

KeyCode 1 Unit 4

Teacher: _____ . Grade: _____ Group: _____

Unit 4 Page 23. Lesson 19. Date: _____.

- Students will be able to **name** the parts of a house and **talk** about furniture.
- **Naming** the rooms of a house
- **Telling** where furniture can be found

Stage 1	Stage 2	Stage 3
<p>Build it up.</p> <ol style="list-style-type: none"> 1. T divides the group into teams. 2. Ss are given some wood sticks, small rocks and any other simple materials. 3. Ss have to build a house. 4. Let them describe it and share who lives there (3-4 minutes). 5. Class-talking: <ul style="list-style-type: none"> • What a house must have. • The greatest place to have a house. • The house in the heading picture, is it a great house? <p>Stage 2</p> <ol style="list-style-type: none"> 6. Look at the pictures and describe them in detail – write the words on the lines. 7. Pair-work: discuss: <ul style="list-style-type: none"> • Which room do you like and hate? • Say why. 	<ol style="list-style-type: none"> 8. T writes the words for the parts of the house on the board - get ss to brainstorm activities in each part. 9. T writes ss' ideas organized by parts of the house – extend the talking by getting ss to say whether the activities are fun, boring, easy, hard, etc. 10. T writes prompts on the board for ss to share: <p>Example Repairing things at home is hard.</p> 11. T shows ss how to write full sentences using all the aspects. <p style="text-align: center;">- Place and Activity-</p> Example <ul style="list-style-type: none"> • Picture 1 shows the garage. I <u>make repairs and wash my car there</u>. 12. T points out the link between, in this case, garage and there. 13. Get ss to help to work out three more examples. 14. Once T confirms the examples are complete and correct, T will be allowed to write them in their books. 15. Give ss some time to complete the activity. 16. Whole-class sharing and checking. 	<ol style="list-style-type: none"> 17. T explains the three sections in the table: Rooms, Furniture and Actions – tell ss that some of the things they'll find in the board are not necessarily furniture, but it is for sure they would find them in the rooms. 18. Walk ss through completing the first set. <p>Example</p> <ul style="list-style-type: none"> • In line 1, cross, you'll find "dining room". At the "m," go down, you'll find the word "table." And then the verb "eat" follows. <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"> • Make a list of the things you have in your room (5) • Make a list of 5-special things you have in your house – things you think don't exist elsewhere. • Prepare some notes and get ready to share – you'll have to explain why those things are so special. 		

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Teacher: _____ . Grade: _____ Group: _____

Unit 4 Page 24. Lesson 20. Date: _____.

- Students will be able to **describe** rooms.
- **Describing** pictures

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got about the things they have at home.</p> <p>2. Prepare in advance:</p> <ul style="list-style-type: none"> • draw a big house on the board – get some rooms and other areas like halls, stairs, etc. • write a list of furniture you want in the house – different rooms and areas (5 sets – different order). <p>3. Play - Help me furnish my new house!</p> <p>4. Get ss into teams – tell ss that they will help you get your house furnished.</p> <p>5. Each team will have to think up the best strategy to get the house furnished the fastest – (3 minutes for the planning).</p> <p>6. T will check the time – the team with the best time gets to be the winner team.</p>	<p>7. T presents some prompts to describe the pictures:</p> <ul style="list-style-type: none"> • There is a... • There is an... • There are some... <p>8. Tell ss that they will use the prompts to describe the pictures, but they will have to add the following information:</p> <ul style="list-style-type: none"> • opinion • size • colour • material • noun <p>Note: sometimes it is tough to get all the describing words together, so if ss get one or two only, it's OK – accept the idea and thank for the try.</p> <p>9. Get ss into pairs – give them some time to prepare some describing examples.</p> <p>10. Whole-class sharing and checking.</p> <p>11. Tell ss about circling the numbers in and around the picture to make the use of the information easy.</p> <p>Example</p> <ul style="list-style-type: none"> • 1 toilet – 1 = pink • 2 bathtub – 2 = green • Etc. 	<p>12. Draw ss' attention to the scripts – tell ss to spot and circle the words for the rooms.</p> <p>13. Tell ss that it is important to first think about the different things they can find in each room – ss brainstorm.</p> <p>14. Walk ss through studying the scripts – tell ss to guess what kinds of words can be used for the gaps; it could be as parts of speech or furniture and things.</p> <p>15. Listen to the first conversation – check guesses.</p> <p>16. Walk ss through studying what words can have helped to find the answers:</p> <ul style="list-style-type: none"> • before listening - helping • after listening – confirming <p>17. Get ss into pairs – practice the first conversation.</p> <p>18. Listen to the second conversation – check guesses.</p> <p>19. Walk ss through studying what words can have helped to find the answers:</p> <ul style="list-style-type: none"> • before listening - helping • after listening – confirming <p>20. Get ss into different pairings – practice the second conversation.</p> <p>21. Listen to conversations 3 and 4 – whole-class sharing and checking.</p> <p><i>Feedback from T on language used on need.</i></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview some people: What presents have you received that have ended up being decorations in your home? • Prepare some notes – get ready to share. 		

