

KeyCode 4 Unit 5

Teacher: _____ . Grade: _____ Group: _____

Unit 5 Page 29. Lesson 25. Date: _____.

- Students will be able to **talk** about different shows and events and **identify** important parts of a story for storytelling.
- **Talking** about entertainment
- **Retelling** a story

Stage 1	Stage 2	Stage 3
<p>1. T writes on the board the heading "Life is fun!".</p> <p>2. Ss brainstorm things that make life so.</p> <ul style="list-style-type: none"> • When do people say that expression, exactly? • Does the heading picture on page 29 illustrate the heading? • Explain. <p>3. T adds a second heading "This is a professional show!".</p> <p>4. Ss brainstorm things that make a show so.</p> <ul style="list-style-type: none"> • When do people look at some shows as them being professional? <p>5. T reflects on some specific aspects or points to describe professional shows and events.</p> <p>6. Ss look at the pictures and decide on pictures that look like professional shows or events.</p> <p>7. Pair work – ss discuss and get to a conclusion about the best picture to illustrate a professional show or event.</p> <p>8. Describe all the other pictures in detail and write the words.</p>	<p>9. Pair work – discuss where in your country people can attend events similar to the ones in the pictures.</p> <p>10. Random participating – do you like attending...? Yes/No. Why?</p> <p>11. Think of two words to describe the event.</p> <p>12. Do the same with all the events in the pictures.</p> <p>13. Draw ss' attention to the picture of the lion – tell them to think of the movie "The Lion King".</p> <p>14. Divide the class into small groups – tell ss that they will plan on how to tell the story, so they will have to think of the most important scenes or moments in the story.</p> <p>15. Get ss to tell the story, but tell them that it must be told in 5 sections.</p> <ul style="list-style-type: none"> • Start • Before main plot • During the main plot • After the main plot • Ending <p>16. Ss will have some time to tell the story – T will write some important or relevant information ss mention; once all groups are done telling the story, there will be a comparing event talk.</p>	<p>17. Still in groups – tell ss to get their dictionaries to look up the meaning of the words for the text.</p> <p>18. Whole-class sharing and checking – T will write the meanings on the board for ss to use the information as a reference.</p> <p>19. Get ss to read by turns – get them to explain what they have just read – in their own words.</p> <p>20. On a separate piece of paper – write the words in the order they must be used in the text – pay attention to the tags: what kind of word each is.</p> <p>21. Books closed – listen and pay special attention to the gaps.</p> <p>22. Check your list and decide if changes are needed.</p> <p>23. Book open – listen and check answers.</p> <p>24. T reflects on the importance of talking to different people to get a wider picture of the world and how varied the concept of point of view is.</p> <p>25. Tell ss to go interview their friends – use the questions at the end of page 29 – take notes on your friends' responses.</p> <p>26. Whole-class sharing and reflecting on the different points of view.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

Interview some people: what kinds of events do you like attending?

- Are they professional?
- Why do you like attending those kinds of events?
- Where do those events usually take place?
- Prepare some notes – get ready to share.

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Unit 5 Page 30. Lesson 26. Date: _____.

- Students will be able to **categorize** shows and events by type, **identify** information on an advert or flyer and **make** their own flyer designs – **including** relevant information.
- **Talking** about entertainment
- **Discussing** show and event categories
- **Making** and presenting a flyer

Stage 1	Stage 2	Stage 3
<p>* Prepare in advance – get some newspapers and magazines for ss to check the entertainment section: Upcoming events of different types.</p> <p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Divide the class into four groups.</p> <p>3. Ask each group to select two events - each group has to recommend the class going to the events.</p> <p>4. Give as much detailed information as possible - it must be real events.</p>	<p>5. Still in groups – use the newspapers or magazines - make a list of different upcoming events – remember to identify important information: Type of show, Date, Venue, Number of shows a day, Artists, Opening act, Cost, Etc.</p> <p>6. Whole-class sharing – by groups.</p> <p>7. Write the words ss use for types of shows on the board – get to talk to the class about the best show of each type ever.</p> <p>8. Draw ss' attention to the list on page 30 – talk to a friend and decide on how to label the shows and events.</p> <p>9. Whole-class sharing and checking.</p> <p>10. Get ss to look at the ads on the right – what kind of information is in the boxes?</p> <p>11. T reflects on the importance of paying attention to details when they read ads.</p> <ul style="list-style-type: none"> • Who would like to respond to advert 1? • What kind of information does it have? • Who would like to respond to advert 2? • What kind of information does it have? • What about advert 3? • What kind of information does it have? 	<p>12. Individual work – tell ss to use the newspaper and magazine adverts and the ones in the book as a reference.</p> <p>13. Ss will have some time to design some adverts or flyers. The flyers can be for some of the events on page 29 or some shows and events ss are planning to attend soon.</p> <ul style="list-style-type: none"> • A course • A movie premiere • A concert • A play • Etc. <p>14. Whole-class work – get ss to work on building a school-entertainment bill for the whole school community to check and plan on.</p> <p>15. Take some pictures of ss working, presenting and some when work is done – try to get the pictures printed and share them with ss and their parents.</p> <p>16. Remember, it may be necessary that you talk to a coordinator or principal about it before deciding on taking the pictures; just for school safety policies/reasons.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

