

KeyCode 1 Unit 1

Teacher: _____ . Grade: _____ Group: _____

Unit 1 Page 5. Lesson 1. Date: _____.

- Ss will be able to **identify** personal pronouns, **introduce** people and **describe** people.
- **Describing**
- **Introducing** someone

<p>Stage 1</p> <p>1. Look at the starting picture and talk.</p> <ul style="list-style-type: none"> • What can you see in the picture? • Are the teens boys or girls? • How old are they? <p>2. Explain, briefly, the idea of “years old”.</p> <p>3. Look at the pictures below.</p> <ul style="list-style-type: none"> • How old are the people? <p>Use the prompt:</p> <ul style="list-style-type: none"> • The woman in picture 1 is # years old. She is a... <p>4. Get ss to use the words to complete the prompts.</p> <p>5. Cover all the pictures.</p> <p>6. Get ss to write the words on the lines.</p> <p>Stage 2</p> <p>7. Explain that the words in the box are for people, in general, but they can also be seen as job words, family words, friendship words, etc.</p>	<p>8. Get ss to group the words on the board.</p> <ul style="list-style-type: none"> • Family: baby, brothers, sisters, parents, • Jobs: teacher, security guard, principal • Etc. <p>9. Tell ss to write personal pronouns next to the pictures – explain that this will help them identify and remember which pronoun must be used when talking about people.</p> <p>10. Get ss to complete the table below – explain that the label-like writing they just did can be used as a reference.</p> <p>11. T writes on the board the heading...</p> <p style="text-align: center;">Descriptions</p> <p>12. Add the following note below the heading:</p> <ul style="list-style-type: none"> • Adjectives are used to describe people or things. <p>13. Get ss to guess what the words mean.</p> <p>14. Show some pictures that can help to match and contrast descriptions.</p> <ul style="list-style-type: none"> • Pic a. She is chubby. • Pic b. Is she chubby? • No, she is not chubby. She is thin. 	<p>15. For completing this activity, ss will have to choose another word from the option set.</p> <p>16. Get ss to order the words in the table – explain that the last line shows two options on the left, that means that there are two words that have the same meaning, but they have a slight difference – also get them to understand if the words are positive or negative, so they can choose the right ordering. Positive-left / Negative-right</p> <p>Stage 3</p> <p>17. Tell students to look at the last set of pictures carefully. They will have to decide on two adjectives for the people in the pictures.</p> <p>First, collect ideas on descriptions and write them on the board. Second, collect ideas on personal pronouns to use. Finally, get some students to help to complete the sentences - on the board.</p> <p>18. Once T confirms the sentences are correct, ss will be allowed to write them in their books.</p> <p>Remember, ss must help to complete or construct the sentences and ideas.</p> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Look for some more adjectives to describe people and make a list in your notebook. 		

KeyCode 1 Unit 1

Teacher: _____ . Grade: _____ Group: _____

Unit 1 Page 6. Lesson 2. Date: _____.

- Ss will be able to **describe** people, **identify** and **improve** speech sounds and **follow** on a conversation.
- **Describing**
- **Comparing** notes

Stage 1	Stage 2	Stage 3
<p>1. Ss go with different friends to compare their lists of new words for describing people.</p> <p>2. Get ss to say the new words that can be used to describe the people in the pictures on page 5.</p> <p>3. Ss look at the questions on page 6 – tell ss to circle the describing words.</p> <p>Use the following prompt...</p> <ul style="list-style-type: none"> • In question 1 the describing word is ugly, but the man in picture 1 is not ugly, he is handsome. So the answer to question 1 is... No, he is not. <p>4. Do the same with all the questions.</p> <p>5. Use the information from the previous activity to write the sentences that were false correctly.</p> <p>Stage 2</p> <p>6. T draws on the board some arrows to show how words in a sentence move when the sentence takes a question form.</p> <p>7. Get ss to look at the mini scripts in the boxes – explain that the scripts can be completed by following the arrow drawing.</p>	<p>Script 1.</p> <ul style="list-style-type: none"> • What's the person? He • What "to be" form goes with He? Is <p>So...</p> <p>Who is he?</p> <p>He is my father.</p> <p>He is not short.</p> <p>He is tall.</p> <p>8. Do the same with the all the mini scripts.</p> <p>9. Link to the grammar chart by talking on the combinations of words to learn.</p> <p>10. Get ss to read the information in the table – tell them to circle each combination, like so...</p> <p>At the same time:</p> <ul style="list-style-type: none"> • Read-Circle: I am • Read-Circle: He is <p>11. Do the same with the contractions and the negative forms.</p> <p>12. T writes on the board the prompts for completing questions 1 and 2.</p> <p>13. T explains how to write them while actually doing it.</p> <p>14. T gets ss to help him work out the other two questions.</p> <p>15. Once T confirms the sentences are correct, ss will be allowed to write them in their books.</p>	<p>16. Get ss going with different friends practicing the conversation.</p> <p>17. T monitors and takes notes on how ss sound:</p> <ul style="list-style-type: none"> • Word stress • Sentence stress • Intonation • Fluency • Etc. <p>18. T shares about his notes – feedback on sound improvement.</p> <p>19. Pair-work: ss use the first conversation as a guide for completing the second one.</p> <p>20. Ss go with different friends to compare answers.</p> <p>21. T tells ss to decide on changes they'd like to make on their answers.</p> <p>22. T plays the audio for answer checking.</p> <p><i>Feedback from T on language used on need.</i></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Practice the conversations again, after some practice time, try recording the conversation and save the audio file. 		

