

KeyCode 4 Unit 1

Teacher: _____ . Grade: _____ Group: _____

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

Ss will be able to **speculate** to find possible answers to a question. **Speculating**

Stage 1	Stage 2	Stage 3
<p>1. T hides some objects around the classroom and adopts some suspicious attitudes for ss to think and guess where the things are.</p> <p>2. Once ss have found the things, get them to explain how the attitudes T adopted helped them to find the things.</p> <p>3. Look at the picture on page 5:</p> <ul style="list-style-type: none"> • What can you see in it? • How is it related to finding out or discovering something? <p>4. Look and describe the pictures in detail.</p> <p>5. Write the words on the lines.</p> <p>6. Make some questions:</p> <ul style="list-style-type: none"> • Where have you seen a humanoid? • Is it true that a giant meteorite will destroy our planet? • Can you play billiards? • How good at it are you ? • Etc. 	<p>7. Get ss into small teams to discuss the questions in the Speaking section.</p> <p>8. Get a bowl or a bag with ss' names written on small pieces of paper – it will be for fair participating turn.</p> <p>9. Play a video – a mysterious scene or story.</p> <p>10. Get ss to speculate about what happened.</p> <p>11. Write some of the speculating examples ss used – get them to analyze the language they used, if they used modals, make emphasis on it being a good choice.</p> <p>12. Get ss to look at the statements – tell them to read and say what each refers to.</p> <p>Example</p> <ul style="list-style-type: none"> • It can't be possible that someone moves his fingers that fast in such complicated patterns. • Some key elements are moves, fingers, patterns, so... • It must be about fast playing. • The statement 1 refers to option C, which is fast playing. <p>13. Do the same with all the questions.</p>	<p>14. Tell ss to underline or circle the words in bold in the statements, and then get them to read the explanation about speculating below.</p> <p>15. Explain that there are some important words to remember this concept: Guess possible answers to a question.</p> <p>16. Tell ss to write 5 more speculating sentences on the board – about the pictures on the left.</p> <p>17. Ask ss to try some language analysis by which they will make emphasis on the use of modals for speculating.</p> <p>18. Once T confirms the new example sentences are correct, ss write them in their notebooks.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- On your way home from school, look around and find things that are not in a good condition, think of what can have happened.
- Write some sentences about it in your notebook.

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Teacher: _____ . Grade: _____ Group: _____

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

Ss will be able to **express** why doing something gets difficult sometimes and **identify** word order. **Explaining** what makes things difficult to do

Stage 1	Stage 2	
<p>1. Ss share about the things they saw yesterday on their way home.</p> <p>2. T presents some new scenarios by sticking pictures on the board – things that are commonly seen as difficult things to do.</p> <p>3. Play a video on spelling – try to get the most difficult words to spell – spelt correctly.</p> <p>4. Reflect on how people can make the likely impossible possible.</p> <p>5. Brainstorm on specific reasons why the things presented are difficult to do.</p>	<p>6. T presents the option “because of” – explain that this option helps to openly present the reasons why something is or looks difficult to do.</p> <p>7. Use some ss' ideas from the previous brainstorming to make emphasis on the use of nouns for this option.</p> <p>Example</p> <ul style="list-style-type: none"> • Maths is difficult because of the formulas. • ...the formulas... is the noun. • Learning English is difficult because of the grammar. • ...the grammar... is the noun. <p>8. Ss go interview some friends and write key points to present their friends' answers.</p> <p>9. Ss share about their friends.</p> <p>10. T reflects on what answer or idea was used frequently – use that information to take the negative idea down and replace it by a positive one.</p>	<p>11. Whole-class – try the first unscrambling question.</p> <p>12. Turn given by T – try the second unscrambling question.</p> <p>13. Individual work – try the third unscrambling question.</p> <p>14. Once T confirms the answers are correct, ss will be allowed to write them in their books – they must wait for your call.</p> <p>Stage 3</p> <p>15. Get ss into small groups and think of ways to make math, English, spelling, etc. easier to work with.</p> <p>16. Ss share with the class.</p> <p>17. Small-group work – ss will use different dictionaries to look for words to spell (difficult ones).</p> <p>18. Ss will have to present the words, tips to practise, a strategy to get the spelling quick and clear, and explain how a seemingly complicated pattern can be worked out or handled.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

Interview people around.

- What things do you find difficult to do?
- For doing your job, is there anything you find difficult to work with?

