

KeyCode 2 Unit 2

Teacher: _____ . Grade: _____ Group: _____

Unit 2

Page 11.

Lesson 7. Date: _____.

- Students will be able to **talk** about things they do frequently and **make** descriptions accordingly.
- **Talking** about repeated actions and routine

Stage 1	Stage 2	
<p>1. Look at the picture and describe it in detail.</p> <p>2. T makes some questions aiming to prompt on preferences.</p> <ul style="list-style-type: none"> • How many ways of taking a picture are there? • Which do you prefer? <p>3. T reflects on preferences, for example the way people like spending their time.</p> <p>4. Brainstorm on ways that people like spending their time – vote on the most common or popular.</p> <p>5. Look at the pictures and describe them in detail.</p> <p>6. Use the words to label the pictures.</p> <p>7. Extend the talking like so...</p> <ul style="list-style-type: none"> • Picture 1 shows a beauty freak. She likes spending her time at the beauty salon. 	<p>8. Draw ss' attention to the descriptions – walk ss through spotting key information.</p> <p>Example 1.</p> <ul style="list-style-type: none"> • I spend more than 45 hours a week checking on websites. • I am an internet addict. <p>9. Remind ss about either circling or underlining this information.</p> <p>10. Do the same with descriptions 2 and 3.</p> <p>11. Get ss into teams – they will work out descriptions 4 – 8.</p> <p>12. Share with the class.</p> <p>13. T writes on the board some words from the blue box on the board.</p> <ul style="list-style-type: none"> • Shop-o-holic • Cellphone addict • Lazy • Exercise freak • Beauty freak <p>13. Get ss to think of 3-5 specific activities for each description.</p> <p>14. Find a way to get ss coming to the board to write their names, as a list, by the option they think they match.</p>	<p>15. T reflects on the possible Pros and Cons of each option – remember, it is not about saying whether the options are good or bad, it is about reflecting and letting ss make their own decisions.</p> <p>Stage 3</p> <p>14. In advance – T prepares the prompting box on the board for ss to study it.</p> <p>15. T uses colour markers to show ss how the information was collected and then put into the sentences.</p> <p>16. Get ss to help to create two more examples.</p> <p>17. T confirms the examples are complete and correct – ss are now allowed to write the examples in their notebooks.</p> <p>18. Tell ss to create one last example about themselves.</p> <p>19. T monitors offering help.</p> <p>20. T collects notebooks for later checking.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Interview some people at home.
- How would you describe yourself?
- Mention 3-5 specific activities you regularly do that get you matching that description.
- Prepare some notes – get ready to share.

KeyCode 2 Unit 2

Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 12. Lesson 8. Date: _____.

- Students will be able to **talk** about routines and frequency of events and **identify** and **make changes** in verbs – third person.
- **Describing** events
- **Explaining** frequency
- **Explaining** verb-ending changes

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share the notes they got from the interviewing – HW.</p> <p>2. Get ss to go interview some friends about mobile use, hanging out with friends and money spending habits – tell ss to look at and use the prompts on page 12.</p> <p>3. Remind ss that they will take notes on a separate piece of paper.</p> <p>4. After the interviewing, tell ss that they will have 10 minutes to complete the boxes and the prompts.</p> <p>5. Get ss to share – so, according to the information you got from the interviews, ...</p> <ul style="list-style-type: none"> • Who is a mobile addict? Why? • What do you think about those habits? 	<p>6. Tell ss that they are going to listen to some people talking about some of the things they do.</p> <p>7. Explain that they will have to focus on the following and take notes...</p> <ul style="list-style-type: none"> • Name • Activity • Positive or Negative Habits <p>8. Get ss to share to the class.</p> <p>9. Ss look at the posts and use the words in the box to complete them.</p> <p>10. Listen again to check answers.</p> <p>11. Get ss to circle all the words that show frequency – T writes the words circled on the board.</p> <p>12. Get ss to help to number the words according to the frequency they show, start from 1 – 100 % - always.</p> <p>13. T reflects on word order – write three sentences that show the order, making emphasis on the adverb position and function.</p>	<p>14. Draw ss' attention to the adverb box – get ss to compare the information in it with the one on the board.</p> <p>15. Get ss to think of an additional change or adding they have to do when using this in the simple present – third person.</p> <p>16. Pair work – get ss to listen and complete the prompts.</p> <p>17. Explain to ss it is necessary that they focus on one example at the time.</p> <p>Example – SS pairing Juan and Julia</p> <ul style="list-style-type: none"> • Juan – prompt 1 • Julia – prompt 2 • Juan – prompt 3 • Julia – prompt 4 • Etc. <p>18. Get ss to share to the class.</p> <p><i>Feedback from T on language used <u>on need.</u></i></p>

