

KeyCode 2 Unit 4

Teacher: _____ . Grade: _____ Group: _____

Unit 4

Page 23.

Lesson 19. Date: _____.

- Students will be able to **talk** about important events and **explain** when it is a good time for them to happen, **use** verbs as nouns, **talk** about types of growth and **express** ideas about the future.
- **Giving** advice
- **Explaining** differences
- **Expressing** ideas about the future

Stage 1	Stage 2	Stage 3
<p>Play Numbering.</p> <ol style="list-style-type: none"> 1. Get two ss to come to the board. 2. T says some numbers(years) randomly (8-10 numbers) for ss to write them from the smallest to the biggest. 3. The student getting all the numbers in the correct order the fastest gets the point. 4. T writes on the board the heading... <i>Milestones = important events in life</i> 5. Ss brainstorm events that change people's lives. 6. Get ss to reflect and think of when it is a good time to experience the events: age and conditions. <p>Stage 2</p> <ol style="list-style-type: none"> 7. Ss look at the pictures and describe them in detail. 8. Get ss to label the pictures and say what makes the events so special – look at the pictures to check if that's in the pictures. 9. T presents some prompts for ss to extend the talking about the events. <p>Example</p> <ul style="list-style-type: none"> • It's important to (event) at the age of (age). It is a good time to (add information). 	<ol style="list-style-type: none"> 10. Prepare some more examples on the board for ss to write them in their notebooks at the end of the session. 11. Get the class into small groups - get ss to talk about the pictures using the prompts. 12. Whole-class sharing and checking. 13. T reflects on the different categories in which the events can be organized. <ul style="list-style-type: none"> • Personal • Educational • Professional 14. Ss discuss the following: <ul style="list-style-type: none"> • How can you decide which category the events must be in? • What characteristics do you need to look for? 15. Whole-class sharing. <p>Stage 3</p> <ol style="list-style-type: none"> 16. Draw ss attention to the prompts – T writes prompt 1 on the board for ss to discuss. 17. Tell ss to find the words that can help them decide on which line each event goes on. 18. Tell ss to look at examples 1 and 6 carefully – the writing must be -ing: Buying..., Graduating... 19. Get ss into pairs – complete the prompts. 	<ol style="list-style-type: none"> 20. While ss work on the activity, T writes the prompts on the board for whole-class checking. 21. T reflects on the importance of thinking, not overthinking, about the future. There are some ways to talk about it. 22. It is important to have a clear idea of what they'd like to communicate, so they can use the most appropriate form. 23. T writes the three examples on the board – using colours to circle or highlight key language/words. 24. T tells ss to pay attention to the words in colour as they will prompt the function – the real reason for using the language. <ul style="list-style-type: none"> • What do you want to communicate, exactly? • What form do you need to use for saying that? • What is going to happen. • What may happen and when. • There is a plan. 25. Get ss to circle or highlight key language/words – using a matching colour. <p>Example</p> <ul style="list-style-type: none"> • I am getting married tomorrow. • Saying what is going to happen. <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: Tell me about some milestones in your life. • How did they change your life? • Were they what you expected? • Prepare some notes – get ready to share. 		

KeyCode 2 Unit 4

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **talk** about the future and **differentiate** future scenarios and forms.
- **Explaining** differences between forms
- **Using** time expressions to make emphasis

