

KeyCode 4 Unit 4

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **use** words according to context.
- **Talking** about complicated events happening

Stage 1	Stage 2	Stage 3
<p>1. T writes on the board the names of some superheroes.</p> <p>2. Ss describe them – then discuss the following points.</p> <ul style="list-style-type: none"> • When do they appear? • How do they fight crime? • Do they receive any reward? What is it? • They don't! So, why do they do it? • Which is your favourite? <p>3. Ss brainstorm on crimes they know of – make a list.</p> <p>4. Ss sort out the crimes into different categories, for example:</p> <ul style="list-style-type: none"> • Gang • Individual • Organization • Etc. <p>5. Ss discuss the following points:</p> <ul style="list-style-type: none"> • How do the crimes are carried out? • Who might get or be compromised? • Who would be the most affected? 	<p>6. Ss look at the pictures and describe them in detail.</p> <p>7. T writes on the board the new words- one at the time – he/she talks about each word for ss to choose a picture to label with it.</p> <p>8. Once ss have guessed and chosen a picture, ask them to read and find a definition.</p> <p>9. Divide the class into teams – ask each team to collect information about two crimes – real-life news (ss can go interview people at school).</p> <p>10. Ss share their information.</p> <p>11. Tell ss to rank the crimes:</p> <ul style="list-style-type: none"> • The most common 1-4 • The least common 1-4 	<p>12. T reflects on the importance of understanding not only meaning but also the context in which a word can be used.</p> <p>13. Pair-work: ss have to read and write a crime word in the appropriate sentence.</p> <p>14. 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: Tell me about a time you witnessed a crime. • Prepare some notes – get ready to share. 		

KeyCode 4 Unit 4

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **find** and **describe** reasons for something happening.
- **Talking** about reasons for things happening
- **Talking** about preventing actions

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>Silly criminals</p> <p>2. Play some videos about silly criminals. Example: Mr Bean Stops Crime https://www.youtube.com/watch?v=t9NoJqSw7T0</p> <ul style="list-style-type: none"> • What crimes occurred in the video? • Can you retell the scenes/stories? • Explain when things went wrong. <p>3. Write on small pieces of paper some titles for silly crimes committed.</p> <p>4. Ss can either role-play or explain it – making emphasis on what went wrong, exactly.</p>	<p>5. Ss read paragraph 1 - help ss to find the words that say what went wrong - make sure they underline them.</p> <p>6. Give ss some time to do the same with all the paragraphs.</p> <p>7. T explains that there may be times they will see unknown words in a text. However, they can learn to guess what the words mean by checking the context.</p> <p>8. T helps ss to find the meaning of the first word.</p> <p>9. Tell ss that they can read all the definitions first to have an idea of what the words may mean.</p> <p>10. Walk ss through working out the second word.</p> <p>11. Give ss some time to complete the activity.</p> <p>12. Whole-class sharing and checking.</p> <p>13. Book closed – listen to some people talking about Silly Criminals. Before closing your book for the listening, look carefully at the gaps, so you can take some notes while listening.</p> <p>14. Listen and take notes.</p>	<p>15. Book open – try to fill in as many gaps as you can – then go with some friends to find out if they got the same or some more answers. If so, get them down.</p> <p>16. Listen and check your answers.</p> <p>17. Whole-class sharing and confirming.</p> <p>Stage 3</p> <p>18. Draw ss' attention to the title options – get them to talk and decide on which they would use for each article.</p> <p>19. Whole-class sharing – get ss to come up with conclusions on the whys.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people: Have you seen any movies where the main topic is a major crime?
- Tell me about it: type, actors, settings, etc.
- Prepare some notes and get ready to share.