Interview some people:

- Do you ever check the entertainment bill in newspapers, magazines or the internet?
- What do you think about the information presented about shows and events; is it enough?
- What was the last show or event you attended?
- Where did you find information about it?
- Prepare some notes – get ready to share.

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Teacher: _____ . Grade: _____ Group: _____

Unit 5 Page 31. Lesson 27. Date: _____.

- Students will be able to **identify** information to add to an application letter and **differentiate** the use and meaning of -ing and infinitive forms.
- **Describing** text and information included
- **Explaining** -ing and infinitive use and meaning

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T writes and draws on the board some new Ads.</p> <p>3. Pair-work: ss talk about it: what it is about, who could respond or try out, what people could get or enjoy from the events, etc.</p> <p>4. Ss share whether they would like to respond to any and why.</p>	<p>5. Draw ss' attention to the adverts on page 30 again – ss explain the information presented.</p> <p>6. T reflects on the importance of a good application process – part of it is showing oneself as a good candidate presenting evidence of what is being said.</p> <p>7. Ss look at the first letter of application on page 30 – what does the person say? Explain the information shared and what ads the information may be a match of.</p> <p>8. Tell ss to do the same with the letters 2 and 3 – once all three letters have been covered, tell ss to use colours to circle, the same colour, language that helped to work out the matching.</p> <p>9. Tell ss to read the lines in the blue box on page 31 – explain that those are the lines that are missing in the letters.</p> <p>10. Give ss some time to read, think and decide which line should go in each space.</p> <p>11. Books closed – tell ss to listen carefully and pay attention to the information for the gaps – take notes while listening.</p> <p>12. Tell ss to use their notes to try deciding on the lines for the gaps.</p> <p>13. Books open – listen and check answers.</p>	<p>14. T reflects on the importance of having language reviews with a grammar focus – it is necessary to find out if there are gaps to fill – sometimes, for different reasons, we all miss out on getting some information that looks basic or simple, but that information may be the basis of something else; however basic or simple.</p> <p>15. T walks ss through studying the information in the grammar section – listen and follow.</p> <p>16. Get ss to a solid understanding and get them to do some more examples on the board – once T confirms the examples are complete and correct, ss will be allowed to write them in their notebooks.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people: do you remember the first time you applied for a job?
- How did you know about it?
- What information did you respond to?
- Prepare some notes – get ready to share.

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Teacher: _____ . Grade: _____ Group: _____

Unit 5 Page 32. Lesson 28. Date: _____.

- Students will be able to **write** an application letter.
- **Writing** an application letter

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Play a video – try the following quiz on -ing vs infinitive forms.</p> <p>Remember, it is just one option, there are plenty of videos of this type on the internet.</p> <p>https://www.youtube.com/watch?v=vxnNZdza_k</p>	<p>3. Draw ss' attention to the halves on page 32 – tell ss to find the matching.</p> <p>4. Whole-class sharing and checking – get ss to circle the (2) words that make the links.</p> <p>Example</p> <ul style="list-style-type: none"> • I'm going to hear a speech on protecting animals. • I don't mind doing the dishes, but don't ask me to cook. <p>5. Divide the class into small groups – tell ss to write some more examples using the prompts.</p> <p>6. While ss work, T prepares the prompts on the board for a whole-class sharing and checking talk.</p>	<p>7. T reflects on the importance of paying attention to details, contents and language, when planning to respond to an advert.</p> <p>8. T walks ss through analysing the adverts – get ss to decide which advert they'd like to respond to.</p> <p>9. Divide the class accordingly – tell ss to talk and decide on what to include in their application letters.</p> <p>10. Remind ss about the importance of paying attention to the contents and language needed to get a positive result.</p> <p>11. Whole-class sharing and discussing what involved getting the letters written.</p> <p>12. T collects books for later checking.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Interview some people: Do you remember the time you applied for the job you have now?
- What did you say about yourself: personality, talents, knowledge, skills, education, life project, etc.?
- Prepare some notes – get ready to share.

