

# KeyCode 1 Unit 3

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

Unit 3 Page 17. Lesson 13. Date: \_\_\_\_\_.

- Students will be able to **talk** about clothes and **classify** items.
- **Describing** clothes

Stage 1	Stage 2	Stage 3
<p>Play "Hang it out!"</p> <ol style="list-style-type: none"> <li>1. Divide the group into teams - have ss hang some items along a rope using pins. It can be real items or just papers with the words written on.</li> <li>2. The team getting the biggest number of items along the line gets to be the winner team.</li> <li>3. T writes on the board some dressing styles according to music.</li> <li>4. Ss describe what the people with the styles wear.</li> <li>5. Look at the heading picture and say what the girl has in her closet - item and colour.</li> <li>6. Ss look at the options and the pictures below - name the clothes (item and colour).</li> <li>7. Ss write the words and say if the items shown are for men or women.</li> </ol>	<ol style="list-style-type: none"> <li>8. T reflects on the use of pronouns to talk about things - it is important to identify singular or plural characteristics.</li> <li>9. T tries example one. <ul style="list-style-type: none"> <li>• Clothing - shorts (<b>plural</b>)</li> <li>• Pronoun - <b>they</b></li> <li>• Colour - grey</li> </ul> <p>The <b>shorts, they are grey.</b></p> </li> <li>10. T gets ss to help to complete example 2. <ul style="list-style-type: none"> <li>• Clothing - T-shirt (<b>singular</b>)</li> <li>• Pronoun - <b>it</b></li> <li>• Colour - black</li> </ul> <p>The <b>T-shirt, it is black.</b></p> </li> <li>11. T gets two ss completing examples 3 and 4 on the board - once T confirms the examples are complete and correct, ss will be allowed to write them in their books.</li> <li>12. T gives the class some time to complete the activity.</li> <li>13. Whole-class checking.</li> </ol> <p>Play "Give it to me!"</p> <ol style="list-style-type: none"> <li>14. Ss go and get some items from a pile.</li> <li>15. The student putting the item on your hand first wins - try to twist the calling a bit unexpectedly.</li> </ol> <p><b>Example</b>  T= Go get a T-shirt... for girls!  T= Go get some socks... formal style!  Etc.</p>	<ol style="list-style-type: none"> <li>16. T writes the word "Accessories" in the middle of the board.</li> <li>17. T reflects on the way people usually refer to them - items for women. However, there are some which are for men.</li> <li>18. Ss brainstorm on accessories - write the ideas on the board and extend the talking by labeling For men or For women. Then add some more information like colour, material, events, etc.</li> <li>19. Draw ss' attention to the sentences and the pictures below - tell ss to circle the words in bold and explain what makes the chunks different (singular and plural).</li> <li>20. T explains that the singular and plural characteristics can help them find the items easily.</li> <li>21. Read and do the matching.</li> <li>22. Whole-class checking.</li> </ol> <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>• T provides a chunk for ss to write some sentences in their notebooks.</li> <li>• What do you have in your closet? I have...</li> <li>• What would you like to have in your closet? I don't have (a/an) ... I would like to have one in (colour).</li> </ul>		

# KeyCode 1 Unit 3

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

Unit 3 Page 18. Lesson 14. Date: \_\_\_\_\_.

- Students will be able to **talk** about clothes and **categorize** them.
- **Talking** about clothes
- **Describing** dressing styles

