

# KeyCode 2 Unit 5

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 5 Page 29. Lesson 25. Date: \_\_\_\_\_.

- Students will be able to **talk** about places in a city and **do** descriptive writing in the form of text.
- **Comparing** places in a city
- **Writing** descriptions - text

Stage 1	Stage 2	Stage 3												
<p>Try some word attack</p> <p><b>1.</b> Write the new words on the board – one at the time.</p> <p><b>2.</b> Draw 6 lines around the word for ss to think and write some other words related to the one in the middle.</p> <p><b>2</b> actions   <b>2</b> things   <b>2</b> describing</p> <p><b>3.</b> Tell ss to look at the first picture, say the word for it and try saying some complete sentences about it using the words from the first activity.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• People go to the street market to buy vegetables.</li> <li>• People can find good prices at the street market.</li> <li>• Street markets are noisy sometimes.</li> </ul> <p><b>4.</b> Do the same with all the words.</p> <p><b>Note.</b></p> <ul style="list-style-type: none"> <li>• You can get ss to write this information in their notebooks, but get them to do it at the end of the session.</li> </ul>	<p><b>5.</b> Get the pictures for two places on the board – below the pictures, draw a <b>VS</b> box and get ss to help you find words to describe each place.</p> <p><b>6.</b> Tell ss that they can use the words to describe the places – and they can also use the words to compare them.</p> <p><b>Example</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">street market</td> <td style="width: 33%; text-align: center;"><b>VS</b></td> <td style="width: 33%;">supermarket</td> </tr> <tr> <td>cheap</td> <td></td> <td>expensive</td> </tr> <tr> <td>dirty</td> <td></td> <td>clean</td> </tr> <tr> <td>noisy</td> <td></td> <td>relaxing</td> </tr> </table> <ul style="list-style-type: none"> <li>• The street market <b>is cheaper than</b> the supermarket.</li> <li>• The supermarket <b>is more expensive than</b> the street market.</li> </ul> <p><b>7.</b> Get another set of pictures on the board and get some ss to help to complete a second example.</p> <p><b>8.</b> Pair-work – get ss to talk and decide which place in each set is better.</p> <p><b>9.</b> Whole-class sharing – remind ss about explaining their answers.</p>	street market	<b>VS</b>	supermarket	cheap		expensive	dirty		clean	noisy		relaxing	<p><b>10.</b> T reflects on the benefits of using collecting boxes – it is a kind of tool that helps to gather the information that is key to completing a specific task.</p> <p><b>11.</b> Draw ss' attention to the Mum's diner box – study the information in it – tell ss to look at the text below the box and find the information.</p> <p><b>12.</b> T reflects on the need to think carefully about the language that they may need to connect the ideas – put the information in the table in a text.</p> <p><b>13.</b> Use colour pencils or highlighters to spot information.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• Draw a blue circle next to the information about distance – highlight the sentence this information appears in using the same colour.</li> </ul> <p><b>14.</b> Do the same with all the information.</p> <p><b>15.</b> Walk ss through preparing a table for another place – first on the board, then when T confirms it is complete and correct, ss will be allowed to write in their books – p. 30.</p> <p><b>16.</b> Tell ss that they will use the information in the table to create a text – similar to the one they just studied.</p> <p style="text-align: right;"><i>Feedback from T on language used on need.</i></p>
street market	<b>VS</b>	supermarket												
cheap		expensive												
dirty		clean												
noisy		relaxing												
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>• Use the information in the table to create a short text – book, p. 30.</li> <li>• Prepare some additional notes – get ready to share.</li> </ul>														

# KeyCode 2 Unit 5

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 5 Page 30. Lesson 26. Date: \_\_\_\_\_.

