

KeyCode 2 Unit 6

Teacher: _____ . Grade: _____ Group: _____

Unit 6 Page 35. Lesson 31. Date: _____.

- Students will be able to **talk** about life experiences and **explain** why some activities are (not) appealing.
- **Describing** life experiences
- **Explaining** if activities are appealing or not

Stage 1	Stage 2	Stage 3
<p>1. T writes the words Nice! - No, thank you! on the board.</p> <p>2. T shows the pictures of the Vocabulary activity and asks...</p> <ul style="list-style-type: none"> • What about trying this? <p>3. Ss answer using Nice! - No, thank you!</p> <p>4. Get ss to explain their answers.</p>	<p>5. T reflects on what "Nice! - No, thank you!" are used for.</p> <p>6. Ss look at the pictures and describe them in more detail – and then write the words on the lines.</p> <p>7. Draw ss' attention to the new words again – explain that the options have a main word; that is a word that can do/take changes.</p> <p>8. Walk ss through spotting and getting these words circled.</p> <p>9. Get ss to write the spotted words in the following table – tell ss to work with a friend: they will have to find the other forms of the verbs to complete the table.</p> <p>10. T reflects on the forms some words must have/take to meet/match structure.</p> <p>11. T explains that the section in purple shows the words to be used in the following interviewing activity.</p> <p>12. T walks ss through studying the prompt, how the question is completed and how to record answers.</p>	<p>13. Whole class sharing and checking.</p> <p>14. T shows ss how to put the information from the interviewing into reporting sentences.</p> <p>Stage 3</p> <p>15. T shares about his own experience – things (from the options in the Vocabulary activity) he has or has never tried then extends the talking to explain why he'd like to try the ones he's never tried.</p> <p>16. Walk ss through studying example 1 – and then get ss to help to complete example 2.</p> <p>17. Once T confirms example 2 is complete and OK, ss will be allowed to write it in their books.</p> <p>18. Give ss some time to complete examples 3 and 4.</p> <p>19. Whole class sharing and checking.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Interview some people: Have you ever tried... (use the options on page 35)?
- When the answer is YES – get the people to share about the experience.
- When the answer is NO – get the people to express if they'd like to.
- Prepare some notes and get ready to share.

KeyCode 2 Unit 6

Teacher: _____ . Grade: _____ Group: _____

Unit 6

Page 36.

Lesson 32. Date: _____.

- Students will be able to **talk** about life experiences.
- **Describing** life experiences

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • Make sure to have at least two pictures for each option on page 36 to use the Present Perfect. • Make a list of the options on page 36 to use the Present Perfect on the board. <p>1. Get ss to share what they got from the interviewing – HW. Play Hit on it.</p> <p>2. T sticks on the board pictures of different weird, strange, unusual, extreme, etc. activities.</p> <p>3. Ss stand in front of the board but not facing it.</p> <p>4. T calls out a word and ss turn around to hit it.</p> <p>5. The student who hits it first gets the point.</p> <p>6. T uses the pictures to get ss to share if they have done the activities.</p>	<p>7. T reflects on the importance of identifying and understanding context – it usually prompts the language that can be used accordingly.</p> <p>8. T gets ss to organize the pictures on the board – according to the options listed.</p> <p>9. T explains the use of the word “ever”.</p> <p>10. T walks ss through studying the information and example in the Grammar section on page 36.</p> <p>11. Draw ss' attention to the options to use the Present Perfect presented in the table – get ss to circle or underline them.</p> <p>12. T shows, first, how to follow patterns (word by word) to write the second examples.</p> <p>13. Get ss to listen and write the second examples.</p> <p>14. Whole class sharing and checking.</p>	<p>15. Draw ss' attention to the next section – tell ss that it is important to keep in mind when some changes have to be made – reflect on the importance of using the new information so the use can get easier every time.</p> <p>16. Pair work – get ss to complete the first part of the table – has or have.</p> <p>17. Whole class sharing and checking.</p> <p>18. Get ss to listen and complete the examples in the table.</p> <p>19. Whole class sharing.</p> <p><i>Feedback from T on language used on need.</i></p>
<p>HW: Book/Notebook</p> <p>Book, p. 36.</p> <ul style="list-style-type: none"> • Complete the prompts about yourself. • Prepare some additional notes in your book and get ready to share. • What did you write about? • What was difficult about completing the prompts? 		

