

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

Unit 5 Page 45 Lesson 1 Date: \_\_\_\_\_

- Students will be able to **name** sports and **find** links in a text – details.
- Talking** about sports, athletes and their achievements

Stage 1	Stage 2	Stage 3								
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"><li>Bring a mini basketball or any ball you have.</li><li>Get the flashcards of sports players, Activity 2, page 45.</li></ul> <p>-----</p> <p>1. Get ss to share about their last HW assignment.</p> <p>2. Play "Pass the ball".</p> <ul style="list-style-type: none"><li>T gets ss to pass the ball at the count of ten; the student who has the ball says the name of a famous sports player – if ss can't say a name, they will be invited to try some sort of exercise routine.</li></ul> <p>3. T divides the class into 5 teams. T gets ss to use the following questions to interview other ss around school.</p> <ul style="list-style-type: none"><li>What is your favourite sport?</li><li>Do you practice it?</li><li>Who is your favourite sports player?</li><li>What is the hardest part to do when trying that sport?</li></ul> <p>4. T gets ss to share the information they got – tell them to analyze and organize the information so they can present the following results:</p> <ul style="list-style-type: none"><li>Most popular sport</li><li>Athletes popularity</li><li>Skills to develop</li></ul> <p>5. T comments on the way ss presented the information – thank ss for the doing.</p> <p>6. Draw ss' attention to activity 1:</p> <ul style="list-style-type: none"><li>T gets ss to look at the pictures, name the sports and then tick the one they like best.</li><li>T starts the conversation – switch turns with ss several times.</li><li>Name some teams and professional players.</li><li>What are some health benefits of trying your favourite sport?</li><li>How often do you watch it on TV?</li></ul> <p>7. T comments on the information ss shared and reflects on positive aspects of having sports/physical activity.</p>	<p>8. Books closed: T shows the flashcards of the athletes (activity number 2) one by one and gets ss to say something about the person.</p> <p><b>Example:</b> <b>Aaron Rodriguez Arellano</b></p> <ul style="list-style-type: none"><li>He is wearing a mask, so I can tell he is a wrestler.</li><li>Particularly, I have never heard or read anything about him.</li><li>In this picture, I think he is on a red carpet event because he is wearing a tuxedo.</li></ul> <p>9. Information race</p> <ul style="list-style-type: none"><li>T gets two ss to go and get information about the athletes – ss can use prompts like:</li><li>Excuse me; do you know anything about his athlete?</li><li>Ss show the picture and take notes.</li><li>The first student to get back to the classroom and share the information gets the point.</li></ul> <p>10. Draw ss' attention to activity 2</p> <p>11. T walks ss through text 1 – tell ss to sport details that can help to find the picture for the text.</p> <p><b>Example:</b></p> <p>1. Known for being a fast and highly technical boxer. Exceptionally skilled at combinations and counterpunches. Willing to engage in slugfests with opponents.</p> <p>12. Get ss to look at the colouring and work out the sorting – what kinds of words have been coloured?</p> <p>13. Prepare a table for the sorting.</p> <table><tr><th>verbs</th><th>adjectives</th><th>nouns</th><th>adverbs</th></tr><tr><td>being engage</td><td>known fast technical skilled willing</td><td>boxer combinations counterpunches slugfest</td><td>highly exceptionally</td></tr></table> <p>14. Get ss to say where to put the words – how to organize them.</p>	verbs	adjectives	nouns	adverbs	being engage	known fast technical skilled willing	boxer combinations counterpunches slugfest	highly exceptionally	<p>15. T reflects on the benefits of using this studying technique – it can be used to collect/spot both details from/in the text and work out the matching easily.</p> <p>So text 1 is about... Juan Manuel Marquez. <b>"Although there is another picture with a girl wearing boxing gloves, her sport is mixed martial arts."</b></p> <p>16. T divides the class into 5 teams – each team will work on a paragraph - the same way paragraph one was done.</p> <p>17. Each team will have some time to prepare the board and present their information.</p> <p>18. Once all teams have shared, T reflects on the information provided – if there is something that needs to be adjusted, T gets ss to help him work it out.</p> <ul style="list-style-type: none"><li><b>Note.</b> The information for texts 2-6 must be kept on the board for ss to copy after T's reflection and adjusting work.</li></ul> <p>19. Tell ss to draw the tables with the words sorted in their notebooks – add any notes that may be useful or just some to wrap up the information in the table.</p> <p><i>Feedback from T on the language used on need.</i></p>
verbs	adjectives	nouns	adverbs							
being engage	known fast technical skilled willing	boxer combinations counterpunches slugfest	highly exceptionally							
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"><li>Choose one of the athletes in the blue speech bubble and do some research: interview some people – find out whether they know the athlete or not.</li><li>Do some research about the athlete on the internet to check if the information from the interview is true or false.</li><li>Prepare some notes and get ready to share.</li></ul>										

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

Unit 5 Page 46 Lesson 2 Date: \_\_\_\_\_ .

