

KeyCode 5 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 85 Lesson1 Date: _____ .

- Students will be able to **talk** about learning strategies, pointing out what they are and the benefits of using them.
- **Explaining** learning/studying actions

| Stage 1 | Stage 2 | Stage 3 |
|--|--|--|
| <p>Prepare in advance</p> <ul style="list-style-type: none"> • Get ss to bring a flipchart and coloured markers. • Write 15 questions about grammar, listening, writing, and speaking in your notebook. <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. Tic tac toe</p> <ul style="list-style-type: none"> • T divides the group into two teams and draws the squares on the board. In each square, he writes a number - it is the number of the question that ss will answer. • Ss choose a number and T asks the question. • Team 1 goes first - if ss answer correctly, they draw a circle, then, team 2 is up - if they get it right, they draw a cross. • The team that gets a three-square line, in any direction, wins. <p>3. T divides the class into 5 teams and writes on the board:</p> <p>Reading Listening Speaking Writing</p> <p>4. Ss draw a mental map developing what they think these skills cover in English subjects.</p> <p>5. T monitors asking random questions to get ss to talk the information.</p> <p>6. Each team shares with the class and T comments to extend the talking in each turn.</p> | <p>7. T draws ss' attention to activity 1 page 85 - ss look at the pictures and talk.</p> <ul style="list-style-type: none"> • What are the students doing in each picture? • What are they doing exactly in each picture? • Reading for what? • Listening for what? • Speaking for what? • Writing for what? • What can be learned from doing the activities those ways? <p>8. Whole class shares answers and T comments on ss' ideas to extend the talking.</p> <p>9. T gets ss to look at the pictures again and write in the boxes: on the left, one or two words about the way the students are doing the activities and, on the right, one or two words to tell what the students are learning.</p> <p>10. T walks ss through Example 1:</p> <ul style="list-style-type: none"> • The boy with the blue T-shirt. • Left: Talking/Explaining something • Right: Speaking <p>11. T monitors asking questions to get ss to talk the information and then gets some ss to share with the class.</p> <p>12. T extends the talking, and then gets ss to discuss – T reminds ss about taking notes on what is said.</p> <ul style="list-style-type: none"> • What are learning/studying strategies? • Do you think we can omit any of the linguistic skills when learning a second language? | <p>13. Books closed. T reflects on the importance of having learning strategies - a way of organizing and using a set of skills to learn - or a technique – the way you are going to do a task.</p> <p>14. Pair-work. T draws ss attention to activity 2 – T explains that the matching should be done without using lines.</p> <p>15. Ss look at the sets and think of ways to do the matching.</p> <p>16. Whole class shares ideas, and then discusses techniques, so the way they are doing the matching works just fine.</p> <p>Example</p> <p>3. listen – a. to me</p> <ul style="list-style-type: none"> • Strategy: Reading - grammar. The verb "listen" is always followed by the word "to". • Technique: get the number and the letter that do the matching in a colour. <p style="text-align: center;">3. listen a. to me</p> <p>17. T monitors asking questions to get ss to talk the information: strategies and techniques.</p> <p style="text-align: center;"><u>Feedback from T on the language used on need.</u></p> |
| <p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Talk to your parents: Did you use to apply learning or studying strategies and techniques back in your school days? • Prepare some notes and get ready to share. | | |

KeyCode 5 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 86 Lesson 2 Date: _____

- Students will be able to **talk** about studying actions and **do** word formations.
- **Discussing** teaching and learning actions
- **Giving** suggestions
- **Explaining** word formations

