

KeyCode 2 Unit 1

Teacher: _____ . Grade: _____ Group: _____

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

- Ss will be able to **talk** about exciting and frightening activity, **explain** their thoughts and **interview** people on life experices.
- **Describing** activity or events
- **Giving reasons** for doing something

Stage 1		Stage 3
<p>1. T writes on the board the heading...</p> <p style="text-align: center;"><i>That's so exciting!</i></p> <p>2. T shows some pictures of things or activities that are exciting.</p> <p>3. In pairs, ss agree or disagree – they have to explain what makes the activities exciting.</p> <p>4. Ss look at the pictures and describe them in detail.</p> <p>5. T reflects on things being exciting, and things that sometimes may be crossing the exciting line, and because of that, things begin to be scary.</p> <p>6. Ss label the pictures – some ss explain if the activities in the pictures seem to be exciting or a bit scary.</p> <p>Stage 2</p> <p>7. T writes on the board the prompts in the box for ss extend the information to work with by brainstorming.</p> <p>8. Use information from the brainstorming to prepare a second example.</p>	<p>9. Compare the information in this second example with the one in the first example – just to confirm what's needed and consolidate understanding of the word-playing process.</p> <p>10. Reflect on extending the speaking by using more and more words every time – explain that it may be a little demanding at the beginning, but it is possible and very useful.</p> <p>11. T writes the Full Sentence Example 2 and compares it with the first one.</p> <p>12. In groups of three – ss build up three more examples.</p> <p>13. Ss share with the class.</p> <p>14. T writes the following Heading Sets on the board...</p> <p style="text-align: center;"><i>Exciting vs Frightening</i> <i>Why vs Because</i></p> <p>15. Explain the difference and make emphasis on Frightening: it's got a similar meaning to scary, but frightening is more intense.</p> <p>16. Refer ss to the explanations in the boxes – get ss to read them aloud and circle or underline keywords.</p>	<p>17. Get ss to do the marking according to personal experience or opinion.</p> <p>18. Ss go with different friends to compare answers – remind ss about using the Why and Because options to ask for an explanation and give one.</p> <p>19. T walks ss through analysing the examples below.</p> <p>20. T gets ss to help him create 2 more examples.</p> <p>21. Once T confirms the examples are correct, ss will be allowed to write them in their notebooks.</p> <p>22. Tell students to write a third example – individually.</p> <p>23. T collects notebooks for later checking.</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"> • Interview some people on what they think of the activities. • Would you like to try any of these activities? Why? Why not? • Take notes – and be ready to share in the next class. 		

KeyCode 2 Unit 1

Teacher: _____ . Grade: _____ Group: _____

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

Ss will be able to **talk** about exciting and frightening activities, **explain** their thoughts, **interview people** on life experiences and **talk** about things they would like to try.

- **Describing** activity or events
- **Giving reasons**
- **Explaining** why an event seems to be exciting, etc.
- **Giving details** on events

