

# KeyCode 4 Unit 10

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 10 Page 59. Lesson 55. Date: \_\_\_\_\_.

- Students will be able to **talk** about different decades.
- **Talking** about different decades
- **Explaining** main characteristics of different decades

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <p>T gets some objects - printed or real - that are from the past: CDs, a floppy, etc.</p> <p>-----</p> <ol style="list-style-type: none"> <li>1. Get ss to share the notes they added – HW.</li> <li>2. T divides the group into three teams:               <ol style="list-style-type: none"> <li>a) Give each team one old item.</li> <li>b) Ss have 2 minutes to talk about the items - what it is, what decade it is from, etc.</li> <li>c) Ss exchange items and talk the same way until they have covered all the items.</li> <li>d) Whole-class sharing – T reflects on the answers and confirms whether ss got true information about the items or must receive some more.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>3. T writes on the board the words on page 59 and asks ss to explain what each is.</li> <li>4. Once all words are on the board, ss use them to label the pictures in the book.</li> <li>5. T extends the talking by adding some information about what's in the pictures.</li> <li>6. T tells ss to read the sentences and spot key language to work out what word goes on each line.</li> </ol> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• Beta – VHS = were for movie playing, so it has to do with entertainment and home.</li> </ul> <ol style="list-style-type: none"> <li>7. Walk ss through working out questions 2 and 3 – then whole-class sharing and checking.</li> <li>8. Pair work – give ss some time to complete questions 4 – 8 – whole-class sharing and checking.</li> </ol>	<ol style="list-style-type: none"> <li>9. Draw ss' attention to the Speaking section - divide the group into six teams – ss discuss the questions.</li> <li>10. Whole-class sharing - get each team to choose a decade.</li> <li>11. Ss go interview some people around school. What do you know about (decade)?</li> <li>12. Organize the information and make a plan on how to present it.</li> <li>13. Each group passes to the front to share about the decade they got – remind the class that everybody must take notes while the teams are sharing.</li> <li>14. Once all teams have finished sharing, T checks all ss have notes.</li> <li>15. Pair work – ss use their notes to complete the prompts about all the decades.</li> <li>16. T collects books for later-checking.</li> </ol> <p style="text-align: right;"><i>Feedback from T on language used on need.</i></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>• Interview some adults - what was the oldest item you used when you were a kid? Explain it. Do you have an old item now? What decade from?</li> <li>• Prepare some notes – get ready to share.</li> </ul>		

## KeyCode 4 Unit 10

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 10 Page 60. Lesson 56. Date: \_\_\_\_\_.

- Students will be able to **talk** about inventions from the 70s and **follow** a narrative. **Giving** detailed information  
**Talking** about important events

Stage 1	Stage 2	Stage 3
<ol style="list-style-type: none"> <li>Get ss to share what they got from the interviewing – HW.</li> <li>T gets ss into small groups – do you think you have an item at home that can be seen as an old item? What decade from?</li> <li>Whole-class sharing.</li> </ol>	<ol style="list-style-type: none"> <li>Draw ss' attention to the pink box – what kind of information is needed to complete the prompts?</li> <li>T writes the prompts on the board and gets ss to help to complete them – the decade to write about must be agreed upon.</li> <li>Once T confirms the prompts are complete and correct, ss will be allowed to write in the book.</li> <li>T writes on the board the heading... The Mexican Subway System – Pros and Cons battle.</li> <li>T divides the class into two teams – ss take a side, “Pros” vs “Cons”.</li> <li>Ss brainstorm – the team that gets the longest list gets to win the battle.</li> <li>Draw ss' attention to the text on page 60 and the option sets – get ss to discuss the options and decide on which fits each gap.</li> <li>Books closed – ss listen to the text – pay attention to the words for the gaps.</li> <li>Get ss to read and stop at each answer – does it make sense?</li> <li>Listen and follow in the book to check answers.</li> </ol>	<ol style="list-style-type: none"> <li>Tell ss that the following text is about home entertainment and that the doing is the same – the only difference is that there are no option-sets to choose from.</li> <li>Get ss to look at the language before and after the gaps – think of some words that can fit the gaps – ss share with the class and T writes ss' ideas on the board.</li> <li>Book closed – ss listen and check the ideas on the board – which answers are correct, which are not?</li> <li>Book opened – listen and follow in the book to check answers.</li> </ol> <p style="text-align: center;"><i>Feedback from T on language used on need.</i></p>

### HW: Book/Notebook

- Interview some adults – what kind of home entertainment existed when you were a kid? How has home entertainment changed? What do you think it will be like in 25 years?
- Prepare some notes – get ready to share.