| Stage 1 | Stage 2 | Stage 3 |
|---|---|--|
| <p>Prepare in advance</p> <ul style="list-style-type: none"> • Get images of clap-hands, snap-fingers, stomp your feet – etc. (8 images/actions). • Write on index cards several words, use verbs, adverbs, adjectives, phrasal verbs and nouns, and stick them around the classroom: on the wall, on the windows, under the chairs, etc. • Get ss to bring coloured paper. • Bring a small box. <hr style="border-top: 1px dashed black;"/> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. “Do as I say, and even faster...”</p> <ul style="list-style-type: none"> • T shows the mimic for the actions to work with. • T gets two ss standing at their seat – two at a time. • Get ss to follow the sequence of actions – change it several times. • Do it faster every time a sequence is complete. • Give out a chocolate bar to the ones who can go the fastest. <p>3. T divides the class into 2 teams and writes the following on the board – X2 – one set of headings per team.</p> <p>verbs adverbs adjectives phrasal verbs nouns</p> <p>4. T puts the sets of cards below the board – one student from each team comes to the front to stick the words below the correct heading.</p> <p>5. T explains that each participant will have 15 seconds – so they must go fast.</p> <p>6. Every time there is a pause (after 15 seconds), T does some checking and takes off the board the words that are in the wrong section.</p> <p>7. The team getting all the words ordered correctly wins.</p> | <p>8. Teamwork. T draws ss' attention to activity 1, page 86 - ss read and discuss the questions teacher Chetin has been thinking about.</p> <p>9. After a few minutes, ss change teams (x3), and take notes on partner's opinions.</p> <p>10. T monitors ss getting in the talking ss are doing to extend it.</p> <p>11. T tells ss that getting suggestions from others always helps – sometimes some suggestions can't be considered but it for sure helps as it adds to a vision and perspective of how things can be done.</p> <p>12. T gets ss to write some suggestions for the kind of activity they do in all their classes – it won't be necessary to write names, what matters is that all comments are embraced with responsibility and respect.</p> <p>13. T gives ss some time to talk and write their suggestions on small pieces of paper – and then T reads out some.</p> <p>14. T tells ss to vote on agree or disagree every time a suggestion is read and gets one or two students to explain the why behind the side they took.</p> <p>15. Books closed. T gets ss to help to write the words on the cards on the board in the other forms they can take.</p> <p>Example</p> <p><small>Noun: fantasy Adjective: fantastic Verb: fantasize Adverb: fantastically</small></p> | <p>16. T confirms the writing on the board is OK so ss can copy/write in their notebooks and monitors making sure ss are getting it all down.</p> <p>17. T draws ss' attention to activity 2 - ss listen to the audio and follow the text in the book.</p> <p>18. T gets ss to explain the idea or message in each paragraph and to circle words that may be new, unfamiliar or difficult.</p> <p>19. T gets ss to share the information they got circle so the whole class can help to find meanings or explanations – write the findings on the board as well.</p> <p>20. T gets ss to read the questions and find the information by paragraphs:</p> <p>Example: Paragraph 1: What word means: use something in an effective way? Adjective: Deployed Verb: Deploy</p> <p>21. T monitors ss offering help and asking questions to get ss to talk the information.</p> <p style="text-align: center;"><u>Feedback from T on the language used on need.</u></p> |
| <p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Look at the information in the orange bubble, page 86, at the bottom. • Reflect on it and answer the questions. • Apply one of the strategies mentioned: notes on the page, near the words, or notes on post-its around the text. • Prepare some notes and get ready to share. | | |

KeyCode 5 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 87 Lesson 3 Date: _____

- Students will be able to **collect** words related to a topic set, **spot** specific information and **collect** details from oral text and **do** paraphrasing.
