

# KeyCode 1 Unit 7

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

Unit 7 Page 41. Lesson 37. Date: \_\_\_\_\_.

- Ss will be able to **name** places in a city and activity and people in those places.
- **Talking** about places in a city and activities done in those places

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>• Prepare some pictures of a trip you have gone on.</li> <li>• Write the words in the second box (activities) on small pieces of paper, fold them up and put them in a container (L1 and L2).</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li>1. Get ss to share the notes they added – HW.</li> <li>2. T gets ss gathering near and around him – he shows the pictures and gets ss to say what they can see: places, activity, people, etc.</li> <li>3. Ss brainstorm on when it happened and the reason: was it a summer trip, wedding trip, anniversary trip, etc.?</li> <li>4. T reflects on the answers and does cueing or reformulating - just if needed - and then tells, briefly, the story behind each.</li> <li>5. T writes on the board the words in the box: <b>bank, coffee shop, laundromat, hotel, newsstand, subway, bus stop, and supermarket</b> – and then gets ss to think of and say a word related to each.</li> <li>6. T models some simple sentences using ss ideas – the word from the box and the word added – if it gets complicated, get ss to think of and say another word for each.</li> </ol>	<ol style="list-style-type: none"> <li>7. T gets ss to look at the pictures and describe them in detail – mention as many things as possible about each.</li> <li>8. Ss use the words in the box to name and label the places in the pictures.</li> <li>9. Whole-class sharing and checking – T shows the container with the papers and explains that some ss will come up to the front, reach in and read what's on the paper – the student in turn will act out something for the class to guess.</li> <li>10. Every time ss get a correct guessing, T gets ss to say the place where that activity is done – T writes ss' guessing on the board – adding to the list from activity 5.</li> <li>11. Draw ss' attention to the list of places on page 41 – tell ss to use the information on the board to complete columns 1 and 2 – while ss work on this completing, T monitors and gets some other ss going to the board to add one more activity option.</li> <li>12. T does some full checking – that is get some ss saying the three answers for each option – try to have all this organized on the board, so ss can have a working and writing reference – ss helped with collecting information, so helping them back is a good idea.</li> <li>13. T reflects on the words that can be used to add information – this time, the talking is on places, so the word to use is "where".</li> </ol>	<ol style="list-style-type: none"> <li>14. T models some examples – orally – uses the information on the board – A bank is a place where (add the activities on the board).</li> <li>15. Draw ss' attention to the grammar section – get ss to use colours to mark core language – this time, it could be "is a place where" people...</li> <li>16. Get some ss to do the colour-marking on the board – then get other ss completing and showing how to do the colour-marking – on the board as well.</li> <li>17. Divide the class into groups of three – tell ss to use their dictionaries or the internet to find words for some new places – ss will have some minutes to complete this – while ss work on it, T writes some other words on the board – at random order for ss to try some looping.</li> <li>18. Whole-class sharing and checking – on the board – and then T explains that the new words on the board are for activities and people, and they match the new places found.</li> <li>19. T gets some ss to do looping – match a place, an activity and a person.</li> <li>20. Organize this on a table or chart and get ss to draw it and complete it in their notebooks.</li> </ol> <p style="text-align: right;"><i>Feedback from T on language used on need.</i></p>

**HW: Book/Notebook**

- Do some research – look for words for people that work in these places: **bank, coffee shop, laundromat, hotel, newsstand, subway, bus stop, and supermarket.**
- Prepare some notes – get ready to share.

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

Unit 7 Page 42. Lesson 38. Date: \_\_\_\_\_.

- Students will be able to **name** places, activities, people and jobs.
- **Talking about** places, activities, people and jobs