Stage 1	Stage 2	Stage 3
<p>Play "What a wardrobe!"</p> <ol style="list-style-type: none"> <li>1. T divides the board into two columns - one side for boys – one side for girls.</li> <li>2. Ss come and write or draw what a perfect closet should have.</li> <li>3. Ss may need more clothing - words – let them go use their dictionaries.</li> <li>4. Get ss to share what they have in their own closets – T also shares.</li> </ol>	<ol style="list-style-type: none"> <li>5. T writes on the board the words "usually" and "never".</li> <li>6. T gets ss to brainstorm on clothes women usually wear and clothes ss would never wear.</li> <li>7. Draw ss' attention to the Speaking section – walk ss through studying the example.</li> <li>8. Tell ss to go and interview some friends and complete the prompts.</li> <li>9. Whole-class sharing.</li> <li>10. Pair-work – get ss to use all the words they have seen so far to complete the table.</li> <li>11. Tell ss to use the words in the table to write about them.</li> </ol> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• I have some <b>white</b> <u>socks</u> and some <b>black</b> <u>ones</u> too.</li> <li>• I have some <b>blue</b> <u>jeans</u> and some <b>black</b> <u>ones</u> too.</li> <li>• I have some <b>black</b> <u>T-shirts</u> and some <b>blue</b> <u>ones</u> too.</li> </ul> <p>Play "Hurry, put it on!"</p> <ol style="list-style-type: none"> <li>12. Two ss at the front call a friend and the clothing items they want.</li> <li>13. They have one minute to put on as many items as they can. At the end of each round, ask ss to say what clothing items they have on.</li> </ol> <ul style="list-style-type: none"> <li>• Andrea has a black sweater, white gloves, blue pants and a brown belt on.</li> <li>• She won.</li> </ul>	<ol style="list-style-type: none"> <li>14. Divide the class into small groups – tell ss to create a dressing style; they must include clothing, colours and combinations – the must come up with a name too.</li> <li>15. Explain that one student has to wear the outfit – the other ss in the group will present the outfit.</li> <li>16. Look at the options and the pictures of dressing styles.</li> <li>17. Describe what the people are wearing – label the styles and complete the prompts.</li> <li>19. Whole-class checking.</li> </ol> <p><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**

- Interview some people – What dressing style do you like? What clothes do you usually wear?
- Prepare some notes and get ready to share.

# KeyCode 1 Unit 3

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

Unit 3 Page 19. Lesson 15. Date: \_\_\_\_\_.

- Students will be able to **talk** about weather, **name** the seasons of the year and **explain** dressing according to weather conditions.
- **Describing** weather
- **Explaining** what to wear

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Prepare in advance – small pictures of things related to the four seasons of the year – leaves, sun, rain, flowers, etc.</p> <p>3. T sticks all the pictures on the board – randomly (the more pictures the better).</p> <p>4. T gets some ss grouping the pictures according to the seasons.</p> <p>5. T tries a quick oral drill on the words for the things in the pictures – by season.</p> <p>6. T reflects on what weather is and some special characteristics of each season of the year.</p> <p>7. Get ss to discuss:</p> <ul style="list-style-type: none"> <li>• What type of weather do you prefer?</li> <li>• Explain why.</li> </ul> <p>8. Ss look at the pictures, describe them in detail and then write the words on the lines.</p>	<p>9. Tell ss to get some colour pencils or pens – explain that it is possible to identify temperature by colours – ss colour accordingly.</p> <p>10. T uses the information about clothes, weather and temperature to write some example sentences on the board (ss will write them in their notebooks at the end of the session.)</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• I like (the) <b>sunny weather</b> because the <b>temperature is warm</b> and I can <b>wear shorts</b>.</li> </ul> <p>11. Draw ss' attention to the colour boxes – explain that collecting boxes are useful to gather important or key information.</p> <p>12. Pair-work – get ss to help to complete the first collecting box.</p> <p>13. Tell ss to write the information in their books.</p> <p>14. Give ss some time to complete the other four collecting boxes.</p> <p>15. Whole-class sharing and checking.</p> <p>16. T writes the words for the seasons of the year on the board – get some ss to reach in a card with the name of a month on it.</p> <p>17. Ss have to stick the cards below the season words.</p>	<p>18. Tell ss to use all the information seen so far to complete the table at the bottom.</p> <p>19. Play a song for ss to complete the lyrics.</p> <ul style="list-style-type: none"> <li>• Tales 4U Page 22</li> <li>• Beautiful reasons</li> <li>• Sergio Velazquez</li> <li>• Joana Hernandez</li> <li>• Manuel Lopez</li> </ul> <p><a href="https://englishhouse.mx/resources-for-teachers/audios/tales-4u-2-audios">https://englishhouse.mx/resources-for-teachers/audios/tales-4u-2-audios</a></p> <p>You will find the lyrics on the next page of this file.</p> <p>20. T walks ss through writing some more sentences on the board.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• When the weather is..., the temperature is..., so you should wear... and not wear...</li> </ul> <p>21. Give ss some time to write all the sentences on the board in their notebooks.</p> <p><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**

- Interview some people – What is your favourite season of the year? Why?
- Prepare some notes and get ready to share.

