

KeyCode 3 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 47. Lesson 43. Date: _____.

- Students will be able to **identify** reasons and excuses and share their own thoughts about each event.
- Categorizing** excuses and reasons
- Discussing** events and results

Stage 1	Stage 2	Stage 3
<p>Prepare in advance.</p> <ul style="list-style-type: none"> T takes a glass containing half of water. <p>-----</p> <ol style="list-style-type: none"> Get ss to share what they got from their notes, extra words, etc. – HW. T reflects on the given answers and asks ss what their conclusions are - about last topic. T divides the group into 4 teams. T puts the glass on the table asking, "what can you see here?" Ss discuss about the glass: <ul style="list-style-type: none"> shape colour size What does it contain? Is the glass half empty or half full? Ss choose a team head to come to the front and share their conclusions including the points in the questions above - follow the order. T reflects on the information mentioned – and introduces the topic talking about excuses and reasons. 	<ol style="list-style-type: none"> Ss look at the pink and yellow box and say which words/phrases are excuses or reasons. T divides the group into pairs and asks them to match the pictures with the words/phrases on the chart. T reflects on the given answers on excuses or reasons and gives ss his/her own opinion doing some cueing, just if needed. T asks ss to pay attention to the next audio and complete the sentences on page 47. <ul style="list-style-type: none"> T plays the audio twice. T asks students to get into 4 groups and compare answers. T shows the glass again and gets ss to reflect on excuses and reasons about the given situations and together discuss the questions above the picture: <ul style="list-style-type: none"> Do the situations in the previous activity show excuses or reasons? Why? Ss have time to categorize the previous sentences into excuses or reasons. T divides the group into pairs and ss walk-through the situations answering and explaining each one. Whole-class checking, ss share some answers and come up with general comments. 	<ol style="list-style-type: none"> T reflects on the given answers and gives ss opinions about their comments, emphasizing phrases (do you ever, step to, reflect on, in control, keep fit, shift the blame, from the inside, see you, by blaming, is like), so ss get a general idea of the way to answer next exercise. Draw ss' attention to the paragraph part and ss complete it using the options on page 48. T gives ss the last piece of advice and recommendations. Ss share their answers and conclusions. <p><i>You can try some extra notes on the board using these phrases:</i></p> <ul style="list-style-type: none"> do you ever step to reflect on in control keep fit shift the blame from the inside see you by blaming is like <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Interview 2 people. Which is better; give an excuse or a reason? Why? Reflect on the answers: event and solution. Prepare some notes – get ready to share. 		

KeyCode 3 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 48. Lesson 44. Date: _____.

- Students will be able to **express** themselves using -ing forms.
- Explaining** when to use -ing
- Practicing** verbs and phrases using -ing

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from their interviewing – HW.</p> <p>2. Play “2 reasons and 1 excuse”</p> <ul style="list-style-type: none"> T tells ss to write on a piece of paper 2 reasons and 1 excuse. Ss take turns and each one has to read their sentences. Whole-class guessing which the excuse is. <p>3. T divides the group into 4 teams.</p> <ul style="list-style-type: none"> Each group chooses 1 person to pass to the front. T dictates the 4 given sentences on page 48 (Grammar part). S1 writes sentence #1, S2 writes sentence #2, and so on until sentence 4. Each team has to discuss the context of the sentence. Each group chooses another member to explain their opinions. <p>4. Each team passes to the front and explains their conclusions.</p> <p>5. Draw ss' attention to the Grammar explanation - tell ss to read the 4 points with the examples.</p> <p>6. T reflects on the given conclusions emphasizing the use of -ing.</p>	<p>7. T divides the group into pairs and ss have time to complete the paragraph paying attention to the words in bold - using the previous discussions and reflections.</p> <p>8. Whole-class checking - ss share their answers and come up with general comments.</p> <p>9. T reflects on given answers – T does some cueing, just if needed.</p>	<p>10. Draw ss' attention to the incomplete sentences.</p> <ul style="list-style-type: none"> T reads the first one and completes it. T asks 2 more people to read and complete sentence #2 and #3. T does some cueing, just if needed. <p>11. Ss continue answering the missing sentences (4-14)</p> <p>12. T gets ss to share answers – T gets some students to read the rest of the sentences – then the whole class participates correcting the given examples from other students if needed.</p> <p>13. T reflects on the information mentioned and summarizes the topic.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview 4 people.
- What are you interested in? What are you excited about? What are you thinking of? What are you looking forward to?
Reflect on the answers and write a small conclusion about each person interviewed.
- Prepare some notes – get ready to share.

