

Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 11. Lesson 7. Date: _____.

- Students will be able to **talk** about personality traits and **understand** meaning of words by context.
- Describing** people's traits
- Explaining** meaning of words

Stage 1	Stage 2	Stage 3
<p>1. Look at the picture and talk.</p> <ul style="list-style-type: none"> How old are the teens? Where do you think they are? Why do you think they are circle-standing? What countries do you think they are from? <p>2. Look at the pictures and describe them in detail.</p> <p>3. Label the pictures.</p> <p>4. Mention three things which are usually seen as characteristics of the countries.</p>	<p>5. T gets ss to brainstorm personality characteristics of people from the countries mentioned in the previous activity.</p> <p>6. Extend the brainstorming two more stages:</p> <ul style="list-style-type: none"> What people from the countries like doing. What people from the countries would never do. <p>7. Select one country and use the information from the brainstorming to write a short paragraph about it.</p> <p>8. Get ss to help you analyse the language that was used to join ideas or the information gotten.</p> <p>Example</p> <p>People From Japan: shy, polite, giggles, lie</p> <p><i>People from Japan usually appear shy. They will always show that they are polite. They get the giggles when they get nervous, and they would never lie to anybody.</i></p> <p>9. Ss read the following paragraphs and think of the words needed to complete them.</p> <p>10. Get ss to share answers – just keep in mind that some answers may vary, and that's OK as long as ss can explain their choices or support them somehow.</p>	<p>11. Draw ss' attention to the words in bold in the paragraphs – get ss to circle the words and think of a way to present the meaning of those words.</p> <p>12. Ss share their ideas – T writes those ideas on the board.</p> <p>13. Ss look at the definitions and the ideas on the board – decide on which look the same, similar and different.</p> <p>14. Use that quick meaning-match check to decide which word goes on each line.</p> <p>15. Small groups – get ss to write a short paragraph about the people in their country.</p> <p>16. Tell ss to use the one about People From Japan as a reference.</p> <p>17. Once ss have finished writing their paragraphs, ask them to write the one on the board in their notebooks.</p> <p>18. Collect notebooks for later 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"> Surf the net to get information about your favourite singer – on personality. Does the information you got match a common personality description for someone from the country that person is from? 		

KeyCode 3 Unit 2

Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 12. Lesson 8. Date: _____.

- Ss will be able to **identify** and **use** word combinations according to tense.
- Talking** about school life

Stage 1	Stage 2	Stage 3
<p>1. Ss share their notes on their favourite singers – HW.</p> <p>2. Look at the pictures on page 11 again – get ss to decide on a name for each person.</p> <p>3. T writes on the board the following prompts...</p> <ul style="list-style-type: none"> ...lives in (where)... ...likes... (what)... ...loves... (what)... ...is... (what like)... <p>4. Get ss to talk about the people in the pictures using the prompts.</p> <p>5. Tell ss to explain what ideas can be constructed or communicated by using the prompts.</p>	<p>6. Draw ss' attention to the Grammar section – get ss to underline the words that show the tense elements.</p> <p>7. Get ss to say what the Present Simple examples show: facts, habits or routines.</p> <p>8. Get ss to say why the Present Continuous examples may be temporary situations.</p> <p>9. Get ss to use the words in the box to complete the sentences.</p> <p>10. Walk ss through circling words that can help to show the tense form.</p> <p>Example</p> <p>The French fans are not clapping. I don't think they like the show.</p>	<p>11. Get ss to listen to a girl talking about university life in another country – tell ss to identify examples while listening (Present Simple and Continuous).</p> <p>12. Get ss to share what examples they got.</p> <p>13. Listen again and follow in the book.</p> <p>14. Get ss to underline all the examples they can see and check if the ones on the board are OK – follow the colouring guide.</p> <p>15. T writes some examples from the text and gets ss to:</p> <ul style="list-style-type: none"> analyse the language – what words make the tenses. share ideas on what the girl's experience may be like. <p>Example</p> <p>Life here is different...</p> <ul style="list-style-type: none"> Different, how? <p>Most colleges have dormitories...</p> <ul style="list-style-type: none"> What might living at college be like? <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Find someone who has lived in another country. Ask the person to share what living in that country was like for him/her? 		


Teacher: _____ . Grade: _____ Group: _____

Unit 2

Page 13.

Lesson 9. Date: _____.