- **Discussing** learning strategies
- **Presenting** collections of words
- **Paraphrasing** meaning

| Stage 1 | Stage 2 | Stage 3 |
|---|---|---|
| <p>Prepare in advance</p> <ul style="list-style-type: none"> • Write the names of learning strategies in activity 5 on coloured paper. • Get ss to bring index cards and markers. <p>-----</p> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. STOP. * T gets ss to write the headings: letter colour animal fruit/vegetable food things verb</p> <p>* T says a letter, ss write the words according to it, and the first student to finish all the categories says STOP. * T checks answers. * Try 3 – 5 rounds.</p> <p>3. T reflects on the benefits of trying this game – it helps to work on vocabulary – and then tries to find out if ss can see some more benefits from trying it.</p> <p>4. T draws ss' attention to activity 3 - ss read and discuss the questions in small groups.</p> <p>5. Whole class shares – and then go interview other ss and teachers around school – what do you know about Active Learning Activity?</p> <p>6. Whole class shares – and then T reflects on the importance of giving this approach a chance - ss learn through experience rather than absorbing facts verbatim from others.</p> <p>7. T extends the talking: Do you like to explore topics and contents by yourself or do you prefer listening to people talking and only taking notes?</p> | <p>8. Whole class shares opinions – T extends the talking by pointing out the fact that both ways work – but we must understand when and to whom they may benefit the most – it is not for competing or spoon-feeding but for getting better studying and learning results.</p> <p>9. T draws ss attention to activity 4 – ss read the questions and discuss to decide what kind of information may be needed for the gaps and find out if some answers can be predicted - then ss listen and complete.</p> <p>10. Whole class shares answers and comments on notes: predictions.</p> <p>11. Books closed. T sticks on the board the titles written on the coloured paper. Learning strategies: <small>Discussions Critical thinking The kangaroo Themed organizers The aha stations Collaborating</small></p> <p>12. Teamwork. Ss write on index cards words they think can go with the learning strategies on the board and stick them below each.</p> <p>Example • <small>Discussions: Speaking, brainstorming, teamwork, etc.</small></p> <p>13. T makes sure there are enough cards on the board to make a review and does some checking by getting ss to agree or disagree with the adding – and then T gets to a conclusion on what each strategy is, or may be, about.</p> <p>14. T draws ss' attention to activity 6 – ss listen and number the strategies in the order they are mentioned.</p> | <p>15. T tells ss to write three to five words that helped them decide on the numbering – T plays the track again if necessary.</p> <p>16. After listening, ss go with some friends to compare answers and words – if ss missed words, they can ask their friends to let them use some of theirs.</p> <p>17. Whole class shares answers and compares them with the papers on the board.</p> <ul style="list-style-type: none"> • Are they the same? <p>18. Books closed. T divides the class into 5 teams and writes on the board the following words:</p> <ul style="list-style-type: none"> • Onus • On students • Be better off • Not just keen ones • Known, gotten and fostered • At once • Avail <p>19. Ss discuss what these words may mean by looking at the text on page 78, Activity 7.</p> <p>20. Whole class shares – and then T tells ss to use a dictionary or the internet to confirm or find out about the meanings.</p> <p>21. T gets ss to help in writing the meanings on the board – T explains that the writing can be literal: like taking the same words from the dictionary – ss have to paraphrase or put the meanings in their own words.</p> <p>22. Every time an answer is complete and correct, ss will be allowed to write in their book.</p> <p><u>Feedback from T on the language used on need.</u></p> |
| <p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview some adults: What were your (English) classes like at school? Write as many examples as possible. • Prepare some notes and get ready to share. | | |

