

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 4 Page 23. Lesson 19. Date: \_\_\_\_\_.

- Ss will be able to **talk** about natural events and **explain** whether the events are natural events or events caused by men.
- **Discussing** event causes
- **Reflecting** on actions to take

Stage 1	Stage 2	Stage 3
<p>1. T writes on the board the phrase: <i>"Problems that affect the entire world"</i></p> <p>2. Ss brainstorm ideas and explain the effects.</p> <p>3. Ss describe the pictures in detail – then label the pictures.</p> <p>4. T tells ss to think and say the main characteristics of each event.</p> <p>5. T reflects on the different reasons why those things happen.</p> <p>6. Ss think of and share two reasons for each event.</p> <p>7. Draw ss' attention to the second labeling activity – CBM and ND.</p> <p>8. T explains what the labels stand for and gets ss to talk and label the events.</p> <p>9. Whole-class sharing.</p>	<p>10. Draw ss' attention to the Speaking section – get ss to discuss the questions in small groups.</p> <p>11. Whole-class sharing.</p> <p>12. T shows ss how to use all the information shared to write full sentences.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• Floods are caused by...</li> <li>• What they provoke is...</li> </ul> <p>13. Whole-class: write some sentences on the board – ss are the ones coming up with ideas and completing the sentences.</p> <p>14. Once T confirms the sentences are complete and correct, ss will be allowed to write them in their notebooks.</p> <p>15. Small groups – Action Plan</p> <ul style="list-style-type: none"> <li>- a. Select an event.</li> <li>- b. Write what to do before, during and after the event.</li> <li>- c. Think of preventing actions.</li> </ul> <p>16. Whole-class sharing – by groups.</p>	<p>17. Whole-class – vote on the most common event in your country or city.</p> <p>18. Make a step-plan for all the groups to follow – Preventing actions and what to do during the event.</p> <ul style="list-style-type: none"> <li>• Prepare a quick informative talk.</li> <li>• Go share the information in different classes.</li> <li>• Make some questions to the audience.</li> <li>• Come back to your classroom and talk about the experience.</li> </ul> <p><u>Feedback from T on language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>• Interview someone at home: Tell me about an earthquake experience.</li> <li>• Prepare some notes and get ready to share.</li> </ul>		

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 4 Page 24. Lesson 20. Date: \_\_\_\_\_.

- Students will be able to **talk** about the future and **review** ideas from the past about the future.
- Reflecting** and **discussing** ideas about the future

Stage 1	Stage 2	
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>Play “What is it?”</p> <p>2. T divides the class into boys / girls.</p> <p>3. T gets two boys and two girls at the front.</p> <p>4. T asks one boy and one girl to hold a card – on the forehead.</p> <p>5. Ss with the cards can't see what it is that on it - the other students have to act or make movements for ss with the cards to guess.</p> <p>6. The pair that guesses the word first wins.</p> <p>(Words for Natural Events and Events Caused by Men)</p> <p>6.1 Get ss to discuss on the events:</p> <ul style="list-style-type: none"> <li>Do you think these events will keep happening in the future?</li> <li>What will increase or be reduced, the intensity or the frequency of the happening?</li> </ul>	<p>7. T asks ss to share if they have seen any movies where predictions about the future were made.</p> <p>8. Ss decide whether they were accurate or not.</p> <p>9. T shares some comments he/she has heard about the future for ss to analyze and decide if it could happen.</p> <p>10. Draw ss' attention to the introduction of the article on page 23 – get ss to say what the article is about and what kind of information they may find in it.</p> <p>11. T reflects on the importance of understanding main idea and getting details.</p> <p>12. Get ss to read by paragraphs and share the following about each opinion.</p> <ul style="list-style-type: none"> <li>Follower name - person</li> <li>Main idea – can be used as a title</li> <li>Details – information to support the main idea</li> </ul> <p>13. Remind ss about underlining the details in each text.</p>	<p>14. Get ss to find who mentioned the information.</p> <p>15. Whole-class sharing.</p> <p>16. T reflects on the things mentioned:</p> <ul style="list-style-type: none"> <li>Do they exist already?</li> <li>Are they happening now?</li> </ul> <p><b>Stage 3</b></p> <p>17. T uses the grammar section to keep talking about ideas about the future.</p> <p>18. T presents the new construction – making emphasis on important language like “when” and “will”.</p> <p>19. Get ss to help to complete example <b>a.</b> – once T confirms the example is complete and correct, ss will be allowed to write it in their books.</p> <p>20. Give ss some time to complete examples <b>b. – d.</b></p> <p>21. Whole-class sharing and checking.</p> <p><u>Feedback from T on language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Interview some people: What do you think the future will be like; say in 5, 10 and 25 years?</li> <li>Prepare some notes and get ready to share.</li> </ul>		

## KeyCode 3 Unit 4

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 4 Page 25. Lesson 21. Date: \_\_\_\_\_.

