

KeyCode 1 Unit 10

Teacher: _____ . Grade: _____ Group: _____

Unit 10 Page 59. Lesson 55. Date: _____.

- Students will be able to **identify** and **name** countries and months on the calendar.
- **Naming** countries and months

Stage 1	Stage 2	Stage 3
<p>1. Prepare in advance</p> <ul style="list-style-type: none"> • Get a picture/poster of a world map. <p>-----</p> <p>2. Get ss to share the notes they added – HW.</p> <p>3. How good are you at geography?</p> <ul style="list-style-type: none"> • Stick the poster on the board. Get two ss at the time to have a country fight – T will say the name of a country, ss have to point at it. The student who gets three points first may be the winner – he will have to wait at the front for a final round. • Get 2 more ss to country fight – continue until you get five possible winners. • Get the possible winners to say the capitals of the countries they got points with – the best capital teller gets to be the winner. <p>4. Ss look at the main picture and describe it in detail – then T starts a conversation about travelling – the countries ss have been to and the ones they'd like to visit.</p> <p>5. T writes on the board the countries that ss mention – get ss to say five things about the countries.</p> <p>Stage 2</p> <p>6. Draw ss' attention to the pictures on page 59 – ss use the options in the box to name and label the countries.</p>	<p>7. T extends the talking by saying a few things about one of the countries – for example, Africa: animals, warm weather, dancing, colours, etc.</p> <p>8. Divide the class into seven groups – each group gets a country to write about: food, dancing, music, people, weather, colours, etc.</p> <p>9. All the groups write their ideas on the board – T uses the ideas on the board to extend the talking.</p> <p>10. Tell ss to write the countries on the lines in the first column below – then get them to choose three ideas from the board to complete the prompts – remind ss that some options or ideas will be used more than once, and that's OK as some countries have similar characteristics.</p> <p>11. Whole-class sharing and checking.</p> <p>12. Walk ss through studying the paragraph about Kenya, in Africa – get ss to notice the different ideas: see (what), go (where) and eat (what).</p> <p>13. T gets the class into the same grouping in activity 8 – ss get some people around school to tell them about their countries – collect as much information as possible – you can get someone to let you use his/her cellphone to get information from the net, but make sure you are not interrupting their activity or the use of the cellphone does not generate any connection cost.</p>	<p>14. Organize the information and get ready to share – whole-class sharing.</p> <p>15. T reflects on the information ss collected and shared – considering all the information, when is it a good time to visit the countries? What part of the year? What month, exactly?</p> <p>16. T uses ss' ideas to write some examples on the board:</p> <ul style="list-style-type: none"> • It is a good idea to visit England in summer. Summer is June, July and August. • Months 6, 7 and 8. • The 6th, 7th and 8th months. • Make sure ss label the calendar as new months appear in the talking. <p>17. Get ss to help to create four to five examples and once T confirms they are complete and correct, ss will be allowed to write them in the notebook.</p> <p>18. T explains the numbering further – so, we got 6th, 7th and 8th, the "th" thing comes from sixth, seventh and eightth.</p> <p>19. Refer ss to the table below – get ss to write all the numbers first, and then get them to decide what letters must be used with each – get ss to explain if they see something different about some numbers.</p> <p>20. Ss listen and repeat.</p> <p>21. Whole-class spelling check.</p> <p style="text-align: center;"><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 country do you want to visit someday? Why? Are there any must-know tips for visitors? • Prepare some notes – get ready to share. 		

KeyCode 1 Unit 10

Teacher: _____ . Grade: _____ Group: _____

Unit 10 Page 60. Lesson 56. Date: _____.