- Students will be able to **talk** about people's traits and **explain** how other people feel when facing specific situations.
- Talking** about appearance, personality and feelings
- Reporting** on what other people said

Stage 1	Stage 2	
<p>1. Ss share what they got about someone who's lived in another country – HW.</p> <p>2. Ss brainstorm things that may be different in other countries – explain how the things are seen elsewhere.</p> <p>Examples</p> <p>Exercising, eating habits, being late, etc.</p> <p>3. Look at the pictures on page 12-13 and describe them in detail.</p> <p>4. T makes some random questions about the pictures.</p> <p>Example</p> <ul style="list-style-type: none"> Is it common that you see people doing exercise in parks in your country? <p>Stage 2</p> <p>5. Draw ss' attention to the words in the boxes – explain that the options have different functions; the options in box 2 are for describing, and the words in box 1 have an effect on the options in box 2.</p>	<p>Example</p> <p>I am tired. I am very tired.</p> <p>6. Look at the pictures again and label them – this first time using the words in box 2.</p> <p>7. T uses graphics to explain the effect the words in box 1 can have on the other words.</p> <p>Example</p>  <p>a bit somewhat very</p> <p>8. Ss complete the picture-labeling – keep in mind that some answers may vary, and that's OK as long as ss can explain or support their answers somehow.</p> <p>9. Get ss to complete the following sentences using the information or the examples they got from the previous activity.</p> <p>10. Draw ss' attention to the prompts by the picture – explain that adverbs can also be used to talk about appearance, personality and feelings - that's one of the reasons why analysing and understanding how the language works is really important.</p>	<p>11. T writes on the board the headings...</p> <p>Appearance Personality Feelings</p> <p>12. Ss brainstorm words for each section.</p> <p>13. Get some ss to talk to the class - use all the information on the board.</p> <p>Stage 3</p> <p>14. Draw ss' attention to the Writing section – explain that there are different ways to report on what other people said, the only thing that ss must have clear is how to use the reporting option chosen.</p> <p>15. Walk ss through studying the example – get ss to say what language or what parts can be used as core, key or hints for working out the examples.</p> <p>16. Get ss to interview some friends and report their answers.</p> <p>17. T collects books for later 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"> Interview three more people and report on their answers. Write the reporting examples in your notebook. 		

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Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 14. Lesson 10. Date: _____.

- Students will be able to **identify** and **use** word combinations according to tense and functions and **identify** excuses and reasons.
- Reporting** on what other people said
- Giving** excuses and reasons
- Explaining** excuses and reasons

Stage 1	Stage 2	Stage 3
<p>1. Ss share their notes on other people's answers – HW.</p> <p>2. T writes on the board the headings... Invitations Dates Holiday Trips</p> <p>3. Get ss to share what they think of the events – <i>the good, the bad and the hard to understand</i>.</p> <p>4. Ss look at the paragraphs on page 13-14 – get ss to say what each paragraph is about and to circle some key points about each.</p> <p>5. Ss share.</p>	<p>6. Book closed – tell ss to listen to the people giving explanations to identify the reasons - why they can't accept.</p> <p>7. Ss share on the reasons being good reasons or not.</p> <p>8. Listen and follow in the book – ss underline Present Simple and Present Progressive examples as they listen.</p> <p>9. Ss share and explain what tense elements the examples have.</p> <p>10. Draw ss' attention to the Talking grammar section – explain that the forms the examples have are aimed at different functions.</p> <p>11. Ss find the information needed to complete the Talking grammar section in the text – write and explain.</p> <p>12. Look at the conversation script – find where the girls are giving an explanation - as a reason or excuse.</p>	<p>13. Get ss to look at the options in the box and think of which line each word goes on.</p> <p>14. Book closed – ss listen and pay attention to words for the gaps.</p> <p>15. Ss quickly look and check – decide if you want to make any change.</p> <p>16. Listen and follow in the book to check answers.</p> <p>17. Tell ss to use a piece of paper or cardboard to cover the script.</p> <p>18. Explain that it is important to focus on relevant information – that way, finding what's needed to answer a question gets easier.</p> <p>19. Ss read the questions, think of what was mentioned and say...</p> <ul style="list-style-type: none"> Countries Professions Family in Mexico, who? Family in Portugal, Who? Languages <p>20. Use this information to answer the questions.</p> <p>21. Remove the paper from the text and check your answers.</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 your parents: think of a difficult situation you have had to manage at work, how did you explain what happened and how did you solve it? 		

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Teacher: _____ . Grade: _____ Group: _____

Unit 2

Page 15.

Lesson 11. Date: _____.

- Students will be able to **identify** and **differentiate** reasons and excuses.