Stage 1	Stage 2	Stage 3						
<p>1. Divide the class into four teams – ss compare the words they wrote as HW – the ones that are repeated get crossed out, and the ones that appear only once get to be written on the board.</p> <p>2. T checks the words on the board and spots the ones that are repeated – those words get crossed out.</p> <p>3. T calls for a winner – it will be the team with the words no other team has.</p> <p>4. T reflects on the answers – how important it is to learn many words – getting a range of vocabulary can help to communicate better and even win competitions.</p>	<p>5. Draw ss' attention to the Extending ideas section on page 41 – get ss to dictate the information in the box and in the answer.</p> <p>6. T walks ss through studying the language that was underlined – those words help to connect and extend ideas.</p> <ul style="list-style-type: none"> <li>• A school is a place <b>where</b>...</li> <li>• ...maths <b>or</b> science.</li> <li>• ...there <b>and</b> one...</li> </ul> <p>7. T gets the information in the first box on page 42 on the board – walks ss through collecting the information, and then through working out how to use it.</p> <p><b>Example</b></p> <table border="1" data-bbox="586 1010 1000 1045"> <thead> <tr> <th>Place</th> <th>Job</th> <th>Spe. Inf.</th> </tr> </thead> <tbody> <tr> <td>theatre</td> <td>Producer</td> <td>Organize shows</td> </tr> </tbody> </table> <p>What is a theatre?</p> <ul style="list-style-type: none"> <li>• A theatre is a place <b>where</b> people go to see plays <b>or</b> meet actors. A producer works there <b>and</b> one activity he does is organize shows.</li> </ul> <p>8. Do the same with boxes 2 and 3 – and then let ss complete boxes 4 and 5 in groups of three.</p> <p>9. Whole-class sharing and checking on the board for ss to have a writing and a checking reference.</p>	Place	Job	Spe. Inf.	theatre	Producer	Organize shows	<p>10. Draw ss' attention to the last picture on page 42 – get ss to say what places and jobs they can see.</p> <p>11. T writes the following prompts on the board: <b>Bank - Supermarket - Hotel</b></p> <p>12. Divide the class into three teams – tell ss to choose a word and that they will have 2 minutes to make a list of words related to the place they chose.</p> <p>13. When the time is up, T shows ss a sequence they have to follow to write the words on their lists on the board.</p> <p><b>Example</b> people – activity – other – other – activity – people</p> <p>14. Competition-like: ss write their words following the sequence – if they can't use their lists any longer, the team can help, but from a distance and by whispering – the team with the longest list on the board gets to be the winner.</p> <p>15. T reflects on the number of words used so far – which should be big and important – and then refers ss back to page 42, orange box, get ss to label the jobs: for the bank, the supermarket or the hotel – and then to match them with the activities.</p> <p>16. Whole-class sharing and checking on the board for ss to have a writing and checking reference.</p> <p style="text-align: right;"><i>Feedback from T on language used on need.</i></p>
Place	Job	Spe. Inf.						
theatre	Producer	Organize shows						

**HW: Book/Notebook**

- Interview some people – What jobs have you done? Which helped you to make good money? Do you have a plan to change your job?
- Prepare some notes – get ready to share.

# KeyCode 1 Unit 7

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

Unit 7 Page 43. Lesson 39. Date: \_\_\_\_\_.

- Students will be able to **use** prepositions to explain location and describe places.
- **Giving** directions
- **Describing** places

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 answers and shares about the jobs he's done and if he is planning to do something different in the future.</p> <p>3. Playing time!</p> <ul style="list-style-type: none"> <li>• T divides the group into 4 teams – T explains that ss will have to listen to the instruction, so they can find the items T needs.</li> </ul> <p><b>E.g.</b> Find a purple thing that is under the chair and next to a backpack – use prepositions and try to make confusing sentences.</p> <ul style="list-style-type: none"> <li>• The team that collects more items gets to be the winner.</li> </ul> <p>4. T writes the sentences he used for the playing on the board – and then walks ss through spotting prepositions – get them circled.</p> <p>5. T reflects on the importance of understanding prepositions when giving or asking for directions.</p> <p>6. In pairs, ss discuss the specific function or meaning each takes – whole-class sharing.</p>	<p>7. Draw ss' attention to the text on page 43 – tell ss that they will have some information hunting – get one student to read the first paragraph – ignoring the gaps – T makes some questions about that first paragraph.</p> <p>Example</p> <ul style="list-style-type: none"> <li>• Is Mexico famous?</li> <li>• What for?</li> <li>• What does he/she like?</li> <li>• How does he/she describe them?</li> <li>• Etc.</li> </ul> <p>8. Do the same with the rest of the text – but by paragraphs.</p> <p>9. In groups of three, get ss to think of the words that may fit the gaps – then tell ss to go with different friends to compare their guessing – get some ss to write their guessing on the board.</p> <p>10. Book closed – get ss to listen and pay attention to words for the gaps and take notes – ss discuss the guessing on the board and the notes they did while listening.</p> <p>11. Ss listen again and follow in the book to check answers.</p> <p>12. T tries to get ss to answer the questions without going back to the text – then refers them back to it to confirm answers – remind ss about underlining the information in the text to support answers – get ss to say where the information is: paragraph and line.</p>	<p>13. Draw ss' attention to the grammar section – T walks ss through studying the information.</p> <p>14. T draws a picture of the beach – with as many elements as possible – for ss to describe it using prepositions – remember to make emphasis on preposition usage.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• There is a crab under the chair.</li> <li>• There is a big hotel near the beach.</li> <li>• Etc.</li> </ul> <p>15. T walks ss through writing some examples about the picture on the board – remember to use colours for marking prepositions.</p> <p>16. Once T confirms the examples are complete and correct, ss will be allowed to write them in the book.</p> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**