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 88 Lesson 4 Date: _____ .

- Students will be able to **organize** and **use** the possessive "s", reflexive and possessive pronouns, and possessive adjectives.
- **Explaining** language options and forms
- **Reporting** on work done by other teams
- **Explaining** word order and categories/groups

| Stage 1 | Stage 2 | |
|--|---|--|
| <p>Prepare in advance * Write the personal pronouns (x2), reflexive pronouns (x2), Possessive pronouns (x2) and Possessive Adjectives (x2) on coloured paper (one word per paper). ----- 1. Get ss to share what they got from the HW assignment. 2. Playtime "Tell me ... in 5 seconds..." T gets ss to say words related to a topic. Example * Tell me some words related to... colours! OK, now explain the connection (when appropriate). * Tell me some words related to the body! OK, now explain the connection (when appropriate). Remember to count down (5-1...0). 3. T reflects on the different ways to use possessives and gets ss to give examples. a. The apostrophe has positions. -That's my sister's notebook. (one sister owns the book) -That's my sisters' notebook. (more than one sister owns the notebook) Ss give some examples. b. It is possible to omit a second noun sometimes. -I went to grandpa's. (grandpa's house) -I stopped at Brenda's. (Brenda's house) Ss give some examples. c. The apostrophe –s "s" is used with people, countries and animals. -The kids' uniform is not clean. -Messi is Argentina's pride. -That is my cat's food. Ss give some examples. d. The apostrophe –s "s" is used with some expressions. -I want to go on a week's trip to Mazatlan. - That's last night's meal. Ss give some examples. e. When talking about things, using "of" is more common. -What's the price of that book? -What's the size of those shoes? Ss give some examples. 4. T draws ss' attention to activity 1 page 88 – ss listen and follow in the book to complete the information. 5. Whole class shares answers. 6. Books closed. T divides the class into 5 teams and hands out the reflexive pronouns written on the coloured paper. 7. T tells ss to order the words on a window. 8. The first team that completes the task correctly shouts out STOP – and then goes checking the other team's ordering – explaining what is right or wrong – when they succeed in the checking, they will be called winners. 9. T reflects on the different ways of using Reflexive pronouns. b. Use reflexive pronouns to talk about the subject.</p> | <p>-John blamed himself for what he did to his girlfriend. -Maria talked to herself: "Think twice about what you are going to say" Ss give some examples. c. Reflexive pronouns are used for emphasis. -I finished myself the project. I am exhausted. -I decided myself, not to forgive him. Ss give some examples. d. Reflexive pronouns are used with some expressions. -Help yourself... The dinner is served, help yourself. -Make yourself at... Thank you for inviting me to your house. Oh, Make yourself at home. -Clean yourself... Here is the soap and shampoo, clean yourself up and come down to have dinner. Ss give some examples. 10. Ss listen, follow in the book and complete the information. 11. Books closed. T tells ss to cover their eyes for a moment as you will be preparing some stuff for the next activity. 12. T sticks the papers with the pronouns around the classroom, in random order, and draws on the board a table to order the words (the one on page 88, activity a. on the right). 13. T tells ss to uncover their eyes and look around – ss will have to go find the word that goes next in the ordering – they will start from "I" in personal pronouns, down to "they" in personal pronouns and follow the same route up to "their" in Possessive adjectives – they can't skip words/boxes in the table. 14. T divides the class into two teams – one student from each team starts the ordering, and the moment they think they need help, they shout out, "Please, somebody help me!" – when the shouting is heard, both participants stop and freeze. A student from the same team has to Hi5 his friend to restart the ordering. 15. The team getting the ordering complete and correct gets the point – teams can change participants as many times as they want. 16. T reflects on the different ways to use possessive adjectives. b. Possessive adjectives have their place before nouns. -I live with my parents. -That is your book, not mine. Ss give some examples.</p> | <p>c. Use the possessive adjectives with parts of the body and clothes. -I broke my arm when I was a little kid. -She wore her favourite dress for the party. Ss give some examples. d. It is also possible to have other forms. -Are they your friends from school? -Are they some friends of yours? Ss give some examples. e. Use possessive adjectives + own to make emphasis on possession. - I'd rather have my own hairbrush. - I'd rather have a hairbrush for my own. Ss give some examples. f. There is the option to use "on your own"- and it means "alone". It is a different way to express "by yourself". -I cooked the dinner on my own. -I cooked the dinner by myself. Ss give some examples. g. There is also the option to use "own" for emphasis. -I prefer to do my own notes. -I always take my notes by myself. Ss give some examples. 17. Ss listen and follow in the book to complete the information. 18. T reflects on the differences among each other, one another and someone else and gets ss to give examples. a. It is important to notice that there is a little difference between these and reflexive pronouns. -The students helped each other with the HW. They all got help. - The students helped each other/one another with the HW. While they were working. -The students helped someone else with his HW. Together, they helped another person. Ss give some examples. b. There is also the option to use each other/one another with a possessive form. -They looked into each other's eyes to know who was telling the truth. -They use one another's notes to check their HW. Ss give some examples. 19. Ss listen and follow in the book to complete the information. 20. T reflects on the importance of having open work on grammar or forms – it helps not only to clear doubts or answer questions but also to fill up gaps from past studying experiences – it is not about the classes being boring or fun, but about creating opportunities to work as needed, not as wanted. <u>Feedback from T on the language used on need.</u></p> |
| <p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Surf the net to find song lyrics that include: each other, one another and someone else, etc. • Make a list of song titles and write some lines in your notebook – add L1 translation notes. • Prepare some notes and get ready to share. | | |

