

KeyCode 2 Unit 7

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 41. Lesson 37. Date: _____.

- Students will be able to **identify** and explain sign messages.
- **Naming** driving signs
- **Explaining** driving sign messages

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • T brings images of signs that people can see on the highway. <p>-----</p> <ol style="list-style-type: none"> 1. Get ss to share the notes they added – HW. 2. T shows the signs he/she brought and asks some questions: What can you see? What is the sign for? Where can you see this? etc. 3. Tell ss that it is time for them to invent their own sign about school, for example “You can’t eat in class” – “No eating in class” It has to be original – ss get into small groups - 5-8 minutes. 4. All groups show and explain their signs and everybody decides on the (3) most original. 	<ol style="list-style-type: none"> 5. Get ss to look at the pictures on page 41 – ss describe them in detail and then use the words to name and label them. 6. T writes the following words (in, on, at) on the board – T explains how to use them by writing some prompts on the board: Example <ul style="list-style-type: none"> • ...on avenues • ...on the road • ...in restaurants • ...at the park • etc. 7. Tell ss to look at the 8 prompts for writing about where the signs can be seen – tell ss to go by sequence – it sometimes helps to memorize elements in a sentence. <ol style="list-style-type: none"> a) First, write the sign words/names. b) Second, think of the preposition to use according to place. c) Write the places. 8. Whole-class sharing and checking – T reflects on coming up with strategies to get the language – experience from using and learning from studying are different things. 	<ol style="list-style-type: none"> 9. Draw ss’ attention to the pictures of the signs again – ask ss to briefly think of and say what the message in each is – once ss get the first message, ask them to look at the options in the grey section – Is there an option with a similar idea? – ss confirm and T writes the matching on the board for ss to have a checking reference. 10. T reflects on the usefulness of coming up with conclusions – that helps to revise important points discussed and get a main and concrete final idea – then get ss to help you complete the conclusion by completing the paragraphs. Example So...According (ss) Cambridge... a sign (ss)... directions, (ss) warning, etc. <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people: Are driving signs useful? What do you think about them? Do you know any other types of signs? Give me some examples.
- Prepare some notes – get ready to share.

KeyCode 2 Unit 7

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 42. Lesson 38. Date: _____.

- Students will be able to **identify** and **explain** sign messages and **differentiate** modal usage.
- **Discussing** sign meaning
- **Discussing** modal functions

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Tell ss to walk around ss to find signs and collect information:</p> <ul style="list-style-type: none"> • Images • Message • Place <p>3. Whole-class sharing – then T reflects on the importance of making all kinds of signs visible and also telling people about paying attention to the message and cooperating – it may be for helping, preventing, orientating or just making things easier or possible for some people with a certain need.</p> <p>4. T divides the class into small groups – ss discuss the questions on page 42.</p> <p>5. Whole-class sharing – T writes on the board the following words as a list and a short line explaining what they mean or how to use them.</p> <ul style="list-style-type: none"> • can • cannot - can't • should • should not - shouldn't • must • must not - mustn't <p>6. Walk ss through studying these words and come up with a short phrase or sentence to remember/memorize them by.</p>	<p>7. Draw ss' attention to the sign pictures on page 42 – get ss to think of and say what situation each sign can be used in.</p> <p>8. Divide the class into small groups – tell ss to talk about the pictures using the list of words on the board – remind them about the lines next to the words.</p> <p>9. Whole-class sharing – T writes some ss' examples on the board for checking – get ss to help you spot core language and mark it using colours.</p> <p>10. Refer ss to the grammar section – walk ss through studying the information and the examples – get them to work out the words for the gaps – tell them to write their guessing on a separate piece of paper – T writes ss' guessing on the board.</p> <p>11. Book closed – ss listen to the track paying special attention to the information for the gaps.</p> <p>12. Whole-class discussing the guessing – then listen again to confirm answers.</p>	<p>13. T writes words, a phrase or name for each sign on the board – and then gets ss to use modals to come up with sentences and add a final line that supports the idea in the sign.</p> <p>Example</p> <ul style="list-style-type: none"> • Pandemic lock-down • You can't go out without a mask. • The virus is contagious. <p>14. Once T confirms examples are complete and correct, ss will be allowed to write them in their notebooks.</p> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people – when people go to a concert... what things people can/can't do, what things people should/shouldn't do, what things people must/mustn't do.
- Prepare some notes – get ready to share.

KeyCode 2 Unit 7

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 43. Lesson 39. Date: _____.

