

KeyCode 1 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 47. Lesson 43. Date: _____.

- Students will be able to **talk** about actions happening at the moment of speaking.
- **Talking** about common activities
- **Talking** about grammar/structure elements

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • T writes the words in the box on page 47 on small pieces of paper and puts them in a bag. <p>-----</p> <ol style="list-style-type: none"> 1. Get ss to share the notes they added – HW. 2. T writes the words in the box on page 47 on the board – randomly. 3. T invites two ss to the front and hands out swatters – T stands at the back of the room and ss at the front have to be looking at him (in front of the board) – T gets a paper and says the word – ss have to turn around and hit the word with the swatter – 5 points to get to be the round winner. 4. Have some brain gym – T rewrites the words on the board, but this time in order – T goes as follows... <ul style="list-style-type: none"> • T: have... • Ss: coffee • T: Right, have coffee... 5. T extends all the options as follows... <ul style="list-style-type: none"> • T: have coffee in... • Ss: the morning... • T: Alright, have coffee in the morning <p>Etc.</p>	<ol style="list-style-type: none"> 6. Draw ss' attention the words in the box and the pictures – ss describe the pictures in detail and use the words to name the actions and label the pictures. <p>For describing...</p> <ul style="list-style-type: none"> • place, people, time, feeling, clothes, etc. <ol style="list-style-type: none"> 7. T writes on the board the heading... Activity happening right this moment – T reflects on the importance of using certain forms or elements – it all depends on what we want to talk about or communicate, in this case, one of the forms needed is a continuous one. 8. T gets ss to help to complete the table on the board – T guides ss into deciding on what to add next. Example First: personal pronouns Second: the to be forms Third: a verb with the -ing ending Finally: the information needed to complete the idea 9. Get ss to do some echo drilling just for making emphasis on the elements needed. 10. T walks ss through deciding what elements from the table can be used to talk about the pictures. Example 1. The couple – They are... at the coffee shop – place. wearing casual clothes – dressing drinking coffee - activity 2. The girl – She is... Etc. 	<ol style="list-style-type: none"> 11. T reflects on how the examples are different – T explains that by combining all these ideas we can get long stretches of language. 12. T walks ss through creating three to four sentences about picture 2 – and then gets them to read out all four sentences – get them to notice how long and complex the speaking has become – it becomes complex as it gets more and more elements – not because it is difficult to get it done. 13. Do the same with pictures 3 and 4 – and get ss to do the noticing themselves. 14. Get some ss to record their speaking about one single picture – explain that it is a good idea to get it on record and then listen to it carefully so things to work on and improve can get spotted – if possible, play their speaking for the class – if ss don't feel like trying, it's OK – try again in future lessons – just make sure you comment and point out the fact that, at some point, their speaking will be heard by anybody around. <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 at different times during the afternoon and evening – what are you doing? • Prepare some notes – get ready to share. 		

KeyCode 1 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 48. Lesson 44. Date: _____.

- Students will be able to **talk** about actions happening at the moment of speaking.
- **Talking** about common activities
- **Talking** about grammar/structure elements

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • Ask some teachers to let you record them speaking – four sets of four sentences about some new pictures you select. <p>-----</p> <ol style="list-style-type: none"> 1. Get ss to share what they got from the interviewing – HW. 2. Get ss to help you draw two tables on the board – the tables must have spaces for the elements needed for continuous forms – don't let ss look at their books at this point. 3. T invites two ss to write on the board – explain that you have recorded some people talking about some pictures that you will show later. 4. Tell ss to listen carefully and write what the people said – consider the spaces in the table – the information must be organized accordingly. 5. T gets the class to help to do the checking and then shows the picture – get ss to check all the ideas in the sentences match the picture. 6. Do the same with other two recordings – gets some other pairs of ss to write on the board. 7. T erases all the writing on the board – just keeps the pictures on it. 	<ol style="list-style-type: none"> 8. Draw ss' attention to the writing box on page 48 – tell ss to look at the pictures and write about them. 9. Whole-class sharing and checking on the board for ss to have a writing and checking reference – try to get ss' speaking recorded again – remember, if they don't feel like it – get them to reflect on it and continue with the lesson. 10. T presents negative elements and forms for ss to complete the following table. Example T: ...are not... it becomes...aren't ...is not... it becomes...isn't etc. 11. Walk ss through completing the table by columns – just to make emphasis on the order elements must have in sentences. 12. Tell ss to go and see what some other teachers are/are not doing and take notes – remind ss that they must not interrupt the other teachers' activity. 13. Whole-class sharing and checking on the board – once T confirms the examples are complete and correct, ss will be allowed to write in their books. 	<ol style="list-style-type: none"> 14. Draw ss' attention to the Good to know note – tell ss that it is a good idea to have some names or notes as studying help or just as a reference. 15. T reflects on the importance of identifying and understanding some other elements that work with the different forms language can take. 16. Get ss to look at the information in the colour boxes – get ss to explain what kind of information there is in each. 17. Refer ss back to the prompts above – tell ss to read them and find the matching information for each. 18. Pair work – ss do the matching and then T gets some ss to share and explain their answers. <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 at different times during the afternoon and evening: Are you eating? When the answer is YES – just write that down, but when the answer is NO, try a second question: So, what are you doing? • Prepare some notes – get ready to share. 		