- Ss will be able to **use** ordinal numbers to talk about special days and plans.
- **Talking** about holidays and plans

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • T brings cards with ordinal numbers – one number on each card. <p>-----</p> <ol style="list-style-type: none"> 1. Get ss to share what they got from the interviewing – HW. 2. Number game – divide the class into two teams and tell ss that they will have some memory time. <ul style="list-style-type: none"> • Round #1 – by team – T shows some ordinal numbers – one at the time and slowly – the team in turn will have to say the same numbers in the same order without looking at the cards. • Round #2 – by team – T shows some ordinal numbers – this time he has to add three numbers – one at the time and slowly – the team in turn will have to say the same numbers in the same order without looking at the cards. • Round #3 – by team – T shows some ordinal numbers – this time he has to add three numbers - one at the time and slowly – the team in turn will have to say the same numbers in the same order without looking at the cards. • Go as far as the class can go – if you get a tie – tell ss to select the best number teller in the group – so you can go over any additional rounds faster. 	<ol style="list-style-type: none"> 3. T reflects on spelling being difficult sometimes – and then gets ss to decide which ordinal numbers have the most difficult spellings. 4. T writes those numbers on the board (not the spelling – just the numbers). 5. Draw ss' attention to the table on page 60 – tell ss to look at the number words on page 59 and write the words for the numbers on the board in the table on page 60. 6. Tell ss to go with different friends in the class and test them on spelling. 7. Whole-class sharing – and then get some ss to write the words for the numbers on the board – do the checking of each word by getting the whole class doing some funny, choral drilling. 8. T reflects on the use of ordinal numbers – they can be used to talk about dates or position on a list or a in a race, etc. 9. Refer ss to the calendar on page 60 – get ss to think of a holiday in each month. 10. T writes ss ideas on the board – and then T walks ss through collecting information. <p>Example</p> <ul style="list-style-type: none"> • On May 10th, we celebrate Mother's Day. 11. T extends the talking by pointing out that ordinal numbers can also be used to talk about plans – refer ss to the example on page 60 – about Cancun and walk ss through studying it. 	<ol style="list-style-type: none"> 12. Get ss to help to complete examples 2 and 3 – do the checking on the board. 13. T reflects on the use of prepositions when talking about dates – with and without a specific day or number. <ul style="list-style-type: none"> • On May 10th... • In May... 14. Walk ss through studying the text – what words are needed for the gaps? <ul style="list-style-type: none"> • Study what is before the gaps. • Point out links or references. <p>Example</p> <ul style="list-style-type: none"> • August 28 – there is a number, so we could use "on" . • Tell ss to find other gaps with similar information. 15. Ss listen and follow in the book to check answers. 16. Get ss to say what the text was about – ask some random questions about the text – tell ss to highlight the information for the answers in the text – it will be used in the next session. <p style="text-align: center;"><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: Do you have any (personal, professional, holiday) plans for the following three to six months? • Prepare some notes – get ready to share. 		

KeyCode 1 Unit 10

Teacher: _____ . Grade: _____ Group: _____

Unit 10 Page 61. Lesson 57. Date: _____.

- Ss will be able to **talk** about plans and explain message contents.
- **Explaining** messages

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Divide the class into small groups – tell your friends about your personal, educational, professional, holiday plans.</p> <p>3. Whole-class sharing but about someone in the group you were in.</p> <p>4. T reflects on the importance of setting up plans of any sort and sticking to them – and then shares his.</p> <p>5. Draw ss' attention to the pictures on page 61 – get ss to say what plan can be illustrated in each picture.</p> <p>6. Extend the talking by getting ss to use information from the text on page 60.</p> <p>Example</p> <ul style="list-style-type: none"> • Picture 1 is about Sophia, picture 2 is about... and so on. • Let ss go back to the text to find the plans each person has. 	<p>7. Walk ss through studying the first example about Sophia – all three lines.</p> <ul style="list-style-type: none"> • Line 1 is for the name. • Line 2 is for the starting phrase to mention the idea. • Line 3 is for the plan. <p>8. Walk ss through working out boxes 2 and 3 – whole-class sharing and checking on the board.</p> <p>9. In groups of three, let ss work out boxes 4 – 9 – whole class sharing and checking on the board.</p>	<p>17. T reflects on the information that was used to talk about plans.</p> <p>Example</p> <ul style="list-style-type: none"> • numbers - when • months – when • verbs - what • going to – plans <p>18. Refer ss to the grammar section – walk ss through studying the information and then point out that “going to” is used when talking about plans.</p> <p>19. Let ss complete the table by sections – listen to the teacher, he will say what to write.</p> <p>Example</p> <ul style="list-style-type: none"> • First – the person • Second – the “to be” combination • Third – the going to • Fourth – the verb • Fifth – information to complete the idea. <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people: Do you have plans for the weekend? What are you going to do?”
- Prepare some notes – get ready to share.