- Students will be able to **talk** about students, principals and parents' responsibilities.
- **Discussing** responsibilities
- **Explaining** modal functions, briefly

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • Write on a small pieces of paper the words for the following sentences – one word per paper: (+) I have to go to school every day. (-) I don't have to go to school every day. <p>-----</p> <ol style="list-style-type: none"> 1. Get ss to share what they got from the interviewing – HW. 2. T divides the group into 5-6 teams. T pastes the papers on the board - ss have 2 minutes to discuss and create 2 correct sentences with the words. 3. When the time is up, one student from each team comes to the board to write their sentences – T does the checking and calls for a winner. 4. T asks: <ul style="list-style-type: none"> • What is the modal verb in the sentence? • What does this modal verb refer to? • T: So... when talking about... 	<ol style="list-style-type: none"> 5. Get ss to think of the lines and phrases they created in the last session to remember/memorize the usage of modals – and then get them to complete the prompts in the Remember section – P 43. 6. T divides the class into three groups – get ss to brainstorm important topics for students, principals and parents to discuss. 7. Walk ss through extending the discussing prompts – get some subtopics or ideas that make the topic be an important one. 8. T reflects on never forgetting about things we are responsible for: school work and homework, investing and being fair, working and being caring, etc. 	<ol style="list-style-type: none"> 15. T walks ss through working out four questions for each section – remember that T guides and ss do. 16. Once the questions are complete and correct, ss will be allowed to write them in the boxes. 17. Tell ss that they will have 10 minutes to think of how the questions should be answered – they must show their draft/writing evidence. 18. Whole-class sharing – T uses ss' ideas to get a complete and final answer for each question. <ul style="list-style-type: none"> • Note. Here, T can say the question in L1 for ss to put it in L2 – it is just one option, but T can come up with different ideas to get ss into playing with the language. 19. T reflects on the importance of using old and recent information - it helps to get bigger language things. 20. Once T confirms answers are complete and correct, ss will be allowed to write them in their notebooks – remind ss about adding a title or subtitles, or so in order to identify what questions the sets of answers are for. <p style="text-align: right;"><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 do you have to do when you arrive home from school/work? What do you have to buy on weekends? Create a third question – use “have to”. • Prepare some notes – get ready to share. 		

KeyCode 2 Unit 7

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 44. Lesson 40. Date: _____.

- Students will be able to **rephrase** sentences and **confirm** information using tags. **Rephrasing** ideas keeping meaning **Confirming** information

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> Get a riddle for ss to try – include “have to” in the steps. Get some kind of reward for the winner team. <p>-----</p> <ol style="list-style-type: none"> T divides the group into 4 teams – hand out the papers with the steps to follow. Tell ss that they will work out a riddle – and that there will be surprise for the winner team. Once T gets a winner, give out the reward and get ss to explain what they “had to” do to work out the riddle. Get the same ss give the class advice on how to work out riddles using the following: <ul style="list-style-type: none"> You can... You can't... You should... You shouldn't... Etc. Draw ss' attention to the first section on page 44 – get ss to read and explain the situations in the questions – they are after the gaps. 	<ol style="list-style-type: none"> T reflects on the importance of identifying and understanding context – that way, choosing the words to use gets easier. Tell ss to look at the options in the box and, according to context, decide which goes on each line. Whole-class sharing – get ss to explain answers. <p>Example</p> <ul style="list-style-type: none"> You can't smoke in the office. There is no permission for that. She shouldn't listen to music that loud. It may hurt her hearing. <ol style="list-style-type: none"> T divides the group into 6 teams – each team works on one question. T tells ss that the sentences in the previous section can be modified in form/structure/elements, but their meaning will remain the same. Get ss to study their question and discuss the new phrase to complete it. Whole-class sharing – get ss to talk about the meaning the modals and the phrases take: <p>Example can't = not allowed = no permission = no consent</p> 	<ol style="list-style-type: none"> T reflects on the importance of confirming information – in the previous activity, the sentences had different forms, but meaning had to be confirmed – and then uses the talking to make a link to the use of tags. Draw ss' attention to the sentences with words in red and blue – ask them to find something peculiar in each sentence that appears the same way in all five sentences (the word-switch for tags). Refer ss to the grammar section – get them to study the information and guess the word for each gap. Whole-class sharing – ss listen to the track to check answers. T makes emphasis on the tip to work out tags – the word-switch. T walks ss through spotting core language in the questions in the grey box – it is for them to find the tagging. <p>Example</p> <ul style="list-style-type: none"> Carlos is – switch – isn't he? Taxi drivers are not – switch – are they? Monica likes – doesn't she? Etc. Get ss to comment on how to do the tagging. <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Interview some people: Is it important to follow rules and instructions? Why/Why not?
- Prepare some notes – get ready to share.

KeyCode 2 Unit 7

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 45. Lesson 41. Date: _____.