- Students will be able to **talk** about life matters and people.
- **Explaining** life scenarios
- **Describing** look and personality

Stage 1	Stage 2	Stage 3
<p><b>1.</b> Get ss to share about their writing – HW.</p> <p><b>2.</b> Have speed competitions:</p> <ul style="list-style-type: none"> <li>• running – go get something, go buy something, etc.</li> <li>• writing – verbs, adjectives, etc.</li> <li>• putting things on - clothes</li> <li>• collecting things – check list</li> <li>• etc.</li> </ul> <p><b>3.</b> Get ss to recall the places they talked about in the previous session.</p> <p><b>4.</b> Get the places into sets and compare them using new aspects - T shows how...</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• The market is close.</li> <li>• The super is closer.</li> <li>• Etc.</li> </ul> <p><b>5.</b> Ss brainstorm places they usually go to.</p> <p><b>6.</b> Write ss' ideas on the board – ss will have to say which place is better/the best and why.</p>	<p><b>7.</b> T divides the board into five columns.</p> <p><b>8.</b> T writes babies / kids / teens / adults / old people as headings.</p> <p><b>9.</b> T reflects on what the perfect world for each option would be like – but that's not possible; life is not like that.</p> <p><b>10.</b> Involve ss into the talking – it is for them to understand that sometimes life matters are hard to handle.</p> <p><b>11.</b> Ss select seven aspects that can improve the quality of life now - there must be a reason why they are aspects to consider.</p> <p><b>12.</b> SS rank them according to importance.</p> <p><b>13.</b> T explains that these aspects may be different in other countries – T tries to get ss talking about how the aspects could be different.</p> <p><b>Stage 3</b></p> <p><b>14.</b> T reflects on the different talking they've done so far: first, describing places (distance, the service, safety, etc.), then about quality of life (different aspects to consider) and now the talking will be about people: what aspects can we consider to talk about or describe people?</p>	<p><b>15.</b> Draw ss' attention to the My Mum box – what information was included?</p> <p><b>16.</b> Try the same colour spotting strategy – to find the information in the text.</p> <p><b>17.</b> Pair-work – get ss to discuss the questions below the box.</p> <p><b>18.</b> Whole-class sharing – what language was used to connect the information?</p> <p><b>19.</b> Ss read the three texts (p. 29, the one from homework and p. 30) and record themselves.</p> <p><b>20.</b> Play the audios and comment on:</p> <ul style="list-style-type: none"> <li>• pronunciation</li> <li>• fluency</li> <li>• attitude</li> <li>• word stress</li> </ul> <p><b>Note.</b></p> <ul style="list-style-type: none"> <li>• T decides if ss can bring their cellphones – if not advisable, T uses his/hers for the whole class – just be careful with the feedback.</li> </ul> <p><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**

- Interview some people: Can you describe yourself?
- Tell me about your look.
- Tell me about your personality.
- Prepare some notes – get ready to share.

# KeyCode 2 Unit 5

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 5 Page 31. Lesson 27. Date: \_\_\_\_\_.

- Students will be able to **talk** about personal traits and **make decisions** based on information provided.
- **Describing** people and places
- **Comparing** people and places

Stage 1	Stage 2	Stage 3
<p><b>1.</b> Get ss to share what they got from the interviewing – HW.</p> <p>Word hunting</p> <p><b>2.</b> T writes on the board some short adjectives - ss look around to find things that can be described using the adjectives.</p> <p><b>3.</b> Ss brainstorm more short adjectives and things that can be described with them.</p>	<p><b>4.</b> T reflects on comparing-talking - when we compare things, we must modify the way in which we write/use these words.</p> <p><b>5.</b> T tells ss about using colours for spotting/identifying writing changes.</p> <p><b>6.</b> Ss look at the pictures and choose two words to describe each.</p> <p><b>7.</b> T gets ss to identify and circle all short adjectives in the box – tell ss to include words to describe themselves (remind ss about getting their picture glued).</p> <p><b>8.</b> Tell ss to focus, first, on the short words – walk ss through studying some examples.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• Who is happier...?</li> <li>• Who is wiser...?</li> </ul> <p><b>9.</b> Add a third example – make emphasis on how this example is different from the other two.</p> <ul style="list-style-type: none"> <li>• Who is more serious...?</li> </ul> <p><b>10.</b> Get ss to read the explanation below the examples – tell ss to use colours to identify the three forms/changes the adjectives take when comparing characteristics.</p> <p><b>11.</b> Walk ss through completing the tables.</p>	<p><b>12.</b> T reflects on UK vs US words – draw ss' attention to the advertisements:</p> <ul style="list-style-type: none"> <li>• What are they for?</li> <li>• What's the main message?</li> <li>• What information do they have?</li> </ul> <p><b>13.</b> T explains meaning – places to rent = places to let.</p> <p><b>14.</b> T guides ss into:</p> <ol style="list-style-type: none"> <li>a) describing each renting/letting option.</li> <li>b) comparing two options.</li> <li>c) deciding on which the best option is.</li> </ol> <p><b>Example</b></p> <ol style="list-style-type: none"> <li>a) Option 1 looks good.</li> <li>b) Option 1 is cheaper than option 2.</li> <li>c) Option 1 is better for me – I don't have a job yet. (Yep, the large room near the airport is the best option.)</li> </ol> <p><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**