KeyCode 1 Unit 10

Teacher: _____ . Grade: _____ Group: _____

Unit 10 Page 62. Lesson 58. Date: _____.

- Students will be able to put pieces of information in a paragraph.
- Writing short paragraphs

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • T writes on pieces of paper information about holidays – dates, name, activity, places, food and drink, etc. • There must be two sets of each holiday. • Look at page 62 for an example of how the information must be distributed on the papers. <p>-----</p> <p>1. Information Hunting</p> <ul style="list-style-type: none"> • Divide the class into two teams – get the teams to get a side. • Spread all the papers on the floor/ground and tell ss that they must find pairs – it is information about different holidays. • This could be one student from each team at the time, when they get a complete set another student jumps in to help. • Remind ss about keeping the matchings/papers in order, so they can check the information out later. • The team with all their sets complete and ordered will get to be the winner. 	<p>2. Draw ss' attention to the Collecting Boxes section on page 62 – walk ss through studying the information and analyzing what's on the table.</p> <p>3. Get ss to help to study and explain how the information in the collecting box was used in the paragraph – get ss to notice the colour reference.</p> <p>4. Get ss to help to complete box number two and use the information to write a paragraph – on the board.</p> <p>5. Get ss to help to complete box number three – this time T does not get involved in the doing just in the writing on the board.</p> <p>6. Once T confirms box three is complete and correct, ss will be allowed to write in the book.</p>	<p>7. Divide the class into four teams – tell ss to choose a holiday or celebration they love – they must discuss and get to an agreement on it.</p> <p>8. Ss use Collecting Box four for information about the day chosen, and then put it in a paragraph – tell ss to look at the pictures and the words below – they show some steps or actions for party planning – tell them to choose some/the ones that can help to present their Holiday or Celebration to the class.</p> <p>9. Ss will have some time for preparing (8-10 minutes) and some time for presenting (3-5 minutes).</p> <p>10. T collects books for Collecting Box and Paragraph checking.</p> <p style="text-align: center;"><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Interview someone at home – get him/her to tell you detailed information about a holiday he/she loves.
- Draw a collecting box in your notebook and complete it with the information from the interviewing - use the information to create a paragraph.
- Prepare some notes – get ready to share.

KeyCode 1 Unit 10

Teacher: _____ . Grade: _____ Group: _____

Unit 10 Page 63. Lesson 59. Date: _____.

- Students will be able to **analyze** definitions and **spot** links to words and **explain** grammar patterns.
- Organizing** a party

Stage 1	Stage 2	Stage 3									
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T reflects on the things that people do when planning and throwing a party – sometimes they do as they go, but it is better to make a plan and follow it.</p> <p>3. Divide the class into four teams – tell ss to look at the pictures and the party words on page 62 – ss will have to number the actions according to the order in which they must be done – point out that the information must be extended.</p> <ul style="list-style-type: none"> Remind ss that the activity order may be different and that's OK – ss having a chance to use the language and get a plan done is the aim here. <p>Example</p> <ul style="list-style-type: none"> Step 1 is plan the menu – it is important to know how much money you may need – and that can help to find out if you can buy other things. Step 2 is choose a theme – it is important to know what items you need to decorate the house. Etc. 	<p>4. Draw ss' attention to the definitions on page 63 – tell ss to match them with the party words.</p> <p>5. Whole-class sharing and checking.</p> <p>6. T reflects on the different questions people need to ask when planning a party.</p> <p>Example</p> <ul style="list-style-type: none"> About the cake: The people planning the party need to know WHO. Who is getting the cake? This question shows that they don't know WHO. Is Mark going to buy the cake? This question shows that they need to confirm if the WHO is Mark. <p>7. Walk ss through studying the information in the grammar section – and then get ss to help to write some more examples on the board.</p> <p>Example</p> <table border="1" data-bbox="586 1293 1003 1377"> <tr> <td>Who</td> <td>is</td> <td>going to play the music?</td> </tr> <tr> <td>Is</td> <td>Joe</td> <td>going to play the music?</td> </tr> <tr> <td>Joe</td> <td>is</td> <td>going to play the music.</td> </tr> </table> <ul style="list-style-type: none"> Get ss to notice where there is grammar moving. <p>8. Once T confirms examples are complete and correct, ss will be allowed to write them in the notebook.</p>	Who	is	going to play the music?	Is	Joe	going to play the music?	Joe	is	going to play the music.	<p>9. T reflects on the need to use different language options – it can't be used by grammar points or tenses, only – it must be a continuous combination of different options.</p> <p>10. Walk ss through studying the information in the boxes on the right – use the party words to complete line 1, notice the pattern in line 2 and follow it and pay special attention to how the words at the end (him, her, them) were used and what meaning they take.</p> <p>11. Walk ss through completing boxes 1 and 2, get some ss to help with boxes 3 and 4 and let ss do box 5 and 6 individually – the whole-checking on the board for ss to have a writing and checking reference.</p> <p>12. This time, the use of L1 can help ss to confirm language options and clear functional meaning.</p> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>
Who	is	going to play the music?									
Is	Joe	going to play the music?									
Joe	is	going to play the music.									