<p>Stage 1</p> <p>1. T gets some ss sharing about their notes – HW.</p> <p>2. Ss go interview some friends – take notes on friends' answers.</p> <ul style="list-style-type: none"> • Have you ever tried (activities on page 5?) <p>3. Ss share about their friends' answers.</p> <p>4. Draw ss' attention to the prompt 3 – explain that it can be used for preparing a question and collecting information for the answer.</p> <p>5. T gets ss to help him complete two examples – ss complete the prompt in the book quickly.</p> <p>6. Ss look at the pictures and describe them in detail.</p> <p>7. T reflects on the activities being exciting or frightening, but some of them may be so in a different way – for example, report on war.</p> <p>Stage 2</p> <p>8. Get ss to lable the pictures.</p>	<p>9. T uses the prompt to spot ss to participate.</p> <ul style="list-style-type: none"> • Who's ever flown in a helicopter? (use all six activities) <p>10. Get ss to share about the experience.</p> <p>11. Draw ss' attention to the words in the box – explain that they will be used to complete the text below.</p> <p>12. Tell ss to label the options:</p> <ul style="list-style-type: none"> • P=positive • N=negative <p>13. Tell ss to look around the gaps and decide on the ideas being positive or negative, so they can notice what options could be used for the gaps.</p> <p>14. Tell ss to close their books and listen to the track – tell them to quickly decide on things to pay attention to while listening.</p> <p>15. Play the track – once.</p> <p>16. Get ss to check the options and the text and get some guessing.</p>	<p>17. Get ss into pairs – compare guessing.</p> <p>18. Book open – ss listen and check answers.</p> <p>Stage 3</p> <p>19. Book closed – T asks ss to say which of the activities on the left were mentioned in the text.</p> <p>20. Ss answer – open the book to check and confirm.</p> <p>21. Get ss to check the pictures for the activities that were mentioned and put a cross for the ones which were not.</p> <p>22. T walks ss through writing a short paragraph about an exciting experience they have had.</p> <ul style="list-style-type: none"> • Activity • When • Where • Who with • Details • Want to try again? <p>23. T tells ss to use the sample writing as a model to write their own.</p> <p>24. T collects notebooks for later checking.</p> <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview some friends from your neighbourhood. • What's the most exciting experience you've had so far? • What's something exciting you'd like to try for the first time soon? • Take some notes and get ready to share. 		

KeyCode 2 Unit 1

Teacher: _____ . Grade: _____ Group: _____

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

- Ss will be able to **explain** their thoughts, **interview** friends on life experiences and **talk** about things they would like to try.
- **Describing** events
- **Giving** reasons
- **Explaining** descriptions of events
- **Giving details** on experiences and opinions

Stage 1		Stage 3																
<p>1. Ss share about their notes – HW.</p> <p>2. T gets ss to think of other ways to describe the experiences from the sharing in the previous activity.</p> <p>3. T asks ss if they remember some information about the text from the previous class.</p> <ul style="list-style-type: none"> • Boy or Girl • Experience was good or bad • Positive or negative life description • Events mentioned <p>4. Get ss to listen to the track again – tell ss to take some notes on relevant information.</p> <p>5. Get ss to use their notes to answer the questions on page 7.</p> <p>6. Share with the class.</p> <p>Stage 2</p> <p>7. Ss look at the pictures and describe them in detail.</p> <p>8. Get ss to think of words to describe the experiences – this time they cannot use exciting or frightening but other adjectives.</p> <p>9. Get ss to share and explain their adjective choices.</p>	<p>10. Draw ss' attention to the grammar section – explain that there is one useful grammar option to express a wish to try something new, and an option to express what you think of it as well.</p> <p>11. T writes on the board the prompts...</p> <p style="padding-left: 40px;">would like = wish or want seem(s) = opinion</p> <p>12. Get ss to go interview some friends – tell them to use the following prompts...</p> <ul style="list-style-type: none"> • Would you like to (activity)? • Yes, I would. • It seems (description as a reason). • No, I wouldn't. • It seems (description as a reason). <p>13. Ss share – then point out the fact that language used must have some matchings to be coherent:</p> <p style="padding-left: 40px;">"Positive matching" I would like to visit the Great Wall. The experience seems interesting.</p> <p style="padding-left: 40px;">"Negative matching" I wouldn't like to visit the Great Wall. The experience seems boring.</p>	<p>14. Ss use the prompts to express if they would like to do the things in the pictures or not.</p> <p>15. Share some answers with the class.</p> <p>16. Make some reference charts on adjectives – notebook.</p> <table border="1" data-bbox="1045 840 1463 1182" style="margin: 10px auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Adjectives Describing Experience</th> </tr> <tr> <th style="width: 50%;">Positive</th> <th style="width: 50%;">Negative</th> </tr> </thead> <tbody> <tr><td>• _____</td><td>• _____</td></tr> <tr><td>• _____</td><td>• _____</td></tr> <tr><td>• _____</td><td>• _____</td></tr> <tr><td>• _____</td><td>• _____</td></tr> <tr><td>• _____</td><td>• _____</td></tr> <tr><td>• _____</td><td>• _____</td></tr> </tbody> </table> <p>17. T collects notebooks for later checking.</p> <p><i>Feedback from T on language used on need.</i></p>	Adjectives Describing Experience		Positive	Negative	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____	• _____
Adjectives Describing Experience																		
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• _____	• _____																	
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Get some pictures of things or activities you would describe positively and negatively. • Glue them around your adjective-chart and draw lines from the adjectives to the pictures to show your descriptions. 																		