- Students will be able to **compare** changes over time and **talk** about activity in the future.
- Comparing** characteristics
- Talking** about future activity

Stage 1	Stage 2	Stage 3
<p><b>1.</b> Get ss to share what they got from the interviewing – HW.</p> <p><b>2.</b> Ss think of ideas on how to make life easier - T gives the examples:</p> <ul style="list-style-type: none"> <li>Reading – e-books</li> <li>Going to the library – Internet</li> <li>Etc.</li> </ul> <p><b>3.</b> Ss explain the hows.</p> <p><b>4.</b> T prompts further commenting on:</p> <ul style="list-style-type: none"> <li>Housing</li> <li>Cars</li> <li>Cellphones</li> <li>Education</li> </ul> <p><i>What the future of the prompts will be like?</i></p> <p><i>Will those future changes make life easier?</i></p>	<p><b>5.</b> Look at the pictures and describe them in detail.</p> <p><b>6.</b> T reflects on the functions of the language prompts – what can you use them for?</p> <p><b>7.</b> Get ss into pairs – talk about the pictures using the prompts.</p> <p><b>8.</b> Get some ss to share with the class.</p> <p><b>9.</b> Get ss to discuss the questions – whole-class sharing.</p> <p><b>10.</b> Draw ss' attention to the grammar section – point out the function of the form.</p> <p><b>11.</b> Present the important language on the board – using colours to make it all noticeable.</p> <p><b>12.</b> Get ss to help to write three more examples – following the pattern or combinations.</p> <p><b>13.</b> Once T confirms the examples are complete and correct, ss will be allowed to write the examples in their notebooks.</p>	<p><b>14.</b> Give ss some time to complete the sentences – explain that it will be necessary to pay attention to the form to use; it can be spotted by identifying forms and combinations.</p> <p><b>15.</b> While ss work out the sentences, T writes the prompts on the board.</p> <p><b>16.</b> Get some ss to complete the sentences on the board and explain answers – use colours to highlight words that helped with the choices.</p> <p><u>Feedback from T on language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Page 26: complete sentences 5 – 7.</li> <li>Use colours to highlight words that helped with the choices.</li> <li>Prepare some notes and get ready to share.</li> </ul>		

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 4 Page 26. Lesson 22. Date: \_\_\_\_\_.

- Students will be able to **write** an article based on a topic given.
- **Writing** an article

Stage 1	Stage 2	Stage 3
<p><b>1.</b> Prepare in advance – T writes prompts on the board for whole-class analysis and checking – HW.</p> <p><b>2.</b> Write the words in bold in the text on small pieces of paper (p. 26).</p> <p><b>3.</b> Divide the class into small groups.</p> <p><b>4.</b> Tell ss to get their dictionary and look up the words on the papers – Set up a time limit.</p> <p><b>5.</b> Whole-class share on meanings – get some ss to write the meanings on the board.</p>	<p><b>6.</b> Tell ss that they will get to read about Martus, a man whose story could be motivational to those people who have felt down.</p> <p><b>7.</b> Get ss to read by paragraphs – every time a paragraph's been read, ss will have to find a way to explain the main idea.</p> <p><b>8.</b> Get ss into small groups – tell ss to think of the words that can be used to fill in the gaps.</p> <p><b>9.</b> Get ss going with different friends to compare guesses.</p> <p><b>10.</b> Before listening, tell ss to share what they think about Martus' story.</p> <p><b>11.</b> Listen and check guesses.</p> <p><b>12.</b> Draw ss' attention to the prompts below – tell ss to go back to the text to find sentences that have the patters or forms.</p> <p><b>13.</b> Whole-class share – ss will have to say where the examples are, exactly: paragraph and line.</p> <p><b>14.</b> T writes ss' answers on the board for form-analysis rounds.</p> <p><b>15.</b> Once T confirms examples are complete and correct, ss will be allowed to choose some and write them on the appropriate lines.</p>	<p><b>16.</b> Book closed – T gets ss to answer the questions about Martus' story.</p> <p><b>17.</b> Open the book – ss go back to the text to find information to answer the questions, underline it and confirm answers to the class.</p> <p><b>18.</b> T reflects on motivation – draw ss' attention to the writing section.</p> <p><b>19.</b> Explain that there is a topic or situation to write about and some notes to consider for the writing.</p> <p><b>20.</b> Get ss analysing all the points – give ss some advice on:</p> <ul style="list-style-type: none"> <li>• Layout</li> <li>• Starting</li> <li>• Developing</li> <li>• Finishing</li> <li>• Checking (Proof-read)</li> <li>• Final paper</li> </ul> <p><u>Feedback from T on language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>• Prepare some notes on the proofread process: Who read your work? What kind of comments did you get? How did you decide on the correcting?</li> <li>• Prepare some notes and get ready to share with the class.</li> </ul>		