- Students will be able to **find** specific information and details and **identify** parts of speech.
- Explaining** information about runners
- Presenting** parts of speech in a sentence

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Write words that make a sentence on coloured papers – sentences taken from the text on page 46.</li> <li>5 sentences, each the same colour) stick them on different parts of the school.</li> <li>Get ss to bring an image of some famous runners and a brief story about their achievements.</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li>Get ss to share what they got from the interviewing and research-HW.</li> <li>Play "Sentence race" <ul style="list-style-type: none"> <li>T divides the group into 5 teams.</li> <li>T explains that ss must build a sentence, the coloured papers are stuck around the school.</li> <li>Teams select a colour - work on completing the sentence in that colour.</li> <li>The team that completes their sentence first is the winner.</li> </ul> </li> <li>T gets ss to show the images they brought and talk about the runners.</li> <li>T draws ss' attention to the reading on page 46.</li> <li>Get ss to look at the text and find the following information: <ul style="list-style-type: none"> <li>Who the people in the picture are</li> <li>What they do</li> <li>What they are called</li> <li>Where they are from</li> <li>Events (past-upcoming)</li> <li>Quotes</li> </ul> </li> <li>Get ss to analyze the quote and reflect on the meaning behind it – what did she mean?</li> </ol>	<ol style="list-style-type: none"> <li>T counts up the number of paragraphs in the text and divides the class into the same number.</li> <li>T explains that ss must choose a paragraph and work out: <ul style="list-style-type: none"> <li>Main idea</li> <li>Detail that support it</li> <li>Relevant information</li> <li>How it connects to the previous and the following paragraphs</li> </ul> </li> <li>T gets ss to spot the words in bold - ss will have to underline the sentences those words are in.</li> <li>T walks ss through putting those sentences into their L1 – it may help in working out meaning and use (taking notes or writing some around the text may be helpful).</li> <li>Ss listen and follow in the book.</li> <li>T starts the conversation: <ul style="list-style-type: none"> <li>Have you ever heard about the Raramuri?</li> <li>What is the special characteristic of their running?</li> <li>Have you ever tried to run a marathon, why or why not?</li> <li>Have you ever run with "huaraches"? Why/ why not?</li> <li>What about barefoot?</li> <li>Do you think this story is inspiring or motivating?</li> </ul> </li> <li>T draws ss' attention to activity 3, page 46.</li> <li>T gets ss to read question 1 and then decide on what they have to look for – then ss look at the text and find that specific point and discuss. Once ss have reached an agreement, they will write <b>1.</b> next to the letter option they choose.</li> <li>T reflects on ss' choice and confirms whether it is right or wrong - if wrong, just show the why and how to get to the right answer.</li> </ol>	<ol style="list-style-type: none"> <li>T walks ss through number 2. <b>Example:</b> <ul style="list-style-type: none"> <li>Look for the phrases, "... they <b>will need</b>"... and "I <b>am wearing</b>..." What tense do they refer to? 2 - <b>f.</b></li> <li>Future simple and present progressive with a future meaning.</li> <li><b>Will</b> is the auxiliary for future simple.</li> <li>We can also talk about future plans with present progressive.</li> <li>I <b>am wearing</b> a white dress and my huaraches.</li> </ul> </li> <li>T lets ss complete the activity and monitors offering help.</li> <li>T gets some ss sharing answers on the board – explaining their matching.</li> <li>Every time they get it right, make a congratulatory noise. If there are times they don't get it right, walk them through correcting and then make the congratulatory noise.</li> <li>T gets ss to watch a Raramuri video. Ss will take notes on relevant information. <a href="https://www.youtube.com/watch?v=5BS9qVo6pIA">https://www.youtube.com/watch?v=5BS9qVo6pIA</a></li> <li>T divides the class into 4 teams. Ss must share their notes and opinions and think up 5 questions for the other teams to answer – orally.</li> <li>T gets ss to ask and answer the questions and then reflects on the example and model to follow the Raramuri could be.</li> </ol> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Interview people in your family and relatives: find out if there is a story of the kind – or a similar one.</li> <li>If you think you can't use the stories shared, look for a good one on the internet.</li> <li>Prepare notes, get ready to share.</li> </ul>		

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

Unit 5 Page 47 Lesson 3 Date: \_\_\_\_\_

- Students will be able to **describe** sports movements, **identify** and **differentiate** future forms and **spot** specific information and details.
- Describing** movements in sports
- Explaining** sentence structures

