

KeyCode 4 Unit 2

Teacher: _____ . Grade: _____ Group: _____

Unit 2

Page 11.

Lesson 7. Date: _____.

- Students will be able to **change** word writings according to sentence construction.
- **Explaining** writing changes

Stage 1	Stage 2	Stage 3
<p>1. Get some audios with funny, strange or fast speaking.</p> <p>2. Play the tracks to the class and get ss to report what the messages were.</p> <ul style="list-style-type: none"> • What did he/ she say? • He said that... • She said that... <p>Note: make no corrections on reporting-structure at this point.</p> <p>3. Look at the picture and describe it in detail.</p> <ul style="list-style-type: none"> • What kinds of messages could the person send? • Why would he send them? • Who to? <p>4. Get ss to look at the pictures and say what they can see in them.</p> <p>5. Get ss to label the pictures and extend the talking.</p> <ul style="list-style-type: none"> • The man is declaring... (what) • The woman resigned as (what job) • The woman is recording (what) • Etc. 	<p>6. T uses one word from the new set to get ss to play with the different forms it can take according to tense – and spot other elements that come along with the tense form.</p> <p>Example - vote</p> <ul style="list-style-type: none"> • We all vote for the grey uniform. • Yesterday we all voted for the grey uniform. • We have all voted for the grey uniform. • Tomorrow we will vote for the grey uniform. • Etc. <p>7. Draw ss attention to the sentences below – explain that the new words are needed to complete them, but the new words may take different forms or may need other elements to get them complete.</p> <p>8. Ss go with different friends to compare answers – then run a whole-class checking.</p>	<p>9. Get ss into small teams – it is necessary that they can explain meaning of words in different forms, this time they will have to find a way to explain what the words mean in a few words.</p> <p>10. After sharing on meaning, get ss to find a matching definition for each word in the set below.</p> <p>11. Get ss to prepare some answers for the questions below – remind ss about finding opportunities to use the new words, if they do, they must pay attention to the forms they may take.</p> <p>12. Ss share with the class – explain where and when the new words were used.</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 at home – take some notes and get ready to share. • Are current members of the government different from the ones in the past? • Are current singers different from the ones in the past? 		

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Lesson 8. Date: _____.

- Students will be able to **use** reporting forms and **talk** about requirements.
- **Talking** about requirements
- **Reporting** on what other people said
- **Ranking** characteristics

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share the information they got from the people they interviewed – HW.</p> <p>2. T selects some examples from ss' sharing to present some reporting examples.</p> <ul style="list-style-type: none"> • He said that... • He said, "That's unbelievable!" • Etc. 	<p>3. Draw ss' attention to the explanation on Reporting Language – ss underline some key information.</p> <p>4. Walk ss through studying the example in the bubble – what tense was used?</p> <p>5. Walk ss through studying the reporting examples below – what elements were added/used?</p> <p>6. Get ss to pay attention to the following reporting options – what elements are different?</p> <p>7. Reflect on the reporting process.</p> <ul style="list-style-type: none"> • It's like going back through tenses – just a general way to see it: Present, Past, Past Participle, etc. <p>8. Walk ss through completing the reporting sentence sets – complete them on the board.</p>	<p>9. Get ss into small teams – get ss to choose two more example sentences and work out their reporting forms.</p> <p>10. T monitors offering help – T will spot some good (useful) examples ss are working on and prepare the board to study those examples – for the class to study and consolidate process understanding.</p> <p>11. Ss double-check work and make changes.</p> <p>12. Teacher collects books for later checking – at the end.</p> <p>13. T reflects on characteristics of someone getting a responsibility role or position – then gets ss to discuss the points on the list.</p> <p>14. Ss share, mainly on points 1 and 10.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Interview some people around – take notes and get ready to share.
- What characteristics must people pursuing a high position in a public institution have?

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Lesson 9. Date: _____.

Role Play

Reflecting on Language Use

- Students will be able to **change** word writing according to sentence construction and **report** on what other people said.