HW: Book/Notebook

- Interview some people around school.
- What are some good activities that you always do?
- What are some negative activities that you never do?
- What are some fun activities that you sometimes try to do?
- Prepare some notes – get ready to share.

KeyCode 2 Unit 2

Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 13. Lesson 9. Date: _____.

- Students will be able to **identify** and **make changes** in verbs and **differentiate** word collocations.
- **Explaining** verb endings
- **Collocating** words

Stage 1		Stage 3																														
<p>1. Get ss to share what they got from their interviews – HW.</p> <p>2. Get ss to play STOP on the board.</p> <p>3. Get ss into 2-3 teams.</p> <p>4. In advance – T prepares the board for the playing.</p> <ul style="list-style-type: none"> • Verbs ending in... • Ss will write the verbs in column 2. • Run the checking – once completed, get ss to help you write the verb changes for the third person in column 3. 	<p>8. Get some ss to share to the class.</p> <p>9. T reflects on things that must be memorized and used – that's the only way to master the understanding and use.</p> <p>10. Present an example for the reflection above by getting ss to look at the matching activity.</p> <p>Matching 1 is cut, what you cut is...</p> <p>11. T writes on the board...</p> <ul style="list-style-type: none"> • 1 cut – her hair • She (frequency) cuts her hair. <p>Matching 2 is play, what you play is...</p> <p>12. T writes on the board...</p> <ul style="list-style-type: none"> • 2 play – the piano • She (frequency) plays the piano. <p>13. Do the same with all the matching options.</p> <p>14. T explains that ss will use the matchings to label the pictures on the other side.</p> <p>1- do the dishes 2- do exercise Etc.</p>	<p>15. Get ss to look at the three pieces of information about each picture – explain that the three pieces of information will be used to write one full sentence about each picture.</p> <p>Example 1 -do the dishes -always -after dinner.</p> <p>Option 1. The girl always does the dishes after dinner.</p> <p>Option 2. She always does the dishes after dinner.</p> <p>16. Get ss to help to write full sentences for pictures 2 and 3.</p> <p>17. Once T confirms they are complete and correct, ss will be allowed to write them in their books.</p> <p>18. Individual work – get ss to write full sentences for pictures 4-6 – remind ss about using colours to differentiate the elements in the sentences.</p> <p>19. T collects books for later checking.</p> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>																														
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">1</th> <th style="width: 33%;">2</th> <th style="width: 33%;">3</th> </tr> <tr> <td></td> <td>I-you-we-they</td> <td>he-she-it</td> </tr> </thead> <tbody> <tr> <td>o</td> <td>go</td> <td>goes</td> </tr> <tr> <td>ch</td> <td>watch</td> <td>watches</td> </tr> <tr> <td>sh</td> <td></td> <td></td> </tr> <tr> <td>ss</td> <td></td> <td></td> </tr> <tr> <td>x</td> <td></td> <td></td> </tr> <tr> <td>vowel+y</td> <td></td> <td></td> </tr> <tr> <td>consonant+y</td> <td></td> <td></td> </tr> <tr> <td>add -s</td> <td></td> <td></td> </tr> </tbody> </table> <p>Stage 2</p> <p>5. Draw ss' attention to the table on page 13 – reflect on the pronouns that prompt the verb change.</p> <p>6. Tell ss to complete the table by using the information on the board.</p> <p>7. T monitors offering help.</p>	1	2	3		I-you-we-they	he-she-it	o	go	goes	ch	watch	watches	sh			ss			x			vowel+y			consonant+y			add -s				
1	2	3																														
	I-you-we-they	he-she-it																														
o	go	goes																														
ch	watch	watches																														
sh																																
ss																																
x																																
vowel+y																																
consonant+y																																
add -s																																

HW: Book/Notebook

Look for more verbs that have the endings in the table on page 13.