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Teacher: _____ . Grade: _____ Group: _____

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

Ss will be able to **explain** the importance of dictionary use, **understand** meaning of words and phrases by discussing context and **talk** about some learners' learning characteristics.

Explaining what makes things difficult to do

Explaining brain hemisphere functions

Talking about learners' characteristics

Stage 1	Stage 2	Stage 3
<p>1. Ss share about the answers they got from people – HW.</p> <p>2. Bring in the classroom a good dictionary (it can be a picture of it) – draw on the board some lines around the picture and get ss to brainstorm what kind of information they can find in a dictionary.</p> <p>3. Reflect on dictionary use to learn and improve one's English level.</p> <p>4. Look at the text on page 6:</p> <ul style="list-style-type: none"> • What's the purpose of the text? • What's the main idea in each paragraph? • Do you know the words in bold? <p>5. Use a dictionary to find the meanings – then share with the class.</p>	<p>6. Listen and follow in the book.</p> <p>7. Try some out-load reading by sentence or paragraph.</p> <p>8. T takes notes on word pronunciation during the reading.</p> <p>9. T shares about his notes – draw ss' attention to the section where they can find the pronunciation in a dictionary – recommend trying some online dictionaries as they will find the pronunciation in both symbols and sound.</p> <p>10. Read the definitions on page 7 and write the words in bold.</p> <p>11. Ss discuss the phrases and write their conclusions.</p>	<p>12. T draws a brain on the board.</p> <p>13. T explains that the brain has two hemispheres – when they feel maths is difficult, the right side is taking control, and when they pay attention and understand a math concept or process, they left side is taking control, so they must try hard and focus on what they want to do, work out something or feel something; not an easy thing to do but absolutely possible.</p> <p>14. Get ss to brainstorm on what part of the brain takes control when doing some things like reading, imaginig, getting a total cost, painting, etc.</p> <p>15. Get ss to guess which word goes in each gap.</p> <p>16. Listen and check answers.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Surf the net: get information about the hemispheres of the brain.
- Which of them works when doing some things – illustrated.

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Teacher: _____ . Grade: _____ Group: _____

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

Ss will be able to **talk** about events that happened before another one and **identify** core points in grammar forms. **Talking** about the past

Stage 1	Stage 2	Stage 3														
<p>1. Ss walk around the class and compare the notes they got about brain hemisphere work.</p> <p>2. Ss share about their notes and what they noticed during the note comparing – what notes were the same, similar or peculiar (unusual or strange)?</p> <p>3. Use all the information ss collected and shared to get the answers for the four questions on page 8.</p> <p>4. Remember, ss must help to get the answers, and they will be allowed to write them in their books when you tell them so.</p>	<p>5. T draws on the board a timeline, and writes the name of the grammar point as a heading.</p> <p>6. T uses the timeline to prompt tenses: present, future, past, past perfect, etc.</p> <p>7. Draw ss' attention to the grammar explanation and get them to underline the words, "an event that happened before".</p> <p>8. T uses the timeline to illustrate the order of the events in the example.</p> <p>9. Draw ss' attention to the words in bold – explain that those words are the core of this point because they are the key for this construction – tell ss to get these words circled.</p> <p>10. Tell students to pay special attention to the word underlined, what does it point out? The use of the comma.</p> <p>11. Whole-class – Use the studying notes ss just worked with to order the words in the sets.</p> <p>12. Remember to use the circling guide to identify core elements of the Simple Past and the Past Perfect forms.</p>	<p>13. Individual work – T gets ss to read the text about Mr Sanders.</p> <p>14. Ss will follow the circling guide and write the number of examples they found.</p> <p>15. T draws on the board some column-patterns to get ss sharing and checking their answers.</p> <p>Example</p> <p>The Past Perfect Core</p> <table border="1" data-bbox="1045 911 1463 972"> <thead> <tr> <th>Person</th> <th>Aux.</th> <th>Verb Past Part.</th> <th>Information</th> </tr> </thead> <tbody> <tr> <td>...reforms</td> <td>had</td> <td>begun</td> <td>several...</td> </tr> </tbody> </table> <p>The Simple Past Core</p> <table border="1" data-bbox="1045 1037 1463 1077"> <thead> <tr> <th>Person</th> <th>Verb Past</th> <th>Information</th> </tr> </thead> <tbody> <tr> <td>Mr Sandres</td> <td>Was</td> <td>a multimillionaire...</td> </tr> </tbody> </table> <p><i>Feedback from T on language used on need.</i></p>	Person	Aux.	Verb Past Part.	Information	...reforms	had	begun	several...	Person	Verb Past	Information	Mr Sandres	Was	a multimillionaire...
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Person	Verb Past	Information														
Mr Sandres	Was	a multimillionaire...														
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Use the column-pattern notes to create some graphics that can help you study and remember the grammar points seen in class. 																