Stage 1	Stage 2	Stage 3				
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"><li>Get 6 coloured cards - one must be black.</li><li>Prepare some questions about grammar, parts of speech, etc.</li><li>Download the flashcards for activity 4, page 47.</li><li>Write on coloured papers the paragraphs of activity 5.</li></ul> <p>-----</p> <p>1. Get ss to share what they got from the interviewing-HW.</p> <p>2. Play - Marathon</p> <ul style="list-style-type: none"><li>T divides the class into 5 teams.</li><li>T draws a path (Marathon board game).</li><li>T sticks on the board the coloured cards and asks the questions.</li><li>Any team can answer – every time they get it right, they move forward one space.</li><li>The card that hits the goal first gets to be the champ.</li></ul> <p>3. T shows the flashcards for activity 4, page 46.</p> <p>4. T gets ss to make a sentence with the word of each flashcard.</p> <p><b>Example: Run</b></p> <ul style="list-style-type: none"><li>The man is training.</li><li>He is going to run a marathon next month.</li></ul> <p>5. T Reflects on the different kinds of movements needed or tried when having physical activity – parts of the body involved, why a certain movement helps more than another, etc.</p> <p>6. T draws ss' attention to activity 4, page 46.</p> <p>7. T gets ss to look at the pictures and the texts. T walks ss through spotting keywords or key information.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"><li>a. attacking, players, room for free shooting.</li><li>Two pictures show two players (creep and dash) – but only one of them shows some kind of attack, the other one shows one of the players is waiting.</li><li><b>a. creep.</b></li></ul>	<p>8. Walk ss through working out two more questions, and then let them complete the activity on their own.</p> <p>9. Whole class sharing – remind ss that they must explain their answers the same way it was done with the first example.</p> <p>10. Every time ss finish sharing the answer in turn, get the whole class to agree on the labelling F for fast or S for slow.</p> <p>11. Book closed: T divides the class into 2 teams. T hands out the paragraphs on the coloured papers and the flashcards. T explains that the matching has been done already, but this time ss will have to do it as fast as possible. T tells ss that he has the answers on a small piece of paper – so before calling out for a winning team, ss will have to ask the teacher if their matching is OK.</p> <p>12. Individual work – ss read the descriptions of the movements again – this time draw lines or arrows in the pictures to show where the key information is.</p> <p>13. T monitors offering help – then gets ss to go with other friends to compare their lines/arrows.</p> <p>14. T draws ss' attention to activity 6 – T reflects on the different components or parts structures may have.</p> <p>15. T gets ss to look at the sentences in bold above – T writes them all on the board, but they must be categorized, using the components as a guide.</p> <p><b>Example</b></p> <table><tr><td>a. will be moving c. will be moving h. will be moving</td><td>b. is running g. is learning j. is taking</td></tr><tr><td>d. starts</td><td>e. will move f. will draw i. will move</td></tr></table>	a. will be moving c. will be moving h. will be moving	b. is running g. is learning j. is taking	d. starts	e. will move f. will draw i. will move	<p><b>Example:</b></p> <ul style="list-style-type: none"><li><b>Present simple as future:</b> The game <b>starts</b> at 6 pm (<b>starts</b> - 3<sup>rd</sup> person).</li></ul> <p>16. T lets ss complete the task.</p> <p>17. T draws ss' attention to activity 7.</p> <p>18. T explains that there is a listening activity to work on – it is about choosing the right sport.</p> <p>19. T reflects on what must be considered to make such a decision – including the different types of movements seen before.</p> <p>20. Tell ss to read the lines below the introduction text – walk ss through spotting keywords – they will be the listening focus.</p> <p>21. T gets some ss to read out the text – each student reading stops at the next period and shares his opinion regarding the piece of text he has just read.</p> <p>22. Books closed: ss listen and take notes on the possible answers.</p> <p>23. Whole-class sharing.</p> <p>24. Ss listen again - this time the track will be paused at every speaker to discuss answers.</p> <p>25. Group talking: discuss the tips on why considering each may be a good idea.</p> <p><b>Example: Try an assortment of sports first</b></p> <ul style="list-style-type: none"><li>There are a lot of sports, such as volleyball, football, basketball, etc.</li><li>Try a bit of each and then decide on which you like best.</li></ul> <p><u>Feedback from T on the language used on need.</u></p>
a. will be moving c. will be moving h. will be moving	b. is running g. is learning j. is taking					
d. starts	e. will move f. will draw i. will move					
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"><li>Talk to your parents: Did you practice any sports when you were a teenager? Did my grandparents choose it for you? Do you still practice it? From 1 to 10, how good are you at it?</li><li>Prepare some notes and get ready to share.</li></ul>						

## KeyCode 5 Unit 5

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

Unit 5 Page 48 Lesson 4 Date: \_\_\_\_\_

- Students will be able to **use** present simple and present continuous forms to talk about the future and idioms related to run.
- Explaining** the construction of present simple and present continuous forms
- Explaining** the meaning of idioms