KeyCode 2 Unit 1

Teacher: _____ . Grade: _____ Group: _____

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

- Ss will be able to **explain** their thoughts and **talk** about movies.

Giving reasons
Explaining point of view
Giving detailed information about movies

Stage 1		Stage 3
<p>1. Ss go with different friends to show and compare charts – HW.</p> <p>2. Ss add to their list some new adjectives they saw on their friends'.</p> <p>3. Look at the pictures of types of movies and use all the adjective options to describe them.</p> <p>4. T writes on the board the following prompts...</p> <ul style="list-style-type: none"> • Name of movie - xyz • Type of movie - xyz • Actors - xyz • What the story is about - xyz <p>5. T elicits information for all four prompts about a xyz movie.</p> <p>Stage 2</p> <p>6. T walks ss through putting the information in a paragraph or into speech.</p> <ul style="list-style-type: none"> • I saw the movie xyz last month. It is a xyz movie. The actors that appear in it are xyz and xyz. It is about xyz and xyz. • In my opinion, this movie is xyz. <p>7. Tell ss to prepare some notes about five movies – different type.</p>	<p>8. Tell ss to go with five friends, one at the time, to talk about the movies they made notes on – one movie per friend.</p> <p>9. Ss share about the movies their friends chose.</p> <p>10. Get ss to look at the script for the first conversation – explain that sometimes it is possible to discover what words are missing by analysing the language around the gaps.</p> <p>11. For example, look at the first three-five lines, consider the words cute, pretty old, he, Romantic.</p> <p>12. Now look at the options, can you make a decision yet?</p> <p>13. Try to get some guessing for the rest of the lines.</p> <p>14. Go with three friends to compare answers – if any different, explain, agree and make changes if necessary.</p> <p>15. Ss listen to the track to check their answers.</p> <p>16. Ss share on how many they got right – explain the language analysis they did for the guessing.</p>	<p>17. Individual work – get ss to try some language analysis on the second conversation.</p> <p>18. Book closed – ss listen to the track, tell ss to focus on the gaps.</p> <p>19. Book opened – check answers and make any changes.</p> <p>20. Listen and check answers.</p> <p>21. Tell ss to write the sample paragraph that is on the board in their notebooks.</p> <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Get a picture of your favourite movie and glue it in your notebook. • Interview people on what they think of your favourite movie. • Make notes on positive comments. For the negative ones, write a supporting sentence to prove that opinion may not be OK. 		

KeyCode 2 Unit 1

Teacher: _____ . Grade: _____ Group: _____

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

- Ss will be able to **explain** their thoughts, **interview** friends on life experiences and **talk** about movies.
- **Describing** events
- **Giving** reasons
- **Giving** detailed information