# KeyCode 4 Unit 10

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 10 Page 61. Lesson 57. Date: \_\_\_\_\_.

- Students will be able to **talk** about the past.
- **Talking** about the past

Stage 1	Stage 2	Stage 3																		
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>• Get some pictures of items from the past that ss aren't likely to know.</li> <li>• If possible, get real movie cassettes Beta-VHS.</li> <li>• Get some pictures of the metro system – crowded, displays, technical difficulties, etc.</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li>1. T shows the pictures, one at the time, and gets ss to say what they are and what people used them for.</li> <li>2. T reflects on the answers, tries some cueing or rephrasing and adds some more information about the items.</li> <li>3. Get ss to share what they got from the interviewing – HW.</li> <li>4. Divide the class into small groups – tell ss to discuss the questions in the speaking section – set 1.</li> <li>5. Whole-class sharing - then tell ss to get into different groups – ss discuss the questions in set 2.</li> <li>6. Whole-class sharing – then T shows pictures of the metro system and talks about it using past forms – write some verbs on the board, get ss to say those verbs in their past form and then get ss to talk about the pictures using the verbs.</li> <li>7. Do the same with the cassettes - try using some other verbs.</li> </ol>	<ol style="list-style-type: none"> <li>8. Draw ss' attention to the grammar section – tell ss about it presenting different forms to talk about the past.</li> <li>9. T draws on the board a chart for ss to brainstorm and complete.</li> </ol> <p>Example</p> <table border="1" data-bbox="586 625 1003 804"> <thead> <tr> <th colspan="3">Things people did frequently</th> </tr> <tr> <th>70s</th> <th>80s</th> <th>90s</th> </tr> </thead> <tbody> <tr> <td>play music</td> <td>concerts</td> <td>dance</td> </tr> <tr> <th colspan="3">Things people didn't do</th> </tr> <tr> <th>70s</th> <th>80s</th> <th>90s</th> </tr> <tr> <td>fight</td> <td>cut hair</td> <td>study</td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>10. Get ss to help to write some sentences with the past forms using the information on the chart.</li> </ol> <p>Example</p> <p>People <b>used to play music.</b>          People <b>didn't use to fight.</b></p> <p>People <b>would play music.</b>          People <b>wouldn't fight.</b></p> <p>People <b>played music.</b>          People <b>didn't fight.</b></p> <p>People <b>were used to playing music.</b>          People <b>were not used to fighting.</b></p> <p>People <b>got used to playing music.</b>          People <b>didn't get used to fighting.</b></p> <ol style="list-style-type: none"> <li>11. T reflects on the importance of identifying and understanding core language – that is language that is doing the important work in a sentence – get ss to notice how the language was used, how it changed and what meaning each sentence takes – in both, L1 and L2.</li> </ol>	Things people did frequently			70s	80s	90s	play music	concerts	dance	Things people didn't do			70s	80s	90s	fight	cut hair	study	<ol style="list-style-type: none"> <li>12. Get ss to help to create a second set of sentences – using information from the chart – tell ss about speaking while writing their examples (they say what they are writing and then explain what the sentence contains and the meaning it takes – L1 and L2).</li> <li>13. T does the checking and makes emphasis on things that can help to understand and learn how to play with the language.</li> <li>14. Once T confirms the sentences in set 2 are OK, he erases the verbs in set 1 and the core language in set 2 – this is for ss to put the information again – using some other verbs so they can get to do the analysis, complete, the same way.</li> <li>15. T walks ss through studying the information in the grammar sections and gets ss to select examples on the board to write on the lines in the book.</li> <li>16. Ss complete the activity below the picture – select the correct option – T collects the books for later-checking.</li> </ol> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>
Things people did frequently																				
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play music	concerts	dance																		
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70s	80s	90s																		
fight	cut hair	study																		
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>• Interview some people – What did you use to do for fun when you were young?</li> <li>• Prepare some notes – get ready to share.</li> </ul>																				

# KeyCode 4 Unit 10

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 10 Page 62. Lesson 58. Date: \_\_\_\_\_.