- Interview some people: Tell me what you prefer and explain why:
  - Living in **the city** or **a small town**?
  - Going to **the cinema** or **the theatre**?
  - Going to **a football match** or **a concert**?
  - Using **cash** or **a credit card**?
- Prepare some notes – get ready to share.

# KeyCode 2 Unit 5

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 5 Page 32. Lesson 28. Date: \_\_\_\_\_.

- Students will be able to **talk** about pros and cons of buying or letting places to live.
- **Describing** and **comparing** places to live

Stage 1	Stage 2	Stage 3
<p><b>1.</b> Get ss to share what they got from the interviewing – HW.</p> <p>Play some “Looping”.</p> <p>What’s the opposite?</p> <p><b>2.</b> T writes some opposites on the board.</p> <p><b>3.</b> Two ss come to the board and are given a swatter.</p> <p><b>4.</b> T calls out a word and ss have to hit the opposite.</p>	<p><b>5.</b> Look at the adverts on page 31 again – can you use any of the adjectives from the looping activity to describe the options?</p> <p><b>6.</b> Look at the note-page on page 32 – T walks ss through getting the information for section 1.</p> <p><b>7.</b> Divide the class into small groups – give ss some time to complete sections 2-4.</p> <p><b>8.</b> Whole-class sharing and checking.</p> <p><b>9.</b> Still in groups – discuss the questions below the note-page.</p> <p><b>10.</b> Whole-class sharing.</p>	<p><b>11.</b> Role Playing – still in groups</p> <ul style="list-style-type: none"> <li>• You are a Real Estate Agent.</li> <li>• Try to persuade people to buy or rent any of the places shown in the pictures.</li> <li>• 10 minutes for planning.</li> <li>• 5 minutes for the Role Playing.</li> </ul> <p><b>12.</b> Think of all the information shared during the Role Play activity – complete the prompts.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• House 1 <b>is more modern than</b> house 2.</li> <li>• House 2 <b>is more expensive than</b> house 1.</li> <li>• Apartment 1 (3) <b>looks bigger than</b> apartment 2 (4).</li> <li>• Etc.</li> </ul> <p><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**

- Interview someone at home: Tell me about the perfect place to live.
- Which do you prefer, a house or a flat?
- Explain why.
- Mention some Pros and Cons about each option.
- Prepare some notes – get ready to share.

# KeyCode 2 Unit 5

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 5

Page 33.

Lesson 29. Date: \_\_\_\_\_.

- Students will be able to **identify** and **use** adjectives: comparative and superlative forms.
- **Describing** context for choosing language forms
- **Explaining** language clues