KeyCode 2 Unit 6

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **talk** about people from the past and their inventions.
- **Telling** people about famous minds and their work

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • Collect random materials for ss to work on a new invention. • Make sure you got at least one computer with internet access in the classroom or a cellphone. • You may need to tell a coordinator or principal about it. <p>1. Get ss to share their notes on the homework assignment.</p> <p>2. Divide the class into groups.</p> <p>3. Hand out some random materials - the only instruction is that ss have to invent something. Ss will have:</p> <p>a) 3 minutes to gather around the pile of materials and look – to think up inventing ideas.</p> <p>b) 3 minutes to discuss and decide on what to invent.</p> <p>c) 5 minutes to present their plan: what they will do, what they will use, etc.</p>	<p>d) 5 minutes to collect the materials they will use.</p> <p>e) 25 minutes for the building.</p> <p>f) 5 minutes to present their final product and compare the information they shared in point c).</p>	<p>4. Get ss' attention to the Good to know! section – tell ss to choose two people to write about.</p> <p>5. Let ss use a computer or cellphone to get the information.</p> <p>6. On the board – ss share the information they got.</p> <p>7. It is important that ss write on the board – it is for the whole class to check the information they got is OK or find out if changes are necessary.</p> <p>Note.</p> <ul style="list-style-type: none"> • T makes sure he writes the names of ss' inventions. They will be used in the next session. <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: Think of three more people to know about. • Write about the people the same way you did in the book. • Prepare some additional notes and get ready to share. 		

KeyCode 2 Unit 6

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **talk** about famous people and their inventions and **talk** about life experiences.
- **Talking** about famous minds and their work
- **Talking** about life experiences

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • Write on the board the names of the inventions on page 37 and the names of ss' inventions from the previous session. <p>1. Get ss to share what they got from their research – HW.</p> <p>2. T circles the name of one invention at a time – ss will have to give information about it:</p> <ul style="list-style-type: none"> • The _____ was invented by _____. • It is used by _____ to _____. • For the building they used _____. • Free form/idea 	<p>3. Draw ss' attention to the table on page 38 – get ss to help to collect information to complete it.</p> <p>4. Whole class sharing and checking.</p> <p>5. Walk ss through studying the examples in the yellow table – get ss to help you to complete examples 3-10.</p> <p>6. Remember to do this completing on the board for ss to have a studying and checking reference.</p> <p>7. Once T confirms examples are complete and correct, ss will be allowed to write them in their books.</p> <p>Stage 2</p> <p>8. T reflects on how interesting, important and surprising talking about famous minds and their work or inventions is.</p> <p>9. T links the talking in point 8 to describing things as being exciting. For example, the way Bruce Lee did their Martial Arts Practice and the Message he wanted to send - wasn't it exciting?</p>	<p>10. Pair work – get ss to discuss the questions below the yellow table.</p> <p>11. Get ss to look at the picture at the end of the page and the text quickly – get ss to extend the talking, this time about the man looking happy, satisfied, pleased, etc. about the things he's done and the things that have happened to him.</p> <ul style="list-style-type: none"> • What do you think? • Has the man taken good decisions? • Do you think all the things the man has shared match the title of the text, "Life is Great!"? <p>12. Get ss to listen and complete the text.</p> <p>13. Whole class sharing and checking.</p> <p>14. Get ss to discuss – look at the answers again and think:</p> <ul style="list-style-type: none"> • How are the answers similar? • How are the answers different? • What form tips can you write as notes for future study or reference? <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 life decision that made you feel you did the right thing have you made? • Prepare some notes and get ready to share. 		