## Beautiful Reasons

Can you see the \_\_\_\_\_?

With the \_\_\_\_\_ and fresh weather

All kinds of \_\_\_\_\_ flying and children in play

This is what spring \_\_\_\_\_ like!

Can you see the \_\_\_\_\_?

With its \_\_\_\_\_ sunrise

Sometimes it surprises with days full of \_\_\_\_\_

But most of the times, its days stay \_\_\_\_\_

This is what summer is \_\_\_\_\_!

Can you see the \_\_\_\_\_?

With beautiful \_\_\_\_\_ on the grass and \_\_\_\_\_ wonderful landscape

You won't want days to pass by too \_\_\_\_\_

And from the \_\_\_\_\_, it's hard to escape

This is \_\_\_\_\_ fall is like!

Can you see the \_\_\_\_\_?

It's a crazy \_\_\_\_\_

It \_\_\_\_\_, rains, and it's very cold

It \_\_\_\_\_ people lazy

They want to stay \_\_\_\_\_ bed, and not getting cold

This \_\_\_\_\_ what winter is like!

So many reasons to love the \_\_\_\_\_!

# KeyCode 1 Unit 3

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

Unit 3 Page 20. Lesson 16. Date: \_\_\_\_\_.

- Students will be able to **talk** about weather, **name** the seasons of the year and clothes and **identify** speaking intentions.
- **Describing** weather
- **Explaining** speaking intention
- **Explaining** context

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>Flags!</p> <p>2. Teacher sticks on the board some flags.</p> <p>3. Ss have to come and write the name of the country.</p> <p>4. Try 3-4 rounds using different flags in each round.</p> <p>5. Ss select six countries – they say what they know about them.</p> <p>6. Get ss to provide a word to describe the temperature in each country.</p> <p>7. Ss explain why they chose the words.</p>	<p>8. T shows ss how to write full sentences using the “more-more” words.</p> <p>9. T does example 1-2 and gives ss some time to complete the activity.</p> <p>10. Whole-class sharing and checking.</p> <p>11. Get ss to write some sentences – with incorrect information.</p> <p>12. Tell ss to go read out their sentences to some friends, so their friends can say what is not correct and provide the right information.</p> <p>13. Books closed – get ss to listen to some people talking about clothes and the seasons.</p> <p>14. Tell ss to focus on the season each person mentions, the clothes and the intention – shopping or just wearing.</p> <p>15. Play the track and get ss taking notes.</p> <p>16. Ss share and T writes ss notes on the board.</p> <p>17. Play the track to confirm and add more.</p> <p>18. Ss share and T writes ss notes on the board.</p> <p>19. T explains how to use the notes to complete the prompts.</p> <p><b>Season:</b> summer <b>Intention:</b> wear</p> <ul style="list-style-type: none"> <li>• She is planning to <b>wear</b> some <b>shorts, sandals</b> and light <b>shirts</b>.</li> </ul>	<p>20. Draw ss' attention to the conversation – reflect on the importance of analyzing the language to guess the missing words; it is not only grammar they have to consider, but also context.</p> <p>21. Get ss to analyze the conversations – share first conclusions.</p> <p>22. Give SS some time to complete them.</p> <p>23. Whole-class sharing and checking.</p> <p>24. Tell ss to go practice the conversations with two friends.</p> <p><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**


- Write about your last shopping experience.
- Where did you go shopping? When? What did you buy? How much did you spend?
- Prepare some notes and get ready to share.

# KeyCode 1 Unit 3

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

Unit 3 Page 21. Lesson 17. Date: \_\_\_\_\_.