HW: Book/Notebook

- Interview some people: What party planning activity do you like?
- Prepare some notes – get ready to share.

KeyCode 1 Unit 10

Teacher: _____ . Grade: _____ Group: _____

Unit 10 Page 64. Lesson 60. Date: _____.

- Students will be able to **identify** information in a message and appropriate responses, **replace** words to avoid repetition and **write** short texts.
- **Writing** an email
- **Explaining** how to avoid repetition of words

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • Prepare one party message with negative forms – I don't like, I can't, I am not good at, I am not going to, etc. – look at the table on page 63. • The message must have gaps to be filled in with the negative forms. • The negative forms used in the message must be written on small pieces of paper. <p>-----</p> <ol style="list-style-type: none"> 1. Get ss to share what they got from the interviewing – HW. 2. T sticks/writes/projects the message on the board for ss to read it out - and then gets ss to explain what the message is about. 3. T shows the negative forms – one at the time – and gets ss to choral-drill them - stick them on the board at random order – and then makes sure both forms are shown “open and contraction (is not = isn't)” 4. T invites some ss to place the negative forms in the gaps – try to get ss explaining why the form they got must be there. 	<ol style="list-style-type: none"> 5. Draw ss' attention to the messages on page 64 – what is the sender trying to say? 6. Pair work – get ss to think of what kind of answer can be given – write ss ideas on the board. 7. Books closed – listen and check which answers on the board are similar to the ones on the track. 8. Listen again and follow in the book – write the number for the response for each message. 9. Get ss to do a follow-up matching – this time is by reading – whole-class sharing and checking. 10. T reflects on the need to use some words to avoid repetition – for example (on the board): <ul style="list-style-type: none"> • Maria is my sister. • My sister Maria is cool. • I want to buy my sister Maria a present. • Last year, I bought a book for my sister Maria. 11. Get ss to notice and explain why the text is OK, but there is something that makes it look uncool – then show ss what words can be used to fix that. <ul style="list-style-type: none"> • Maria is my sister. • She is cool. • I want to buy her a present. • Last year, I bought a book for her. 12. Walk ss through studying the information and the examples in the Replacing words section – then through completing the questions 3 – 8 – whole-class sharing and checking on the board. 	<ol style="list-style-type: none"> 13. T extends the talking by asking what the best part of a birthday is: the cake, the presents or people's attention and affection acts? 14. T reflects and shares his point of view and finds a comment to link the talking to the Birthday in England text – get ss to read by paragraphs and explain what the idea in each is – get ss to guess the words for the gaps after explaining the ideas – then ss listen to check answers. 15. T tells ss about a second track – this track contains questions for ss to answer – what they have to do is get the question on the track and find information in the text to answer it – every time they get a question right, they will have to explain where the information is in the text, exactly: paragraph and line. <p>16. Mini project</p> <ul style="list-style-type: none"> • Answer the questions briefly and use the information to write an email. Tell a friend your plans about your next vacation trip – remember the information from the answering must be put in email-like text. <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. 		