

## KeyCode 1 Unit 2

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

Unit 2

Page 11.

Lesson 7. Date: \_\_\_\_\_.

- Students will be able to **identify** writing changes and **express** point of view.
- **Talking** about common activities
- **Describing** activities
- **Expressing** opinions

| Stage 1   | Stage 2  | Stage 3   |
|---|--|---|
| <p><b>1.</b> Look at the picture and talk.</p> <ul style="list-style-type: none"> <li>• Where are the teens?</li> <li>• How old do you think they are?</li> <li>• What do you think they are studying?</li> <li>• Do they look like they enjoy being in that place?</li> </ul> <p><b>2.</b> Look at the pictures and say what you can see in them.</p> <p><b>3.</b> Label the pictures – and extend the talking...</p> <ul style="list-style-type: none"> <li>• Which of the options do you like doing?</li> <li>• Mention your Top3 Fav!</li> </ul> <p><b>4.</b> Look at the pictures again and pay attention to the people in them – write next to each picture personal pronouns.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• Picture 1 = he/she/they</li> <li>• Picture 2 = she</li> <li>• Etc.</li> </ul> | <p><b>5.</b> Draw ss' attention to the table below the pictures – tell ss to write the personal pronouns on the first lines using the numbers as a guide.</p> <p><b>6.</b> Explain that it is important to keep in mind which personal pronouns, in the simple present, will have a writing adding.</p> <p><b>7.</b> T writes on the board the options <b>like vs likes</b> – tell ss to write these options on the second lines according to personal pronoun.</p> <p><b>8.</b> T explains that the third step is adding the activity - keep it infinitive for now, the -ing combination will appear in future lessons.</p> <p><b>9.</b> Get ss into teams – tell them to use a dictionary to get the meanings of the adjectives.</p> <p><b>10.</b> Explain that the meanings will help them to do the ticking.</p> <p><b>11.</b> Listen and check answers.</p> <p><b>12.</b> T reflects on opinions – all activities are fun, and sometimes it is necessary to learn to do things which may take long to learn – that's one example of how people change opinions. In other words, for some people surfing the net is easy and fun, but for some other people it is difficult and stressful.</p> | <p><b>13.</b> Individual work – tell ss to use the meanings and the ticking they did to reflect and decide on what they think of the activities.</p> <p><b>14.</b> Ss write adjectives on the lines to complete the prompts.</p> <p><b>15.</b> Get ss to go with different friends to compare answers.</p> <p><b>16.</b> Some ss share with the class.</p> <p><b>17.</b> T collects books for later checking.</p> <p><u>Feedback from T on language used on need.</u></p> |
| <p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>• Label the last set of pictures – in your notebook, write sentences about the activities, are the activities fun, interesting, boring, etc.?</li> <li>• Pay attention to the writing in the opinion activity – use it as a writing reference.</li> </ul>  |  |   |

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

Unit 2

Page 12.

Lesson 8. Date: \_\_\_\_\_.

- Students will be able to **talk** about favourite activities and hobbies, **express** point of view and **say** when they like doing some activities.
- **Talking** about favourite activities and hobbies
- **Explaining** activity liking
- **Saying** when they like doing activities

| <b>Stage 1</b>  | <b>Stage 2</b>  | <b>Stage 3</b>  |
|---|---|---|
| <p><b>1.</b> Ss share about the sentences they got in their notebooks – HW.</p> <p><b>2.</b> T shows some pictures and says some sentences about them – the sentences must be incorrect, so ss can identify the problem and then say them correctly.</p> <p><b>3.</b> Draw ss' attention to the <b>P</b> sentences – explain that the sentences must match the messages or ideas in the pictures on the previous page.</p> <p><b>4.</b> Get ss to tick and cross.</p> <p><b>5.</b> T prompts, on the board, the sentences that need some corrections – get some ss to rewrite the sentences on the board.</p> <p><b>6.</b> Once T confirms the sentences are complete and correct, ss will be allowed to write them in their books.</p> | <p><b>7.</b> T gets ss to brainstorm favourite activities and hobbies – get ss to interview other ss in the classroom to get to know which activity is the most and the least popular.</p> <p><b>8.</b> Get some ss to share – once one student has finished his sharing, get another student to say whether his information is the same or different – try to connect 3 – 4 turns, then get a new student to share.</p> <p><b>9.</b> Get ss to look at the colour boxes – explain that they can use all the boxes as a guide to complete them all; for example, they can use the orange box as a reference to complete the other three boxes, and so on.</p> <p><b>10.</b> Get ss in pairs and tell them to get some guesses.</p> <p><b>11.</b> Close the book – ss listen and focus on the information for the gaps.</p> <p><b>12.</b> Ss check their guesses – make changes if necessary.</p> <p><b>13.</b> Listen and check answers.</p> <p><b>14.</b> Tell ss to think of two activities they like doing – explain that they have to write two sentences about it using the prompts 1 – 2.</p> | <p><b>15.</b> Tell ss to do the same for two activities they don't like – use the prompts 3 – 4.</p> <p><b>Stage 3</b></p> <p><b>16.</b> T reflects on what core language is needed to talk about likes and dislikes – connect the reflecting time to the grammar table below.</p> <p><b>17.</b> T prepares on the board some colouring notes for ss to write in their notebooks.</p> <p><b>18.</b> Make some questions to get ss thinking and creating a grammar map.</p> <ul style="list-style-type: none"> <li>• What the title could be</li> <li>• A short introduction</li> <li>• Key points</li> <li>• Surrounding notes</li> <li>• Examples</li> <li>• Etc.</li> </ul> <p><i>Feedback from T on language used on need.</i></p> |

### HW: Book/Notebook

- **Page 12** – list some common and leisure activities in the box.
- Write the words for the days of the week and decide on which activities from the list above you like doing on each day.
- Get ready to share.