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Teacher: _____ . Grade: _____ Group: _____

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

Ss will be able to **talk** about the past and **talk** about events that happened before another one.

Talking about the past
Reporting on friends' past experience

Stage 1	Stage 2	
<p>1. Ss go with different friends to show and compare their graphics.</p> <p>2. Tell ss to find a touch in a friend's graphics that they would like to add to their work.</p> <p>3. Give ss some minutes to do the adding.</p> <p>4. Ss share about the touches they added – explain why the adding.</p> <p>5. T gets ss to draw on the board – the pattern or elements for the grammar points seen in the previous class.</p>	<p>6. T draws ss' attention to the sentences 1 and 2 on page 8 – get them to fill in the gaps and explain what pattern or form they have.</p> <p>7. Do the same with the questions 3, 4 and 5.</p> <p>8. Listen to the conversation – write some questions to focus on:</p> <p>Example</p> <ul style="list-style-type: none"> • What's the conversation about? • Where did it take place? • Who may be a champ? • Etc. <p>9. Get ss to answer the questions.</p> <p>10. Read the script and fill in the gaps.</p> <p>11. Make ss some questions using the pattern:</p> <p>Example</p> <p>Had you learned to...</p> <ul style="list-style-type: none"> • dance when you turned #? • speak English when you turned #? • use a computer when you turned #? • Etc. 	<p>12. Go back to the script – what had the girl learned to do when she turned 12, then answer the questions.</p> <p>Stage 3</p> <p>13. Ss go interview some friends and take notes on the answers.</p> <p>14. Ss use the Reporting examples to write full sentences about the friends they interviewed.</p> <p>15. Ss share with the class.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

Interview people in your family.

- What had you learned to do well, like a pro, when you turned 12?
- Write full sentences about the people you interviewed in your notebook.

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Teacher: _____ . Grade: _____ Group: _____

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

Ss will be able to **talk** about the past, **speculate** **Speculating** in the past about the past and **use** ever words. **Expressing** ideas on things, time, people, and place

Stage 1	Stage 2	
<p>1. Game-like activity on verbs</p> <p>2. Ss look at the table and find the verb forms.</p> <p>3. T gets ss to say whether the verbs are regular or irregular.</p> <p>4. T draws the timeline again – get some ss to label it by tense.</p> <p>5. T gives instructions for completing the sentences by using the ever words.</p> <p>Example</p> <ul style="list-style-type: none"> • Whatever we have to do, analyze the language. • Whenever we have to complete an exercise, analyze the language. • Whoever has to complete an exercise, he has to analyze the language. • Wherever you have to use the language to communicate, analyze the language the other person is using. 	<p>6. T prompts for the completing like so:</p> <ul style="list-style-type: none"> • Question 1. My father was really angry... this part of the sentence shows the past. • I had forgotten to take the garbage out... this part of the sentence shows the past perfect. • The word "because" joins the two sentences. <p>7. T makes a link to the next point by prompting like so:</p> <p>Example</p> <ul style="list-style-type: none"> • So, as you can see...analysing the language is important, when you use it you are having an experience, and it's an opportunity to acquiring, and when you study the language, it's an opportunity to learn, so... look at the ever words, there is an easy way to remember the words, but understanding (analysing) the context is as important. <p>8. Complete set 1 – whole-class doing and sharing.</p>	<p>9. Complete set 2 – in groups – doing and sharing.</p> <p>10. Complete set 3 – individually – T collects books for later checking.</p> <p>Stage 3</p> <p><i>Mini Project</i> <i>Speculating in the past</i></p> <p>1. Look at the pictures and write four sentences about each.</p> <p>2. Pay attention to the words in colour.</p> <ul style="list-style-type: none"> • The cat can't have opened the fridge. • It might have been my little brother. • It must have been an accident. • Whoever did this, it must be cleaned. <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. 		