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>- Make a PowerPoint presentation with the idioms on page 48, leave blank spaces between words, and include images related to the idioms.</li> <li>- Download the flashcards from 107 to 114.</li> <li>- Write sentences - present continuous as future: positive, negative and interrogative (x2) (one word per paper).</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li>Get ss to share what they got from the interviewing-HW.</li> <li>Guess the word and meaning - PowerPoint presentation.</li> </ol> <p><b>Example</b></p> <p>r_n h_gh - run high get angry or excited</p> <ol style="list-style-type: none"> <li>T reflects on the different forms language can take: phrasal verbs, phrases, collocations, grammar, etc.</li> <li>T presents the present simple - as future and gets ss to give <b>examples - just for a quick review.</b> <ol style="list-style-type: none"> <li>Use the present simple for scheduled events - it takes a future meaning - use the flashcards. <ul style="list-style-type: none"> <li>My friend <b>Sara leaves</b> Cancun next Friday.</li> <li>My <b>friends have</b> an English exam at 7:00 in the morning. (Ss give some more examples)</li> </ul> </li> <li>Use the present simple for programmes - to say when they start and end: conference, a course, a film, a play, a match, etc. <ul style="list-style-type: none"> <li>The Barbie film <b>starts</b> at 6:00 pm, we bought 7 tickets. (Ss give some more examples)</li> </ul> </li> <li>Use the present simple for plans fixed by timetable. <ul style="list-style-type: none"> <li>Maria <b>cooks</b> dinner at night. (Ss give some more examples)</li> </ul> </li> </ol> </li> <li>T draws ss' attention to activity 1, page 48 - T gets ss to listen to the audio and complete the sentences to notice the different ways to use the present simple future forms.</li> <li>T reflects on the words to pay attention to or the points that can help to remember this form.</li> <li>T draws ss' attention to activity 2 - T gets ss to analyze the information in the blue box.</li> </ol>	<ol style="list-style-type: none"> <li>T explains the positive construction. The sentence has the following elements: subject, verb (he/she/it uses 3<sup>rd</sup> person), complement.</li> <li>T explains the negative construction: subject, auxiliary doesn't/don't (according to the subject) + verb and complement.</li> <li>T explains the question construction: auxiliary Do/Does, subject, verb and complement.</li> <li>T gets ss to compare all three forms: positive, negative and interrogative forms - how are they different?</li> <li>T gets ss to read and rewrite the construction - the elements only. T monitors offering help.</li> <li>T divides the class into 5 teams.</li> <li>T writes some pieces of text on the board for ss to guess the missing words.</li> </ol> <p><b>Example</b></p> <ul style="list-style-type: none"> <li><b>Sandra:</b> My plane <b>leaves</b> at 8:00 am. Would you please give me a ride to the airport?</li> <li><b>Maria:</b> Oh no, I can't because <b>we have</b> a Maths exam at 8:30 and I won't be on time from the airport to my school, I'm really sorry.</li> <li><b>Pedro:</b> Don't worry, Sandra. I can give you a ride. My exam <b>doesn't start</b> at 8:30, <b>it is</b> at 11 am.</li> </ul> <ol style="list-style-type: none"> <li>T reflects on the different ways to use present continuous as future and gets ss to give examples. <ol style="list-style-type: none"> <li>Use the present continuous for plans which have already been arranged - use the flashcards). <ul style="list-style-type: none"> <li>Peter and Elisa <b>are coming</b> home tonight to have dinner. (Ss give some more examples)</li> </ul> </li> </ol> </li> <li>T draws ss' attention to activity 3 - T gets ss to listen to the audio and complete the sentences to notice the different ways to use the present continuous future forms.</li> <li>T reflects on the words to pay attention to or the points that can help to remember this form.</li> </ol>	<ol style="list-style-type: none"> <li>T draws ss' attention to activity 4 - T gets ss to analyze the information in the blue box.</li> <li>T explains the positive construction. The sentence has the following elements: subject, are/is + verb (ing) and complement.</li> <li>T explains the negative construction: subject, am not/isn't/aren't + verb(ing), and complement.</li> <li>T explains the question construction: Are/Is, subject, verb(ing), complement, (?).</li> <li>T gets ss to compare all three forms: positive, negative and interrogative forms - how are they different?</li> <li>T gets ss to read and rewrite the construction - the elements only. T monitors offering help.</li> <li>T divides the group into 2 teams. <ul style="list-style-type: none"> <li>T hands out coloured papers. Ss must order the constructions: positive, negative and interrogative. The first team that sticks the constructions correctly on the wall is the winner.</li> </ul> </li> <li>T draws ss' attention to activity 5 - T gets ss to read the sentences and find the matching idioms.</li> <li>Ss will use the internet or a dictionary to get (confirm/remember) the meaning of the idioms.</li> <li>Whole class shares and compares meanings - just to confirm.</li> <li>T explains how the sentences can be rewritten using the idioms - T makes emphasis on keeping the ideas in the sentences.</li> <li>T walks ss through sentences b. and c. - work on it on the board - lets ss copy the examples in their book.</li> <li>Ss complete the activity - T monitors offering help.</li> <li>Ss help with the checking on the board: to have a studying point and have a reference to make changes. <u>Feedback from T on the language used on need.</u></li> </ol>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>In your notebook, create a short story using the idioms on page 48: include characters and dialogues in speech bubbles.</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 5 Page 49 Lesson 5 Date: \_\_\_\_\_.

- Students will be able to **identify** the general idea in a text, **collect** specific information and details and **recognize** collocations.
- Explaining** main ideas in a text
- Describing** word combinations - collocations