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 89 Lesson 5 Date: _____

- Students will be able to **find** narrative links to connect ideas, **identify** the main idea in oral texts, and **fill in** gaps by considering types of words and context.
- Talking** about reading strategies
- Explaining** narrative links
- Describing** how they see strategy and technique out of activity just done

| Stage 1 | Stage 2 | Stage 3 |
|--|---|---|
| <p>Prepare in advance</p> <ul style="list-style-type: none"> Write several words on little pieces of paper and get them into a box or a bag. Example: bottle, orange, etc. Write the sentences in activity 1, page 89 on index cards. Get some sheets of bond paper. <hr/> <p>1. Get ss to share what they got from the HW assignment.</p> <p>2. Playtime. * T gets ss to take out a paper from the box/bag. * Ss have 10 seconds to talk out of the word they got. Example</p> <ul style="list-style-type: none"> Bottle: Bottles are recipients for storage of water or other liquids. They can be made of plastic or glass. Particularly, I prefer the ones that are made of glass because drinks taste better and are better kept in glass than in plastic. <p>3. T divides the class into 2 teams and hands out the cards with the sentences.</p> <p>4. T tells ss to look for the capital letters, the periods and question marks. That way, they will get the cards into two groups: the ones that start the sentences and the ones that complement the sentences.</p> <p>5. Tell ss to stick their cards already grouped on a wall – and then T walks ss through spotting words or language that can be used to make links noticeable. Example 1.</p> <p>1. Do you ever struggle with reading</p> <ul style="list-style-type: none"> struggle: experience difficulty and make a great effort in order to do something reading: the skill or activity of getting information from books (written text) <p>1. b. activities in the classroom?</p> <ul style="list-style-type: none"> Finding it difficult to work on reading activities at school. Do you ever struggle with reading activities in the classroom? <p>Example 2.</p> <p>2. Have you ever thought about:</p> <ul style="list-style-type: none"> Have: it starts a question. about: next verb goes with the -ing form or a noun can make the connection. | <p>Possible matchings:</p> <ul style="list-style-type: none"> 2. a. learning reading strategies? (It has the -ing ending, it is a verb and it is a question.) ways to get it on. ... (There is no reference for "it" and it is not a question.) reading skills improving... (It has the -ing ending, but it is not a verb here, it is working as an adjective for skills.) <p>2. a. Have you ever thought about learning reading strategies?</p> <p>6. T does some checking and gets ss to explain their matching somehow – the most important thing here is ss being able to get to an understanding and talk it out - even if the language they use is/seems simple.</p> <p>7. T draws ss' attention to activity 1, page 89 – ss do the matching, but they won't be allowed to look at the board – it is just to present some proof of it being a matter of serious and objective work.</p> <p>8. T draws ss attention to activity 2 - ss write the text following the order of their numbering – then listen and check</p> <p>9. Books closed. T divides the class into small groups and writes on the board the following reading strategies:</p> <ul style="list-style-type: none"> Inference Questioning Summarizing Main idea Synthesizing Information hunt <p>10. T gets ss to discuss what they think the strategies are about and bring an example of each. Example:</p> <ul style="list-style-type: none"> Inference. I think that inference refers to "inferring/guessing" something. When you are reading you guess the next move of the characters, the end of a story, etc. ... The little mermaid was super sad because she thought Eric was ... a. dead b. rich c. important We inferred the correct answer is "dead" because a person is not sad about having a lot of money or being important. <p>11. T monitors asking questions to extend the talking – and then invites some ss to write their conclusions on the board – some ss write and the rest help in completing the ideas.</p> | <p>12. T gets ss to listen and write the letter for the speaker who talks about each reading strategy – ss also write what the strategies are about using information from the track and the board.</p> <p>13. Books closed. Teamwork. T writes on the board the headings: verbs - nouns - adjectives - adverbs</p> <p>14. Ss listen to the track and try to write 10 examples of each heading on the bond paper.</p> <p>15. Ss leave their papers on the floor and then go check the words the other teams wrote – let the teams include words they saw during the checking on their papers.</p> <p>16. T tells ss to try completing the text by using their words – and then T explains there are minute clues – lines in colours – they can tell what kind of word to use.</p> <p>17. T reflects on the importance of paying attention to the context – it can help in confirming the word choice was good.</p> <p>18. T gets ss to compare answers with other teams – and then listen to check answers.</p> <ul style="list-style-type: none"> Did you have it all correct? What did you have to change? <p>19. T gets ss to discuss the questions in the green bubble – T gets ss to share their conclusions and T writes on the board – it is about getting ss to create the notes for the day – T will just write and point out some touches to be done on what ss have said.</p> <p style="text-align: center;"><u>Feedback from T on the language used on need.</u></p> |

HW: Book/Notebook

- Word testing: interview some people at home. Say a word and get the people you interview to say what other forms the word can take: Example, **v.** write, **n.** writing, **adj.** written
- Prepare some notes on how difficult it was for them to complete the task and get ready to share.

KeyCode 5 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 90 Lesson 6 Date: _____ .

- Students will be able to **identify** pronouns and determiners and the different ways and times to use them and **differentiate** meaning according to word selection and context.
- **Explaining how** determiners and pronouns work
- **Describing** word choice
- **Explaining** changes in meaning