## KeyCode 3 Unit 4

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

### Unit 4

### Page 27.

### Lesson 23. Date: \_\_\_\_\_.

- Students will be able to **talk** about cellphone functions and **discuss** and **get to conclusions** about Fortune Telling.
- Talking** about the different things people can do with a cellphone
- Discussing** on Fortune Telling activity

Stage 1	Stage 2	
<p>1. Get ss to share what they got about the proofread and final writing process – HW.</p> <p>2. T divides the group into teams.</p> <p>3. T gives out a piece of paper to each team.</p> <p>4. Ss have to make a list of the things they can do with a cellphone.</p> <p>5. T collects papers and reads out some examples.</p> <p>6. T draws a cellphone on the board and 10 lines around it for ss to write ideas on what people can do with a cellphone.</p> <p>7. Ss write these on page 27.</p> <p>8. Ss discuss to decide whether the things people can do are for fun or really useful and important - ss may need more words related to cellphone use.</p> <p>9. Get ss to vote on the most common or popular cellphone activities.</p> <p>10. T reflects on how those activities will be done in the future.</p>	<p>11. Draw ss' attention to the Speaking section – get ss to discuss the questions.</p> <p>12. Whole-class sharing.</p> <p>13. T reflects on the existence and reliability of Fortune Telling.</p> <p>14. T writes some of his ideas on the board for ss to agree or disagree – get ss to support or explain their statements.</p> <p>15. Draw ss' attention to the bubble – explain what a Fortune Teller is.</p> <p>16. Tell ss to use colours to highlight the words in parenthesis – T writes these words on the board for ss to think of other forms for these words.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>n. science</li> <li>v. X</li> <li>adv. scientifically</li> <li>adj. scientific</li> </ul> <p>17. Explain that the words in parenthesis are just helping words – ss will have to analyse the language before and after the gaps to decide what forms the words in parenthesis must take.</p> <p>18. Ss may need a dictionary for the word hunting – finding the forms.</p>	<p>19. Get ss to read by paragraphs and explain the main idea in each – if there is a gap in the paragraph being read, get the class to think of a word to fill in the gap.</p> <p>20. Get ss to share, what they think of Fortune Telling –</p> <ul style="list-style-type: none"> <li>Is it reliable?</li> <li>Is it all fake/false telling?</li> <li>Is it all manipulative talking?</li> <li>Etc.</li> </ul> <p>21. Listen to check answers.</p> <p><b>Stage 3</b></p> <p>22. Get ss to discuss the questions in the second Speaking section – Whole-class sharing.</p> <p>23. Run a survey around school about Fortune Telling – what do people think about it?</p> <p>24. Organize the information for a formal presentation.</p> <p><u>Feedback from T on language used on need.</u></p>

#### HW: Book/Notebook

- Interview some people – why should people not rely on Fortune Telling for life matters?
- Prepare some notes and get ready to share.

## KeyCode 3 Unit 4

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

### Unit 4

Page 28.

Lesson 24. Date: \_\_\_\_\_.

- Students will be able to **describe** housing changes in the future and **write** an email following guidelines.
- Talking** about the future of housing
- Writing** an email

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Get some posters/pictures of future housing.</p> <p>3. Get ss into pairs – talk about the pictures:</p> <p>4. Describe the housing in detail.</p> <ul style="list-style-type: none"> <li>Does it look like real – the truth about future housing?</li> <li>What other housing characteristics may exist?</li> </ul>	<p>5. Draw ss' attention to the reading:</p> <ul style="list-style-type: none"> <li>What can you see in the pictures?</li> <li>How are they different?</li> </ul> <p>6. Tell ss to look at the options and the words before and after the gaps – explain choices.</p> <p>7. Get students to listen to check answers.</p> <p>8. Get ss to read – by section – and think of a way to explain the main message or idea.</p> <p>9. Get ss into small groups – talk about what the people said.</p> <p>10. Tell ss to use the prompts on the board/at the end of the reading.</p> <ul style="list-style-type: none"> <li>What do you think about part 1/2/3?</li> <li>From the way I see it...</li> <li>In my opinion, ...</li> <li>I agree! It is true that...</li> <li>I don't think that's quite like that! I mean...</li> <li>May be, but what about...?</li> </ul>	<p><b>Mini Project Work</b></p> <p><i>My view of future life</i></p> <p><i>An email about resolutions for the future</i></p> <ul style="list-style-type: none"> <li>Write an email to a friend who lives in England.</li> <li>Describe what you think the future will be like in 15 years and what changes you may like to make in order to improve your life style, considering that technology is changing the world rapidly.</li> </ul> <p><u>Feedback from T on language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Check the notes you made during this unit and add any points or information missed.</li> <li>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.</li> </ul>		