KeyCode 1 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 49. Lesson 45. Date: _____.

- Students will be able to **talk** about actions happening at the moment of speaking, **confirm** and **report** information.
- **Talking** about common activities
- **Talking** about grammar/structure elements
- **Confirming** and **reporting** information

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T gets ss into small groups – T writes some prompts for ss to write three sentences with each (affirmative, negative and question) – at this point, ss have used questions with the continuous form – it means they have not studied the form yet, but they have seen it a few times.</p> <ul style="list-style-type: none"> • brother-eat • sister-sleep • baby-play • etc. <p>3. The group that finishes writing the three sentences first, writes them on the board for whole-class checking – if they are all correct, the group gets a point.</p>	<p>4. Draw ss' attention to the table on page 49 – get ss to explain how it is different from the two tables seen in previous sessions.</p> <p>5. T walks ss through completing the table the same way they did with the previous ones – by column.</p> <p>6. Tell ss to look at the examples in the box below – get ss to circle core language – that is...</p> <ul style="list-style-type: none"> • ...is your mum... = ...she is... • ...is your dad... = ...he is... • ...is your pet...= it is... <p>7. T reflects on the different ways in which answers or information can be shared – in this case, they will be sharing or reporting on a friend's answers – that friend is a boy, so the "his" must be used.</p> <p>I interviewed Mark about his mum, dad and pet. So...</p> <ul style="list-style-type: none"> • His mum... • His dad... • His pet... <p>T walks ss through studying the information below, which is about using "her" if the friend were a girl and the "now" element, which can be used for emphasis.</p>	<p>8. Draw ss' attention to the first prompt – walk ss through completing it all and then show them how to complete the reporting section.</p> <p>9. T does the checking on the board and then records himself or some ss for noticing how the stretching of the language has gotten longer and more complex, which is great because they have been adding elements little by little, and once this is understood, ss will be able to do it themselves.</p> <p>10. Get ss to help to complete the second prompt – the reporting section as well – try to get some speaking recorded – and play it to the class for analyzing and feedback.</p> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Ss complete prompt three – the reporting section as well – they record themselves, study their speaking and write about it: What is good? What needs a bit of improvement? What needs more serious work?
- Prepare some notes – get ready to share.

KeyCode 1 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 50. Lesson 46. Date: _____.

- Students will be able to **do** descriptions.
- **Describing** pictures
- **Talking** about clothes

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> - Get a memory set with adjectives (words and images) – look at page 50. <p>-----</p> <ol style="list-style-type: none"> 1. Get ss to share their prompt-writing – HW. 2. T divides the group into 4 teams – then spreads the cards on the floor and gets the teams to take turns selecting a pair. 3. Every time ss get a pair, ask them to say who has got the characteristics in the pairing and extend their talking adding to the description – if ss can't do it naturally, T uses some back-up questions to help them do the adding. 4. Remind ss about being respectful – it's differences not flaws, defects, shortcomings, imperfections or lacking. 	<ol style="list-style-type: none"> 5. Draw ss' attention to the pictures on page 50 – try some echo drilling and then get ss to point and mark where that specific characteristic is - in the picture. 6. T walks ss through studying how the information in colour was used and the functions of the core language. 7. T reflects on the core language – all three examples can be used for doing descriptions, but they don't take the same meanings. 8. T gets ss to put all three core-language prompts into their L1 – and then get them back to L2. 9. T walks ss through selecting information for the boxes – colour reference. 10. T gets ss to decide on personal pronouns – and then T models how saying all ideas in a row makes speaking flow. 	<ol style="list-style-type: none"> 11. Draw ss' attention to the speaking section – explain that they will use the core language prompts and the colour reference to talk about the pictures, but first they will have to collect or find words they don't have for talking about those pictures: <p>Example</p> <ul style="list-style-type: none"> • colours • parts of the body (face) • clothes • etc. 12. Whole-class sharing – T writes these new words on the board for ss to use them in the following speaking task. 13. Pair work – ss talk about the pictures. 14. T selects some pairs of ss to do the talking to the class – praise on trying and good language use – when some need-to-improve detail on language use is spotted, let ss know about it – just as a kind reminder. <p style="text-align: right;"><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Get a picture of your family – you must be in it – write about it.
- Prepare some describing notes – get ready to share.

