

KeyCode 1 Unit 6

Teacher: _____ . Grade: _____ Group: _____

Unit 6

Page 35.

Lesson 31. Date: _____.

- Students will be able to **differentiate** cuisine, **express** their opinions on food and **write** a simple list of ingredients to prepare some food.
- **Expressing** likes and dislikes on food
- **Making** a list of ingredients

Stage 1	Stage 2	Stage 3
<p>1. Prepare in advance – get some food (different types) in containers.</p> <p>2. Explain that you have brought somethings for ss to guess what they are by smelling.</p> <p>3. Invite two ss at a time – let them have a smell and guess: ss will have to say the name of the food and some ingredients that were used for preparing it.</p> <p>Example: if it is cookies, ss say: these are cookies, they have chocolate and pieces of nuts, etc.</p>	<p>4. Ss look at the main picture and describe it in detail – get ss to say ingredients used.</p> <p>5. Look at the pictures below – describe them in detail and write the words.</p> <p>6. On the board - T runs a voting round on the most popular food from the options in the pictures.</p> <p>7. Draw ss' attention to the definition of "cuisine" – tell ss that this word is used when talking about food from a specific place.</p> <p>8. T extends the talking on Mexican Cuisine – ss go interview different people around school: what makes Mexican cuisine so special and different?</p> <p>9. Pair work – ss talk and decide on how to label the food.</p> <p>10. Whole class sharing and checking.</p> <p>11. Same pairing – talk to your friend about the food and check the box that shows your opinion.</p> <p>12. Whole class sharing – ss share about their friends; not about themselves. (Make sure ss report on their friends' answers using full sentences.)</p>	<p>13. Divide the class into small groups – tell ss to use a dictionary to find words for ingredients to prepare the food in the new set of pictures.</p> <p>14. T monitors offering help – while ss work on finding the words, T prepares the board for some writing:</p> <p>I want to prepare a sandwich, so I need:</p> <ul style="list-style-type: none"> • bread • ham • cheese • mayonnaise • chili <p>My opinion: I don't like sandwiches.</p> <p>15. Whole class sharing and checking.</p> <p>16. Walk ss through using the information from the two previous activities to write some examples: first, on the board, once T confirms the examples are complete and correct, ss will be allowed to write them in their notebooks.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Interview some people: What do you like eating at weekends?
- What's not a food option for you during the week?
- Prepare some notes and get ready to share.

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Teacher: _____ . Grade: _____ Group: _____

Unit 6 Page 36. Lesson 32. Date: _____.

- Students will be able to **give recommendation** on what to eat and drink according to the different parts of the day.
- **Recommending** on what to eat and drink

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Play the following video – get ss to answer the questions in the video as they watch. https://www.youtube.com/watch?v=lrqvCiheYgk</p> <ul style="list-style-type: none"> • Remember, it is just an option, there are plenty of videos on YouTube. 	<p>3. T reflects on the language being flexible – that is people can express similar ideas using different options or forms. That's why it is important that ss understand how to play with the language.</p> <p>4. Draw ss' attention to the Speaking options paragraph on page 36 – get ss to read and help to complete it using the words in the box.</p> <p>5. Get some ss to explain what the paragraph is presenting.</p> <p>6. Tell ss to look at the words in yellow – what can you see/notice?</p> <p>7. Walk ss through studying how to play with the language with examples 1.</p> <p>1. It is a good idea to have some eggs for lunch. 1. Having some eggs for lunch is a good idea.</p> <p>a) "have" becomes having. b) "some eggs for lunch" remains the same. c) "is a good idea" remains the same. d) "It" and "to" disappear.</p> <p>8. Get some ss to help to study examples 2 and 3 on the board – once T confirms the explaining and the notes are OK, ss will be allowed to write them in their notebooks.</p>	<p>9. Divide the class into small groups – tell ss to look at the headings: what information must be written in each section?</p> <p>10. Ss talk and do the writing – then let ss go with different friends to compare answers.</p> <p>Stage 3</p> <p>11. T reflects on the importance of using new language – it helps to increase the ability to communicate more ideas in different ways.</p> <p>12. Pair work – get ss to write full sentences using information from the Food and Drink boxes.</p> <p>13. Whole class sharing and checking.</p> <p>14. T collects books for later checking.</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 do you think people should never eat in the mornings and at night? • Prepare some notes and get ready to share. 		