- Students will be able to **differentiate** instructions and advice, **describe** actions and **work out** meaning from context.
- **Confirming** specific information
- **Describing** actions
- **Explaining** meaning

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T tries backward dictation - words on page 45: road, seat belt, rush, plenty, speed up, slow down, shortcut, get stuck.</p> <p>3. T gets some ss to write the words on the board for whole-class checking.</p> <p>4. T prompts and completes the ideas (meaning) with body movements...</p> <p>Example</p> <ul style="list-style-type: none"> • The road is the... • A seat belt is the... <p>5. Ss share what they know about these things and brainstorm some other words related to them – T writes ss' ideas on the board.</p>	<p>6. Draw ss' attention to the definitions section – tell ss to read the definitions and the information on the board to work out the matching.</p> <p>7. T reflects on how useful it is to learn words – having a range of vocabulary helps to link, connect or extend ideas.</p> <p>8. Pair work – get ss to read the conversation paying special attention to the language around the gaps – tell ss to spot words that can help them decide on the word to use for each gap.</p> <p>9. Whole-class sharing – get some ss to explain choices – T writes guessing on the board.</p> <p>10. Book closed – ss listen to the track – pay special attention to the words for the gaps.</p> <p>11. Whole-class checking – ss explain guessings to keep and change.</p> <p>12. Ss listen to the track again and follow in the book to confirm answers.</p>	<p>13. T asks some questions about the conversation to get ss collecting more details without doing actual reading.</p> <p>Example</p> <ul style="list-style-type: none"> • Who is talking? • What happens at 3:00 pm? • Etc. <p>14. T walks ss through spotting key information in the questions – ss go back to the text to find the information to answer the questions.</p> <p>15. Whole-class sharing and checking – remind ss about using colours to mark the information to support answers - ss have to say where the information is: talking turn and line.</p> <p>16. T walks ss through writing some concluding notes about the conversation using adverbs.</p> <p>Example</p> <p>So... Dad, in the conversation...</p> <ul style="list-style-type: none"> • He is a careful driver. • His son doesn't drive carefully. • Dad is a responsible citizen. • His son doesn't act responsibly. • Dad is a nervous driving teacher. • Dad teaches driving nervously. • Etc. <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Interview some people: *Have you ever had/seen a car accident? Tell me about it.*
- Prepare some notes – get ready to share.

KeyCode 2 Unit 7

Teacher: _____ . Grade: _____ Group: _____

Unit 7 Page 46. Lesson 42. Date: _____.

- Students will be able to **give** advice on safe driving.
- **Discussing** driving situations
- **Giving** advice on driving for beginners

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • Get a poster or picture of a traffic jam and a car accident. <p>-----</p> <ol style="list-style-type: none"> 1. T sticks the posters on the board. 2. Pair work – ss talk about the pictures: <ul style="list-style-type: none"> • objects • place • vehicles • actions • people • extra information 3. Get ss to share what they got from the interviewing – HW. 4. T extends the talking by getting ss to confirm the importance of following rules and instructions. 5. T writes the following words next to the posters: run over, fines, car crash, heavy traffic. 6. T explains the new words and shares information about occurrence frequency and reasons. 	<ol style="list-style-type: none"> 7. Draw ss' attention to the pictures on page 46 – T asks some questions about each picture. <p>Example</p> <ul style="list-style-type: none"> • P1. Where did it happen? • P1. Why did it happen? • P2. Where did it happen? • P2. Why did it happen? • Etc. 8. T walks ss through studying the information/writing example about picture 1. <ul style="list-style-type: none"> • Paragraph 1 presents the event. • Paragraph 2 presents the reasons. • Paragraph 3 presents a possible solution. • Paragraph 4 presents point of view. 9. T shows ss how to spot language according to ideas presented. <ul style="list-style-type: none"> • Paragraph 1 common, run over • Paragraph 2 happens, drivers, people, not careful • Etc. 10. T walks ss through doing the second writing – fines. 11. T gets ss to help to do the third writing – car crash – remember, T does not take part – just gets ss into doing it themselves. 12. Pair work – ss do the fourth writing – T will collect books at the end of the session for later-checking. 13. Ss brainstorm tips for driving safely and preventing accidents and other driving situations from happening – T writes ss' ideas on the board. 	<ol style="list-style-type: none"> 14. Mini project. Safe Driving Poster-Manual for Beginners <ul style="list-style-type: none"> • Get into small teams. • Do some research on tips for beginner drivers. • Read the instructions carefully and create your poster-manual and present it to the class. 15. Whole-class checking: ss listen to their classmates presenting their project – ss take notes during the presenting, so everybody can participate in the feedback. <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"> • 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. 		