

KeyCode 2 Unit 3

Teacher: _____ . Grade: _____ Group: _____

Unit 3 Page 17. Lesson 13. Date: _____.

- Students will be able to **talk** about the past
- **Explaining** activity liking
- **Talking** about past and present activity

Stage 1	Stage 2	Stage 3
<p>Play – What's on my back?</p> <ol style="list-style-type: none"> 1. T writes on sheets of paper the words for professions. 2. Some ss come to the front and T sticks the words on their backs. 3. Ss have to turn and let the rest of the class see the words. 4. They have to help the kids at the front guess the words making no sounds. 5. Ss at the front have to write the words correctly. 6. Ss look at the pictures and describe them in detail – then write the words on the lines. 7. Ss share answers by using a prompt provided by T. <p>Example</p> <ul style="list-style-type: none"> • Picture number one is showing a/an... • Picture 1 shows a/an... <ol style="list-style-type: none"> 8. Get ss to discuss the following: <ul style="list-style-type: none"> • What makes people decide on what job to do? • An architect may be interested in machines, materials, tools, mapping, etc. What about the people who do the other jobs? 9. Whole-class share – T writes ss' ideas on the board. 	<ol style="list-style-type: none"> 10. T reflects on the importance of identifying and understanding one's interests and abilities, that way, deciding on what job to do would be more real. 11. T presents the prompt below making emphasis on it being used to talk about things people did in the past. <ul style="list-style-type: none"> • The engineer would spend his time building things and making models. • would spend = "frequently" spent • would spend = used to spend 12. T gets some ss to help to complete examples 2 and 3 on the board. 13. Once T confirms the examples are correct and complete, ss will be allowed to write them in their books. 14. Get ss into pairs and give them some time to complete the task. 15. Whole-class sharing and checking. 16. Get ss to interviewing T – ss have to come up with questions to get information about what T liked doing as a kid. 17. Let ss go interview other English Teachers around school. 18. Whole-class share. 	<ol style="list-style-type: none"> 19. T reflects on the language being flexible and full of options to play with it. 20. Draw ss' attention to the text about Extending ideas – read and reflect on the message. 21. T writes the first example on the board to highlight the forms that can be combined to talk about the past and the present and to make emphasis on words and phrases to support the forms used. <p>As a kid, the engineer built things and made models for fun. Now, he does it for a living.</p> <ul style="list-style-type: none"> • as a kid = introduces the past • built = verb in the past • fun – it is the common context of a kid • now = introduces de present • does = verb in the present • a living = it is the common context of an adult 22. T shows how to complete example 2. 23. Give ss some time to complete examples 3 and 4. 24. Whole-class sharing and checking. <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Page 18 – complete examples 5 – 8.
- Make some additional notes about how to complete the examples and what information was used.
- Examples will be checked by T, but ss have to get ready to share orally.

KeyCode 2 Unit 3

Teacher: _____ . Grade: _____ Group: _____

Unit 3 Page 18. Lesson 14. Date: _____.

- Students will be able to **talk** about the past.
- **Explaining** what people liked doing as kids
- **Explaining** reasons for changes in activity

Stage 1	Stage 2	
<p>Get ss to share – HW.</p> <p>Play bingo on professions.</p> <ol style="list-style-type: none"> 1. Divide the class into small teams. 2. Get ss to prepare a 20-grid board and write profession words – one in each space. 3. Tell ss to write the same words on separate pieces of paper, and then to fold the papers. 4. T tells ss to put their papers in the bag he is holding – and then shuffles. 5. T reaches in and calls out the professions randomly. 6. The team that completes its card first wins. 	<p>7. T makes ss some questions about the things he liked doing as a kid.</p> <p>8. T writes the information on the board and then completes the prompt – ss have their books closed.</p> <ul style="list-style-type: none"> • Teacher, Serge. • What did you like doing when you were 10 years old? • Play football • Draw • Talk <p><i>Teacher serge used to play football, draw and talk (when he was 10 years old).</i></p> <p>9. T gets ss sharing information about two of the teachers they interviewed in the last session.</p> <p>10. Get ss to help to complete the prompts the same way as Example 1 – T Serge.</p> <p>11. Once T confirms the examples are complete and correct, ss will be allowed to write them in the books.</p> <p>12. Draw ss' attention to the half-matching – explain that it will be necessary to identify main ideas and language – both options are useful for working out activities of this type.</p> <p>1. I used to wear leather pants. e. Now I wear formal clothes every day.</p> <p>2. She used to go to parties every weekend. c. Now she does it occasionally.</p>	<p>13. Pair-work – give ss some time to complete the task.</p> <p>14. While ss work on the task, T writes the halves on the board for checking – ss will help to do the main idea and language analysis with the colours.</p> <p>Stage 3</p> <p>14. T and ss reflect on the ideas in the matching activity – why do people get to change the things they like doing?</p> <p>15. Draw ss' attention to the orange box – tell ss to write about themselves.</p> <p>16. Whole-class sharing and 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 people – What did you like doing in your teen years? When did you know it was time for a change? • Prepare some notes and get ready to share. 		