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Choose several songs (English or related to sports somehow: Eye of the Tiger, la Copa de la Vida, etc.) bring your playlist and a speaker.</li> <li>Make a PowerPoint presentation about the sports in activity 5.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the HW assignments.</p> <p>2. Play "Guess the song"</p> <ul style="list-style-type: none"> <li>T divides the class into two teams.</li> <li>T hums a song.</li> <li>Ss pass to the front and sing the song.</li> <li>T plays the song, too.</li> <li>The team that guesses more songs is the winner.</li> </ul> <p>3. T reflects on the importance of listening skills – listening for gist-which means understanding general ideas.</p> <p>4. T draws ss' attention to activity 1, page 49.</p> <p>5. T explains there is an interview about what professional athletes do to work on. Ss brainstorm what professional athletes do differently.</p> <p>6. Ss look at the statements to spot key information:</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>- a. army (like soldiers)</li> <li>- b. travelling, tiring</li> <li>- c. undertake means do</li> <li>- Etc.</li> </ul> <p>7. Ss read the statements, listen and analyze their notes while listening – then tick or cross.</p> <p>8. T draws ss' attention to activity 2 – ss use their notes and answers from activity 1 to try to work out the True or False options. Ss get into groups to share and compare, and then decide on their first guess.</p>	<p>9. T gets ss to read the sentences, listen to the audio and write T for true and F for false.</p> <p>10. T divides the class into 5 teams.</p> <p>11. Books closed. T writes the questions in the bubbles on the board - ss discuss them.</p> <p>12. T reflects on the fact that ss have been collecting information from each activity to start working on the next one, so note-taking is a good way to get prepared and keep on working effectively and efficiently.</p> <p>13. Ss look at the phrases from the listening – they will try to work them out by using the information they have collected so far.</p> <p>14. T gets ss to listen and check – discuss the guessing: Did you get it all correct? How many did you have to change?</p> <p>15. T displays the PowerPoint presentation and encourages ss to name the sports - say if you practice any of the sports and explain why you like it.</p> <p>16. T draws ss' attention to activity number 5.</p> <p>17. T gets ss to read and write the sports on the lines.</p> <p>18. T walks ss through set 1.</p> <p><b>yudo</b> (judo) <b>running</b> <b>volleyball</b></p> <ul style="list-style-type: none"> <li>Let's go <b>running</b> - you can't go volleyball or go yudo that doesn't sound well.</li> <li>Let's play <b>volleyball</b> - you can't play running or play yudo.</li> <li>I can't believe you <b>do yudo</b> - you can't do running or do volleyball.</li> </ul>	<p>19. Ss to complete the activity – T monitors making questions and offering help.</p> <p>20. T plays the audio to check answers. Did you get it all correct? How many did you have to change?</p> <p>21. T reflects on the use of collocations – words that are commonly used together. With the words go, play or do, we use <b>collocations</b>.</p> <ul style="list-style-type: none"> <li>Go: is used with activities and sports that end in -ing.</li> <li>Play: is used with sports or activities with more than 2 people or with a ball.</li> <li>Do: is used with individual or non-team sports (no ball).</li> </ul> <p>22. T draws ss' attention to activity 6. T tells ss to use the information from the last reflection to work out the answers in activity 6.</p> <p>23. T monitors making questions and offering help</p> <p>24. T plays the audio to check answers. Did you get it all correct? How many did you have to change?</p> <p><i>Feedback from T on the language used on <u>need</u>.</i></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Interview some people: Were you ever/ Have you ever been close to doing a sport professionally?</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 5

Page 50

Lesson 6 Date: \_\_\_\_\_

- Students will be able to **use** future forms and **work out** context to choose the appropriate one.
- Explaining** future forms
- Talking** about future events

Stage 1		
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Create a sign alphabet, and write it on cardboard.</li> <li>Example: A (&amp;) B(%) C(#) D (\$) E (@), etc.</li> <li>Prepare some words and notes with the signs – include future forms.</li> <li>Prepare some markers to write on the windows – make sure they can be cleaned.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the HW assignments.</p> <p>2. Play "First letter, last letter"</p> <ul style="list-style-type: none"> <li>T divides the class into 5 teams / lines.</li> <li>The first ss in the lines pass to the front. T says a letter, ss must write a word with that letter and with the last letter of the word, start a new one.</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Teacher: The letter is <b>B</b></li> <li>Line 1: <b>banana</b> – <b>analyze</b> – <b>elephant</b> – <b>tiger</b></li> <li>The words can't be repeated and spelling is important. When all ss in a line get to write a word without stops or mistakes, it will be the winning time.</li> </ul> <p>3. T plays a video "Future Simple"</p> <p><a href="https://www.youtube.com/watch?v=vjoZvHzWfXl">https://www.youtube.com/watch?v=vjoZvHzWfXl</a></p> <ul style="list-style-type: none"> <li>This is just one option – there are plenty of videos on YouTube.</li> </ul> <p>4. T reflects on the different ways to use the auxiliary will in future simple forms and gets ss to give examples.</p> <ul style="list-style-type: none"> <li>Use "will" for decisions made at the moment of speaking.</li> <li>I will have dinner while finishing my HW. (Ss give some more examples)</li> <li>Use "will" for anything uncertain – combined with probably, maybe, I think, I expect or I hope.</li> <li>I hope I will go to your football match. (Ss give some more examples)</li> <li>Use "will" for situations that you predict will happen but which are not definitely decided or arranged.</li> <li>In 5 years there will be robots playing football matches. (Ss give some more examples)</li> </ul>	<ul style="list-style-type: none"> <li><b>Use</b> "will" for something in the future which doesn't depend on a decision by the speaker.</li> <li>My favourite team will win the World Cup next year. (Ss give some more examples)</li> </ul> <p>5. T draws ss' attention to activity 1, page 50. Ss listen to the audio and complete the sentences to notice the different ways to use "will" in future simple forms.</p> <p><b>Stage 2</b></p> <p>6. T draws ss' attention to activity 2 - look at the blue box.</p> <p>7. T explains the positive construction. The sentence has the following elements: subject, will + verb and complement.</p> <p>8. T explains the negative construction: subject, will not/ won't + verb and complement.</p> <p>9. T explains the question construction: Will, subject, verb, complement, (?).</p> <p>10. T gets ss to compare all three forms: positive, negative and interrogative forms – how are they different?</p> <p>11. T gets ss to read and rewrite the construction – the elements only.</p> <p>12. T divides the class into 2 teams. T writes on the board the words and notes with the new sign code. T shows the sign alphabet. Ss must decode the words and notes. The team that writes the correct words and notes first will be the winning team.</p>	<p>13. T reflects on the different ways to use the future continuous forms and gets ss to give examples.</p> <ul style="list-style-type: none"> <li>Use the "future continuous" for an event which is going on at a particular time in the future.</li> <li>Next month I will be training with the Pachuca team. (Ss give some more examples)</li> </ul> <p>14. T draws ss' attention to activity 3.</p> <p>15. T gets ss to listen to the audio and complete the sentences.</p> <p>16. T divides the class into 3 teams. T gets the teams to write a sentence on each window in the classroom: future simple, present simple as future and present progressive as future – there must be three sentences on each window.</p> <p>17. The team that writes three sentences, one with each form, on all windows first gets the point.</p> <p><b>Stage 3</b></p> <p>18. Individual work. T gets ss to look at the pictures and the grammar prompts in activity 4.</p> <p>19. T gets ss to explain what they have to do – and also explain how they can work it out.</p> <p>20. Ss complete the sentences – T monitors making questions and offering help.</p> <p>21. Randomly, T asks some ss to share answers in order and explain what they did to get the answers.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Have you ever thought about asking your parents to support you in pursuing a dream or a goal (practicing a sport professionally, learning something new, travelling, etc.)?</li> <li>Talk to them and tell them about it – but if you are not ready to do that, it is OK. Just reflect and prepare some notes and get ready to share.</li> </ul>		