- Students will be able to **rank** songs according to liking and **explain** messages.
- **Discussing** song information

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>• T chooses 3 different songs from bands that played music in the 70s.</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li>1. Get ss to share what they got from the interviewing – HW.</li> <li>2. T asks ss to close their eyes and plays 30 seconds of the first song that he/she chose.</li> <li>3. Ss listen to the first song, when T counts up to 5, ss have to go find a friend who knows the song – tell ss to whisper/speak quietly so nobody else can hear them checking the name of the song – when a student finds someone with the same information, they shout, “We got it!” and then share their answer.</li> <li>4. Do the same with the other two songs.</li> <li>5. T writes on the board the names of the 9 songs on page 62 – ask ss if they know the songs, when the answer is YES, get them to sing a bit of it, when the answer is NO, T does the singing.</li> </ol>	<ol style="list-style-type: none"> <li>6. Tell ss to go interview people around school – find out who sang the songs.</li> <li>7. Whole-class sharing – use the information to do the matching on page 62 - get ss to say other songs the bands or artists sang.</li> <li>8. T plays a bit of the first song for ss to say, from 1 – 5, how they like it – tell ss to write this numbering on the third line.</li> <li>9. T plays a bit of the song again for ss to guess the name of the song and the artist.</li> <li>10. Do the same with the other songs – it is possible that ss don't have this information – so if they can't answer, it is OK – present the following solution:             <ul style="list-style-type: none"> <li>• Get the audio track on a player or cellphone – get ss to go around school playing the song to some people – ss will get those people helping them get the information – the other people can use the internet to help.</li> </ul> </li> <li>11. Whole-class sharing – run voting rounds to find out which song ss think is the best.</li> <li>12. Play the track and let ss listen to and sing the three songs – they can follow the lyrics in the book.</li> </ol>	<ol style="list-style-type: none"> <li>13. T reflects on lyrics – it sometimes gets more complicated as there are some things that need to be interpreted - the writing styles project ideas whose meaning is not literal.</li> <li>14. T walks ss through studying the lyrics of the first song.             <ol style="list-style-type: none"> <li>a. get ss to find new words</li> <li>b. study ideas – by parts/verses</li> <li>c. get the general idea in each</li> <li>d. reach a conclusion on the main message</li> </ol> </li> <li>15. Ss may find explaining it all in L2 a bit difficult, so let ss use L1 so as to keep the lesson on – without making emphasis on the importance of keeping the L2, get ss back on L2-track – the use of L1 is just a bridge.</li> <li>16. Write ss ideas on the board, and use them to write a final note about the message of the song.</li> <li>17. Once T confirms it is complete and correct, let ss write it in the book.</li> <li>18. Do the same with song 2 and let ss work out song 3 in groups of 3.</li> <li>19. T collects books for later-checking on song 3.</li> </ol> <p style="text-align: right;"><i>Feedback from T on language used on need.</i></p>

**HW: Book/Notebook**

- Interview some people: ask them if they know the artists and the songs on page 62.
- Use their answers to draw a conclusion. Prepare some notes – get ready to share.

# KeyCode 4 Unit 10

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 10 Page 63. Lesson 59. Date: \_\_\_\_\_.

- Students will be able to **differentiate** usage of confusing verbs.
- **Agreeing** on verb usage