- Make some graphics that can help you remember that those verbs get changes for the third person – when used in a simple present construction.
- Remember to use colours, be creative and organized – it is for studying purposes.

KeyCode 2 Unit 2

Teacher: _____ . Grade: _____ Group: _____

Unit 2

Page 14.

Lesson 10. Date: _____.

- Students will be able to **talk** about frequency, **identify** and **make changes** in verbs and **differentiate** word collocations.
- **Explaining** frequency
- **Explaining** verb endings
- **Collocating** words

Stage 1	Stage 2	
<p>1. In advance – prepare some pictures for the words on page 14.</p> <p>2. Write the words on page 14 on sheets of paper.</p> <p>3. Get some ss to match pictures and words on the board.</p> <p>4. Get ss into teams – present the words DO VS MAKE.</p> <p>5. Explain that the teams will have 1 minute to decide which words collocate with DO and which with MAKE.</p> <p>6. Check the matching by getting the information organized on the board.</p> <p>7. Call out for a winner team – get ss to complete the organizers on page 14 using the information on the board.</p>	<p>8. Get ss to look at the words above the text – get ss to explain what form they have or what construction they may fit.</p> <ul style="list-style-type: none"> • does – third person • do – other personal pronouns • making - continuous • make – other pronouns • make – other pronouns • doing - continuous • does – third person • doing - continuous • make - other pronouns • do – other pronouns <p>Note: could be “other pronouns” or “after a modal” -it’s just examples.</p> <p>9. Get ss to look before and after the gaps to find out if they can see the forms or constructions mentioned above.</p> <p>10. Reflect on guessing strategies – explain that it is possible to find answers to listening activities by, in this case, looking at the language used around the gaps.</p>	<p>11. Get ss to decide on some guessing.</p> <p>12. Close the book – listen and focus on the information for the gaps.</p> <p>13. Open the book - get ss to think and decide on changes to make.</p> <p>14. Listen and check answers.</p> <p>15. Try some out loud reading by paragraphs or ideas.</p> <p>Stage 3</p> <p>16. Close the book – T writes the questions on the board, one at the time, to get ss to try giving the answers without looking at the text.</p> <p>17. Tell ss to find the information for the answers in the text – remember that ss must say where the information is “paragraph and line”.</p> <p>18. Once T confirms answers are complete and correct, ss will be allowed to write them in their books.</p> <p><i>Feedback from T on language used on need.</i></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Page 14 - Use the questions above the picture to interview some people at home. • Prepare some notes – get ready to share. 		

KeyCode 2 Unit 2

Teacher: _____ . Grade: _____ Group: _____

Unit 2 Page 15. Lesson 11. Date: _____.

- Students will be able to **give advice** on habits and **do reading** with different purposes.
- **Giving advice**
- **Explaining** main ideas
- **Giving** detailed information