KeyCode 3 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 49. Lesson 45. Date: _____.

- Students will be able to **ask** questions using -ing phrases and **discuss** tasks.
- Creating** questions using -ing phrases
- Reflecting** on doing and completing tasks

Stage 1	Stage 2	Stage 3
<p>1. T divides the group into 5 teams.</p> <ul style="list-style-type: none"> a) 1 member of each team passes to the front. b) T tells ss to play Chinese Whisper. c) T tells ss a phrase (from page 48 - a-e lines) and each student can only say the message once – it must be whispered so that only 1 student (the person next to them) can hear it. d) The winner is the team that gets closer to the original phrase. e) T writes all the phrases (a-e lines) on the board for checking. <p>2. Get ss to share what they got from the interviewing – HW.</p> <p>3. T divides the group into pairs and ss have to discuss the 4 HW questions and what they concluded.</p> <p>4. Ss continue in pairs and answer exercise 1 on page 49.</p> <p>5. Whole-class checking, ss share answers and come up with general comments.</p>	<p>6. T chooses 3 people and they read the example in exercise 2.</p> <p>7. T asks ss to stand up and use the previous example to interview 3 people in their class. They also need to use the questions of the previous exercise.</p> <p>8. T gives students 8 minutes for this activity. T walks around the class and reflects on the given answers – T does some cueing, just if needed.</p> <p>9. T asks ss to get back to their first team in the 1st activity - 5 teams.</p> <p>10. Ss discuss the given phrases on Chinese Whisper Game.</p> <p>11. Whole-class checking, ss share their opinions together.</p> <p>12. T asks students to read the title options and think of a way to explain what kind of information a paragraph with any of the titles may have.</p> <p>13. T gets ss to check the paragraphs quickly, aiming to find information or language that matches the previous sharing – then 5 ss help out reading the paragraphs aloud. When ss finish with the reading, the whole group says the answers aloud – one at the time.</p> <p>14. T reflects on the given answers and gets ss to explain the information match - make corrections, just if needed.</p>	<p>15. T asks ss to read the questions below the text – T explains that they can use the same matching information strategy to find the words or phrases needed.</p> <p>16. Ss read the paragraphs again and spot the sentence that may have the answer.</p> <p>17. Whole-class checking - ss share their answers and come up with general comments.</p> <p>18. T gives ss the last piece of advice and recommendations.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

Interview 2 people: 1 kid, 1 adult

- Use the phrases that you learnt from exercise 1, page 49.
- Reflect on the answers.
- Prepare some notes – get ready to share.

KeyCode 3 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 50. Lesson 46. Date: _____.

- Students will be able to **identify** the use of future past and use it to **communicate** some of their ideas.
- Practicing** future past with some examples
- Creating** their own examples based on their experience

Stage 1	Stage 2	Stage 3
<p>1. T asks for five school items.</p> <ul style="list-style-type: none"> T divides the group into 2 teams and asks ss to choose five people from each. T counts up to three and ss have to run and get the item that is on the opposite part of the room. They play to get the 5 items. The team that gets more items is the winner. <p>2. T asks, How important is winning the/a game? Does it feel like having some kind of success?</p> <p>3. T reflects on the given answers and asks ss what their conclusions about success are. – T does some cueing, just if need.</p> <p>4. Ss discuss the questions in pairs and then share their opinions with the class.</p> <p>5. Whole class discussion – ss discuss the 5 questions from exercise 1, page 50.</p>	<p>6. Get ss to share what they got from the interviewing – HW.</p> <p>7. T comments on the way the phrases from the previous class were used to complete the HW assignment.</p> <p>8. T chooses a girl and a boy to read the examples of the next exercise – T explains what the examples are about.</p> <p>9. T chooses another student to read the information below – T explains further, making emphasis on details.</p> <p>10. T divides the group into small teams and ss complete exercise 3 reading and organizing the information in the boxes.</p> <p>11. Whole-class checking - ss share their answers and come up with general comments.</p>	<p>12. Draw ss' attention to the last exercise – ss create their own lines organizing the information.</p> <p><i>If ss have questions, refer them back to the previous examples and boxes.</i></p> <p>13. Whole-class checking – some ss share their answers for the whole class to give feedback and compare them with their writing and way of organizing it.</p> <p>14. T reflects on the given answers – T does some cueing, just if need.</p> <p>15. T takes care of specific questions – just after ss have completed and checked their writing.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview 2 people.
- With the previous book template about future plan and new plan, ask about an example based on real life.
- Prepare some notes – get ready to share.