| Stage 1 | Stage 2 | Stage 3 |
|--|---|--|
| <p>Prepare in advance</p> <ul style="list-style-type: none"> • Make a PowerPoint presentation with several landscapes – 4 sets of pictures – it will be used every time a point has been covered. <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime. Tell me a story. T gets ss to say a sentence for continuing a story - it has to make sense – T pays close attention to ss' answers to spot ideas that need the words that will be seen in this lesson.</p> <p>Example</p> <ul style="list-style-type: none"> • Teacher: Once upon a time there was a wonderful school... • S1: With a big playground... • S2: Where kids like to play... • Continue until all ss participate – make 2-3 stories. <p>3. T reflects on the different ways to use determiners - a modifying word that determines the kind of reference a noun or noun group has - and gets ss to give examples:</p> <p>a) Use "there + to be" to express that something exists. - There is a big room for dancing at school. (singular agreement) - There are many students in the computing room. (plural agreement) Ss give some more examples.</p> <p>b) Use "it + to be" to refer to something that has been already mentioned. - There is a big room for dancing at school. It is really cool. Ss give some more examples.</p> <p>c) Use "it + to be" for information about time, weather and distance. - It is 2 o'clock, let's go home. - It is so hot here. Turn on the fan, please. - It is only ten minutes on foot from here. Ss give some more examples.</p> <p>d) Use "it + to be" to avoid other forms. - It's exciting to see you here. - It's useful to think about that. Ss give some more examples.</p> <p>e) Use someone, anywhere, everybody, etc. the same way as some and any. - I want to eat my lunch somewhere nearby. (positive sentence) - Have you brought something else? (question – YES is the expected answer) - Are you interested in anywhere to stay while you study College? (question) - I haven't got anything as interesting as this subject this year. (negative sentence) - Anywhere cheap will be fine. (positive – it doesn't matter which or what) Ss give some more examples.</p> | <p>f) Use someone or everybody followed by a singular verb. - Everyone is taking this class this year. - Nobody likes to do that much homework. Ss give some more examples.</p> <p>4. T draws attention to activity 1, page 90 - ss listen and complete the prompts.</p> <p>5. T shows the pictures on PowerPoint – ss describe the pictures using the point just covered.</p> <p>6. T gets the whole class to participate.</p> <p>7. Books closed. T reflects on the importance of the different uses of quantifiers – a determiner or pronoun indicative of quantity - and gets ss to give examples.</p> <p>All, most, some, none</p> <p>a) Use these to refer to people or things in a particular group. Say a class has 20 students and the teacher is reporting on paying the fee for an upcoming activity. - All students paid the fee for the Winter ball. (20 students) - Most students paid the fee for the Winter ball. (15 students) - Some students paid the fee for the Winter ball. (9 students) - None of the students paid the fee for the Winter ball. (0 students) Ss give some more examples.</p> <p>b) Use "all" to make emphasis. - They are all in my classroom. Ss give some more examples.</p> <p>c) Use "all" to express "the only thing". - All I want for Christmas is you. Ss give some more examples.</p> <p>d) Change "all" to "whole" for singular nouns. - The whole experiment was difficult. - All the experiments this year have been difficult. Ss give some more examples.</p> <p>Each and every</p> <p>a) When using these, pay attention to meaning. Sometimes it is the same, but other times it is different. - Every classroom has a projector. (all) - Each classroom has a projector. (all) - Each child drew their house. (every single child) - The teacher checked each test in detail. (every single test) - Every essay we have read is fabulous. (including all) - Each of the classrooms in the school has been decorated. (one by one) Ss give some more examples.</p> <p>b) Notice the difference: every and all. - He waited near the University every afternoon. (regularly)</p> | <p>- He waited near the University all afternoon. (one complete afternoon) Ss give some more examples.</p> <p>8. T gets ss to listen and complete.</p> <p>9. T shows the pictures on PowerPoint – ss describe the pictures using the point just covered.</p> <p>10. T reflects on the use of both, either and neither to associate or to link (these are determiners). Both, neither, either a) Use these when talking about two items. - Both classes are fun. - Both of the classes are fun. - Either class is good for her. - Either of the classes is good for her. - Neither class works for her. - Neither of the classes works for her. Ss give some more examples. b) You can also use these alone. - Which flavour do you prefer, chocolate or strawberry? Either. (Option 1 is OK, option 2 is OK.) - Which flavour do you prefer, chocolate or strawberry? Neither. (Option 1 is not OK, option 2 is not OK.) - Which flavour do you like best, cherry or lemon? Both. (options 1 and 2 are okay). Ss give some more examples. c) Use "both" between a plural noun and a verb. - They both agreed the football classes were great. - We both think this gym is good. Ss give some more examples. d) There is a special combination to connect two things or actions. - Both the basketball court and the soccer field are in optimal conditions. (The two sports fields are ok.) - Neither the volleyball nor the tennis court are in optimal condition. (The two sports fields are not OK.) - I'd like to take either tae kwon do or swimming for the weekend club. (One of the options will be fine.) Ss give some more examples.</p> <p>11. T gets to listen to the audio and complete the sentences.</p> <p>12. T shows the pictures on PowerPoint – ss describe the pictures using the point just covered.</p> <p style="text-align: center;"><u>Feedback from T on the language used on need.</u></p> |
| <p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview some people: Tell them to choose from the sets you will mention: Soccer or American Football? Chocolate or Vanilla? Bread or Tortilla? • Regaetton or Rock? Sweeping or Mopping? • Prepare some notes on their answers using "both, either, neither" and get ready to share. | | |

KeyCode 5 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 91 Lesson 7 Date: _____

- Students will be able to **identify** the main idea of a text and **follow** a narrative to spot and connect missing information in a text.
- Talking** about a new teaching model
- Explaining** main ideas
- Describing** word links
- Explaining** how ideas connect

