

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

Unit 6

Page 35.

Lesson 31. Date: \_\_\_\_\_.

- Students will be able to **talk** about accidents and **suggest** preventing actions.
- **Describing** accidents
- **Giving advice** on preventing actions

Stage 1	Stage 2	Stage 3
<p><b>1.</b> Prepare in advance - T designs a word search board.</p> <p><b>2.</b> T gets ss into small groups and gives each group a word search board.</p> <p><b>3.</b> T shows pictures and says some example sentences using the words.</p> <p><b>4.</b> T writes on the board the first letter of each word; one at a time.</p> <p><b>5.</b> Ss look at the pictures and label them.</p> <p><b>Stage 2</b></p> <p><b>6.</b> Ss describe the pictures in detail.</p> <p><b>7.</b> Walk ss through ranking the scenes – from 1. the worst scenario to 8 the least dangerous one.</p> <p><b>8.</b> Whole-class sharing and checking: explain ranking.</p> <p><b>9.</b> T reflects on possible reasons why accidents happen – get ss to discuss accidents:</p> <ul style="list-style-type: none"> <li>• people who usually have accidents, where, when, whys</li> </ul>	<p><b>10.</b> Get ss to brainstorm accidents that happen at home – explain ss how to use "due to" to present the reasons why the accidents happen.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• Due to careless playing, sometimes kids fall and there is the risk of bone breaking.</li> </ul> <p><b>11.</b> T reflects on ways to prevent accidents from happening – different actions can be adapted according to the place: home and school.</p> <p><b>12.</b> Get ss into small groups – gather ideas on preventing the accidents in the pictures.</p> <p><b>13.</b> Whole-class sharing – T extends the talking by using the questions below the pictures.</p> <p><b>14.</b> Draw ss' attention to the prompts in the green box – walk ss through studying the prompts to understand how to connect the ideas about prevention to "need to".</p> <p><b>15.</b> Give ss some time to complete the prompts - T monitors to find sentences written correctly and asks ss who got these correct examples to come and write them on the board.</p> <p><b>16.</b> Whole-class checking - If possible, present more language options such as:</p> <ul style="list-style-type: none"> <li>• ...need to...</li> <li>• ...have to...</li> <li>• ...when...</li> </ul>	<p><b>15.</b> T prepares three bunches of small papers or cards with letters on them, enough for ss to get the eight accident words.</p> <p><b>16.</b> T gets the class into three groups and gives ss two minutes to get the words.</p> <p><b>17.</b> T asks ss to think of specific situations or activities - when the accidents may happen.</p> <p><b>18.</b> Get ss to read the sentences and spot words that can help them decide on the context for using each accident word.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• I like cooking. The only thing I don't like is frying. I always burn myself.</li> <li>• Fire and heat and hot things involved.</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 some people. Have you ever had an accident because of careless activity?</li> <li>• What did you learn from the experience?</li> <li>• Can you give some advice to prevent that from happening?</li> <li>• Prepare some notes – get ready to share.</li> </ul>		

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

Unit 6 Page 36. Lesson 32. Date: \_\_\_\_\_.

- Students will be able to **talk** about personal experiences and **present** the results or consequences of something happening.
- Sharing** personal experience
- Giving reasons** and **explaining** results

Stage 1	Stage 2	Stage 3		
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T presents some prompts for ss to try some looping on the board.</p> <table><tr><td>In case of... When falling occurs... If you see...</td><td>...go see... ...try to... ...try not to... ...call...</td></tr></table> <p>3. T presents some options for some words to link the use of reflexive pronouns.</p> <p><b>Example</b></p> <ul style="list-style-type: none"><li>I cut paper. I cut the meat. I cut ...</li><li>I cut myself. (me) – myself means “me”.</li></ul> <p>4. T extends the talking - the use of reflexive pronouns.</p>	In case of... When falling occurs... If you see...	...go see... ...try to... ...try not to... ...call...	<p>5. Draw ss' attention to the Grammar section on page 36 – look, listen and follow in the book.</p> <p>6. Give ss some time to complete the table – whole-class sharing and checking.</p> <ul style="list-style-type: none"><li><b>Note:</b> This is a good time to use the translation method – ss being the ones who benefit from using it, just if needed.”</li></ul> <p>7. Refer ss back to the following activity – it is time for ss to spot the person so they can use the appropriate reflexive pronoun.</p> <p>8. Walk ss through studying the halves below – they are for ss to complete the halves above.</p> <p>9. Whole-class sharing and checking – T writes the matching on the board for ss to have a reference for the checking.</p> <p>Play running hunt!</p> <p>10. T asks two ss to stand at the front.</p> <p>11. T gives ss pictures (flashcards) related to accidents and some other pictures not related.</p> <p>12. T reads a definition and ss at the front have to go and find the picture.</p> <p>13. Ss who are not at the front should be sitting on the pictures.</p>	<p>14. T reflects on the use of “because” and “so” when talking about accidents.</p> <p>15. Draw ss' attention to the second Grammar section on page 36 – ss look, listen and follow in the book.</p> <p>16. Give ss some time to complete the following activity – T monitors looking for correct answers to share on the board.</p> <p>17. T shows pictures for the scenes in the More vocabulary section – ss label the pictures and talk about them – giving/joining/providing more information.</p> <p><b>Example</b></p> <ul style="list-style-type: none"><li>That picture shows a banana peel.</li><li>If people step on it, they may slip and fall.</li><li>The consequence could be bone-breaking or some spraining.</li><li>If it happens, try to stay still and call someone who can help.</li><li>Remember to put the peel in the garbage can.</li></ul> <p><b>Note:</b> You can prepare some language prompts in advance for the talking – you don't have to teach all the forms, some L1 can be useful - if and only if necessary.</p> <p><i>Feedback from T on language used on need.</i></p>
In case of... When falling occurs... If you see...	...go see... ...try to... ...try not to... ...call...			
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"><li>Interview some people. What should people do in case of an accident (use the pictures in the More Vocabulary section)?</li><li>Prepare some notes – get ready to share.</li></ul>				

