

KeyCode 4 Unit 7

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **talk** about personal traits and actions to take.
- **Describing** people's traits
- **Suggesting** on actions to take

Stage 1	Stage 2	Stage 3
<p>1. T asks ss what the biggest conflict kids, teenagers and adults can go through is – discuss on the whys.</p> <p>2. T writes on the board the words in the yellow box on page 41 – sticks on the board some pictures that match the words – random order.</p> <p>3. T explains one word at the time and gets ss to choose the picture that matches.</p> <p>4. Look at the pictures on page 41 – use the words in the box to name what's in the pictures and label them.</p> <p>5. T reads out some gapped sentences – ss have to guess the word for the gap – words from the box.</p> <p>6. Whole-class checking – T gets some ss writing the gapped sentences on the board – then they add the word in the gap and explain why it fits the idea.</p> <p>7. T reflects on the answers and gives ss feedback, just if needed.</p>	<p>8. T asks ss to read the meanings and write the words on the lines.</p> <p>9. T and ss reflect on reasons why people adopt those behaviors.</p> <p>10. T does cueing, just if needed.</p> <p>11. Draw ss' attention to the Speaking section – T reads out the meaning of "personal traits" and gets ss to think and say one example about themselves – make sure you keep a safe-from criticism-and-prejudice environment.</p> <p>12. T reflects on when offering help is a good idea – and when it is not.</p> <p>13. T gives ss the last piece of advice and recommendations about helping and then explains how to use "would" to express ideas on helping.</p>	<p>14. Draw ss' attention to the "Read and complete the ideas." section.</p> <p>15. T asks ss to get into small groups and discuss the sentences.</p> <p>16. T writes two or three ideas on the board – T explains core language and shows ss what to use in order to complete them.</p> <p>Example If my sister were an inconsiderate girl, I would...</p> <ul style="list-style-type: none"> • if = what is this? • my sister = what is this? • were = what is this? • an = what is this? • inconsiderate girl, = what is this? • I would... = what is this? • talk to = what is this? • her. = what is this? <p>17. Some ss share their answers – T writes them on the board for whole-class checking.</p> <p>18. T confirms answers are complete and correct, then ss make corrections or 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 2 people, "How do you manage conflict?" Include positive and negative experiences.
- Reflect on the answers.
- Prepare some notes – get ready to share.

KeyCode 4 Unit 7

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **identify** situations in relationships. **Describing** conflicts in relationships
- Sharing** opinions on managing conflicts

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> Bring a short story – video – film about “CONFLICT”. <p>-----</p> <p>1. T divides the group into 4 teams. T reads (or plays) the story - don't say what the title is.</p> <ul style="list-style-type: none"> The teams have 2 minutes to discuss and create a title for the story. When a team finishes, one of the members runs to the board and writes their title. There are three winners: The team that creates the best title, the team that gets closest to the real one, and the team that writes their title on the board first – say all this after all teams have finished. <p>2. T asks:</p> <ul style="list-style-type: none"> Did you have any conflicts in your team while creating the title? - ss share. <p>3. Get some ss to share what they got from the interviewing – HW.</p> <p>4. T reflects on the answers from activities 2 and 3 – do some cueing, just if needed.</p>	<p>5. T tells ss to read the titles of the Reading part (a-h) – what's the idea behind each title – what kind of information a paragraph with the title may have?</p> <p>6. T gets ss into small groups – tell ss to study paragraphs 1 and 2 – what words or phrases in the paragraphs can be used to find a title match?</p> <p>7. T gets one student to read the first paragraph, say the words or phrases spotted and the title chosen – that student has to explain the title choice.</p> <p>8. Do the same with paragraph 2.</p> <p>9. Do the same with paragraphs 3 and 4 – then give ss some time to work on paragraphs 5-8 – whole class checking answers and briefly explaining choices.</p> <p>10. T reflects on ss' explaining-choice performance and gives feedback.</p>	<p>11. Draw ss' attention to the Speaking section.</p> <p>12. T asks ss “What does an advisor do? – get ss to look at the last picture before talking.</p> <p>13. Ss share ideas – and then think of who in the classroom could be an advisor – explain why.</p> <p>14. In small groups – study the tips and explain the benefits of trying them – also, think of specific conflicts or situations where the tips could turn out to be good actions to take.</p> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview 3 people - What is the most important thing to consider when facing a conflict?
- Reflect on the answers – **try to use the words in bold on page 42 and the tips** to write a small conclusion - using all three answers.
- Prepare some notes – get ready to share.

KeyCode 4 Unit 7

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **guess** meaning by **Sharing** opinions on managing conflicts context and **express** their ideas about **Agreeing** or **disagreeing** with win-win solutions managing conflicts.