- **Explaining** actions to take
- **Reporting** sentences and questions
- **Explaining** the whys and hows of a project

Stage 1	Stage 2	Stage 3
<p>1. Get ss to look at page 13 – what can you see on the page?</p> <p>2. Walk ss through analysing all the parts and information on the page.</p> <p>3. Get ss to decide on the (5) correct questions citizens must make to a Government candidate.</p> <p>4. Help ss to prepare those questions – correct idea and writing.</p> <p>5. Ss write the questions in the bubbles.</p> <p>6. Do the same process for the possible candidate's responses.</p>	<p>7. Divide the class into five teams – each team will work out a set – that is, a question and the answer to it "In a reported form."</p> <p>8. Set a time-limit for the working out.</p> <p>9. Each team will have some minutes to present and explain their set to the class.</p> <p>10. Every time the teacher confirms a set is correct, ss will be allowed to write it in their books.</p>	<p>Class-work</p> <p>11. Divide the class into two teams.</p> <ul style="list-style-type: none"> • One team will have the role of running a conference for a Government candidate. • The other team will represent the citizens in the city and the press. • Each team, according to their role, will have to prepare information to make and answer questions. <p>12. After the first role-play, teams switch roles – there will be no time to prepare the second scene.</p> <ul style="list-style-type: none"> • Remind ss about using all the information seen so far. <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Talk to your parents about the questions you prepared for the role play – take some notes and get ready to share.
- Ask your parents to comment on what they think of your point of view.

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Lesson 10. Date: _____.

- Students will be able to **report** on what other people said and **change** writing according to sentence construction.
- **Reporting** sentences and questions

Stage 1	Stage 2	
<p>1. Ss share what they got from the commenting their parents did – HW.</p> <p>2. T shows some pictures (singers, actors, real politicians, etc.) for ss to talk on the following:</p> <ul style="list-style-type: none"> • Looks like a good candidate • Pros and Cons • Education Background • Experience • Vote for or against? <p>3. Extend the talking – read and answer the questions above the text.</p> <p>4. Draw ss' attention to the words in bold in the questions – tell ss to find those words or ideas in the text.</p> <p>5. Once ss have spotted the words or ideas, tell them to close their books.</p> <p>6. T plays the track and ss get ready to identify the information spotted, so they can take notes on information to answer the questions.</p> <p>7. Get ss to do some out loud reading – by paragraphs.</p> <p>8. Get ss to share answers to the questions – remind them to explain where they found them; paragraph and line.</p>	<p>9. T writes on the board...</p> <p>What are citizens and the government doing to improve the quality of life in your country?</p> <ul style="list-style-type: none"> • <i>They are working...</i> • <i>He is doing...</i> • <i>She is preparing...</i> • <i>We are creating...</i> • <i>I am studying...</i> • Etc. <p>10. Get ss to say what form was used in the examples and what the most important elements for that form are.</p> <p style="text-align: center;">be + -ing verbs</p> <p>11. T reflects on the reporting process again – how to see it in general terms – going back through tense.</p> <p>12. Get ss to decide on which element, be or -ing, can make or have the tense change.</p> <p>13. Prepare some reporting examples – get ss to 1. see, 2. help and 3. try themselves.</p> <ul style="list-style-type: none"> • They are working on a new project. • What did they say? • They said that they were working on a new project. 	<ul style="list-style-type: none"> • He is doing some public informative talking. • What did he say? • He said that he was doing some public informative talking. <p>Stage 3</p> <p>14. Get ss into small groups – ss will have to look at the new pictures and sentences and decide on examples to show the direct and the reported forms.</p> <p>a. Get ss to do the element analysis – pictures and sentences below them.</p> <p>b. Circle elements to consider – making emphasis on the one that will get a change.</p> <p>c. Choosing the pictures to write about – paying attention to the direct element to change in the reported form.</p> <p>15. T gets some ss to write their examples on the board – 1 per student.</p> <p>16. Remind ss about using the examples on the board to check their work before turning it in.</p> <p>17. T collects books for later checking.</p> <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"> • Interview some friends – what are you doing now? • Write reporting sentences in your notebook. • Joshua, what are you doing? I am eating a sandwich. • Joshua said that he was eating a sandwich. 		

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Lesson 11. Date: _____.