KeyCode 4 Unit 5

Teacher: _____ . Grade: _____ Group: _____

Unit 5 Page 33. Lesson 29. Date: _____.

- Students will be able to **talk** about being a football/soccer fan.
- **Talking** about football/soccer

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T writes the names of some popular soccer teams on the board.</p> <p>3. Get ss to vote on the best team – tell ss to explain their votes.</p> <p>4. Take the two teams with the best voting and get ss to take a side.</p> <p>5. Think of a way to have a pretend-like soccer match – the team with the best score will get to win the game.</p>	<p>6. T writes on the board the words on the list on page 33 (one by one) – get ss to explain what each concept means – related to soccer/football.</p> <p>7. Draw ss' attention to example 0. – it presents what someone thinks about the cost of tickets – he said it was pretty high, and then went on explaining his answer.</p> <p>8. Get the class into small groups – get the groups to discuss the concepts, and then label them.</p> <p>9. Whole-class sharing.</p> <p>10. Get ss to describe the pictures at the top in detail.</p> <p>11. Still in groups – get ss to discuss the questions below the pictures.</p> <p>12. Whole-class sharing.</p> <p>Phase 3</p> <p>13. T reflects on how important the Aztec Stadium has become over the years – and adds some important facts about it.</p> <p>14. Get ss to go interview some people about the Aztec stadium and take notes on the responses:</p> <ul style="list-style-type: none"> • Do you know the Aztec Stadium? • What can you tell us about it? • Have you ever watched a game in it? 	<p>15. Whole-class sharing.</p> <p>16. Tell ss to go through the text quickly and find information about the following:</p> <ul style="list-style-type: none"> • What teams were mentioned? • What was said about the teams? • How was the stadium described? • What was said about the fans attending the games? • What is peculiar about international matches? <p>17. Get ss to look at the words before and after the gaps to guess what word fits each gap – ss write their guessing on a separate piece of paper.</p> <p>18. Books closed – ss listen – paying attention to the missing information or words.</p> <p>19. Get ss to use their notes to check their guessing.</p> <p>20. Book open – listen and check answers.</p> <p><i>Feedback from T on language used</i> <u>on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview some people: Do you like soccer/football? • What's your favourite team? • Can you describe its uniform? • What can you tell about its history? • Have you ever attended a game to support your favourite team? • Prepare some notes – get ready to share. 		

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Unit 5 Page 34. Lesson 30. Date: _____.

- Students will be able to **identify** preposition use, **talk** about upcoming events and **compare** events.
- **Explaining** word combinations
- **Talking** about upcoming events
- **Comparing** events
- **Promoting** events to attend

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>Tummy pairing.</p> <p>2. Give each student a paper with a word written on and some tape – tell ss to tape them on their tummy.</p> <p>3. Tell ss to go and find a pair quickly - they have five seconds.</p> <p>4. T counts - tell ss to stop, check and then let ss go again till they get all the pairs.</p> <p>Phase 2</p> <p>5. T reflects on some words working together – tell ss to look at the options in the box on page 33.</p> <p>6. T writes the words on the board, one at the time, and gets ss to think of a preposition to pair each word with.</p> <p>7. Keep the writing on the board and then draw ss' attention to the options on page 34 – tell ss that those are the prepositions to pair the verbs with – point out there is a short hint for each pairing on the right.</p>	<p>8. Divide the class into groups of three – get ss to do the matching.</p> <p>9. Whole-class sharing and checking – once T confirms it is all complete and correct, ss will be allowed to write and make changes in their books.</p> <p>10. Get ss interviewing other English teachers at school – use the questions on page 34 - Speaking section.</p> <p>11. Whole-class sharing.</p> <p>12. T reflects on the importance of having as much practice as possible on specific topics as they get confusing sometimes.</p> <p>13. Tell ss to complete the activity below the picture – write the prepositions on the lines.</p> <p>14. Whole-class sharing and checking – get answers on the board for ss to have a checking and correcting reference – remember to write the answers just after some ss have tried participating.</p> <p>15. Divide the class into small groups – tell ss to complete the prompts and then go to interview different friends and people.</p> <p>16. Tell ss to compare the answers they got – in the same group.</p> <p>17. Whole-class sharing.</p>	<p>Mini project work Upcoming events!</p> <ul style="list-style-type: none"> • Look at the pictures and add relevant information about the events. • Present the Event Poster to the class. • If possible, get big posters and glue colour Post-its or colour-paper cuts with the information, so you can present real-size posters to the class. <p><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. 		