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>Do it now.</p> <p>2. Divide the class into two teams.</p> <p>3. Tell ss to hold their friends by the hands and move in circles.</p> <p>4. Ss have to stop and one student in each team acts out the situation the teacher calls.</p> <p>5. The team that shows it first gets the point.</p> <p>6. T writes some important events in life on the board for ss to think of phrases or time expressions.</p> <ul style="list-style-type: none"> • When is it a good time for this to happen “IN THE FUTURE”? <p>7. T writes ss' ideas about time expressions on the board – once T confirms the expressions are OK, ss will be allowed to write them in their books.</p>	<p>8. Draw ss' attention to the interview prompts – tell ss to find and circle the time expressions. Then, get ss to circle some more relevant information for the task:</p> <ul style="list-style-type: none"> • Event/thing • Describing words <p>9. Give ss some time to complete the prompts about themselves.</p> <p>10. Whole-class sharing and checking.</p> <p>11. Tell ss to go interview two (four) friends and complete the prompts using their friends' answers.</p> <p>12. Whole-class sharing and checking.</p> <p>13. Class investigation – tell ss to think of the biggest plan they have; a short-term one.</p> <p>14. T says the name of one student – the rest of the class has to guess the plan the selected student has.</p> <p>15. The selected student has to guide the class through the guessing by using phrases like:</p> <ul style="list-style-type: none"> • Close • Not even close • Pretty much it • Almost there • Etc. 	<p>16. Draw ss' attention to the reading – tell ss to find:</p> <ul style="list-style-type: none"> • Names • Age • Countries • Plans • Decisions • Possible things happening <p>17. Get ss to read by paragraphs – at the end of each, T makes some questions for general idea and get ss to circle key language/information/details.</p> <p>18. Get ss to read the questions and underline words that can help to guide the reading/listening.</p> <p>19. Ss close their books – listen and take some notes.</p> <p>20. Ss use their notes to try to answer the questions.</p> <p>21. Listen again and follow in the book – check out the answers and make any changes necessary.</p> <p>22. Whole-class sharing and checking.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people: do you have any plans for the near future? What about a long-term plan; do you have one?
- Prepare some notes – get ready to share.

KeyCode 2 Unit 4

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **talk** about important things to do and **make** a monthly planner.
- **Talking** about ways to improve planning
- **Presenting** a monthly planner

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>Outdoor game - Big bingo!</p> <p>2. Get ss to gather on one side of the yard.</p> <p>3. T draws a 9-square grid for ss to play.</p> <p>4. T sets the cards at different sides of the yard.</p> <p>5. T calls out a milestone word and one student from each team runs to find the card.</p> <p>6. The one who finds it and puts it in the grid gets the card.</p>	<p>7. Draw ss' attention to the sentences - ss find out how they are different.</p> <p>8. Remind ss about using colours when identifying key points.</p> <p>9. Tell ss about the topic they will focus on, future forms.</p> <p>10. T presents each point making emphasis on key elements – write two complete examples for each and tell ss that the examples will help them to follow the pattern while listening.</p> <p>11. Ss listen and confirm the pattern presented.</p> <p>12. Ss listen again and write.</p> <p>13. Whole-class sharing and checking.</p>	<p>14. Divide the class into small teams.</p> <p>15. Tell ss to choose a month to plan on and decide on the planning.</p> <p>16. Make emphasis on the suggestion list – they must be shown in the planner.</p> <p>17. Set up a time limit for the following.</p> <ul style="list-style-type: none"> • plan = ss present the plan to the teacher only – feedback. • the improving = ss present improvement and final ideas – feedback. • the final doing for presenting the planner to the class – feedback from the class. <p>18. T will write a list of points to cover for the feedback from the class.</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: tell me about the plans or duties you have planned for this month. • Prepare some notes – get ready to share. 		

KeyCode 2 Unit 4

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **guess** the meaning of words and phrases by context.
- **Using** flying language to give and respond to instructions

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Make it and draw it.</p> <p>3. T sticks a poster of an aeroplane on the board.</p> <p>4. Divide the class into small teams – tell ss to find things to build an aeroplane; following the image on the board.</p> <p>5. Tell ss to reproduce the aeroplane image by drawing it on the board - using shapes.</p> <p>6. T presents language prompts for ss to present their models.</p> <ul style="list-style-type: none"> • We used a (thing) for the (part). • We used a (shape) for the (part). 	<p>7. Ss look at the pictures and describe them in detail.</p> <p>8. T extends the talking...</p> <ul style="list-style-type: none"> • What does “take off” mean? • Thanks for explaining it; now can you find a matching definition in the notes below? <p>9. Tell ss to find a scenario to use each word – whole-class sharing and checking.</p> <p>10. T reflects on the importance of having flight attendants on a flight – explain that they are responsible for giving instructions to passengers.</p> <p>11. Tell ss to guess what the phrases mean – share.</p> <p>12. Tell ss that there are specific scenarios where phrases are or can be used – draw ss’ attention to the scenario descriptions.</p> <p>13. Tell ss to focus on the information after “to communicate that” – it is where they can find the answers.</p> <p>14. Walk ss through completing scenarios 1 and 2.</p> <p>15. Give ss some time to complete the task – whole class sharing and checking.</p>	<p>Role-playing</p> <p>16. Divide the class into small groups.</p> <p>17. Tell ss to think of a scene or a series of scenes to present the phrases.</p> <ul style="list-style-type: none"> • some time for the planning • some time for checking and improving • some time for preparing • Present the Role-playing to the class. <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people: have you ever flown by plane? What is the experience like?
- What do you like most about flying by plane?
- Have you ever felt fear during a flight?
- Prepare some notes – get ready to share.