- Students will be able to **entitle** paragraphs by main idea and **follow** a narrative to connect ideas.
- **Talking about** communication means
- **Explaining** main ideas and links in a text

Stage 1	Stage 2	Stage 3
<p>1. T shows some pictures of social network icons.</p> <p>2. Get ss to prepare some "Introducing yourself" examples – pretending they are the icon talking about its site.</p> <ul style="list-style-type: none"> • Hello, I am Instagram. I have 20 000 000 users all over the world. I can help you to share pictures and memories about your travel experiences. I can also help you make new friends. <p>3. T reflects on Pros and Cons of social network communication.</p> <p>4. Get ss to read and answer the questions in small groups.</p> <p>5. Ss share to the class.</p> <p>6. T reads the statement to the class and makes emphasis on important points to focus on.</p> <p>7. T writes the important points on the board for ss to comment – T decides on the commenting turn.</p>	<p>8. Draw ss' attention to the option headings – explain that the headings match the ideas in the paragraphs below – ss will have to find words, phrases or sentences in the paragraphs that can help to decide on the matching.</p> <p>9. Ss read out loud – by paragraphs.</p> <p>10. Every time ss find the heading for the paragraph in turn, tell them to find a line that completes the idea in the paragraph – the adding or missing lines are below the text, on the right side.</p> <p>11. T makes sure all ss underline information in the text that helps to make the links to the heading and the missing line.</p>	<p>12. Divide the class into small teams.</p> <p>13. Prepare an informative speech on social network interaction and communication.</p> <ul style="list-style-type: none"> • Pros and Cons • Recommend activity and warning • Tips and secrets • Pro user <p>14. Each team will have some minutes for sharing.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Share your notes on network interaction and communication with your parents.
- Take notes on what they think about it and whether they agree or disagree with your point of view.
- Get ready to share to the class.

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Lesson 12. Date: _____.

- Students will be able to **change** word writing according to sentence construction and **report** on what other people said.
- **Reporting** sentences and questions

Stage 1		Stage 3
<p>1. Try some backward playing.</p> <p>2. Write some words to spell – from very easy to super difficult.</p> <p>3. Write some sentences to read and spell, word by word – from short sentences to a very long one.</p> <p>4. Tell ss that they will try some backward practice – spelling and reading.</p> <p>5. For the spelling, you can use the same words. For the sentence reading, write new sentences – backward-word like.</p> <p>Example</p> <ul style="list-style-type: none"> • I am super happy. • .happy super am I <p>6. Get ss to reflect on how difficult it was for them to work out the backward spelling and reading.</p> <ul style="list-style-type: none"> • Did you find a strategy or trick for it? • Share and explain. <p>Stage 2</p> <p>7. Draw ss' attention to the Grammar section on page 15 – explain that getting sentences from the reported form to the direct form is possible by applying the same process, but for this change, it must be going forwards in time.</p>	<p>8. Read the examples and follow in the book – circle key elements.</p> <p>9. Look at the examples on page 16, circle the key elements that got the change.</p> <p>10. Look at the script for the conversation below – are there any sentences that have or can be a reported form example?</p> <ul style="list-style-type: none"> • If so, which ones? • Why? • What elements tell you that? <p>11. Look around the gaps and think of the words that could be used to complete them – get some guesses down.</p> <p>12. Close your book – listen and focus on the information for the gaps.</p> <p>13. Open the book – double-check your guesses and make a decision.</p> <p>14. Listen, follow in the book and check answers.</p> <p>15. Read and answer the questions – remind ss about underlining the information to answer the questions.</p>	<p>16. Get ss to say where they found the information – talking turn and line.</p> <p>17. T reflects on direct and reporting forms – the process and the elements.</p> <p>18. Get ss to look at the Grammar section – make emphasis on paying attention to the words in bold.</p> <p>19. Ss help to work out the questions – on the board.</p> <p>20. Once T confirms the questions are complete and correct, ss get allowed to check theirs in the books and make changes if necessary.</p> <p style="text-align: center;">Project work Wrong Phone Playing</p> <ul style="list-style-type: none"> • Make teams and play the wrong phone. • Students have to report what the other students said to them using reported forms. • T prepares sentences in advance – ss will work out the reporting forms during the playing. • Set up a winning award of some sort. <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. 		