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Unit 6 Page 37. Lesson 33. Date: _____.

- Students will be able to **give recommendation** on what to eat and **talk** about food in more detail.
- **Talking** about food
- **Giving recommendation** on things to eat

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:</p> <p>a) Get pictures of different food, drinks, desserts, etc. - make five sets.</p> <p>b) On the board, write a list of countries, cities, and nationalities.</p> <p>3. Divide the class into small groups – give each group a set of pictures and get ss to choose a country to represent.</p> <p>4. Tell ss to think of menus for the different parts of the day – ss will have to give each meal a name.</p> <p>5. Tell ss to use the pictures and the information on the board to present their menus.</p>	<p>6. Draw ss' attention to the prompts on page 37 – get ss to use the information they used for their presentations and the prompts to come up with new example sentences.</p> <p>7. Ss look at the pictures and describe them in detail.</p> <p>8. T reflects on the importance of talking about different things, even if they are not experts; it is for them to extend their talking ability.</p> <p>9. T walks ss through using the prompts to talk about the pictures – T writes on the board some examples ss give. Once T confirms the examples are complete and correct, ss will be allowed to write them in their notebooks.</p> <p>10. T tells ss to think of some dishes – they should not say what dishes they thought of.</p> <p>11. Tell ss to go with different friends to describe the dishes – their friends have to guess what dish it is, saying the name of it.</p>	<p>12. Tell ss to look at the last set of pictures – T reflects on the importance of talking about different things in different ways.</p> <p>13. Walk ss through studying example 1 – then through collecting the information for the other pictures.</p> <p>14. Get ss to help to create the sentences for pictures 2 – 4.</p> <p>15. Once T confirms the sentences are complete and correct, ss will be allowed to write them in their notebooks.</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's something not good to eat, but you eat it anyways? • Prepare some notes and get ready to share. 		

KeyCode 1 Unit 6

Teacher: _____ . Grade: _____ Group: _____

Unit 6 Page 38. Lesson 34. Date: _____.

- Students will be able to **express** the frequency of things happening, **use** frequency ideas in questions and **get** to conclusions about eating habits.
- **Expressing** frequency
- **Making** emphasis on frequency when asking questions
- **Discussing** eating habits to get to conclusions

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing.</p> <p>2. Prepare in advance:</p> <p>a) Write the adverbs in the first table on page 38 on small pieces of paper.</p> <p>b) Prepare some questions about the listenings 1 and 2.</p> <p>3. Divide the class into small groups – give each group a set of papers and tell ss that they will have 1 minute to talk and decide on the order the adverbs should go in.</p> <p>4. When the time is up, T checks orderings and calls out a winner group or decides how to continue playing until there is a winner group.</p> <p>5. T reflects on the existence of no rules to decide which adverb to use to talk about frequency – it is the speaker himself who decides how frequent somethings is – it depends on one's appreciation.</p>	<p>6. Draw ss' attention to the information above the table – what does it present?</p> <p>7. T walks ss through studying order, in terms of percentage, and then in terms of place.</p> <p>8. Give ss some time to complete the prompts – remind ss that they will write about themselves.</p> <p>9. Whole class sharing – T collects books at the end of the session for later checking.</p> <p>10. T walks ss through studying order in terms of place and question forms.</p> <p>11. Ss complete the prompts and then go interview some friends – take notes on a separate piece of paper.</p> <p>12. Whole class sharing – T explains how to use the information collected to complete the prompts in the following table.</p> <p>13. Give ss some time to complete the prompts – whole class sharing.</p>	<p>14. Book closed – tell ss that they will listen to some people talking about things they do and things they eat.</p> <p>15. Book closed – ss read the questions on the board and listen – ss take notes on information to answer the questions while listening.</p> <p>16. Whole class sharing and checking.</p> <p>17. Get ss to try completing the text by using the information collected from the listening.</p> <p>18. Ss listen again and check answers.</p> <p>19. T walks ss through getting to a conclusion:</p> <p>a) So, when going to the mall, you should (say if it is necessary to eat, drink or buy something).</p> <p>b) So, we can (say what actions can be taken) control craving by...</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Interview some people: What things you usually get for cravings?
- How much do you spend on those?
- If you could save that craving money, how much would you get at the end of the month and year?
- Prepare some notes and get ready to share.