- Students will be able to **talk** about clothes, **talk** about weather and **explain** dressing according to weather.
- **Describing** clothes
- **Explaining** appropriate dressing

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got about their last shopping experience – HW.</p> <p>2. Get ss to say four weather words – T writes them on the board.</p> <p>3. Get ss to brainstorm five words related to each (any words).</p> <p>4. T writes in the middle of the board the heading...</p> <p style="text-align: center;"><b>Appropriate</b></p> <p>5. T explains that appropriate means correct – according to something.</p> <p>6. Get ss to think of appropriate clothing options for each weather on the board.</p> <p>7. T reflects on the importance of considering the weather/climate conditions to prevent consequences like getting sick or make sure they will feel comfortable with the clothes they wear.</p> <p>8. Get ss to comment on preventing or making sure - the points mentioned before.</p>	<p>9. Draw ss' attention to the table – ss have to tick or cross the items considering the weather/climate conditions in the seasons prompted.</p> <p>10. Whole-class sharing and checking.</p> <p>11. Tell ss to focus on the options they crossed – it is time for them to give suggestions on what to wear making emphasis on the use of SHOULD.</p> <p>12. T walks ss through studying example 0.</p> <p>13. T does example 1 – on the board.</p> <p>14. Get ss to help to complete example 2.</p> <p>15. Pair-work – students complete the other four examples.</p> <p>16. Whole-class sharing and checking.</p> <p>17. Get some pictures (full-body) of two people (with completely different looks) on the board.</p> <p>18. T calls out a clothing item to compare – use some body-part words.</p> <p><b>Example</b>            T – Here, the legs, what colour are their trousers?            T – Here, the torso, what colour are their sweaters?            T – Here, the feet, what colour are their shoes?            Etc.</p>	<p>19. Project the picture of the woman – draw lines to point out as many details as possible.</p> <div style="text-align: center;">  </div> <p>20. Get some ss to write around the picture: things, colours, describing, etc.</p> <p>21. Walk ss through using the information around the picture to complete the text below.</p> <p>22. Whole-class sharing and 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>• Write about you: What's your favourite outfit?</li> <li>• What clothes would you like to get for the upcoming celebrations?</li> <li>• Prepare some notes and get ready to share.</li> </ul>		

# KeyCode 1 Unit 3

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

Unit 3 Page 22. Lesson 18. Date: \_\_\_\_\_.

- Students will be able to **talk** about clothes, **name** parts of the body, **talk** about getting sick and **suggest** remedies.
- **Describing** clothes
- **Naming** parts of the body
- **Describing** health problems
- **Suggesting** remedies

<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>														
<p>1. Get ss to share about their favourite outfits and the clothes they'd like to get – HW.</p> <p>2. T has some ss at the front - choose kids that look different from one another to point out differences in what they are wearing and the style they are.</p> <p>Play Stop!</p> <p>3. Write part-of-the-body words on small pieces of paper and put them in a bag or container – for prompting the writing.</p> <p>4. Get two ss at the time to have a Stop round – remind the class that they will be allowed to help just when one of the participants has finished his table.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th>Spring</th> <th>Summer</th> <th>Fall</th> <th>Winter</th> <th>Boys</th> <th>Girls</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>5. Pair-work – get ss to describe what the teens are wearing – and also explain differences according to parts of the body.</p> <p><b>Example</b> <b>Differences - Legs</b></p> <ul style="list-style-type: none"> <li>• Girl – shorts</li> <li>• Boy – jeans</li> </ul>	Spring	Summer	Fall	Winter	Boys	Girls	Both								<p>6. Draw ss' attention to the words and the picture – parts of the body.</p> <p>7. Label the picture and speak the answers.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• This is number 1, the feet. People put their shoes on their feet.</li> <li>• This is number 2, the shoulders. People don't put a specific clothing item on their shoulders.</li> <li>• This is number 3, the arms. People cover their arms with a sweater.</li> </ul> <p>8. T reflects on the importance of understanding definitions to guess words.</p> <p>9. Get ss to read and find the words – explain that the words in bold help to identify clothing characteristics; if they come in a pair or as a single item.</p> <p>10. Whole-class sharing and checking.</p>	<p><b>Mini Project work</b></p> <ul style="list-style-type: none"> <li>• Look for the words to name the health problems.</li> <li>• Explain what part of the body gets affected and what people can do.</li> <li>• Look at the example.</li> <li>• Present the project to the class.</li> </ul> <p><i>Feedback from T on language used on need.</i></p>
Spring	Summer	Fall	Winter	Boys	Girls	Both										
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>• Check the notes you made during this unit and add any points or information missed.</li> <li>• 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.</li> </ul>																