## KeyCode 5 Unit 5

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

Unit 5 Page 51

Lesson 7 Date: \_\_\_\_\_

- Students will be able to **talk** about the new technologies for the future of sports, **identify** specific information (audio and written text) and do word formation.
- Describing** and comparing pictures
- Presenting** word sorting
- Presenting** specific information and details
- Explaining** writing changes in words

Stage 1	Stage 2	Stage 3																																									
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"><li>- Download the flashcards from 150- 159.</li><li>- Prepare a picture of a famous or well known person – related to sports somehow.</li></ul> <p>-----</p> <p><b>1.</b> Get ss to share what they got from the HW assignments.</p> <p><b>2.</b> Review - Wh questions.</p> <ul style="list-style-type: none"><li>- T sticks the picture of a famous person in the middle of the board.</li><li>- T writes around the picture Wh words – both sides.</li></ul> <p><b>Example</b></p> <table><tr><td>What</td><td></td><td>What</td></tr><tr><td>Where</td><td></td><td>Where</td></tr><tr><td>When</td><td></td><td>When</td></tr><tr><td>Why</td><td></td><td>Why</td></tr><tr><td>How</td><td></td><td>How</td></tr><tr><td>Who</td><td>Picture</td><td>Who</td></tr><tr><td>How many</td><td></td><td>How many</td></tr><tr><td>How old</td><td></td><td>How old</td></tr><tr><td>how much</td><td></td><td>how much</td></tr><tr><td>Which</td><td></td><td>Which</td></tr><tr><td>Etc.</td><td></td><td>Etc.</td></tr></table> <ul style="list-style-type: none"><li>- T divides the class into two teams – one student from each team will come to the board to write a question about the person in the middle.</li><li>- Ss must follow the order of the words – downwards.</li><li>- Questions can't be repeated.</li><li>- The team that completes all their questions first gets the point.</li></ul> <p><b>3.</b> T gets ss to help to check if the questions are all correct – grammatically and if they make sense.</p> <p><b>4.</b> T gets some ss to answer the questions – random participation.</p> <p><b>5.</b> T reflects on the person in the picture, answering these questions: What has his life been like?</p> <ul style="list-style-type: none"><li>- Do you think his life will be the same in 5, 10 or 15 years?</li><li>- How may his life change?</li></ul> <p><b>6.</b> T divides the class into 5 teams – ss discuss the questions on page 51, activity 1.</p> <p><b>7.</b> T gets some ss to share answers – T uses information from ss answers to make a link to the pictures and the text on page 51 – try to get elements for future sentence constructions.</p>	What		What	Where		Where	When		When	Why		Why	How		How	Who	Picture	Who	How many		How many	How old		How old	how much		how much	Which		Which	Etc.		Etc.	<p><b>8.</b> T sticks the flashcards on the board – one at a time – to get ss commenting something on each item – these are words and concepts ss already know. It is just to make them use the words in an English-talking context.</p> <p><b>9.</b> Once all the pictures have been shown and commented on, ss extend their ideas by explaining how these have changed the world of sports.</p> <p><b>10.</b> Now that ss have more information (resources), T gets them to describe and compare the pictures.</p> <p><b>11.</b> T writes some functional language on the board for ss to sort it out (language for descriptions or comparisons) and use it.</p> <p><b>Example</b></p> <ul style="list-style-type: none"><li>- A woman is <b>wearing</b> some kind of glasses – the woman <b>is experiencing</b> virtual reality.</li><li>- <b>While</b>, in the picture on the right, two boys <b>are trying</b> some augmented reality – they <b>can have</b> a kind of interaction activity with the elements in the game.</li></ul> <p><b>Example 2:</b></p> <ul style="list-style-type: none"><li>- In the first picture, I can see a girl playing with her VR headsets; it looks as if she is doing some boxing to her as she is wearing boxing gloves. She is in the living room. It could be the morning or afternoon because the sun is shining.</li><li>- In the second picture, I can see two friends. They are watching an augmented-reality football match. They can feel as if the ball is going to hit them. That's why they are protecting their body with their arms and hands. By looking at this picture, I can tell it is more exciting than the VR.</li></ul> <p><b>12.</b> T draws ss' attention to activity 2 – ss use the words in bold to label the pictures.</p> <p><b>13.</b> T monitors offering help – after one minute, T gets some ss to share answers.</p> <p><b>14.</b> T gets ss to look at the text – before and after the gaps to decide on the kind of word they need for each: verb, noun, adjective, adverb</p>	<p><b>Example 1</b></p> <ul style="list-style-type: none"><li>- On the other hand, Augmented Reality can be identified when pointing at a <b>player</b> on a screen.</li><li>- If students say a <b>noun</b>, ask them to look for the noun form of the verb play.</li><li>- <b>Note.</b> Don't tell them they can use the words in the yellow box to work out activity 2 – just use it to walk ss through.</li></ul> <p><b>Example 2</b></p> <ul style="list-style-type: none"><li>- In sports, there will be a wide range of applications for different purposes – it all offering sage solutions.</li><li>- If students say <b>adjective</b>, ask them to look for the adjective form of the verb widen.</li></ul> <p><b>15.</b> Whole class checking - once ss have all their answers - at this point, as guessing, T plays the track for ss to check answers.</p> <p><b>16.</b> T reflects on the fact that it was not necessary to read the whole text to work out the answers. Reading is important, there will always be great things to learn from reading, but this time the goal was studying how the language (word formations) works.</p> <p><b>17.</b> T draws ss' attention to activity 3 – ss write the answers from activity 2 in the yellow box – check out the sections.</p> <p><b>Example (on the board) Play</b></p> <table><tr><th>Noun</th><th>Adjective</th><th>Adverb</th><th>Verb</th></tr><tr><td>player</td><td>playful</td><td>playfully</td><td>play</td></tr></table> <p><b>18.</b> T divides the class into small groups – complete the activity.</p> <p><b>19.</b> T monitors offering help – and then gets some ss to share answers on the board – following the first example and the ordering in the book.</p> <p><b>20.</b> T plays the track for ss to check answers.</p> <p><b>21.</b> T reflects on the answers:</p> <ul style="list-style-type: none"><li>- Did we get it all correct?</li><li>- How many do we have to change? Why?</li></ul> <p><u>Feedback from T on the language used on need.</u></p>	Noun	Adjective	Adverb	Verb	player	playful	playfully	play
What		What																																									
Where		Where																																									
When		When																																									
Why		Why																																									
How		How																																									
Who	Picture	Who																																									
How many		How many																																									
How old		How old																																									
how much		how much																																									
Which		Which																																									
Etc.		Etc.																																									
Noun	Adjective	Adverb	Verb																																								
player	playful	playfully	play																																								
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"><li>• Interview some people in your family – adults: What was life like back in your teen years? What kind of technology did you have? Has technology changed significantly?</li><li>• Prepare some notes and get ready to share.</li></ul>																																											