KeyCode 4 Unit 4

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **work out** word order, **reflect** and **comment** on positive actions and changes and **write** a story.
- **Writing** a story

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 – write the words for the definition of the phrase “Catch Someone Red-Handed” on small pieces of paper.</p> <p>3. T writes on the board the phrase “Red Handed”.</p> <p>4. Tell ss to guess what it means.</p> <p>5. Add the following to the phrase: Catch Someone Red Handed.</p> <p>6. T sticks on the board the pieces of paper, one by one, for ss to guess the meaning by putting the words in the correct order.</p> <p>7. If it complicates the doing, get some hints on: The first word is X, and the third word is X, etc.</p> <p>8. Divide the class into small teams – give each team some sentences written in different tenses but in the past.</p> <ul style="list-style-type: none"> • Future • Present • Present Perfect • etc. <p>9. Get ss to rewrite the sentences in the Past Simple.</p> <p>10. Whole-class sharing and checking.</p>	<p>11. T explains that there will be a quick review of the past tense.</p> <p>12. Walk ss through studying the information in the grammar section.</p> <p>13. Listen, follow in the book and circle relevant information.</p> <p>14. T explains that when telling a story or when describing events, we usually use the Past tense.</p> <p>15. T writes on board the words: Criminal vs Lawyer</p> <p>16. Ss brainstorm how the past of a lawyer and a criminal could have been.</p> <p>17. Whole-class sharing.</p> <p>18. T reflects on the odds of a criminal deciding to become a lawyer.</p> <p>19. Get ss to agree or disagree on the ideas from the T's reflecting.</p> <p>20. Have a sentence hunting game.</p> <p>21. Ss go back to the text on page 24 to find sentences in the past – circle or underline.</p> <p>22. Ss go over the text on page 25 to find sentences in the past – circle or underline.</p> <p>23. Whole-class sharing – focus on the past simple form.</p>	<p>24. T tells ss that he needs to find a good way to define a word – the word is “<u>Exemplary</u>.”</p> <p>25. T writes the first letter of each word of the definition.</p> <ul style="list-style-type: none"> • very good and suitable to be copied by other people <p>26. Once ss have found the definition, get them to say what actions of the criminal who became a lawyer can be defined as “exemplary”.</p> <p>27. Go back to the text and think of words to fill in the gaps.</p> <p>28. Listen and write.</p> <p>Stage 3</p> <p>29. T presents a contrasting story-writing activity – reflects on the importance of considering the points listed.</p> <p>30. Tell ss about the usefulness of making some quick notes about each point before they start writing.</p> <p>31. Ss follow the notes to write their stories.</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: Do you know about someone who had adopted bad habits, and then decided to change that and became a better version of himself? • Prepare some notes and get ready to share. 		

KeyCode 4 Unit 4

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **spot** words by understanding meaning and context and **differentiate** sentence forms and components.
- **Discussing** on feelings
- **Sharing** point of view

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 titles of some activities from the previous session.</p> <p>3. Silly criminals VS Criminal who became a lawyer</p> <p>4. Get ss to think and say/list some characteristics of each story.</p>	<p>5. Draw ss' attention to the definitions on page 26 – tell ss to read the definitions and then go back to the text on page 25 to find the words.</p> <p>6. Whole-class sharing and checking.</p> <p>7. Get ss to answer the questions about the text – remind ss about the importance of saying where they found the information to answer the questions, exactly: paragraph and line.</p> <p>8. Get ss into small groups – get ss to discuss the questions.</p> <p>9. Whole-class sharing.</p> <p>10. Draw ss' attention to the grammar section - T explains that this time the form changes because it is a progressive pattern.</p> <p>11. Get ss to say the keywords/components for progressive tenses.</p> <p>12. T writes this tip on the board for ss to have a circling guide – ss circle in the book.</p>	<p>13. Choir- sentences.</p> <p>14. T divides the class into small groups.</p> <p>15. Each group has to create two sentences in the Past Simple and two sentences in the Past Progressive.</p> <p>16. T explains that once they finish writing a sentence, they have to line up and each member of the team has to say a word - like a choir.</p> <p>17. The team that finishes the four sentences first wins the game.</p> <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Write two more sentences using each form (2 simple – 2 progressive). • Use colours to highlight or make keywords/components noticeable. • Prepare some notes and get ready to share – orally. 		