KeyCode 1 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 51 Lesson 47. Date: _____.

- Students will be able to **follow** a conversation, **Following** a conversation
send text messages and **talk** about **Sending** text messages
 pronunciation progress. **Discussing** pronunciation progress

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share their family picture notes – HW.</p> <p>2. T divides the class into five teams – each team has to discuss and decide who in the team is the most popular friend – then the teams have to write a description of the popular friend – as detailed as possible.</p> <p>3. Whole-class sharing – then T explains that all the information about the popular friend in the team has to be used to create a song – the description will be the lyrics – the teams will have 3-5 minutes to get their songs created.</p> <p>4. One team at the time passes to the front to try their song – the song that has brought about more laughing gets to be the winner song.</p>	<p>5. T reflects on questions he could use to get information about what ss were doing.</p> <p>Example</p> <ul style="list-style-type: none"> describe a popular friend What are you doing? We are describing Joshua. write a song What are you doing? We are writing a song. sing a song What are you doing? We are singing a song Etc. <p>6. Draw ss' attention to the first conversation on page 51 – T tries some questions.</p> <p>Example</p> <ul style="list-style-type: none"> Who is talking? What is happening? How are they communicating? <p>7. Get ss to look at the information before and after the gaps – and then to read the whole script for them to guess on the words for the gaps.</p> <p>8. Whole-class sharing – book closed, ss listen and pay special attention to the information for the gaps.</p> <p>9. Whole-class sharing and checking guesses.</p> <p>10. Listen again and follow in the book for checking answers.</p> <p>11. Walk ss through working out conversation 2.</p>	<p>12. T reflects on the different ways to communicate that exist – in this case, the people in the conversations were doing it by phone – and the way used in the following activity is “text messaging”.</p> <p>13. Get ss to look at the words in parenthesis – explain that those verbs must be combined with an appropriate to be form in order to complete the ideas.</p> <p>14. Pair work – ss complete messages 1 and 2 – whole-class sharing and checking.</p> <p>15. T walks ss through completing message 3, but this time making emphasis and marking core language and links.</p> <p>Example</p> <ul style="list-style-type: none"> Charlie, Martin and I are holding posters of the band. The reporters are getting us live. We are calling for the band to come out. <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Practice reading the three messages on page 51 and, when you feel you are ready to try some recording, record yourself reading the messages and send them to someone in your family. Then ask that person to give you feedback on your pronunciation.
- Prepare some notes on the feedback and on whether you agree or disagree with it – get ready to share.

KeyCode 1 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 52 Lesson 48. Date: _____.

- Students will be able to **talk** about social network activity.
- **Asking for** and **giving** information

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share their feedback notes and explain whether they agree or disagree – HW.</p> <p>2. T writes the words for hobbies on page 52 on the board – T runs some voting to find the most popular hobby.</p> <p>3. Once the hobby has been found, T reflects on why the other didn't get to be the most popular ones – and then invites ss to agree or disagree with what he's said.</p> <p>4. Get ss to use the words to label the pictures – get ss to brainstorm words related to each hobby: places, gear or items, time, specific actions (verbs), etc.</p>	<p>5. Draw ss' attention to the first box – explain that it is a post and that the information from the brainstorming can be used to complete it.</p> <p>6. T walks ss through working out the information for the post.</p> <p>Example</p> <ul style="list-style-type: none"> • What do lines 1 and 2 mean? • What words tell you that? • What does the first sentence in line 3 mean? • What words tell you that? • What does the following sentence mean? • What words tell you that? <p>7. Tell ss to use the answers from the questions above to collect the missing information.</p> <p>8. Whole-class sharing and checking.</p> <p>9. T reflects on hints or clues for understanding what information was needed:</p> <p>Example</p> <ol style="list-style-type: none"> 1. What is the boy learning? to write music 2. What is the boy using? a notebook 3. What does the boy use to play? some picks 4. What band is the boy in? the school band <p>10. Pair work - let ss complete posts 2 and 3 – while ss work on it, T writes the posts on the board for whole-class checking.</p> <p>11. T invites some ss to complete the posts and then do the marking and explain it.</p> <p>12. Once T confirms the posts are complete and correct, ss will be allowed to complete them in their books.</p>	<p>13. Mini Project</p> <p>Safe use, Like!!!</p> <ul style="list-style-type: none"> • Get some pictures from your Facebook profile. • Use them to make a collage. • Present it to the class and explain what you are using the site for. <p>14. Whole-class checking: ss listen to their classmates presenting their project – all ss take notes during the presenting so everybody can participate in the feedback.</p> <p><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.