirms the new examples are correct, ss write them in their notebooks.</p> <p><u>Feedback from T on language used on need.</u></p> |
| <p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Write about your country: use the infinitive phrases. | | |

KeyCode 3 Unit 1

Teacher: _____ . Grade: _____ Group: _____

Unit 1 Page 7. Lesson 3. Date: _____.

- Ss will be able to **talk** about customs in their country, **identify** and **explain** word order in a sentence, **find visual link** in pictures, **identify** signs and **explain** meaning, **comment on** pronunciation improvement.
- Describing** sign language
- Providing people with** information about my country

| Stage 1 | | Stage 3 |
|---|---|--|
| <p>1. Show some pictures or play a video on good and bad examples of acceptable behaviour.</p> <p>2. Ss comment on what they saw – why it is important to do or not to do things in certain ways?</p> <p>3. T gets ss to share some homework examples – it is for checking on units used, just to check units were joined correctly.</p> <p>Stage 2</p> <p>4. T writes some core words on the board for ss to explain meaning: polite, rude, common, important, wrong, good idea, advisable.</p> <p>5. Ss brainstorm on three examples for each – preferably, examples related to behaviour - but accept all examples ss come up with – just find nice ways to discriminate information and use the one ss would get benefit from.</p> | <p>6. Get ss to use the information from the brainstorming to complete the prompts.</p> <p>7. T checks on examples being complete – praise ss for getting all units needed together.</p> <p>8. Game-like activity – T makes emphasis on the importance of identifying and understanding how units of language can be joined.</p> <p>9. T gives instructions for completing the uncrumbling – one by one - brief and simple check on word order every time ss get one example unscrambled correctly.</p> <p>10. T gets ss to number the pictures – get ss to explain where, in the pictures, the ideas in the sentences are, exactly.</p> <p>Example the money, the kissing, the rain, the watch and the eyes</p> | <p>11. Get ss to name the countries.</p> <p>12. T gets ss to underline the names of the countries and write the words on the second lines.</p> <p>13. T gets ss to find information to describe or explain the signs.</p> <p>14. T gets ss to make the signs and say what they mean - simultaneously.</p> <p>15. T gets ss to decide on the words to name the signs – ss write the words on the first lines.</p> <p>16. Ss listen and try some pronunciation checking.</p> <p><u>Feedback from T on language used on need.</u></p> |
| <p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Do some research and take some notes on another sign and its meaning – remember that bad sign and language can't be used in the classroom; preferably nowhere. | | |

KeyCode 3 Unit 1

Teacher: _____ . Grade: _____ Group: _____

Unit 1 Page 8. Lesson 4. Date: _____.

- Ss will be able to **talk** about signs and meaning, **give advice**, **write** about specific scenarios and **suggest** solutions.
- Describing** customs (scenarios)
- Giving advice** on behaviour
- Describing** signs and meaning

| Stage 1 | Stage 2 | Stage 3 |
|--|---|--|
| <p>1. Get ss to share on the signs they found and the meanings.</p> <p>2. T makes the signs on page 7 and gets ss to say what they mean and the countries they are used in.</p> <p>3. T writes the prompts on page 8 on the board – make emphasis on the words in bold.</p> <p>4. T gets ss to talk about the signs on page 7 using the new prompts.</p> | <p>5. T writes on the board the heading...</p> <p style="text-align: center;">Giving advice!</p> <p>6. T gets ss to look at the pictures – write on the board the following prompts:</p> <ul style="list-style-type: none"> First reaction phrase. Explaining phrase. Giving advice phrase. <p>7. T gets ss to talk about the pictures using the prompts.</p> <p>8. T presents the new prompts – explain and get ss to brainstorm more examples for each.</p> <p>Example</p> <p>Try to say...</p> <ul style="list-style-type: none"> Thank you! Excuse me! Sorry! Etc. <p>9. Get ss to talk about the pictures again – this time using the infinitive prompts.</p> <p>10. Get ss to walk around school – ss must find scenarios where something must be changed.</p> <p>11. Whole-class general sharing.</p> | <p>12. T prepares the board for ss to get guidelines for writing.</p> <ul style="list-style-type: none"> Custom (scenerio) Advice (Change) <p>Full-idea development</p> <ul style="list-style-type: none"> The situation is that the are many broken doors. It is dangerous because rooms must be closed at night. In my opinion, the principal should save some more money for repairs. <p>13. Get ss to help build up three examples.</p> <p>14. Once T confirms the examples are correct, ss write them in their notebooks.</p> <p><u>Feedback from T on language used on need.</u></p> |

HW: Book/Notebook

- Use the prompts on page 8 to write about two more customs or scenarios.
- Use the examples from the class as a guide for your writing.

KeyCode 3 Unit 1

Teacher: _____ . Grade: _____ Group: _____

Unit 1 Page 9. Lesson 5. Date: _____.