Stage 1	Stage 2	Stage 3
<p>1. T divides the group into 4 teams:</p> <ul style="list-style-type: none"> Ss have 1 minute to think of the words in bold from page 42. 3-minute-competition-like – the teams write the words on a piece of paper. T does the counting and calls for a winner team - the winner is the team that writes more words correctly. <p>2. T writes the words on the board and explains meaning and usage – one at the time.</p> <p>3. Get ss to share what they got from the interviewing – HW.</p> <p>4. T reflects on the answers and asks ss what their conclusions about the most important thing to consider when facing a conflict are.</p> <p>5. T asks ss to look at the definitions a-p on page 43 – get ss to spot keywords – words that can help to find a meaning match to the words in bold on page 42.</p> <p>6. After 5 minutes of discussing, ss share their spotting and answers – then the class agrees or disagrees on both.</p> <p>7. T reflects on the conclusions and writes answers on the board to get a checking reference.</p>	<p>8. T gives ss some recommendations and extra examples about the use of the words in bold and previous chunks.</p> <p>Example PHRASE: “If I were you, I would....”</p> <p>9. T tells ss to use the phrase, “If I were you, I would...” to suggest ways to manage the situations.</p> <p>T – I need to pay my electricity bill, but there is a soccer match I'd like to attend on Sunday. Ss – If I were you, I would...</p> <p>10. Ss come up with ideas to manage the conflict – then T writes the examples on the board, one at the time, and checks it is complete and correct.</p> <p>11. T reflects on the answers – how objective they were – let ss write the examples in their notebooks.</p> <p>Stage 3</p> <p>12. Draw ss' attention to the Writing section – tell ss to look at the pictures and read the texts in the bubbles – what is the conflict in each section?</p>	<p>13. T gets ss to evaluate the points each person is presenting:</p> <ul style="list-style-type: none"> Conflict 1. The man has work to do and his pay may be compromised– the woman made a promise and it was planned in advance... so... who is right? Conflict 2. the man thinks spending too much on materials is not necessary, he has a plan for using his money – the woman thinks the cost is not important because those materials can help to get better results... so... who is right? <p>14. Get ss to share, discuss and agree or disagree – then show them how to complete the prompts for conflict 1 – using ss' ideas.</p> <p>15. T gives ss some more tips on using the phrase, “If I were you, I would...” and then lets them complete the prompts for conflict 2.</p> <p>16. Get ss to share, discuss and agree or disagree – then show them how to complete the prompts for conflict 2 – using ss' ideas – ss compare and confirm or make changes on their answers.</p> <p style="text-align: right;"><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Interview 4 people – Use an example of a conflict to face – it has to be the same one - and ask them to answer using the phrase “**If I were you, I would...**”
- Reflect on the answers and write a small conclusion.
- Prepare some notes – get ready to share.

KeyCode 4 Unit 7

Teacher: _____ **Grade:** _____ **Group:** _____

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

- Students will be able to **share** ideas on how to teach people to manage conflict.
- **Talking** about difficult situations that are generally true
- **Discussing** circumstances

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • T writes the three example sentences on pieces of paper – one word on each paper. • Prepare one set of each section. • It will be six sets - just make sure you use one set at the time. <p>-----</p> <ol style="list-style-type: none"> 1. T divides the group into 3 teams. <ol style="list-style-type: none"> a) T sticks on the board the papers with the words for the sentences – grouped by sentence – set 1. b) Ss look at the papers and think of how to order the words, so they can get the sentences written correctly. c) T does the checking – the team with the best ordering will get to win the point for the team. d) Do the same with the second set – this time, when a team gets the ordering complete, they will be allowed to put the papers in that order, if it is correct, they will get the point, if it is not correct, all the teams continue working – the papers remain the same way the team has just left them. e) T does the checking and calls for a winner. f) T asks, “Which set is for situations with facts and results and which is for advice or instructions?” 	<p>Stage 1</p> <ol style="list-style-type: none"> 2. Get ss to share what they got from the interviewing – HW. 3. T reflects on the answers and conclusions. <p>Stage 2</p> <ol style="list-style-type: none"> 4. T walks ss through studying the information in the grammar section. 5. T walks ss through writing two more examples in each section. 6. T reflects on answers and gives feedback – T explains further – making corrections or praising for good language use. 7. T gets ss to brainstorm different conflicts that arose during pandemic times – get ss to also suggest actions to take. 8. T divides the class into small groups – ss think of ways to complete the prompts. 9. Ss share answers with the class - T reflects on answers and does some cueing, just if needed. 	<ol style="list-style-type: none"> 10. Draw ss' attention to the Speaking section – Get ss to discuss the question... How to teach people to manage difficult or stressing situations?” 11. T gets ss to read the texts about the pictures and spot/find the crux – the real conflict. 12. Walk ss through spotting details around the crux – around the conflict. 13. Ss discuss this information in small groups (5 minutes) – then share with the class. 14. T tells ss to look at the last picture – think of the following points: <ol style="list-style-type: none"> a. place b. people c. situation d. conflict e. why it is happening f. what hasn't been done g. ideas to manage it h. ideas to prevent it from happening again 15. Walk ss through writing about the picture and reflect on how the information for the points above can be used together – in continuous speech – not just for reporting on each point individually. <p style="text-align: center;"><i><u>Feedback from T on language used on need.</u></i></p>

HW: Book/Notebook

- Interview 2 people - Show them the last picture on page 44 and ask them to create a situation based on the picture - What do you think the guy is going through? What is happening behind him?
- Prepare some notes – get ready to share.