KeyCode 2 Unit 4

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **talk** about the future and **identify** and **differentiate** verb forms and combinations.
- **Explaining** differences and similarities
- **Discussing** ideas about the future

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Prepare in advance – phrases and pictures for ss to draw.</p> <p>Play Write it on my back.</p> <p>3. Divide the class into small teams – get the teams lining up.</p> <p>4. T explains that a friend is drawing on their back using his/her finger.</p> <p>5. When the student at the front of the line receives the drawing message, he/she has to say what the message was – if he/she guesses, the team gets the point.</p> <p>6. If there is no guessing, the rest of the team can help, but they won't be allowed to make any noise. When the guessing is gotten, the team gets the point.</p> <p>7. Get ss to write the phrases from the previous session on the board.</p> <p>8. Tell ss to think of ways to respond to people using the phrases – get ss ideas on the board.</p>	<p>9. Draw ss' attention to the options on page 27 – tell ss to read and decide on response matching.</p> <p>10. Whole-class sharing and checking.</p> <p>11. Get ss to discuss the following:</p> <ul style="list-style-type: none"> • How is technology related to airports? • Where can you see it? • What do you think people will create next using technology? <p>12. Whole-class sharing.</p> <p>13. Look at the introduction of an article about the future – what information was presented?</p> <p>14. Guess the missing words – notice that they all have to be verbs.</p> <p>15. Whole-class sharing and checking.</p> <p>16. Listen and check answers.</p> <p>17. Read and listen - complete the comments using verbs or combinations of modals and verbs.</p> <p>18. Whole-class sharing – listen again for a final check.</p> <p>19. Discuss:</p> <ul style="list-style-type: none"> • What does each person say about the future? • Do you agree with the ideas presented? 	<p>20. Divide the class into small teams – tell students to share their ideas about the future and take notes on matching points.</p> <p>21. Prepare a comment about the future to share with the class.</p> <p>22. T prepares some questions for the class to make to the team presenting their comment.</p> <p>23. Ss discuss:</p> <ul style="list-style-type: none"> • What point was commented on several times? • Why was it so important to be considered? • Can you add some more information about this point? <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Interview some people: what do you think life will be like in 25 years?
- What will remain the same?
- What will get just some changes or adjustments?
- What will be completely different?
- Prepare some notes – get ready to share.

KeyCode 2 Unit 4

Teacher: _____ . Grade: _____ Group: _____

Unit 4

Page 28.

Lesson 24. Date: _____.

- Students will be able to **make** a design explaining appearance and functionality.
- **Presenting** a design: appearance and functionality

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T writes on the board the names: <i>Makidi, Hamber, Kilenash</i></p> <p>3. Tell ss to help you remember about their ideas about the future – they were discussed in the previous session.</p> <p>4. Play the track for ss to remember and take notes.</p> <p>5. Get ss to share the people's ideas about the future – write some ss' answers/ideas on the board.</p> <p>6. Get ss to agree or disagree with the ideas – get them to raise their hands so you can get them separated by choice.</p> <p>8. T calls:</p> <ul style="list-style-type: none"> • All ss who agree/disagree with Makidi's idea get together – you will have 5 minutes to talk and decide on how to explain why you agree/disagree with his idea. <p>9. Get ss to share – and then do the same for the other two people's ideas.</p>	<p>10. Tell ss that they will check out a final comment about the future from another person.</p> <p>11. Ss listen and follow in the book – get ss to read by ideas or paragraphs and explain the ideas in them.</p> <p>12. Get ss to read the questions and go back to the text to find information to answer the questions – remind ss about underlining the information; they will have to say where they found it – paragraph and line.</p> <p>13. Whole-class sharing and checking.</p>	<p style="text-align: center;">Project work My Future Robot Helper</p> <p>14. Instructions:</p> <ul style="list-style-type: none"> • Collect materials you can use for building up a robot. • Think up a design and some functions; this is what the robot will look like and what it will be able to do. • Make the robot and take a picture of your team with it. • Print the picture and glue it in the box. • Present your Future Robot Helper to the class. <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. 		