KeyCode 1 Unit 1

Teacher: _____ . Grade: _____ Group: _____

Unit 1 Page 7. Lesson 3. Date: _____ .

- Ss will be able to **use** classroom language and **identify** intentions.
- **Talking** about school activity

Stage 1	Stage 2	Stage 3
<p>1. T writes some phrases on the board – in L1.</p> <p>2. T shows the same phrases, written in L2, on paper strips.</p> <p>3. T gets ss to close their eyes, so he can spread or hide the paper strips around the classroom.</p> <p>4. T selects one of the phrases on the board – then all the ss go find the phrase in L2.</p> <p>5. The one getting the correct phrase first gets a point.</p>	<p>6. T gets ss to explain in L1 what the phrases mean – one at the time.</p> <p>7. Every time ss get a phrase explained, get them to find a similar idea on the intention list below.</p> <p>8. Once they have completed the matching – following the whole process – listen and check answers.</p> <p>9. T gets ss to brainstorm on some more phrases used by T and ss.</p> <p>10. T provides ss with the L2 for translating the phrases – guide ss into the L2 discovering, when using a fixed phrase or idiom, ss may need some extra help, but remember that it is important that they work out how to play with the language themselves.</p> <p>11. Tell ss to select two phrases and write them in their books.</p>	<p>12. T walks ss into understanding the last set of phrases – tell ss to look and say what you are doing.</p> <p>13. T tries all the actions, like in a routine or creating a scene, with no speaking.</p> <p>14. Every time ss get one right, T stops and says CORRECT.</p> <p>15. Get ss to circle the core words (verbs) – in these phrases, the verbs can tell what the whole phrase refers to.</p> <p>16. Get ss to number the pictures.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Try to write a short text describing your routine at school – using the last set of phrases.

KeyCode 1 Unit 1

Teacher: _____ . Grade: _____ Group: _____

Unit 1 Page 8. Lesson 4. Date: _____.

- Ss will be able to **talk** about the items they have in their bags and at home and **explain** what they can do with the items.
- **Telling** what ss do at school
- **Explaining** school items use

Stage 1		Stage 3
<p>1. T gets some ss to share with the class their routine notes – HW.</p> <p>2. T confirms understanding and learning by describing situations, and ss will have to say the phrase they can use in each situation.</p> <p>Example</p> <p>So, when I get to school and want to enter the classroom, I say...</p> <p>So, when all the examples on the board are complete, the teacher says it is time to...</p> <p>Stage 2</p> <p>3. Get ss to read the instruction descriptions and use the words to complete them.</p> <p>4. Whole-class: check answers extending them to mentioning the phrases too.</p> <p>Example</p> <ul style="list-style-type: none"> • Instruction number 2 is used when students need to work with a picture. The phrase for this situation is... Look at the picture! <p>5. Get some real school items and stick them on the board.</p> <p>6. Write the letters for the school item words around the items – scrambled.</p>	<p>7. Get ss to come to the board and write the words correctly.</p> <p>8. Get ss' attention to verb list – explain that there must be a match between verbs and school items.</p> <p>9. Once the matching is complete, draw ss' attention to three differences among the answers: a / an / s.</p> <p>10. Tell ss to think and come up with a brief explanation of the whys for the differences.</p> <p>11. T writes prompt one on the board – get ss to help you analyze the information in the prompt and the missing one.</p> <ul style="list-style-type: none"> • Missing colour word and action. • What do the words "it" and "them" refer to? <p>12. Ss think and come up with explaining ideas.</p> <p>13. T completes prompt 1, then writes the second one and gets ss to help him to complete it, after that T writes prompt 3 and selects only one student for the completing.</p> <p>14. Get ss into small groups to complete questions 4 – 8.</p> <p>15. Ss share with the class – later checking.</p>	<p>16. T explains that it is time for some longer writing.</p> <p>17. Tell ss to take all the things they have in their backpacks out.</p> <p>18. Ask ss to select their favourite ones – think of a good number of items for the writing (possibly 6-8 items).</p> <p>19. Remind ss to include number, colour and school item words.</p> <p>20. Teacher collects books for later checking.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Do a similar writing, this time about your favourite school or studying items you have at home – you never take these items to school.