- Giving** excuses
- Explaining** reasons
- Expressing** understanding of differences

Stage 1	Stage 2	Stage 3														
<p>1. Ss share what they got from their parents about difficult situations to manage and solve – HW.</p> <p>2. T writes on the board the following heading...</p> <p>Boring and tiring things to do!</p> <ul style="list-style-type: none">• Mum always says that...• Dad always says that...• Teachers always say that...• Principals always say that... <p>3. Get ss to brainstorm what things are boring and tiring things to do according to the prompts.</p> <p>4. T writes on the board some silly excuses.</p> <p>Example</p> <ul style="list-style-type: none">• I couldn't take the garbage out because there was an elephant in the yard.• I forgot where the bin was. <p>5. Get ss to think of and up some more silly excuses.</p> <p>6. Reflect on why sometimes people decide to explain by using excuses, rather than using reasons.</p>	<p>7. Draw ss' attention to the bubbles – read and answer the questions above.</p> <p>8. Ss look at the words in bold in the excuses – ss explain what tense the words in bold show.</p> <p>9. T draws a table on the board for ss to brainstorm.</p> <table border="1"><thead><tr><th colspan="2">Reasons – Excuses</th></tr><tr><th>Similarities</th><th>Differences</th></tr></thead><tbody><tr><td>• _____</td><td>• _____</td></tr><tr><td>• _____</td><td>• _____</td></tr><tr><td>• _____</td><td>• _____</td></tr><tr><td>• _____</td><td>• _____</td></tr><tr><td>• _____</td><td>• _____</td></tr></tbody></table> <p>10. Get ss into small groups – get them to complete the texts using the words in the boxes.</p> <p>11. Get ss to go with different friends to compare answers.</p> <p>12. Whole-class answer check.</p>	Reasons – Excuses		Similarities	Differences	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	<p>13. Tell ss to think of the movie The Titanic – get ss to say what the main events were and decide, from the options they come up with, which was the core.</p> <p>The sinking:</p> <ul style="list-style-type: none">• What can be some reasons for the sinking?• What can be some excuses for the sinking? <p>14. Ss listen and follow in the books – remind ss about paying attention to the way the man sounds.</p> <p>15. Ss do some out loud-reading by ideas or paragraphs.</p> <p>16. Ask ss to try the covering the text technique to focus on relevant information:</p> <ul style="list-style-type: none">• Sailing point• Dates• Years• Times• Sent what• Numbers• Why the sinking• Why people dying <p>17. Share on the prompts – uncover the text, check and answer the questions.</p> <p><u>Feedback from T on language used on need.</u></p>
Reasons – Excuses																
Similarities	Differences															
• _____	• _____															
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• _____	• _____															
<p>HW: Book/Notebook</p> <ul style="list-style-type: none">• Think of something you'd like to do but cannot do it right now.• Decide on the whys you cannot do that now - label the whys as reasons or excuses.																

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Teacher: _____ . Grade: _____ Group: _____

Unit 2

Page 16.

Lesson 12. Date: _____.

- Students will be able to **differentiate** past forms, **understand and do** word changing from the core and **express** understanding of phrases and quotes.
- Explaining** past forms and naming components
- Explaining** word formation
- Expressing** understanding
- Apologizing**

Stage 1		Stage 3
<p>1. Ss share what they got about the things they'd like to do but cannot do now – HW.</p> <p>2. Before the class starts – T writes on the board some sentences that show events happening in the movie The Titanic – from page 15.</p> <p>3. Get ss into small teams – ss get the events in the correct order.</p> <p>4. Share with the class – numbering on the board by teams.</p> <p>5. Play the track Page 15 to check the ordering.</p> <p>6. Get ss to talk and decide on the tense elements the examples have.</p> <p>Stage 2</p> <p>7. Draw ss' attention to the Grammar reminder section on page 16 – explain that there is a short and clear explanation about each form.</p> <p>8. Ss help to categorize the examples on the board, then write two examples in each part.</p> <p>9. Reflect on the benefits of analysing the language from time to time – explain that some new words can be created by using other words or other elements.</p>	<p>10. Write the unsinkable example on the board – get ss to translate it into L1.</p> <p>11. Circle or underline the word <i>unsinkable</i> and get ss to find the meanings for the following – use a dictionary:</p> <ul style="list-style-type: none"> sink unsink sinkable unsinkable: book sinking sinks <p>12. Ss share what they found, T writes it on the board – ss write this information in their notebooks once T confirms it is all correct.</p> <p>13. Extend the Language Analysis Time by reading and talking about life perspectives.</p> <p>14. Read the phrases and talk – what do you think of when you read the phrases?</p> <p>15. Look at the lines that were removed and guess which matches each perspective.</p> <p>16. Read and follow in the book – check your guessing.</p>	<p>17. Look at the word hunting section – go back to the texts and get the information to complete the groups.</p> <p>18. Whole-class answer check.</p> <p>Mini Project Work Write a message back to your friend.</p> <p>Follow this order.</p> <ul style="list-style-type: none"> Say you are glad your friend sent a message. Say you are happy your friend invited you to the event. Apologize and explain why you can't go. Suggest to do something else together soon. Closing phrase. Bye phrase. Your name. <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- 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.