Stage 1	Stage 2	
<p>1. Get ss to share what they got from the interviews – HW.</p> <p>2. T writes on the board the headings...</p> <p style="text-align: center;">Good Habits VS Bad Habits</p> <p>3. Get ss to brainstorm specific activities for each section.</p> <p>4. Get ss to explain the benefits from the good habits and the negative effects from the bad habits.</p> <p>5. Ss look at the pictures in the Vocabulary section – get ss to say what they can see in them.</p> <p>6. Get ss to label the pictures P or N.</p>	<p>7. T reflects on language that can be used for giving advice on coping with and stopping the bad habits.</p> <p>8. T writes on the board the options...</p> <p style="text-align: center;">should VS should not shouldn't</p> <p>9. Pair work – get ss to write the options on the lines.</p> <p>10. T explains that there are some lines that can be used to extend the ideas, but it is necessary that ss understand the ideas in the lines before making a decision on picking the ones for the extending.</p> <p>11. Different pairing – ss will have some minutes to work out the extending matches.</p> <p>12. Share with the class.</p> <p>13. T reflects on understanding context to make decisions – tell ss to look at the conversation scripts.</p> <p>14. Tell ss to quickly say what the conversations are about.</p> <p>15. Now get ss to find some specific information – there is no reading involved; just looking and spotting.</p>	<p>Example</p> <p style="text-align: center;">Conversation 1</p> <ul style="list-style-type: none"> • Situation • Who is involved? • What the problem is. • Excuse or reason • Boy's opinion on shopping more shoes. • Etc. <p>16. Get ss to decide on some guessing for the gaps – listen and check answers.</p> <p>Stage 3</p> <p>17. Tell ss to put their pencils and pens away – for the second script, they will listen to the people talking and follow in the book but won't be allowed to write anything.</p> <p>18. When the listening stops, tell ss that they will have 1 minute to write the answers.</p> <p>19. Share with the class.</p> <p>20. Play again to complete and check answers.</p> <p><i>Feedback from T on language used on need.</i></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Read the second script and find information for the following prompts: • What, Where, When, How, Why, Which, Who, How many, How much, etc. • If you can't write information for a prompt, write the phrase. "Nothing found!" • Make some notes, use colours, be creative and organized. • Get ready to share. 		

KeyCode 2 Unit 2

Teacher: _____ . Grade: _____ Group: _____

Unit 2

Page 16.

Lesson 12. Date: _____.

- Students will be able to **identify** and **describe** attitudes and **give advice** on habits.
- **Explaining** people's attitudes
- **Giving advice**
- **Explaining** solutions and benefits

Stage 1	Stage 2	
<p>1. Prepare in advance – T writes the phrases in the green box on small pieces of paper – one word per paper – 5 sets.</p> <p>2. Divide the class into teams – give each team a set of phrases.</p> <p>3. Tell ss that they will have 3-5 minutes to put the phrases in order.</p> <p>4. Every time a team has a phrase, they must call out for a check, so T can confirm it is correct.</p> <p>5. The team getting all the phrases ordered first gets to be the winner.</p>	<p>6. Draw ss' attention to the green box – explain that all the phrases appeared in the last conversation they worked with in the previous class.</p> <p>7. Get ss to find the phrases in the script and think of a way to explain what they mean.</p> <p>8. Ss share answers and T writes some ss' ideas on the board.</p> <p>9. Tell ss to look at the options in the purple box and decide if the options have a meaning match with the ideas on the board.</p> <p>10. Get ss to do the matching in pairs – tell ss to go with different friends to compare answers.</p> <p>11. Whole-class check.</p> <p>12. No writing – get ss to listen and follow in the book – paying special attention to the information for the gaps – tell ss look at the options in the box while listening.</p> <p>13. Books closed – ask some questions about the text.</p> <p>Example</p> <ul style="list-style-type: none"> • Habit • Good or bad? • What's the debate about? • Does the writer have a positive or negative attitude towards the situation presented? • Etc. 	<p>14. Open the book – ss listen to complete the text.</p> <p>15. Get ss to answer the questions – remind ss about finding and underlining the information to answer the questions – ss share where they found the information: paragraph and line.</p> <p>Stage 3</p> <p style="text-align: center;">Mini Project Work</p> <p>16. Make posters and leaflets. Run a campaign about bad habits at school. If possible, include other topics like "Family life," and give a talk for parents.</p> <ul style="list-style-type: none"> • Inform why those habits are not good. • Suggest solutions. • Promote change. • Point out benefits of making changes. <p style="text-align: center;"><i>Feedback from T on language used on need.</i></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. 		