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>• Get the track with the songs played in the last session ready.</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li><b>KARAOKE TIME!</b> T divides the group into 3 teams – ss get into their favourite song team – songs played in the last session.</li> <li>The teams have 10 minutes to practice – study and follow the lyrics on page 62.</li> <li>Ss try their song and the best singing team gets to be the winner.</li> <li>T reflects on the importance and usefulness of using English songs and music to practice the language – it helps with pronunciation, intonation, vocabulary, meaning, etc.</li> <li>Get ss to share what they got from the interviewing – HW.</li> <li>T writes on the board the words... <b>say vs tell</b></li> <li>Pair work – ss discuss on the differences and think of a way to explain that to the class.</li> <li>Whole-class sharing – T reflects on the need to study some words as the meaning and usage gets confusing sometimes.</li> </ol>	<ol style="list-style-type: none"> <li>Draw ss' attention to the Word tip section – walk ss through studying the information and the examples.</li> <li>T reflects on how useful it is to analyse the language – what was used, how, and what for – sometimes it seems hard and confusing, but as more practice is gotten, it gets clearer every time.</li> <li>T writes some examples on the board to show the difference: <b>Example</b> <ul style="list-style-type: none"> <li>• Mum <b>says</b> Mickey Mouse is cute.</li> <li>• Mum <b>told me</b> Mickey Mouse is cute.</li> <li>• Dad <b>says</b> Walt Disney was a wise man.</li> <li>• Dad <b>told me that</b> Walt Disney was a wise man.</li> </ul> </li> <li>T walks ss through analyzing the language – there is a who after the gap?!           <ul style="list-style-type: none"> <li>• He <b>told us</b> of his...</li> <li>• ...difficult to <b>say</b> long words.</li> <li>• She <b>said</b> goodbye...</li> <li>• ...you <b>say</b> "Good..."</li> <li>• ...forgets to <b>say</b> "Please..."</li> </ul> </li> <li>Help ss work out questions 1 – 12 – then in groups of three, ss complete questions 13 – 24 – T monitors to make sure ss are doing the analysis and using colours to mark key information and language.</li> <li>Whole-class sharing – then T plays the track for ss to check answers.</li> </ol>	<ol style="list-style-type: none"> <li>Draw ss' attention back to the first examples about Mickey and Disney, just to try a final check on understanding and link the talking to the reading.</li> <li>Get some ss to read out – by parts/paragraphs – at every part/paragraph read, get ss to say the main idea and ask some questions for ss to find specific information in that paragraph – then get ss to look at the gap and the language around it – what verb do you think can fit the gap? Is that verb in the box? What form does that verb need to have?</li> <li>At this point, ss write nothing – do the same with the following parts/paragraphs.</li> <li>Pair work – get ss to read again and try a first guessing on the words for the gaps – whole class sharing.</li> <li>T plays the track for ss to check answers.</li> <li>Get ss to write the examples marked with colours in their notebooks – just for future study or as reference notes.  <i>Feedback from T on language used on need.</i></li> </ol>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>• Interview some people – what do you know about Disney?</li> <li>• Prepare some notes using the verbs <b>say</b> and <b>tell</b> – get ready to share.</li> <li>• Bring a game or toy that was popular in the past.</li> </ul>		

# KeyCode 4 Unit 10

Teacher: \_\_\_\_\_ . Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Unit 10 Page 64. Lesson 60. Date: \_\_\_\_\_.

- Students will be able to **identify** and **differentiate** meaning, context and function for word usage.
- **Discussing** and **agreeing** on meaning, context and function match

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>• T brings a toy or game from the past.</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li>1. Get ss to share what they got from the interviewing – HW.</li> <li>2. Pair work – ss discuss their HW notes – ss check their friends notes and use colours to mark the key information or language – the same way they did in the last session.</li> <li>3. Whole-class sharing – T reflects on the importance of getting feedback or getting to notice that I am using the language correctly or that there are some things I still have to work on and improve – it is all about getting better and helping others do so – not, no possible way, about criticizing, judging or making others feel bad.</li> <li>4. T writes on the board the verbs in the green box on page 64 – get ss to help to write them in their past, past participle and –ing forms.</li> </ol>	<ol style="list-style-type: none"> <li>5. Draw ss' attention to the first activity – explain that ss need to find matching meanings – remind ss about looking for clues in the meanings – words that can help to get a link.</li> <li>6. T walks ss through completing questions 1 – 6, and then lets ss complete questions 7 – 13.</li> <li>7. Whole-class sharing – T plays the track for ss to check answers.</li> <li>8. T reflects on the importance of understanding how to play with the language – refer ss to the second section – explain that ss will use the same words for completing this part, but this time ss won't look for meaning match but for context to use the words in.</li> <li>9. T walks ss through completing questions 1 – 6, and then lets ss complete questions 7 – 13.</li> <li>10. Whole-class sharing – T plays the track for ss to check answers.</li> <li>11. T tries some more reflecting as ss will need the same words to complete activity 3, but this time ss won't look for meaning match or context, what they need to look for this time is functional usage – that is what the speaker is doing with the language: ask for permission, apologizing, etc.</li> <li>12. T walks ss through completing questions 1 – 6, and then lets ss complete questions 7 – 13.</li> <li>13. Whole-class sharing – T plays the track for ss to check answers.</li> </ol>	<ol style="list-style-type: none"> <li>14. Mini project</li> <li>15. T shows the game or toy that he/she brought to the class and gives a short presentation about it.</li> <li>16. T asks ss to show the toys or games they brought to class and read the Mini Project instructions – remind ss about considering and following all the points.</li> <li>17. Whole-class checking: ss listen to their classmates presenting their project – ss take notes while presenting the projects, so they can participate in the feedback.</li> </ol> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>• Check the notes you made during this unit and add any points or information missed.</li> <li>• 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.</li> </ul>		