KeyCode 1 Unit 1

Teacher: _____ . Grade: _____ Group: _____

Unit 1 Page 9. Lesson 5. Date: _____.

- Students will be able to **describe** a classroom and **name** things around school.
- **Describing** school
- **Naming** things around school
- **Spelling**

Stage 1	Stage 2	Stage 3
<p>1. Get some ss to share with the class about their second writing – HW.</p> <p>2. T shows ss a piece of fabric and explains that he will hold some school items behind the fabric for them to guess what items he is holding.</p> <p>3. T holds items behind the fabric, touching it, so some silhouettes are formed and get visible for ss to guess.</p> <p>4. T gets ss brainstorming words for things they can see in the classroom.</p> <p>5. T writes the words on the board – get ss to count the things, so you can get a final number of items.</p> <p>6. T gets some ss giving full example sentences.</p> <p>Example</p> <p>In this classroom, I can see 25 chairs and 2 desks.</p> <p>7. Get ss to write classroom item words in the table on page 9.</p>	<p>8. T reflects on the importance of spelling.</p> <p>9. Divide the class by lines, and get each line practicing some spelling.</p> <ul style="list-style-type: none"> • Line 1 from a-g • Line 2 from h-i • Etc. <p>10. After some practice, change the selection.</p> <ul style="list-style-type: none"> • Line 1 from h-i • Line 2 from o-p • Etc. <p>11. Go like this until all the lines have covered all the letters in the alphabet.</p> <p>12. Get ss to listen and follow the alphabet in the book.</p> <p>13. Get some ss trying the complete alphabet - spelling.</p> <p>14. Ss go with different friends to challenge them on spelling – select words from the table, what ss have to write on the lines is the spelling the friends do, so they can check whether it was done correctly or not.</p>	<p>Mini Project Strategy</p> <p>15. T reflects on the importance of thinking up learning strategies.</p> <p>16. T explains that labels help a lot.</p> <p>17. Get ss working in teams.</p> <p>Follow instructions.</p> <ul style="list-style-type: none"> • Write school words on small pieces of cardboard. • Use tape to label things and places around school. • Make emphasis on it helping to memorize words and name things in L2. <p>18. Remind ss about using a dictionary to get more words.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Try some labeling in your room or at your home, take a picture of you in the place you labeled.
- Print and glue the picture in your notebook.
- Write a short sentence below the picture that explain what it is about – this is called "CAPTION".

KeyCode 1 Unit 1

Teacher: _____ . Grade: _____ Group: _____

Unit 1 Page 10. Lesson 6. Date: _____.

- Students will be able to **name** things around school.
- **Describing** school

Stage 1	Stage 2	Stage 3
<p>1. Get ss to go with different friends to show their pictures and compare the labeling.</p> <p>2. Some ss talk about a friend's picture and labeling.</p> <p>3. T writes the More vocabulary words on page 10 on small pieces of cardboard and spreads them on his desk.</p> <p>4. T calls the names of two ss for them to go and do the labeling.</p> <p>5. The one who gets the labeling first gets a point.</p> <p>Example</p> <ul style="list-style-type: none"> • T: Mark and Susan go and label the aro de la canasta de baloncesto. • Ss: go take the card with the word, run towards the thing mentioned and put the card on it. <p>6. Draw ss' attention to the pictures and the words on page 10.</p> <p>7. Tell ss to circle the new words – each word with a different colour.</p> <p>8. Tell ss to use the same colours to either circle or outline the pictures – it is for them to identify what the words refer to or get what the words mean.</p>	<p>9. T reflects on the benefits of dictionary use.</p> <p>10. Get ss into pairs: ss use dictionaries to get more words - related to the ones given.</p> <p>11. T draws the table on the board and gets ss to share answers.</p> <p>12. T uses the sharing to complete the table, so students can complete theirs if necessary – remember to complete the table little by little, it is also important to monitor to make sure all ss are working – what T gets on the board is just for help, ss are the ones constructing the learning.</p> <p>13. Before ss finish working on the related words activity, T writes prompt 1 in the extending writing activity on the board.</p> <p>14. After ss have finished working on the related words activity, T explains how the writing was done.</p> <p>15. T goes the same way with the second example, this time showing ss how to use the words and how the extending is done.</p> <p>16. T gets some ss to tell him what to write for completing example 3.</p> <p>17. Once T confirms examples 1, 2 and 3 are correct, ss will be allowed to write them in their books.</p>	<p>18. Individual work: ss complete examples 4 and 5.</p> <p>19. T collects books for later checking.</p> <p>20. T reflects on the importance of including more words every day – it will help them communicate better and get them into the need to understand and use more grammar, the result will be improving the use and increasing the quality, affecting directly the level - positively.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- 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.