# KeyCode 1 Unit 2

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

Unit 2 Page 13. Lesson 9. Date: \_\_\_\_\_ .

- Students will be able to **analyse** language by units, **stick** to a word-set and **identify** number words.
- **Describing** units of language
- **Explaining** meaning
- **Counting**
- **Writing** numbers as words

| Stage 1  | Stage 2   |   |
|--|---|---|
| <p><b>1.</b> Get ss to share about the examples they got in the book – HW.</p> <p><b>2.</b> T writes on the board some words related to favourite activities and hobbies – with some missing letters for ss to guess.</p>  | <p><b>3.</b> Get ss to use a colouring strategy for basic language analysis.</p> <p><b>4.</b> Read option 1 for ss to analyse and think of possible words.</p> <p><b>Cross 1.</b><br/> <b>There are 11 players on a team.</b></p> <ul style="list-style-type: none"> <li>• Football or soccer, which option fits the grid?</li> </ul> <p><b>5.</b> From this option 1, you can get 3 units – explain that it is possible to speed up the learning process by using units; all these three units can get a meaning and, when combined, get a new meaning together.</p> <p><b>Down 1.</b><br/> <b>You play with a big-orange ball.</b></p> <ul style="list-style-type: none"> <li>• basketball</li> </ul> <p><b>6.</b> From this option 1, you can get two units and a word which can connect the units to get a complete new meaning.</p> <p><b>7.</b> Do the same with all the options.</p> <p><b>8.</b> Let ss come up with ideas to explain the units – they way they work it out or explain it does not matter as long as the result is a correct or accurate meaning.</p> | <p><b>9.</b> Every time ss get a word, get them to confirm it fits the grid.</p> <p><b>Stage 3</b></p> <p><b>10.</b> Write some questions on the board for ss to use the answers to complete the HW task.</p> <p><b>Sample questions</b></p> <ol style="list-style-type: none"> <li>a. How many boxes are there for all the Cross words?</li> <li>b. How many boxes are there for all the Down words?</li> <li>c. How many numbers appear in all four number boxes – in total?</li> </ol> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Remember that ss will need eight questions/answers.</li> </ul> <p><i>Feedback from T on language used on need.</i></p> |
| <p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>• Use the answers to the questions T wrote to complete the HW task.</li> <li>• Write the numbers on the short lines and write the numbers as letters on the long ones.</li> <li>• Ask the teacher to share the number track so you can have some “Listen and repeat practice”.</li> </ul> |   |   |

## KeyCode 1 Unit 2

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

Unit 2

Page 14.

Lesson 10. Date: \_\_\_\_\_.

- Students will be able to **talk** about holidays and celebrations.
- **Giving detailed information** about holidays and celebrations

| Stage 1  | Stage 2   | Stage 3  |
|--|---|--|
| <p><b>1.</b> Get ss to go with different friends to compare answers – HW.</p> <p><b>2.</b> Get some ss to share to the class – HW.</p> <p><b>3.</b> Get ss into small teams – get ss collecting.</p> <p>T says = 21, I need 21 (item).<br/>T says = 15, I need 15 (item).</p> <p><b>4.</b> The team collecting the items and counting to the class to check they got the right number gets to be the winner.</p> <p><b>5.</b> Get some collections of items in advance – try 5 – 8 rounds.</p> | <p><b>6.</b> Draw ss' attention to the month column – get ss counting the lines and spelling the words for the months of the year.</p> <p><b>7.</b> Whole-class – T calls out a month and then gets one student to complete the prompt for that month to the class.</p> <p><b>8.</b> Do the same with all the months.</p> <p><b>9.</b> T starts a talk about holidays and celebrations in the country – write some holidays ss mention and get them to choose one to write about – one holiday per month.</p> <p><b>10.</b> T writes prompts 1 and 2 on the board and walks ss through studying them.</p> <p><b>11.</b> Get ss to help to complete a third example on the board to the class.</p> <p><b>12.</b> Get ss in pairs – ss work on completing two more examples.</p> <p><b>13.</b> Get ss to go with different friends to compare answers.</p> <p><b>14.</b> T gets two ss to write their examples on the board for whole-class checking.</p> <p><b>15.</b> Once the teacher confirms the examples are complete and correct, ss will be allowed to check their work and make changes.</p> | <p><b>16.</b> Individual work – ss prepare the collecting boxes.</p> <p><b>17.</b> Tell ss to go interview different friends – explain that it is important to think of some questions they may need to get the other people giving information.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• What holiday did you write about?</li> <li>• What are your notes about?</li> <li>• What celebration do you have?</li> <li>• What celebration have you chosen?</li> <li>• What holiday did you pick?</li> <li>• Etc.</li> </ul> <p><b>18.</b> Remember, it all depends on the characteristics of the class.</p> <p><b>19.</b> After the talking, get ss to help you write complete questions and sentences – it is a good time to make emphasis on auxiliaries for questions and other grammar words.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• What celebration did you write about?</li> <li>• Children's Day</li> <li>• What do people do on Children's Day?</li> <li>• On Children's Day, people...</li> <li>• They eat...and drink...</li> </ul> <p><i>Feedback from T on language used on need.</i></p> |
| <p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>• Interview some people at home – get them to talk about their favourite holidays and celebrations.</li> <li>• Use 3 to 5 questions.</li> <li>• Prepare some notes about it and get ready to share.</li> </ul>  |   |  |