## KeyCode 3 Unit 6

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

Unit 6 Page 37. Lesson 33. Date: \_\_\_\_\_.

- Students will be able to **use** phrases to warn people of risk and **describe** situations that are difficult to cope with.
- Warning** people of risk
- Describing** situations and aspects to deal with

Stage 1	Stage 2	Stage 3
<p>1. Prepare in advance – make a list of the consequences of accidents.</p> <p>2. Get ss to share what they got from the interviewing – HW.</p> <p>3. Get ss to practise some spelling - use all words related to accidents seen so far.</p> <p>4. Try to find ss who can spell all the words – only prompting by pictures.</p>	<p>5. T sticks pictures of accidents on the board – one at a time – for ss to find a consequence match.</p> <p>6. T reflects on what the people did and didn't do – looking at the actions as reasons for the accidents happening.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>Banana peel – slip – fall – bone-breaking – spraining</li> <li>People didn't put the peel in the garbage can.</li> <li>People peeled a banana and left the peel on the floor.</li> </ul> <p>7. Draw ss' attention to the scripts on page 37 – tell ss to read and find a matching picture on the previous page.</p> <p>8. Pair work – get ss to read again and write the words on the lines.</p> <p>9. Whole-class sharing - listen and check answers.</p> <p>10. T reflects on the use of some language in the accident scenarios presented – get ss to check the options and find a matching description.</p> <p>11. Whole-class sharing and checking.</p> <p>12. T reflects on some things that people say when accidents or some specific situations occur.</p>	<p>13. Draw ss' attention to the picture that shows a traffic jam – tell ss to read and try putting the ideas in L1.</p> <p>14. Ss listen and follow in the book.</p> <p>15. Whole-class – T guides ss into writing some sentences about the pictures on the left.</p> <p>16. Once T confirms the sentences are complete and correct, ss will be allowed to write them in their notebooks.</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: Do you know of any emergency phone numbers?</li> <li>Which ones?</li> <li>Mention some situations when people use them.</li> <li>Prepare some notes – get ready to share.</li> </ul>		

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

Unit 6

Page 38.

Lesson 34. Date: \_\_\_\_\_.

- Students will be able to **describe** situations that are difficult to cope with and **talk** about home safety.
- Describing** situations and aspects to deal with
- Talking** about home safety

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Ss listen to the track about a traffic jam again – by lines – tell ss to help you remember what each line means in L1.</p> <p>3. Ss look at the pictures on page 38 and describe them in detail.</p>	<p>4. T shows how to complete the prompts for picture 1.</p> <p>5. T walks ss through completing the prompts for picture 2.</p> <p>6. Pair-work- give ss some time to complete the prompts for picture 3.</p> <p>7. Whole-class sharing – T will collect books at the end of the session for checking.</p> <p>7.1. Listen to check answers.</p> <p>8. T walks ss around school talking about safety areas and things – asking some questions for awareness-raising – it is a process that seeks to inform and educate people about a topic or issue with the intention of influencing their attitudes, behaviours and beliefs, in this case towards safety actions and culture.</p> <p>9. Whole class – T gets ss to help to find good answers for the questions on page 38 – T writes the answers on the board.</p> <p>10. Once T confirms the answers are complete and correct, ss will be allowed to write them in their notebooks.</p>	<p>11. Draw ss' attention to the text about safety – get ss to read and stop every time they find a word in blue.</p> <p>12. Ss will try to guess the meanings of the words in blue by context.</p> <p>13. Ss listen and follow in the book – T writes some questions about the text on the board – ss will help to find information in the text to answer the questions.</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>Look up the meaning of the words in blue – write in your notebook.</li> <li>Prepare some notes – get ready to share.</li> </ul>		

## KeyCode 3 Unit 6

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

Unit 6

Page 39.