KeyCode 1 Unit 6

Teacher: _____ . Grade: _____ Group: _____

Unit 6 Page 39. Lesson 35. Date: _____ .

- Students will be able to **differentiate** singular and plural nouns, **replace** words to avoid repetition and **identify** countable and uncountable nouns.
- **Saying** that something exists
- **Explaining** word repetition

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: a) Write the words for the gaps in the listening 3 – 4 on page 39 on small pieces of paper. b) Prepare some pictures of countable and uncountable nouns – 1 set of each for ss to play running tic-tac-toe.</p> <p>3. Tell ss that the papers show the answers for the listening activity on page 39.</p> <p>4. Divide the class into small groups – give each group a set.</p> <p>5. Tell ss to read and talk and decide which word goes on each line – ss will order the words on the floor or on a table.</p> <p>6. Tell ss to step aside their set of papers and listen to the conversations – after listening, ss check their orderings and decide if they will change words.</p> <p>7. Ss listen again to check answers.</p>	<p>8. T reflects on the importance of having reference words – it helps to avoid repetition, that is, using a word several times in a short oral/written text.</p> <p>9. Draw ss attention to conversation 1, on page 38 – tell ss to circle “My friends and I” and “we”.</p> <p>10. T explains that the reference is “My friends and I” and the word they can use to avoid repetition is “we”. It is important to find the reference to decide on the word to use.</p> <p>11. Do the same with conversation 2 (My mum – she) and 3 (My dad – he).</p> <p>13. Walk ss through studying the information in the box – then get ss to go interview their friends using the prompts.</p> <p>14. Whole class sharing and checking.</p>	<p>15. Tell ss that they will have some running tic-tac-toe rounds with countable and uncountable nouns.</p> <p>16. T draws the grid on the board and gets ss into two teams.</p> <p>17. T writes on the board some prompts for ss to say a sentence every time they get a turn. Example countable noun <ul style="list-style-type: none"> • I have three apples. • I don’t have any apples. uncountable nouns <ul style="list-style-type: none"> • There is some water. • There isn’t any milk. </p> <p>18. T walks ss through studying the information and completing the activity in the Nouns section.</p> <p>19. 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"> • Do some research: write a 15-item list of countable nouns and a 15-item list of uncountable nouns. • Write three sentences at the end of each list – 6 sentences in total. • Use the information on page 39 as a guide. 		

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Unit 6 Page 40. Lesson 36. Date: _____.

- Students will be able to **present** and **explain** a cooking process.
- Following and **presenting** a cooking process

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the research – HW.</p> <p>2. Play the following video and try the quiz. Remember, it is just an option; there are plenty of videos on YouTube.</p> <p>https://www.youtube.com/watch?v=eHxZ1YXr0eM</p>	<p>3. Get ss to help to complete the table on page 40 – do it on the board so ss can have a reference for writing. Remember, ss are the ones helping to complete the activity by suggesting answers.</p> <p>4. Once T confirms the answers are complete and OK, ss will be allowed to write or make some changes.</p>	<p>Mini project work The greatest recipe</p> <ul style="list-style-type: none">• Use the following information to present the recipe for the food you like best.• Use the words for Cooking Methods, the table for the Recipe and the table for the Cooking Steps.• Ask your mum for help. <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.		