## KeyCode 1 Unit 2

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

Unit 2

Page 15.

Lesson 11. Date: \_\_\_\_\_.

- Students will be able to **express** point of view, **talk** about celebrations, **prepare for shopping** and **classify** information and words.
- **Giving** detailed **information** about holidays and celebrations
- **Explaining** shopping plans

| Stage 1   | Stage 2   | Stage 3   |
|---|---|---|
| <p><b>1.</b> Get ss to share about holidays and celebrations – HW.</p> <p><b>2.</b> Get some examples from the sharing written on the board for whole-class studying – on auxiliaries and other grammar words.</p> <p><b>3.</b> Get ss to spot and say what auxiliary words and other grammar words they can see – circle or underline these and get ss to explain how the spotted words work.</p> <p><b>4.</b> Once T confirms the examples are complete and correct, ss will be allowed to write them in their books.</p> | <p><b>5.</b> Get ss to listen and follow in their books – explain that the information in the boxes is about plans for upcoming celebrations.</p> <p><b>6.</b> Get ss to read and circle using the following...</p> <ol style="list-style-type: none"> <li>1. When, Holiday, Who, Do what, Language for planning</li> <li>2. When, Celebration, Who, Do what, Language for ideas</li> <li>3. When, Celebration, Do what, Who, Language for options</li> </ol> <p><b>7.</b> Make emphasis on the need to use different colours to identify or differentiate the information.</p> <p><b>8.</b> Ss vote on the idea that looks more attractive to them – write scores on the board.</p> <p><b>9.</b> Get ss to team-up accordingly.</p> <p><b>10.</b> Tell ss that they will talk and complete the Shopping Notes based on the idea they voted on.</p> | <p><b>11.</b> Get the teams to share to the class.</p> <p><b>12.</b> T listens carefully during the sharing to make notes on language used.</p> <p><b>13.</b> T reflects on language improvement and points to work on.</p> <p><b>14.</b> T writes some good examples of the language ss used for the sharing.</p> <p><b>15.</b> T writes some examples of the language that was not used accurately – along with its correct version.</p> <p><b>16.</b> Remember to be nice when pointing out that something needs improving of some sort.</p> <p><i>Feedback from T on language used on need.</i></p> |

### HW: Book/Notebook

- Page 15 – Look and label the pictures.
- Write two words in each sentence-set.
- Prepare some phrases and notes for sharing this information to the class.

## KeyCode 1 Unit 2

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

Unit 2 Page 16. Lesson 12. Date: \_\_\_\_\_.

- Students will be able to **report** on friends' activity.
- **Reporting** on people's activity

| Stage 1   | Stage 2   | Stage 3   |
|---|---|---|
| <p><b>1.</b> Get ss to share answers for the labeling and the sentence-sets activities – HW.</p> <p><b>2.</b> Write the words for the pictures on page 15 on the board – get ss to label the activities once more, this time according to the days of the week they like doing the activities on.</p> | <p><b>3.</b> Walk ss through using both pieces of information to get complete sentences.</p> <p><b>Example</b></p> <p><b>meet friends – Saturday</b></p> <ul style="list-style-type: none"> <li>• I meet my friends <b>at the park on Saturdays.</b></li> </ul> <p><b>sleep – every day</b></p> <ul style="list-style-type: none"> <li>• I sleep <b>20 minutes</b> every day <b>after school.</b></li> </ul> <p><b>4.</b> Get ss to help to get four more examples – make emphasis on the need to add necessary information to complete the connecting.</p> | <p><b>5.</b> Prepare in advance – T writes the interviewing prompt in the blue and the orange boxes on the board.</p> <p><b>6.</b> Walk ss through studying the prompts – use the blue prompt for analysis and as a reference to complete the orange one.</p> <p><b>7.</b> Get ss to go and interview two friends and use their answers to complete the yellow and pink interviewing prompts.</p> <p><b>8.</b> Individual sharing plan – think of a way to get all students using the prompts to share – this time, T will get an individual picture (assessment) of each student's speaking performance.</p> <p><i>Feedback from T on language used on need.</i></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.