KeyCode 2 Unit 3

Teacher: _____ . Grade: _____ Group: _____

Unit 3 Page 19. Lesson 15. Date: _____.

- Students will be able to **talk** about the past and **tell** the time.
- **Explaining** activity liking
- **Talking** about the past
- **Telling** the time

Stage 1	Stage 2	Stage 3
<p>Get ss to share – HW.</p> <p>Prepare in advance</p> <ol style="list-style-type: none"> 1. Write the verbs in the purple table (p.19) on small pieces of paper. 2. Write complementing ideas that match the verbs on pieces of paper. 3. Get all ss to get one paper and get into pairs by finding a match. 4. Tell ss to listen and report the complement for each example in the purple table. 5. T writes what ss say on the board – once T confirms the examples are complete and correct, ss will be allowed to write them in the book. <p>What time is it?</p> <ol style="list-style-type: none"> 6. T writes <i>times</i> on small pieces of paper. (5.35 – 6.43 – etc.) 7. T puts the papers in a plastic bag – ss reach in and say the time to a friend who will be at the front. 8. The kid at the front has to set the time on foam / toy clocks. 9. The student at the front has to say an activity (from the options in the purple table) that is good to do at that time. 	<ol style="list-style-type: none"> 10. Ss look at the clocks and say the times – prompt ss with different questions to get the time. 11. Ask ss to divide the clock into four equal sections. 12. T explains where the words go and the meaning they get. 13. Walk ss through writing the words around the clock. 14. Game-like selecting – get some ss to write the times in full sentences on the board – the times shown in the clocks on the left. 15. Once T confirms the times are complete and correct, ss will be allowed to write them in their books. 	<ol style="list-style-type: none"> 16. Draw ss' attention to the collecting boxes – explain that it is important to really know what information was collected, so it can be included in the example sentences. <p>T goes like this...</p> <ul style="list-style-type: none"> • In column 1, we have a name. • In column 2, we have an activity. • In column 3, we have a time. • In column 4, we have a time. • How are the times different? <ol style="list-style-type: none"> 17. T shows ss how to put the information in the prompt. <ul style="list-style-type: none"> • Teacher Marco used to read at 11 o'clock. • Now he reads at 12 o'clock. 18. T gets ss to help to put the information in prompts 2 and 3. 19. Once T confirms the examples are complete and correct, ss will be allowed to write them in their books. 20. Give ss some time to complete the activity. 21. Whole-class sharing and checking. <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 people - What did you like doing when you were 15? When did you do that? • Do you still do it? What time at? • Prepare some notes and get ready to share. 		

KeyCode 2 Unit 3

Teacher: _____ . Grade: _____ Group: _____

Unit 3 Page 20. Lesson 16. Date: _____.

- Students will be able to **talk** about the past and life changes.
- **Explaining** activity liking
- **Describing** past and present events
- **Describing** past tense patterns

Stage 1	Stage 2	Stage 3
<p>Get ss to share – HW.</p> <p>Build it up!</p> <ol style="list-style-type: none"> 1. T draws circles on the board. 2. Ss work in rows – they have to write all the parts/words to tell the time. 3. Ss brainstorm on activities teens do at different times – use the times as a reference to get ss thinking and saying activities adults do at those times. 4. Draw ss' attention to the list of activities – explain that they will listen to someone talking about the events that have happened in his/her life. 5. Divide the class into small teams – get ss guessing the order of the events happening. 6. Whole-class sharing. 7. Listen and check – whole-class sharing on answers. 	<ol style="list-style-type: none"> 8. Get ss to do some out loud reading by paragraphs – at the end of each paragraph/reading, get ss to explain the idea in it. 9. Get some ss to say they words they would use for the gaps – then listen and check. 10. Get ss analyzing and circling connections or links that helped with the gap-filling. <p>Example</p> <ul style="list-style-type: none"> • I am Wendy – (about me) my story • in – (year) 2005 • move to – (where) Chicago • Etc. <ol style="list-style-type: none"> 11. Explain that there are some radio shows for people to call in and share about things that are happening in their lives. 12. When listening to programs of this type, it is important to pay attention to specific information to really understand what's going on and to be able to give some advice in response. 13. Draw ss' attention to the information in the orange box – tell ss to analyse how the halves are linked. 14. Get ss thinking of some possible answers – they can write them on a separate piece of paper. 15. Listen and check guesses – make any necessary changes. 	<ol style="list-style-type: none"> 16. T reflects on the importance of identifying specific information. In this case, elements or components for grammar forms. 17. Walk ss through illustrating this on the board. <ul style="list-style-type: none"> • Simple past = Person and verb in the past • Past progressive = Person and combination (be + -ing verb) • Modal = Person and modal + verb • Verb + -ing verb = Person and verb + -ing 18. Refer ss back to the text to find examples – once T confirms the examples are correct, ss will be allowed to write them in their books. <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 people – tell me about a life change you had to make but didn't want to. • Prepare some notes – get ready to share. 		

KeyCode 2 Unit 3

Teacher: _____ . Grade: _____ Group: _____

Unit 3 Page 21. Lesson 17. Date: _____.