- Interview some people – What was the last beach you visited? Where is it? Can you describe it? What places and things were around?
- Prepare some notes – get ready to share.

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

Unit 7 Page 44. Lesson 40. Date: \_\_\_\_\_.

- Students will be able to **give** and **follow** Giving and following directions instructions to get to specific places.

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>• T draws some route lines on the yard ground for ss to follow and explain.</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 reflects on the answers and shares about the beach he visited last.</li> <li>3. Outdoor – T talks about the route lines on the ground – they will be for ss to practice giving and following directions.</li> <li>4. T sets some items along the route lines – some ss explain where the items are and then explain how to get there – following the routes.</li> <li>5. T reflects on using prepositions – it gets confusing sometimes as some are used differently from the way we use them in L1 – so plenty of practice and real use is needed.</li> </ol>	<ol style="list-style-type: none"> <li>6. Draw ss' attention to the first map on page 44 – tell ss to name the places, the avenues and streets.</li> <li>7. T makes some questions for ss to spot location. Example           <ul style="list-style-type: none"> <li>• Where is the library? Use "in front of"!</li> <li>• Where is the school? Use "behind"!</li> </ul> </li> <li>8. T writes ss answers on the board – then he refers ss to page 43, the example sentences at the end – to compare answers.</li> <li>9. Pair work – get ss to talk about the places on the big map. Example           <ul style="list-style-type: none"> <li>• Where is the museum?</li> <li>• Where is the Police Station?</li> <li>• Etc.</li> </ul> </li> <li>10. T asks some checking questions. Example           <ul style="list-style-type: none"> <li>• Is the museum on Oxford Street?</li> <li>• OK! I am on Oxford street, how can I get to the museum?</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>11. Draw ss attention to the words in the box – T explains that he will share meanings and ss will have to find the words for them – remind ss about taking some notes around the page – it is useful to have some information near – it helps to save time.           <ul style="list-style-type: none"> <li>• <b>T:</b> Ss, which word means... (in L1)?</li> <li>• <b>Ss:</b> That's what the word "n" means.</li> </ul> </li> <li>12. Get ss to look at the conversation quickly – ss try to explain who is talking, what the conversation is about, the role of each speaker in it, etc.</li> <li>13. Tell ss to listen and follow in the book – there will be no writing this time.</li> <li>14. Whole-class sharing – T writes ss answers on the board – and then plays the track again for ss to check answers.  <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 friends – how can I get from your house to the nearest convenience/corner/grocery store?</li> <li>• Prepare some notes – get ready to share.</li> </ul>		

# KeyCode 1 Unit 7

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

Unit 7 Page 45. Lesson 41. Date: \_\_\_\_\_.

- Students will be able to **talk** about work and **explain** where some places are.
- **Talking** about work
- **Describing** location