- Ss will be able to **work out** concepts by talking, **identify** and **explain** situations people are experiencing and **give advice** on how to cope with those situations, **identify** and **use** core language to work out and **save** time when doing reading activities.
- Describing** scenarios
- Giving advice** on coping with difficulties

| Stage 1 | Stage 2 | |
|--|--|---|
| <p>1. T writes on the board the heading...</p> <p style="text-align: center;">Helping people!</p> <p>2. T gets ss to share what they think of when reading the heading.</p> <p>3. Below the heading, T adds the word "Agony".</p> <p>4. Ss share what they think of when they read the word.</p> <p>5. Next to the word "Agony," T adds the word "Aunt."</p> <p>6. T tells ss to use the first heading to discover the meaning of the concept Agony Aunt.</p> <p>7. In small groups, ss brainstorm on names of people who appear on TV or have a Radio Show aiming to help people somehow.</p> <p>8. Ss share – explaining media, what the people do to help the audience and how they do it.</p> <p>9. As a conclusion, ss share if they think the Helping Projects mentioned are good options or not.</p> | <p>10. T gets ss to look at the pictures and talk.</p> <ul style="list-style-type: none"> Does the woman look nice and friendly? Would you trust her? How old are the teens? What scenarios are they experiencing? <p>11. T explains that it is a good idea to understand all the words in a text, but it is a lot better to identify core or key language.</p> <p>Example Laura, 16</p> <ul style="list-style-type: none"> Sometimes I feel that mum and dad don't care about me learning. ...mum and dad don't care... You know what the problem is, so the core unit is enough. <p>12. Do the same with the other three texts – identify and underline core language.</p> <p>13. Listen and follow in the book.</p> <p>14. Try some out load-reading for some pronunciation checking.</p> | <p>15. Ss look at the questions and find and circle core language.</p> <p>16. T explains that sometimes it is possible to find answers by using the information they selected as core or key.</p> <p>17. Get ss to checking if there are links or matching between the information selected in the texts and the one selected in the questions ONLY – NOT the Whole texts.</p> <p>Stage 3</p> <p>18. Ss decide on the names to answer the questions.</p> <p>19. T writes the specific scenarios or situations the teens are experiencing on the board (as a list).</p> <p>20. In small groups, ss decide on advice for the teens.</p> <p>21. All groups will have some time to present their advice.</p> <p><u>Feedback from T on language used on need.</u></p> |
| <p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Interview some people around: make a list of advice for the situations the people you interviewed are experiencing. | | |

Teacher: _____ . Grade: _____ Group: _____

Unit 1 Page 10. Lesson 6. Date: _____.

- Ss will be able to **give advice** on how to cope with difficult situations.
- **Giving advice** on coping with difficult situations
- **Providing people with** information about my country

| Stage 1 | Stage 2 | Stage 3 |
|---|--|--|
| <p>1. Try a quiz on phrases used in specific situations.</p> <p>When you get</p> <ul style="list-style-type: none"> • a surprise! • scared! • happy! • good grades! • mad! • tired! • hungry! <p>2. Show the phrases on paper strips and then cut them out by words.</p> <p>3. Spread the papers on the floor and get ss into teams.</p> <p>4. Set some rules for the playing – the first team collecting all the pieces for their phrase and taping them together gets to be the winner.</p> <p>5. Get ss to look at the phrases and the words in the box.</p> <p>6. Ss guess which line each word goes on.</p> <p>7. Get ss to think of when they would use the phrases.</p> | <p>8. Ss listen to the conversation and pay attention to the situation presented – ss share.</p> <p>9. Ss read the script and choose a phrase for each gap.</p> <p>10. Ss listen again to check their answers.</p> <p>11. T makes some questions:</p> <ul style="list-style-type: none"> • Who looks happy and satisfied? • Who helped Susan? • Etc. <p>12. T gets ss to use the same core/key language strategy for saving time when doing reading activities.</p> <p>13. Circle core language in the questions and answer.</p> <p>14. T gets ss into teams, the teams choose a point to write about.</p> <p>15. T gives instructions on the writing: include description of the feeling, when it appears, what can teenagers do and who they can talk to.</p> <p>16. Each team will have some time for sharing.</p> | <p>Mini project work</p> <p><i>This is the country I come from!</i></p> <p>1. Answer the questions.</p> <ul style="list-style-type: none"> • Where do you come from? • What are some customs in your country? • What are some traditional clothes? • What places can be on a must-visit list? • What can people do in your city? • What should people not miss out on trying? • What should people not do in your city? • Make a list of general advice for visitors. • Where to go in case of an emergency. <p>2. Organize the information.</p> <p>3. Make a big poster.</p> <p>4. Present the information to the class.</p> <p>Note: Remember to use all the language for advice that you learned.</p> <p><u>Feedback from T on language used on need.</u></p> |
| <p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Check the notes you made during this unit and add any points or information missed. • It would be great you could add some more notes, examples or a list of words you found useful or words you'd like to learn. | | |