KeyCode 4 Unit 7

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to **discuss** mediation usefulness.
- **Talking** about mediation benefits
- **Describing** feelings
- **Explaining** causes

Stage 1	Stage 2	Stage 3
<p>1. T writes 2 sentences on the board – with the underlined words as gaps.</p> <ul style="list-style-type: none"> • “<u>If</u> we have another problem, I <u>will</u> try to talk first.” • “<u>If</u> there is a good movie, we <u>will</u> stay at home.” <p>2. Get ss to think of the words to fill in the gaps.</p> <p>3. Play the following video and try the following quiz. It is just one option – there are plenty of videos on YouTube. https://www.youtube.com/watch?v=ZluE8MUNe0Y</p> <p>4. Get ss to share what they got from the interviewing – HW.</p> <p>5. Pair work – ss study the information in the grammar section and write two more examples.</p> <p>6. T checks answers and gives feedback if needed – T explains the grammar point further – making corrections or praising for good language use.</p>	<p>7. Draw ss' attention to the Speaking part – T writes on the board the word, “Mediation”.</p> <p>8. T gets ss to think of it and share – what it means, what it can be used for, where it can be found.</p> <p>9. T gets one student to read out the explanation and then writes the questions on the board – get ss to brainstorm options to answer the questions – T also writes these on the board.</p> <p>10. T reflects on ss' ideas – T does some cueing, just if needed.</p> <p>11. T gets ss to sum up the grammar point by coming up with some more examples – T writes the examples on the board for ss to have a writing reference – remember to get ss to help you creating the examples and get them to use colours to mark or spot core language – language that is doing the important work in the sentence.</p> <p>Example</p> <ul style="list-style-type: none"> • If I have an argument with a friend from school, I will try to talk to Miss Sanders. • If I don't understand a grammar point, I will ask Miss Brown to explain it again at the end of the day. <p>12. Once T confirms examples are complete, marked and correct, ss will be allowed to write them in their notebooks.</p>	<p>13. Draw ss' attention to the Reading part – get ss to read the points below the picture – walk ss through deciding on what kind of information they need to cover each point.</p> <p>14. Tell ss to go over the text quickly – they don't have to read it in order, they just have to spot the information needed.</p> <p>15. Ss share and compare answers.</p> <p>16. Ss listen and follow the text in the book – ss have to underline the information needed for the points as they see it during the listening.</p> <p>17. Get ss to show they have marked the information – then get some ss to read out – by paragraphs, get ss to explain the main point/idea in each paragraph.</p> <p>18. Whole-class checking answers.</p> <p>19. T gets ss to help to create a mental map / flowchart about a mediation process – once T confirms it is complete and correct, ss will be allowed to draw it in their notebooks.</p> <p style="text-align: right;"><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview 4 people - How do you feel when you notice that people you love have a conflict? Have you ever been the mediator?
- Prepare some notes – get ready to share.

KeyCode 4 Unit 7

Teacher: _____ . Grade: _____ Group: _____

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

- Students will be able to use prepositions Presenting hypothetical ideas according to phrase.

Stage 1	Stage 2	Stage 3
<ol style="list-style-type: none"> 1. Get ss to share what they got from the interviewing – HW 2. T divides the group into 3 teams 3. T writes some prepositions on the board – and some lines around each – three sets. 4. One student from each group at the time comes to the board to write a word or phrase that can go with each preposition – e.g. on the sofa, in/at school, at home, etc. <ul style="list-style-type: none"> • IMPORTANT: Make sure you use with, about, with, because, about, for, by, of – the team that gets all their prepositions with a combination gets to be the winner. 5. Pair work – read the definition and find a picture that illustrates that – once a picture is found, write the word or phrase on the line by the definition. 6. Whole class sharing and checking answers – ask ss to explain how it was illustrated – then reflect on ss' answers – try reformulating or cueing for feedback. 	<ol style="list-style-type: none"> 7. Draw ss' attention to the Guess the preposition prompts – get ss to think of the words that may come next and complete the prompts – point out the fact that there are two lines: one for the following word and the second one for completing the prompt. 8. Whole class checking on the board – T gets ss to share answers on the board for the class to have a checking reference – every time an answer is OK, T will add some more correct examples – but just orally. 9. T reflects on word combinations and the flexibility of the language – then links the talking to the grammar section, T explains further how it can be used to talk about hypothetical situations, this is not real but ideas. 10. T walks ss through studying the examples and marking core language – that is language that is doing the important work in the sentences. 	<ol style="list-style-type: none"> 11. T tells ss about mini project. <ul style="list-style-type: none"> • Teams of 4 people. • Do some research on topics like Ageing, Surgery, Happiness, Fame, Money, Mental health, etc. • Ss make a 10-minute presentation, considering the concepts to inform people about the topic chosen. • Try to use all the information seen during this unit. 12. Whole-class checking: ss listen to their classmates' presenting their projects – ss prepare some notes during the presentations to collaborate during feedback. 13. T reflects on ss' performance and feedback – cueing and reformulating when necessary. <p style="text-align: center;">Feedback from T on language used on need.</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.