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>• T prepares a template of a map – photocopies.</li> <li>• T draws the map on the board for ss to check answers.</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li>1. T hands out the map template.</li> <li>2. Ss listen to the T and draw the places he/she mentions at the correct locations.</li> <li>3. T gets some ss to write/draw the places on the map on the board – they have to explain where those places are.</li> <li>4. Tell ss that there is no need to make corrections - it was just for having more practice.</li> <li>5. Get ss to share what they got from the interviewing – HW.</li> <li>6. T reflects on the importance of being able to give and follow directions – when traveling, we may be able to help visitors or ask people from other countries for help.</li> </ol>	<ol style="list-style-type: none"> <li>7. Draw ss' attention to Conversation 2 on page 45 – walk ss through working on it the same way you did with conversation 1 on page 44.</li> <li>8. Draw ss attention to the words in the box – T explains that he will share meanings and ss will have to find the words for them – remind ss about taking some notes around the page – it is useful to have some information near – it helps to save time.               <ul style="list-style-type: none"> <li>• <b>T:</b> Ss, which word means... (in L1)?</li> <li>• <b>Ss:</b> That's what the word "n" means.</li> </ul> </li> <li>9. Get ss to look at the conversation quickly – ss try to explain who is talking, what the conversation is about, the role of each speaker in it, etc.</li> <li>10. Tell ss to listen and follow in the book – there will be no writing this time.</li> <li>11. Whole-class sharing – T writes ss' answers on the board – and then plays the track again for ss to check answers.</li> </ol>	<ol style="list-style-type: none"> <li>12. Divide the class into groups of three – draw ss' attention to the lines – ss have to talk and decide on where the places are – in the areas they live – and then write location sentences – remind ss about considering the number of lines, they can help to find the words for the sentences.</li> <li>13. While ss work on the talking and writing the sentences, T writes the prompts on the board and monitors to spot ss with complete answers.</li> <li>14. Whole-class sharing – then T asks ss he spotted to complete the prompts on the board – get ss to check their sentences and use the reference on the board to confirm or make changes if necessary.</li> <li>15. Listening – T walks ss through describing the map – and then through studying the prompts.</li> </ol> <p><b>Example</b></p> <ol style="list-style-type: none"> <li>1. ...buy some, so it could be the store or the newsstand.</li> <li>2. ...by, taxi or bus, so the place is not near.</li> </ol> <p>etc.</p> <ul style="list-style-type: none"> <li>• First playing – ss listen and look at the prompts.</li> <li>• Whole-class sharing.</li> <li>• Second playing – ss listen, look at the prompts and write.</li> <li>• Whole-class sharing and checking.</li> </ul> <p><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**

- Interview some people - What place, in your city/neighborhood, do you visit frequently? Why? How can I get there – from my house? I live...
- Prepare some notes – get ready to share.

# KeyCode 1 Unit 7

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

Unit 7 Page 46. Lesson 42. Date: \_\_\_\_\_.

- Students will be able to **make** a leaflet and **work out** messages in ads.
- **Describing** and **discussing** wildlife
- **Persuading** people to visit a place

Stage 1	Stage 2	Stage 3
<ol style="list-style-type: none"> <li>1. Get ss to share what they got from the interviewing – HW.</li> <li>2. T writes the word “Zoo” on the board for ss to brainstorm words related to it – ss can use their dictionaries.</li> <li>3. Ss go interview some teachers and other people, not other ss – to find out if they have visited a zoo, when it happened, where that zoo is, etc.</li> <li>4. Whole-class sharing – T explains ss where people can find a zoo in the city – and then draws on the board a frame or template of a leaflet.</li> <li>5. T explains what it is and what it is used for, and then gets ss to think of what kind of information can be shown and where – remind ss that the topic is the zoo.</li> </ol>	<ol style="list-style-type: none"> <li>6. Draw ss' attention to the text on page 46 – divide the class into small groups (the number of paragraphs the text has) – each group chooses a paragraph and looks at it quickly – the teams discuss and reach a conclusion on what the main idea/message in the paragraph is.</li> <li>7. T reflects on the answers and gets ss to point out what words or language helped them decide on that.</li> <li>8. Refer ss to the questions about the text – walk ss through spotting what kind of information they need for each – T writes the questions on the board.</li> <li>9. Book closed – ss listen to the track – ss will try to identify information that can be used to answer the questions.</li> <li>10. Whole-class sharing – T writes some ss' answers on the board for a second check – ss listen again and follow in the book – while listening, ss will have to mark information they think they can use to answer the questions.</li> <li>11. Walk ss through checking answers – do you think some changes are needed? If so, explain what information supports the changing and where it is: paragraph and line.</li> <li>12. Once T confirms answers are complete and correct, ss will be allowed to write them in the book.</li> </ol>	<p>13. Mini project</p> <p style="text-align: center;"><b>Make a leaflet about your city!</b></p> <p><b>Provide people with information about places to visit and have fun.</b></p> <ul style="list-style-type: none"> <li>• Organize teams.</li> <li>• Look at the points to include information about.</li> <li>• Discuss the suggested places and pick some.</li> <li>• Do some research.</li> <li>• Share and discuss the information collected.</li> <li>• Make a plan and start making your leaflet – remember that there must be give out!</li> </ul> <p>14. Whole-class checking: ss listen to their classmates' presenting their project – get some notes during the presenting, so all ss can participate in the feedback.</p> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

**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.