| Stage 1 | Stage 2 | Stage 3 |
|--|--|---|
| <p>Prepare in advance</p> <ul style="list-style-type: none"> Get ss to look for information about English Language Arts (printed). Take a copy (200%) of the text in activity 3, page 91 - cut it out in paragraphs. Get recycled paper sheets and markers. <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime. Scrabble. T projects on the board: https://playscrabble.com/</p> <ul style="list-style-type: none"> Log in to the website and select Play with AI. Ss will form words with the letters given. Each letter has a point value. If ss make more points than the computer, they win. <p>3. T divides the class into 5 groups. T starts the talking: * Have you ever heard about English Language Arts? * T gets ss to gather the information about "ELA" they brought, and make a mind map on/using the recycled papers - remind them that it will be a draft - they will do the final version in their notebook.</p> <p>4. T monitors asking random questions to get ss to talk the information.</p> <p>5. T tells ss to put their papers on the floor - then they all gather around the papers of group 1 - ss in group 1 present their maps.</p> <p>6. Do the same with all the groups - once all groups have presented their maps, they will be allowed to stick them on the walls.</p> | <p>7. T draws ss' attention to activity 1, page 91 - ss read the introduction of an article about a Teaching Model, use the words to complete it - remind ss that they will have to explain their choices.</p> <p>Example</p> <p>...English Language Arts: <u>it</u> is <u>a</u> discipline that...</p> <ul style="list-style-type: none"> it goes with is is - introduces a singular noun - a Etc. <p>8. T gets ss to read the questions in activity 2 - and then explains that they have enough information at this point to answer the questions.</p> <p>9. Books closed. T divides the class into 7 groups and hands out the paragraphs (one per team).</p> <p>10. T tells ss to read the paragraphs to find the main idea - what did the writer try to say with it?</p> <p>11. T monitors asking questions on what words they think are important to support their answers - what tells you that's the main idea in the paragraph?</p> <p>12. T tells ss to write their answers on a recycled sheet of paper and then exchange paragraphs with other teams. Ss and T will do the same: ss look for the main idea and T monitors and talks.</p> | <p>13. T explains that all teams must have the main idea of all paragraphs.</p> <p>14. T collects the paragraphs and gets ss to stick their main ideas on the board - all main ideas for paragraph 1 together, etc.</p> <p>15. T gets ss to read out the text in the book - every time a paragraph has been read, T will read out the main ideas on the board to get ss to build up the final version of the main idea - once all ss agree, T writes it on the board - ss will be allowed to write once all paragraphs have been covered and completed with the missing lines.</p> <p>16. T gets ss to listen and choose a line for each gap - tell ss to explain how each line gets the idea flowing.</p> <p>17. T draws ss' attention to activity 3 - ss write the main ideas in the boxes around the text.</p> <p style="text-align: center;"><u>Feedback from T on the language used on need.</u></p> |
| <p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Interview some people who speak other languages: get them to say which their favourite is: reading, writing, listening or speaking activities. How difficult was it for you to learn to use other languages? Prepare some notes and get ready to share | | |

KeyCode 5 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 92 Lesson 8 Date: _____

- Students will be able to **do reading** for gist and **spot** keywords or language to support it, **take a side** and **back up** their ideas and **draw** conclusions based on the information collected.
- **Discussing** main ideas and supporting details
- **Agreeing** and **disagreeing**
- **Collecting** information through interviews
- **Concluding** from evidence just collected

| Stage 1 | Stage 2 | Stage 3 |
|--|---|---|
| <p>Prepare in advance</p> <ul style="list-style-type: none"> • Get ss to bring recycled sheets of paper and markers. <p>-----</p> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime. Alphabet stories. *T writes letters A to Z on the board. *Ss say words (verbs, nouns, adjectives, etc.) that begin with the letters on the board - in order.</p> <p>Example</p> <ul style="list-style-type: none"> • A - Artist • B - Ball • C - Cinnamon • D - Dramatically • Etc. <p>* Ss create a story going through the words - the story must be coherent and the grammar correct.</p> <p>3. T divides the class into 5 teams and draws on the board the titles in activity 1, page 92 - ss discuss what they think each title means and write their ideas on the recycled sheets of paper.</p> <p>4. T gets ss to compare their notes with the notes the other teams have - ss are allowed to take extra notes from the other team's work.</p> <p>5. Whole class sharing - T reflects on the benefits of sharing ideas and conclusions - it is a way to get a better understanding and expand one's own ideas, and then draws ss' attention to activity 1, page 92.</p> | <p>6. Pair-work. T gets ss to read about important points in the English Language Arts Model and choose a title for each point.</p> <p>7. T reminds ss about underlining words or phrases that help with the matching - compare answers with a friend.</p> <p>8. Whole class shares answers - ss will support their answers by pointing out where the information is in the texts.</p> <p>9. Books closed. T divides the class into groups and gets ss to discuss the following questions: * Do you remember your English classes when you were younger? Explain. * What do you think about technology applied to learning another language? Explain. * Do you know the chat GPT app? * Have you used it? * What do you think about it? * How many books do you read in a year?</p> <p>10. Whole class shares and T extends the talking by commenting on each participation.</p> <p>11. Individual work. T draws ss' attention to activity 2 - ss read and write whether they agree or disagree with the point presented.</p> <p>12. T monitors ss offering help and asking questions to get ss to talk the information.</p> <p>13. Whole class shares answers - divide the class into agree and disagree - get ss to support their points.</p> | <p>14. T reflects on the importance of being open to changing beliefs and ideas - changing the ways we see the world does not necessarily mean we are wrong, it is just for a better understanding - of course, no one must be forced to believe one thing or the other, it is just that talking can be the means to a better life quality.</p> <p>15. T divides the class into 5 teams.</p> <p>16. T gets ss to interview some teachers of different subjects around school and write the information: <ul style="list-style-type: none"> • Name • Subject • Teaching Model • Advantages • Disadvantages </p> <p>17. Once ss have gathered all the information, they will discuss the outcomes - get to a conclusion and write it briefly on the last lines.</p> <p>18. T monitors asking questions to get ss to talk the information.</p> <p>19. Whole class shares - T reflects on how similar or different the conclusions are and what a possible solution could be or what can be done to improve the outcomes.</p> <p style="text-align: center;"><u>Feedback from T on the language used on need.</u></p> |
| <p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview some teachers: What do you think about using more technology in the classroom? • Would you ever give the chat GPT a try in your classes? • Prepare some notes and get ready to share. | | |