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

Unit 5 Page 52 Lesson 8 Date: \_\_\_\_\_

- Students will be able to **talk** about their favourite sports and other facts, **analyze** a text to **spot** and **present** supporting details to justify text links.
- Expressing** different points of view about sports
- Explaining** text links based on general ideas

<p><b>Stage 1</b></p> <p>1. Get ss to share what they got from the interviewing HW.</p> <p>2. Play "Activate your body"</p> <ul style="list-style-type: none"> <li>Get ss to do some exercising moves – give instructions: step by step.</li> <li>Get ss to translate each step into their L1.</li> <li>Get ss to guess the name of the exercise: in L1 and L2.</li> </ul> <p><b>Jumping Jacks.</b> Stand with your arms and legs straight, then jump- spread your legs and bring your arms overhead. Repeat the movement 5 times.</p> <p><b>Knee hugs.</b> Pull your right knee to your chest, grab it with both arms for a second, stand straight, then pull your left knee to your chest, grab it with both arms for a second, and repeat 5 times.</p> <p><b>Arm circles.</b> Stand up, spread your feet a little, extend your arms and draw imaginary circles in the air, repeat 5 times.</p> <p><b>Squats.</b> Stand up, spread a little bit your feet, bend your knees as if you were to sit in the air, return to the original position, repeat 5 times.</p> <p>3. T divides the class into 5 groups – ss do some pretending talk:</p> <p>a. Choose a favourite athlete</p> <p>b. Make some notes on the teams/countries the athlete you chose plays for, achievements, plans, success forecast, etc.</p> <p>c. Ss will introduce themselves pretending they are the athletes – the other ss in the groups must make some extending questions. For example: Are you married? How many hours a day do you train? Etc.</p> <p>4. T draws ss' attention to activity 1, page 52.</p> <p>5. <b>Still in groups of 5.</b> Ss look at the prompts – discuss what each prompt means.</p> <p>6. T tells ss to go around school to interview ss from other classes – ss take notes on the information shared.</p> <p>7. T walks around monitoring ss work – make sure ss are set on the task.</p>	<p><b>Stage 2</b></p> <p>8. Tell ss to check their notes and use the information to prepare a 3-minute sports news report.</p> <p>9. Each group presents their sports report.</p> <p>10. Books closed. T extends the talking on sports – T uses the questions in activity 2 for the talking, but he must adapt them. Example. So, what makes people think of taking up a sports routine? T himself answers the questions.</p> <p>11. T gets some ss to answer the questions – short answers.</p> <p>12. T reflects on the importance of identifying specific information and details when the talking becomes an explanation somehow.</p> <p>13. T tells ss to look at the text on page 52 – he explains that the paragraphs show the answers some people gave when they were interviewed about sports.</p> <p>14. T explains that the questions on the left (a-f) are the questions used for the interview– and that ss will have to find specific information and details in the answers to match the Q with the A.</p> <p>15. T walks ss through question c.</p> <p>c. And <b>who</b> do you practice <b>with</b>? or Are you just doing it <b>on your own</b>?</p> <ul style="list-style-type: none"> <li>T points out the fact that the information needed for this question refers to doing the activity along with other people or alone. So, the information to be looked for must match this talking route.</li> </ul>	<p>The answer to this question is in the following paragraph: <b>Never had a swimming mate</b> – <u>it's not that I don't want one</u> – <u>it's just that when it comes to practicing, I rather work alone</u> – <u>I need to focus</u> on what I am learning, but for the times fun is the target, the more mates around the better.</p> <p>16. T explains:</p> <ul style="list-style-type: none"> <li>the links: Never had a swimming mate, I rather work alone.</li> <li>the supporting details: it's not...I don't want one... it's... I need to focus...</li> <li>the contrast: but... (...for me... mates around is for fun times, not training ones)</li> </ul> <p><b>Stage 3</b></p> <p>17. T reflects on the importance of changing our minds on reading – there are way more things to look out for.</p> <p>18. T lets ss complete the matching in pairs.</p> <p>19. T monitors offering help and asking some questions to walk ss through spotting information.</p> <p>20. T gets some ss to share with the class. Then he plays the track for ss to check answers. Did you get it all correct? How many did you have to change?</p> <p>21. T gets ss to go with different friends to compare the information they got underlined as supporting details.</p> <p>22. T reflects on how useful the idea of talking routes can be when doing Speaking, Reading, Writing and Listening.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Interview your parents: What is your favourite sport? Do you have a favourite team/player/athlete? Do you think they/he will win/become a champ/succeed next season? Why/why not?</li> <li>Prepare some notes and get ready to share.</li> </ul>		