- Students will be able to **write** a communicative message, **explain** what people said and **give** advice.
- **Sending** a written message
- **Sharing** point of view
- **Giving** advice

Stage 1	Stage 2	
<p>Get ss to share – HW.</p> <p>Play vocabulary tennis.</p> <p>1. Have ss brainstorm topics - T writes ss' ideas on the board for them to choose.</p> <p>2. Every time ss have the turn to hit the ball, they have to say a word related to the topic. If they can't say a word, they lose the point - bring real rackets or other items that may be useful to do the activity.</p> <p>Stage 2</p> <p>3. Draw ss' attention to the Writing section – explain that they will write a note to someone and that there are some important points to consider:</p> <ul style="list-style-type: none"> a. type of writing = note b. number of words = 45 c. context – present situation d. change e. results <p>4. Reflect on it being of great help to build the message.</p> <p>5. Get ss to choose a topic – walk ss through coming up with sentences to cover all the points.</p> <p>6. Get ss to count the words in each idea – make emphasis on the fact that covering the 45 words needed is not that complicated as long as they have a writing plan.</p>	<p>7. Walk ss through using the sentences they came up with to write the final message – once T confirms it is complete and correct, ss will be allowed to write the note in their books.</p> <p>8. Reflect on the importance of sending clear messages – sometimes people come to us asking for an opinion or advice, so it is necessary that the other person understands our message (take the advice or say thanks or sorry for not taking it and keep looking for what he/she needs).</p> <p>9. Draw ss' attention to the list of wishes below – explain that some people have shared things they'd like to happen or do.</p> <p>10. Point out that the wish-sentences are in quotes because it is not the people saying them themselves, but a different person saying what the other people said – that's another way to refer to a past event.</p> <p>11. Get ss to discuss what they would say for advice - share in a reporting for:</p> <p>Example</p> <ul style="list-style-type: none"> • Maria said, "I want to get married." • I think she is too young for that. • Sandra said, "I want to buy a new phone." • I think she should save her allowance. 	<p>12. Tell ss that they will listen to some people giving responses about the wishes.</p> <p>13. Whole-class sharing.</p> <p>14. Listen again to confirm and make changes if necessary.</p> <p>Stage 3</p> <p>15. Get ss to look at the pictures and circle the main word (verb) for each.</p> <p>16. Tell ss to write the words on the lines and to look for their past forms.</p> <p>17. Explain that this information will be used to complete a HW-task.</p> <p>Example:</p> <ul style="list-style-type: none"> • Wish = I want to go to the beach. • Reporting = <u>Maria said</u> she wanted to go to the beach. • Direct response = You should talk to your parents. • Indirect response = She should talk to her parents. <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Write 3 sentence-sets. • Use colours to point out the language playing. 		

KeyCode 2 Unit 3

Teacher: _____ . Grade: _____ Group: _____

Unit 3 Page 22. Lesson 18. Date: _____.

- Students will be able to **talk** about past events
- **Describing** past events
- and **use** word order to study the language.
- **Explaining** word order

Stage 1	Stage 2	Stage 3
<p>Get ss to share – HW.</p> <p>Play Find someone who + Stop!</p> <ol style="list-style-type: none"> 1. Prepare in advance – draw some 4-square grids for ss to write names on the board. 2. Get two ss playing at the time. 3. Write some instructions for ss on pieces of paper. <ul style="list-style-type: none"> • Find someone who was 5 years old the first time he went to the beach. • Find someone who was 5 the first time he used a cellphone. • Etc. 4. Ss playing will get a paper and find the people. 5. Ss will have to think of questions to get the information and get the people writing their names on the board. 6. The student who gets four people writing their names on the grid, gets to be the winner. 7. The winner will have to report in full sentences. <p>Example</p> <ul style="list-style-type: none"> • Mario was 5 years old the first time he went to the beach. • Susan was 5 years old the first time she used a cellphone. • Etc. 	<ol style="list-style-type: none"> 8. Draw ss' attention to the table on page 22 – explain that numbers 1 – 5 are for them to write about themselves, and numbers 6 – 9 are for them to write about some friends - make emphasis on the words that change. 9. Give ss some time to complete the task – whole-class sharing. 10. Reflect on the importance of identifying elements or components for the different tense forms or constructions – sometimes using a bit of L1 helps but avoid overusing it. 11. T writes set 1 on the board to show problems and present solutions. 12. T gets ss to help to work out sets 2 and 3. 13. T explains that having a bit of thinking flexibility helps to work out solutions for situations that look different but are pretty much the same. 14. T completes question 1 – by word order. 15. T walks ss through completing question 2 – by word order. 16. Get ss helping to complete questions 3 - 5 – by word order. 	<p>Mini Project Make a “My Life Memory Album”</p> <ul style="list-style-type: none"> • Get some pictures of your past experiences and glue them on colour sheets of paper. • Write a caption for each. • Make a design for the cover. • Get all the colour sheets of paper with the pictures and the cover together with a spiral. • Organize groups and present the albums. • Prepare some questions for the other friends in the group. <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. 		