KeyCode 3 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 51. Lesson 47. Date: _____.

- Students will be able to **have** a conversation about life dilemmas and **include** new vocabulary.
- Expressing** opinions about life dilemmas
- Discussing** situations to understand the contexts

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> T writes the chart words on page 51 on cards (gossip, steal, drop out school, skip classes, etc.). <p>-----</p> <ol style="list-style-type: none"> Get ss to share what they got from the interviewing – HW. T reflects on the given answers and asks ss what their conclusions are - about last topic. T pastes the cards on the board. T divides the group and each group chooses a card. Each group passes to the front and acts out what's on the card. The other teams have to guess the word or phrase. Whole-class checking – ss have to explain further what each word/phrase means. T cues or praises – but not during ss speaking, let them finish sharing before taking part. 	<ol style="list-style-type: none"> Draw ss' attention to the following pictures – get ss to describe them in detail and then to label them using the words in the box. T asks students to get into pairs, look at the pictures and words, then match them with the meanings. How are the choices/answers shown/illustrated in the pictures - ss discuss their answers and T reflects on the given conclusions - do some cueing, just if needed. T asks some ss to read aloud questions on page 51, exercise 3. Whole class participation – ss discuss the answers, what they think about it based on their experience. T starts a reflection on the comments just to restate ss' ideas. Ss give a last conclusion about those questions and add extra information. 	<ol style="list-style-type: none"> T asks ss to read and complete the paragraphs of exercise 4 using the dilemma words. T asks students to compare and discuss their answers in pairs. Ss share their answers with the group - justify them. T starts a general reflection on the discussion to reaffirm ss' ideas. Ss correct their answers if needed. Whole class summary and reflection – Ss discuss about life dilemmas, justify some actions and T reflects on ss' answers and language learning – T does some cueing, just if needed. Get ss to help you write some notes about life dilemmas on the board – once the notes are complete and correct, let ss write them in their notebooks. <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Interview 4 people. Ask some questions about a life dilemma they went through when they were at school. Prepare some notes – get ready to share. 		

KeyCode 3 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 52. Lesson 48. Date: _____.

- Students will be able to **talk** about imaginary situations.
- Creating** and **analyzing** own examples
- Talking** about imaginary situations and wishes

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> T brings a graph poster about school. <p>-----</p> <ol style="list-style-type: none"> T pastes the poster on the board and asks ss what they can see on it. Whole class has to discuss the general description of the picture. Get ss to share what they got from the interviewing – HW. T divides the group into small teams and asks ss to discuss the questions and graph of exercise 1 page 52. Whole class discussion – ss share their ideas about the information they read and analyzed. T starts a general reflection on the discussion to reaffirm ss' ideas. <p>Stage 2</p> <ol style="list-style-type: none"> T asks ss to check the conversation quickly: <ul style="list-style-type: none"> What is it about? Who are talking? Who seems to have a problem? How did she solve it? How does the other person feel about her friend solving her problem? Book closed – T plays the audio – tell ss to pay attention to the information for the gaps. Whole-class shares and compares answers – T plays the audio again, this time to check answers. 	<ol style="list-style-type: none"> T reflects on problem solving attitudes and gets ss to share what they think about the way the problem in the conversation was solved. T writes three 2nd conditional sentences on the board. Draw ss' attention to the Grammar section (The 2nd conditional). T divides the group into five teams, and they have to analyze and discuss the grammar notes and the examples. T asks some ss to pass to the front and use colours to mark the different elements in the examples on the board. Whole-class checking: ss read the sentences on the board and discuss the contexts. T checks the marking on the board and then gives some tips or explains further – making corrections or praising for good language use. <p>Stage 3</p> <ol style="list-style-type: none"> T gets some ss to help to write the halves on the board for the whole class to work on the matching activity. 	<ol style="list-style-type: none"> Whole class participation – ss discuss the answers and give some examples to choose the complement of the sentences. T starts a reflection on the comments just to help ss confirm they got to understand contexts - T does some cueing, just if needed. Whole-class gets the matching on the board – once T confirms the matching is complete and correct, ss will be allowed to do it in their books. Mini project: Read instructions on page 52. Present your community project to the class. T reflects on presentation performance, shares a general opinion and gives feedback. <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Check the notes you made during this unit and add any points or information missed. It would be great you could add some more notes, examples or a list of words you found useful or words you'd like to learn. 		