## KeyCode 5 Unit 5

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

Unit 5 Page 53 Lesson 9 Date: \_\_\_\_\_.

- Students will be able to **identify** different sports zones and the names of some specific exercise activities and **write** an article.
- Talking** about sports zones and exercises
- Writing** an article for a school magazine

Stage 1		Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>Tell ss to bring some magazine or newspaper articles.</li> <li>T brings some article samples - Cambridge Format</li> <li>Make a PowerPoint presentation: show the different parts of the article, the information and the relevant language used in it.</li> </ul> <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Play "You'd better know!"</p> <ul style="list-style-type: none"> <li>T divides the class into 5 teams.</li> <li>T asks a team a question - when they can't answer, they do some working out routines - using the movements on the previous page.</li> </ul> <p>3. T writes on the board the titles:</p> <ul style="list-style-type: none"> <li>THE GYM</li> <li>THE POOL</li> <li>THE BASKET BALL COURT</li> <li>THE BOXING GYM</li> </ul> <p>4. T divides the class into 5 new teams.</p> <p>5. T tells ss to make a list of things they can find in these sports facilities - ss can use a dictionary or the internet - 3 minutes.</p> <p>6. T monitors prompting ideas and words.</p> <p>7. T divides the board into five columns - each team writes their words in their columns. Then T crosses out the words that are repeated. T calls out for the winning team - it being the one with the biggest number of words.</p>	<p>8. T draws ss' attention to activity 3, page 53 - T walks ss through finding out if the words they got on the board can be used to label the pictures.</p> <p><b>Stage 2</b></p> <p>9. Ss label the pictures.</p> <p>10. T monitors offering help and talking to the class - T points out the fact that there are words for places, things and activities or actions.</p> <p>11. Books closed - T gets ss to show and compare their magazine/newspaper articles.</p> <p>12. T writes the following questions on the board:</p> <ul style="list-style-type: none"> <li>- What do they have in common?</li> <li>- What can be seen at the beginning of the article?</li> <li>- What can they see in the middle of the article?</li> <li>- What can they see at the end of the article?</li> <li>- What information can they see in each paragraph?</li> <li>- Do they see the same or similar information in different parts?</li> <li>- What language constructions and words can be relevant?</li> </ul> <p>13. T gets ss to discuss the questions - T monitors asking some random questions on the different articles ss have.</p> <p>14. T reflects on the importance of the different parts of the article, which is a text that expresses opinion and knowledge about something, it should get the readers' attention.</p>	<p>15. T presents and explains the parts of an article and useful language (if possible, different formats or styles) - shows the PP presentation.</p> <p>16. T walks ss through underlining or marking, with different colours, the beginning, middle and ending of their articles - and the language and words they found.</p> <p>17. All ss chip in making a collection of language and words on the board.</p> <p>18. T draws ss' attention to activity 5.</p> <p>19. T gets ss to read the instructions - emphasizing the points that have to be included.</p> <p>20. In pairs, ss discuss and do their writing.</p> <p>21. T monitors asking questions and offering help.</p> <p>22. T extends the talking:</p> <ul style="list-style-type: none"> <li>It is interesting to talk and write about a sports fan because...</li> <li>When you are a fan of... you can...</li> <li>But going professionally might take...</li> <li>I remember when...</li> </ul> <p><b>Note:</b> If possible, let/get some ss in the extended talking.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Interview people in your family. Do you have a memorable sports experience to share?</li> <li>Prepare some notes and get ready to share.</li> </ul>		