Lesson 35. Date: \_\_\_\_\_.

- Students will be able to **analyse** an article's contents and **order** information.
- Explaining** the contents of an article
- Discussing** order of events and information

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the looking up – HW.</p> <p>2. Tell ss to look at the meanings on page 39 – find matching meanings.</p> <p>3. T writes the words in order on the board for ss to have a reference for the checking.</p>	<p>4. T reflects on the different things that can be used to read or study a text – mention some.</p> <p>5. T asks some questions about the things he mentions to find out if ss have heard about it/them.</p> <p>6. Draw ss' attention to the points in the yellow box – tell ss to read and spot words that name the point to look for.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>hook sentence – the sentence that's aimed to catch the reader's attention</li> </ul> <p>7. Get ss to do the underlining – remind ss about saying where the information is: paragraph and line.</p> <ul style="list-style-type: none"> <li>If possible, project the page/text so ss can follow along.</li> </ul> <p>8. T reflects on the number of times and the different ways in which ss have looked at the text – tell ss to listen again and then to find information to answer the questions.</p>	<p>9. T reflects on the importance of being clear and specific when talking about safety – whatever information or advice given to people must be easy to understand – confusing information is not helpful.</p> <p>10. T walks ss through ordering the safety ideas in the orange box – T writes the ordering on the board for ss to rewrite the text.</p> <p>11. T gets ss to order the ideas in the blue box – T confirms when the ordering is correct so ss can rewrite the text.</p> <p>12. Do the same with the ideas in the green box.</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. Do you have a safety action plan? If so, describe it.</li> <li>If the answer is no, try to get the people to think about it and create one at the moment – only by talking.</li> <li>Prepare some notes – get ready to share.</li> </ul>		

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Unit 6

Page 40.

Lesson 36. Date: \_\_\_\_\_.

- Students will be able to **express** their ideas or experiences are similar or even the same as someone else's.
- **Giving advice** on where some products should be kept
- **Promoting** safety habits

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> T sticks on the board a poster of a really strong man / woman.</p> <p><b>3.</b> T explains that those are the "Super Hazard Hunters".</p> <p><b>4.</b> Ss have to walk around the classroom collecting everyday items that may be a hazard and put them in a sack/bag.</p> <p><b>5.</b> T gets the things out of the bag, one at a time, and asks ss to explain why each item is a potential danger.</p>	<p><b>6.</b> T uses simple explanations and movements to get ss to label the new words.</p> <p><b>7.</b> T writes the headings:</p> <p style="text-align: center;"><i>item / accident / should be kept</i></p> <p><b>8.</b> Ss select an item for T to show them how to gather information.</p> <p><b>9.</b> T shows ss how to put the words into full sentences.</p> <p><b>10.</b> T explains that for this topic ss will have to use: "prevent ...from..."</p> <p><b>11.</b> T walks ss through studying examples 1, 2 and 3.</p> <p><b>12.</b> T asks ss to help him/her do examples 4 and 5.</p> <p><b>13.</b> T runs a whole class analysis to make sure the examples are correct – once so, ss will be allowed to write them in their books.</p> <p><b>14.</b> Give ss some time to complete examples 6 – 8.</p> <p><b>15.</b> T runs a whole class analysis to make sure the examples are correct – once so, ss will be allowed to write them in their books.</p>	<p><b>16.</b> T reflects on ways to communicate or confirm that one has had a similar experience – when someone is telling you about a situation they went through, and you have had a similar experience, you can use...</p> <ul style="list-style-type: none"> <li>• I always <b>burn</b> myself.</li> <li>• So <b>do</b> I.</li> <li>• I always <b>fell</b> off my bike.</li> <li>• So <b>did</b> I.</li> <li>• I <b>have broken</b> my arm twice.</li> <li>• So <b>have</b> I.</li> </ul> <p><b>Mini Project</b></p> <p style="text-align: center;"><b>The warning board</b></p> <ul style="list-style-type: none"> <li>• Make a poster to promote safety habits and actions to take.</li> <li>• Collect all the posters and staple them together.</li> <li>• Display the all-in-one big poster on a wall.</li> <li>• Invite ss from other classes to hear a talk about safety.</li> <li>• Consider the table on page 40 to work on the planning.</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>		