KeyCode 2 Unit 6

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **talk** about life experience, building good relationship factors and exciting activities.
- **Describing** life experiences
- **Discussing** good relationship factors
- **Giving** information about exciting activities

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Get ss to share what they remember about the text in the previous session.</p> <p>3. Play a video – get ss to reflect and discuss what makes life great.</p> <ul style="list-style-type: none"> • Ss take notes about the video and share. • T will ask some questions about the video. • Remember, it is just an option, there are plenty of videos on YouTube. <p>https://www.youtube.com/watch?v=cuedUItOXZc</p>	<p>4. Divide the class into small groups – tell ss to find information in the text on page 38 to answer the questions on page 39 – remember, ss will have to say where the information is, exactly: paragraph and line.</p> <p>5. Whole class sharing and checking.</p> <p>6. T presents the words "since" and "for" – then get ss to underline the sentences to work with - in the box.</p> <p>7. Tell ss to find the same sentences in the text so they can complete the ones in the box.</p> <p>8. T walks students through studying the information in the example sentences – ss decide on what is presented: a period of time or when the action/activity started.</p> <p>Play - Say or boom!</p> <p>9. T inflates some balloons for ss to pass them over the head.</p> <p>10. Ss have to say what word goes next, if they say nothing in three seconds, T will make the balloon explode.</p> <p>11. Every time a balloon gets exploded, T gets ss to order the words; do it on the board so the whole class can have a reference for guidance and checking.</p>	<p>12. T reflects on what happened in/during the previous activity: Examples</p> <ul style="list-style-type: none"> • It was a game-like activity. • There was some grammar involved. • It was fun. • There was laughing. • Ss and T were nice and polite. • There was no intention to make fun of nobody. • It all shows that we can have good positive relations – of all kinds <p>13. T links the talking to the next and last activity in this session by commenting on the previous activity being fun and exciting.</p> <p>14. Pair work – Ss listen and take notes on what each sport is about and then share.</p> <p>15. Pair work – Ss answer the questions and then share – report on what their friends said.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Have you ever tried (the extreme sports - options on page 39)?
- When the answer is YES – How was the experience?
- When the answer is NO – Why?

KeyCode 2 Unit 6

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **write** a longer communicative message and **talk** about memories.
- **Telling** people about my life - written
- **Talking** about memorable times

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 the sports on page 39 on the board.</p> <p>3. T writes the following prompts for ss to brainstorm words for each – like so:</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>Place</td> <td>Action</td> <td>People</td> </tr> <tr> <td>Things around</td> <td>SKY DIVING</td> <td>Colours</td> </tr> <tr> <td>Equipment</td> <td>Emotions</td> <td>Your idea</td> </tr> </table>	Place	Action	People	Things around	SKY DIVING	Colours	Equipment	Emotions	Your idea	<p>4. Tell ss that people may use these words when talking about extreme/exciting activities or sports.</p> <p>5. Draw ss' attention to the green box – tell ss that they will listen and write the sports the people are talking about.</p> <p>6. Whole class sharing and checking - remind ss that they will have to explain what helped them decide on the answers.</p> <p>7. Pair work – ss discuss the situation and the writing prompts on page 40.</p> <p>8. Get ss to share what they may write according to the situation – this is for sharing and collecting ideas.</p> <p>9. Get ss to help to create the text on the board – before letting ss write the text in their book, walk them through studying how the information was added – where each point is; this is to help ss see, step by step, how a text is built.</p>	<p>Mini project</p> <p>Memory Cards</p> <ul style="list-style-type: none"> • Look at the pictures and think of things you and your best friends have experienced together. • Write full sentences below the cards using the Perfect Present structure. • Organize groups, show your cards and share your memories. <p>Note: ss can bring pictures of them with their best friends – or any loved ones they'd like to write about.</p> <p><u>Feedback from T on language used on need.</u></p>
Place	Action	People									
Things around	SKY DIVING	Colours									
Equipment	Emotions	Your idea									

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.