KeyCode 1 Unit 4

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Unit 4 Page 25. Lesson 21. Date: _____ .

- Students will be able to **talk** about house chores, **express** their opinions and **explain** verb-splitting.
- **Describing** chores
- **Expressing** point of view
- **Explaining** how verb-splitting works

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing.</p> <p>2. Play tic-tac-toe on rooms - from L1 to English.</p> <p>2.1. Play tic-tac-toe on rooms – T talks about rooms, ss guess what room T is talking about.</p>	<p>3. T reflects on house chores: what they are and how important it is to have a chore routine.</p> <p>4. Ss look at the pictures:</p> <ul style="list-style-type: none"> • Name the rooms • Guess what the words mean. <p>5. Get ss to read the definition of chores.</p> <p>6. T presents the 0. examples on the board – walk ss through studying how the sentences were formed.</p> <p>7. Get some ss to help to complete two more examples – once T confirms the examples are complete and correct, ss will be allowed to write them in their books.</p> <p>8. Small groups – give ss some time to complete the activity – whole-class sharing and checking.</p> <p>9. T reflects on the importance of attitudes towards doing house chores – sometimes we don't feel like doing them, but it is important and necessary that we do them anyways.</p> <p>10. Draw ss' attention to the table – get ss to tick what they think about chores.</p> <p>11. Whole-class sharing and checking.</p> <p>12. T prompts the sharing – look at the examples.</p>	<p>13. T explains that there are some verbs (phrasal verbs) that can be split: first, explain that they are a combination of a verb and a preposition, and then explain that the splitting does not affect meaning.</p> <p>14. Walk ss through studying the examples.</p> <p>15. Get ss to write more options for the verbs – then tell them to write some sentences using the verbs and the new options.</p> <p>16. Remember to work out two examples on the board for ss to have a reference/guide.</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 are some house chores you like and don't like doing? • Have you ever negotiated on doing or not doing house chores? 		

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Unit 4 Page 26. Lesson 22. Date: _____ .

- Students will be able to **find** and **explain** language links and **express** point of view.
- **Explaining** language links
- **Expressing** point of view