KeyCode 5 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 93 Lesson 9 Date: _____

- Students will be able to **collect** information through interviews and **organize** it on charts, **spot** the benefits of trying certain studying activities and **write** a summary using the information they collect.
- **Interviewing** people at school
- **Comparing** and **contrasting** benefits
- **Writing** a summary
- **Presenting** solutions

| Stage 1 | Stage 2 | Stage 3 |
|---|---|--|
| <p>Prepare in advance * Get ss to bring information about learning strategies - activities for listening, reading, speaking and writing skills. * Get ss to bring flip charts and markers. * Write several questions about grammar, universal culture, sports, etc. on index cards.</p> <hr/> <p>1. Get ss to share what they got from the interviewing - HW.</p> <p>2. Playtime. Tic tac toe. * T divides the class into two groups. * T draws the grid on the board and writes numbers from 1 to 9. * The teams take turns to select a number. If they answer the question correctly, team A writes a circle or team B writes a cross. The first team to complete a vertical, horizontal or diagonal gets the point.</p> <p>3. T divides the class into groups of three - ss share the information they brought and organize it in the charts in activity 4, page 93.</p> <p>4. T walks ss through one example of each.</p> <p>Example</p> <p>Listening skills</p> <ul style="list-style-type: none"> • Name of the activity: Complete the song • Benefits: To identify specific information <p>Reading skills</p> <ul style="list-style-type: none"> • Name of the activity: Strategic highlighting • Benefits: to spot the keywords in a text <p>Speaking skills</p> <ul style="list-style-type: none"> • Name of the activity: Role-play • Benefits: To generate a conversation <p>Writing skills</p> <ul style="list-style-type: none"> • Name of the activity: Email • Benefits: To learn the parts of an email and about appropriate writing | <p>5. T monitors offering help and asking questions to get ss to talk the information.</p> <p>6. T tells ss to compare their charts with other friends.</p> <p>7. Whole class shares – T reflects on the importance of trying different things to improve learning and setting up goals and benefits – it is not possible that we like all things we can try, but if the result is good, a little effort to make it happen is OK – effort does not mean suffering, maybe just a bit more demanding.</p> <p>8. T draws ss' attention to activity 4, page 93 again – get ss to analyze their information and decide which activities can help to hit similar goals or get similar results.</p> <p>9. Whole class shares answers – T reflects on adapting – when something seems worth a try, do try that and while trying, think of something else that can help you go farther and get a bit more than just good results.</p> <p>10. T extends the talking:</p> <ul style="list-style-type: none"> • Do you think these learning strategies work? • Which skill do you have no problems with? • Do you think speaking is the most difficult skill to develop? • Do you think you need to travel abroad to improve your English level? • Do you think any of the skills is not important to develop? | <p>11. T divides the class into groups - ss interview other friends and teachers around the school.</p> <p>12. Research the main facts or ideas about school work, practices and attitudes to improve results - take notes.</p> <p>Examples</p> <ul style="list-style-type: none"> • How do you study for an important exam? • Give me some tips for a reading task/homework assignment. • What do you do to get ss interested in your classes? <p>13. T draws ss' attention to activity 5 – ss write a summary of the information obtained and solutions to improve.</p> <p>14. T reminds ss about the characteristics of a summary.</p> <p>15. T gets ss to go share their ideas in the summary and solutions sections with other English Teachers – take notes on what they think about your ideas.</p> <p style="text-align: center;"><u>Feedback from T on the language used on need.</u></p> |
| <p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Look for a trick, secret move, or tip to work out English grammar points. • Prepare some notes and get ready to share. | | |