Stage 1		Stage 3				
<p>Ss share about their notes – HW.</p> <p>Game-like activity on verbs.</p> <p>Get ss to use their dictionaries to look up the verb forms to complete the table.</p> <p>T draws the table on the board and gets answers from ss to complete it – remember to monitor to make sure all ss are working, before asking for the next answer, make sure you have seen several ss with it written already.</p> <p>Ss share answers to the class.</p> <p>Stage 2</p> <p>T reflects on the grammar form or construction that can be gotten by using the verb forms on the right.</p> <p>Once ss have mentioned it, T draws the pattern or the elements of it on the board.</p> <p style="text-align: center;">The Present Perfect</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Personal Pronoun</td> <td style="width: 25%; text-align: center;">Auxiliary Word</td> <td style="width: 25%; text-align: center;">Verb in the Past P.</td> <td style="width: 25%; text-align: center;">Information to complete the idea</td> </tr> </table>	Personal Pronoun	Auxiliary Word	Verb in the Past P.	Information to complete the idea	<p>Draw ss' attention to the explanation below the table – get ss to read it aloud and underline some key points.</p> <p>Brainstorm names of the most popular movies among teenagers.</p> <p>Inquiry on the most watched ones and write the number of times ss have watched them.</p> <p>Use the following prompt...</p> <p>Have you ever seen the movie...? If so (yes) How many times have you seen it?</p> <p>Try this three to five times – get ss to interview some friends and take notes on their answers – use the blue box for it.</p> <p>T writes the first prompt on the board and walks ss through completing it.</p> <p>T does the same with the second prompt.</p> <p>Pair work – ss complete prompts three and four.</p> <p>Share with the class.</p>	<p>T explains that it is important to identify and learn about the elements needed for the grammar points or constructions – point out the fact that charts, tables or organizers can help for this.</p> <p>Draw ss' attention to the table – tell ss to pay attention to the first column, that's for them to complete the list of personal pronouns.</p> <p>Get ss to think of and share about the elements that make the construction to be for the Present Perfect.</p> <p>T walks ss through completing the ideas -remember, discovering how to complete the ideas must be guided.</p> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>
Personal Pronoun	Auxiliary Word	Verb in the Past P.	Information to complete the idea			

HW: Book/Notebook

- Ss complete the prompts below the grammar table.
- Tell ss to pay attention to the headings; they show what to write about.
- Point out that it may be necessary that they add a letter "n" - if necessary.
- **Example:** I have never worked as **an** accountant or as **an** office assistant.

KeyCode 2 Unit 1

Teacher: _____ . Grade: _____ Group: _____

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

- Ss will be able to **interview** people on life experiences.
- **Reporting** on people's experiences

Stage 1	Stage 2	Stage 3
<p>1. Ss share about the prompts they had to complete in the book.</p> <p>2. T gets some ss to write the prompts, completed, on the board for a whole-class check and analysis.</p> <p>3. Draw ss' attention to the text on page 10 – ask ss to share what they think of when they see or read the title.</p> <ul style="list-style-type: none"> • What do you think that event was like? • What do you think the girl could talk about? <p>4. Book closed – Ss listen to the track and pay attention to examples with the Present Perfect construction.</p> <p>5. Tell ss to count the Present Perfect examples they hear – ask ss to mention the elements this construction must have.</p> <p>6. Ss go with different friends to share about the number of examples they got – ask ss to get into pairs for a quick check.</p> <p>7. Tell ss to look through the text and find and underline Present Perfect examples and write the final number they got on the lines above the text.</p>	<p>8. Pair-work – get ss to discuss the questions below the text.</p> <p>9. Share with the class.</p> <p>10. Try some out loud reading – by paragraphs.</p> <p>11. Tell ss to answer the questions about the text – remind ss about the importance of finding and underlining the information for the answers in the text – get ss to say where they found it: paragraph and line in it.</p>	<p style="text-align: center;">Mini Project Work Life Experience</p> <p>1. Work in teams – interview people around school.</p> <p>2. Find people who have tried or done the activities in the table and tick the boxes.</p> <p>3. Once a team has completed their board, everybody stops. The team will have to report their findings, but if they make a grammar mistake when reporting, the team is out and the game continues.</p> <p>Tip – practice before calling out you have finished!</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"> • 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. 		