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>Running dictation!</p> <p>2. T draws on the board a face for each team and 2 speech bubbles.</p> <p>3. Divide the class into teams.</p> <p>4. Set up outside the classroom:</p> <ul style="list-style-type: none"> • one list of house chores – different order. • small pieces of paper with words for house chores written on them (scrambled). <p>5. SS have to go out, check the next word on the list, find a paper and then come to the board and stick the paper on it – in a bubble.</p> <p>6. The team that covers the list the fastest wins the first point.</p> <p>7. T and the team in turn will do the checking on the board – ss will have to check the papers they got have the letters for the words – write in the other bubble.</p> <p>8. The team that has all the papers with the letters for the words gets the second point.</p>	<p>9. T reflects on the difference between “My House” and “My Home” – T talks about his/hers.</p> <p>10. Draw ss' attention to the first part of the text – tell ss to guess which line each word goes in – remember to get ss to explain their answers; there are four words they won't need.</p> <p>11. Ss listen and check answers.</p> <p>12. Walk ss through studying the next part of the text – ideas and language connections.</p> <p>13. Tell ss about finding language links – the result may be working out cohesion and coherence.</p> <p>Example</p> <ul style="list-style-type: none"> • Mum always says that she feels sad because I don't talk to her like a little girl anymore. • It's all about a third person form. <p>14. Once ss get the explanation shared, tell ss to explain the idea – what does this sentence mean/present/express/etc.?</p> <p>15. Ss listen and check answers.</p>	<p>16. T reflects on the doing of some home activity that for some people is OK, but for others, the doing is like too much (other activities, not chores).</p> <p>17. T writes some examples about himself.</p> <p>Examples</p> <ul style="list-style-type: none"> • On Saturdays, I listen to music from 7 am to 2 pm. • On Sundays, I stay in bed up to midday. • What do you think? • It is OK! • It is too much! <p>18. Draw ss' attention to the interviewing section – tell ss to read and write about them.</p> <p>19. Whole-class sharing and checking.</p> <p>20. Tell ss to go interview some friends – they have to write their friends' answers and circle the option that expresses their opinion about the answers.</p> <p>21. Whole-class sharing and checking.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Interview some people: What are some home habits you enjoy, but you know the doing may be like... too much?
- Example
- Watch TV for hours – you enjoy it, but it would be better to cut down the watching and do something else.

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Unit 4 Page 27. Lesson 23. Date: _____ .

- Students will be able to **differentiate** rights and responsibilities and **explain** the differences.
- **Explaining** differences

Stage 1	Stage 2	Stage 3
<p>Play Blindfolded cleaning!</p> <ol style="list-style-type: none"> 1. Divide the class into teams. 2. Tell ss that you will spread some things around the classroom: papers, cans of soda, bottles of water, snack bags/packs, old boxes, etc. 3. One student in each team will get blindfolded – the rest of the team will have to help the blindfolded student to clean the room/pick up the garbage by telling him where to go or how to move around the classroom. 4. It may be more than one blindfolded student per team – it works better with some classes. 	<ol style="list-style-type: none"> 5. Draw ss' attention to the colour boxes about rights and responsibilities – T reflects on the difference and importance of each concept. 6. Tell ss to find the person (subject) and the place (context) in each section. 7. Divide the class into four groups. 8. Get ss to discuss one point at a time (3 minutes) – share with the class. 9. While ss do the discussing, T draws on the board the tables for rights and responsibilities. 10. When the discussion and sharing are done, ss help to complete the tables on the board. 	<ol style="list-style-type: none"> 11. T walks ss through studying the first example 1 – show ss how the information from the boxes was used to get a full sentence. 12. T walks ss through working out the second example 1. 13. Get some ss to help to complete examples 2. 14. Pair work – give ss some time to complete examples 3 and 4. 15. Whole-class checking on the board. 16. Once T confirms the examples are complete and correct, ss will be allowed to write them in their books – remind ss about making any changes necessary. <p><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: Are you fully aware of what your rights and responsibilities are as a person, kid and student? • Prepare some notes – get ready to share. 		

KeyCode 1 Unit 4

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Unit 4 Page 28. Lesson 24. Date: _____ .

- Students will be able to **talk** about problems and solutions and **write** a short message.
- **Describing** problems
- **Suggesting** and **presenting** solutions
- **Writing** a message

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Get the class into teams – tell ss to go around school and find areas that need some work: cleaning, painting, repairing, etc.</p> <p>3. Tell ss that they will have to make some notes (raw and neat) – the notes will be turned in, and it will be the time when they will receive instructions for the next step in the project.</p>	<p>4. Look at the pictures on pages 27-28 and write - describe the problems and come up with solutions.</p> <p>5. The teams will have to show their work completed – it will be the time they will receive instruction for the next part of the project.</p>	<p>6. Read the instructions for the writing – get ss to work on:</p> <ul style="list-style-type: none"> • Page 1 = drafting • Page 2 = proofread • Page 3 = edit <p>7. Ss will have to turn in the three pages – once they do that, they will be allowed to write in the boxes in the book – page 28.</p> <p><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. 		