KeyCode 4 Unit 4

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **differentiate** sentence forms and components, **collect** relevant information to prepare and give a report and **entitle** a text based on events.
- **Talking** about sentence forms and components
- **Reporting** on events
- **Discussing** on suitable titles for a text

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got about the sentence forms and how they used the colours – HW.</p> <p>2. Choir sentences (no preparation rounds)</p> <p>3. T divides the class into small groups.</p> <p>4. Each group has to create two sentences in the Past Simple and two sentences in the Past Progressive.</p> <p>5. Ss have to line up and each member of the team has to say a word - like a choir.</p> <p>6. The team that finishes the four sentences the fastest wins the game – time will be checked.</p> <p>Stage 2</p> <p>7. Prepare in advance – Write some sentences on the board to illustrate actions completed and actions in progress.</p> <p>8. Get ss to thoroughly analyze the sentences to identify when an action is/was in progress and when it is/was completed.</p>	<p>9. Show ss how these two forms can be combined, but it is important to clearly express which gets a simple form and which gets an in-progress one.</p> <p>10. Draw ss' attention to the examples on page 27.</p> <p>11. Ss listen and follow in the book – remind ss about underlining relevant information while listening.</p> <p>12. T reflects on the usefulness of using past forms when reporting on events – present the Breaking News Report.</p> <p>13. Tell ss to read the notes as they will be the listening focus.</p> <p>14. Get ss to go over the text quickly to find information to cover the notes.</p> <p>15. Whole-class sharing and checking – remind ss about explaining where the information is, exactly: paragraph and line.</p> <p>16. T writes the notes on the board – tell ss to close the book.</p> <p>17. Ss will listen to the report and focus on the notes on the board.</p> <p>18. Ss will report on the notes on the board – no writing or reading will be allowed.</p>	<p>19. Divide the class into small groups – tell ss to talk and discuss why they wouldn't take any of the titles suggested.</p> <p>20. Each group will have to come up with a more suitable title – each group will present their title and explain why it is a better option.</p> <p>21. The whole class will vote on the best title idea – once T confirms the class has reached a conclusion, ss will be allowed the write the title in the book.</p> <p>22. Divide the class into teams – tell ss to go interview some people around school – they will have to get someone telling them about a news report they saw/heard on TV.</p> <p>23. The teams will have to organize the information and prepare a news report; similar to the one on page 27.</p> <p>24. Ss present their news reports to the class.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Watch the news tonight and write about some important events presented.
- Prepare some notes and get ready to share.

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

- Students will be able to **identify** place, form and **functions** that words can take and **write** a report.
- **Explaining** word place and functions
- **Writing** a report

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share about what they got from the news watching – HW.</p> <p>2. Prepare in advance – write on the board some sentences for a matching round.</p> <p>Example</p> <p>3. Which option describes best the phrase in bold?</p> <p>When the officer saw =</p> <ul style="list-style-type: none"> • the officer turned, that's why he saw... • the officer was seeing - permanently or without looking away. <p>When the officer was seeing =</p> <ul style="list-style-type: none"> • the officer turned, that's why he saw... • the officer was seeing - permanently or without looking away. <p>4. Play a video – Quiz on Past forms https://www.youtube.com/watch?v=VM1voteJGKY</p>	<p>5. Divide the class into small groups – tell ss that there will be Bingo Time.</p> <p>6. Tell ss to close their books – ss will open the book on the count of three, when a team gets all the words matched with the definitions, they will shout STOP! And the other teams will have to close their books immediately.</p> <p>7. T checks answers, if they are correct, the team will get to be the winner. If the answers are not correct, T will say TRY AGAIN! And all the teams will have another chance to get the matching – the checking will be done the same way.</p> <p>8. Note: Make sure ss write the matching, the number of times necessary, on separate pieces of paper, so they can have the writing in the book cleaned and readable.</p> <p>9. T reflects on the importance of being able to play and understand the different forms that words can take.</p> <p>10. Draw ss' attention to the word labelling on the right – explain that the forms to study in this session are nouns and verbs.</p>	<p>11. For working out what form must be used, it is important to understand the context and word place/order.</p> <p>12. Walk ss through studying example 1.</p> <p>13. Give ss some time to complete example 2.</p> <p>14. Whole-class sharing and checking.</p> <p>Stage 3</p> <p>Project work</p> <p style="text-align: center;">A Police Report</p> <ul style="list-style-type: none"> • Look for some news reports on the internet or in the newspaper. • Choose one recent event and take notes on relevant information to report. • Follow the guidelines to write a Police Report. • Present the project to the class. <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.