Stage 1	Stage 2	Stage 3
<p><b>1.</b> Get ss to share what they got from the interviewing.</p> <p>Betcha can't do it!</p> <p><b>2.</b> T organizes teams - give the teams sentences similar to the following ones – on a paper:</p> <ul style="list-style-type: none"> <li>• The biggest backpack tower!</li> <li>• The longest sweater chain!</li> <li>• The most intelligent person on the team!</li> </ul> <p><b>3.</b> Ss must have it all done quickly – the teams that get the things last must get punished – cool and fun, be careful.</p>	<p><b>4.</b> Look at the last activity on page 32 – discuss the questions in small groups.</p> <p><b>5.</b> Whole-class sharing.</p> <p><b>6.</b> T reflects on the importance of paying attention to language around gaps – it's necessary to really understand ideas and language and forms to be used.</p> <p><b>7.</b> Draw ss' attention to the seven gapped-sentences - tell ss to read and think of the option and the form it must take to complete gap 1.</p> <p><b>Example</b> city – countryside – big – bigger</p> <p><b>8.</b> Walk ss through working out sentences 2 and 3.</p> <p><b>9.</b> Give ss some time to complete sentences 4 – 7.</p> <p><b>10.</b> Whole-class sharing and checking.</p> <p><b>11.</b> T reflects on the next describing form to check out – it is to make emphasis on one characteristic.</p> <p><b>12.</b> Walk ss through studying the Grammar explanation.</p> <p><b>13.</b> Guide ss into completing the table.</p>	<p><b>14.</b> Draw ss' attention to the sentences in the white box – tell ss that completing activities of this type gets easier when there is a solid understanding of how language works.</p> <p><b>15.</b> Walk ss through identifying language that prompts/shows possible answers.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• the = superlative</li> <li>• more = comparative</li> <li>• very = adjective</li> <li>• the = superlative</li> <li>• Etc.</li> </ul> <p><b>16.</b> Whole-class sharing and checking – once T confirms answers are complete and correct, ss will be allowed to write in their books.</p> <p><i>Feedback from T on language used on need.</i></p>

**HW: Book/Notebook**

- Interview some people at home: prepare some notes – get ready to share.
- What's the best place to shop for clothes?
- What's the most expensive restaurant you have eaten in?
- What's the farthest you have travelled?
- What's the worst movie you've seen?
- What's the cheapest present you have given?

# KeyCode 2 Unit 5

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 5 Page 34. Lesson 30. Date: \_\_\_\_\_.

- Students will be able to **talk** about characteristics which are similar, **identify** and **explain** describing forms and **present** products, their prices and some offers.
- **Explaining** similarities
- **Explaining** describing examples
- **Making** and **presenting** a shopping catalogue

Stage 1	Stage 2	Stage 3
<p><b>1.</b> Get ss to share what they got from the interviewing – HW.</p> <p><b>2.</b> T writes the following headings on the board:</p> <ul style="list-style-type: none"> <li>• Preschool</li> <li>• Primary</li> <li>• Secondary</li> <li>• Prep school</li> </ul> <p><b>3.</b> Get ss to brainstorm words to describe the school stages – positively and negatively – explain that the negative has to do with the difficult things – be careful.</p> <p><b>4.</b> Reflect on the school stages being similar somehow – get ss to reflect on it too.</p> <p><b>Phase 2</b></p> <p><b>5.</b> T presents the “<b>as...as...</b>” form – explain that it is for those times we want to talk about similar characteristics.</p> <p><b>6.</b> Guide ss into creating full-sentences using the information from the reflecting activity and the “<b>as...as...</b>” form.</p>	<p><b>7.</b> Get some examples on the board for ss to have a reference – tell ss to write these in their notebooks.</p> <p><b>8.</b> Book closed – draw ss' attention to the script on page 33 – tell ss to listen and take notes on the missing information.</p> <p><b>9.</b> Listen and take notes – whole-class sharing.</p> <p><b>10.</b> Listen again and confirm answers.</p> <p><b>11.</b> T reflects on the use of “<b>as...as...</b>” to talk about similarities – walk ss through studying the information in the Grammar section on page 34.</p> <p><b>12.</b> Get ss to listen and complete the prompts in the box – guide ss into translating the examples to L1.</p> <p><b>13.</b> T reflects on the importance of identifying and understanding context, so they can use words and forms accordingly – ss look through the text quickly to find describing examples.</p> <p><b>14.</b> Listen and follow in the book – ss then explain what forms they found – they have to explain where they are: paragraph and line.</p> <p><b>15.</b> Get ss to read the statements and decide on them being True or False – remind ss about underlining information in the text to support their answers.</p>	<p><b>Mini project work</b> <b>Make a shopping catalogue</b></p> <ul style="list-style-type: none"> <li>• Use the catalogue to invite people to buy at your store.</li> <li>• Show shoppers that you have the best prices in the city.</li> <li>• Make price comparisons and think of some offers.</li> </ul> <p><i>Feedback from T on language used on need.</i></p>

**HW: Book/Notebook**

- 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.