

# KeyCode 1 Unit 9

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

Unit 9 Page 53. Lesson 49. Date: \_\_\_\_\_.

- Students will be able to **identify** verb combinations and endings to talk about the past.
- **Talking** about events in the past
- **Responding** on what someone did on previous days

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share the notes they added – HW.</p> <p>2. LET'S PLAY!</p> <ul style="list-style-type: none"> <li>• T divides the group into four teams.</li> <li>• On a piece of paper, ss write the following verbs: stay, have, go, shop, visit, and play.</li> <li>• Each team has 1 minute to change the verbs into their simple past forms. The team that finishes first runs to the board and writes the answers.</li> <li>• The team who gets the complete and correct answers is the winner.</li> </ul> <p>3. T reflects on verb endings in past forms and explains further.</p> <p>4. Write the verbs in bare form on the board and get ss to think of some combinations.</p> <p>Example  <b>Go to</b> the movies, to the park, the mall, etc.  <b>Have</b> ice cream, some soda, some snacks, etc.</p> <p><b>Stage 2</b></p> <p>5. Draw ss' attention to the pictures on page 53 and describe them in detail – use the phrases in the box to name and label them.</p>	<p>6. Tell ss to spot the verb in each phrase and get it circled – explain that it is the word that must be changed when talking about the past – the other words in the phrase, remain the same – unless the idea goes beyond.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• I <b>shop</b> for clothes at weekends.</li> <li>• I <b>shopped</b> for clothes last weekend.</li> </ul> <p>7. Walk ss through completing the did or did not do activity – explain the <b>Yes, I did.</b> and <b>No, I didn't.</b> options – get some ss to respond and make emphasis on the reference:</p> <ul style="list-style-type: none"> <li>• tick = Yes, I did.</li> <li>• cross= No, I didn't.</li> </ul> <p>8. T writes on the board some different verbs (with some option phrases) and gets ss to guess whether T did the activities or not.</p> <p><b>Example</b>          So, what do you think?</p> <ul style="list-style-type: none"> <li>• <b>Ss:</b> T danced to salsa music on Saturday!</li> <li>• <b>T:</b> Yes, I did. – No, I didn't.</li> <li>• <b>Ss:</b> T didn't dance to rock music last Sunday!</li> <li>• <b>T:</b> Yes, I did. – No, I didn't.</li> </ul> <p>9. Walk ss through studying the examples in the previous activity – get them to notice the tense options they must learn.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• I <b>danced</b> to salsa music.</li> <li>• I <b>didn't dance</b> to salsa music.</li> <li>• The letters in red is what makes the past tense.</li> </ul>	<p>10. Draw ss' attention to the pictures at the end – T reflects on the different combinations one can use when talking about activities.</p> <p>11. Walk ss through studying the examples for picture 1.</p> <p>12. Tell ss to think of one option for each section – remind them about considering the prompts.</p> <p>13. Walk ss through completing all the prompts the same way.</p> <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>• Interview some people – what did you do last weekend?</li> <li>• Prepare some notes – get ready to share.</li> </ul>		

# KeyCode 1 Unit 9

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

Unit 9 Page 54. Lesson 50. Date: \_\_\_\_\_.

- Students will be able to **identify** verb forms to talk about the past.
- **Telling** about events in the past
- **Reporting** on what someone did on previous days
- **Asking** for and **giving** information

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Get ss to share what verbs they didn't know and had to look for to complete the homework assignment.</p> <p>3. T writes this as a list on the board and gets the class to complete a second column with the past forms of these new verbs.</p> <p>4. Get ss to help you create a question prompt for ss to insert the verbs.</p> <p>5. Show ss how to use the verbs – it must be the only thing that changes, so ss can use the prompt to go interview some people around school.</p> <p><b>Example</b></p> <p style="padding-left: 40px;"><b>go to a party</b> <b>stay home</b></p> <p>Did you <b>eat pizza</b> last weekend?</p> <p style="padding-left: 40px;"><b>go shopping</b> <b>study for a test</b> <b>see a film</b></p> <p>6. Tell ss to go interview some people around school – tell them to use the prompt and to take notes on the answers – the goal is to find out which is the most common weekend activity for the school community.</p> <p>7. Get ss to share with the class – T writes ss' sharing on the board, so all the class can organize, summarize, interpret and get to a final result out the survey.</p> <p>8. Get some ss to read the information and present and explain the final results.</p>	<p>9. Draw ss' attention to the grammar section on page 54 – walk ss through studying the information and the examples – point out the fact that they have already used those points – it is just for them to get it better.</p> <p>10. Tell ss to keep in mind the three-step process to work out the following prompts.</p> <p>11. T comes up with a short phrase to remember prompt 1 – walks ss through adding this information in the first three boxes – on the board.</p> <p>12. T gets ss to help to decide on what words can be marked or have some colour-marking as additional help to remember the point.</p> <p>13. Walk ss through working out prompt 2 in the first three boxes – go the same way: add the information and then do the colour-marking.</p> <p>14. Walks ss through working out prompt 3 in the same boxes – go the same way: add the information and do the colour-marking. This time, make emphasis on the past changes.</p>	<p>15. Pair work – get ss to complete box 4 – while ss work on it, T writes the prompts on the board.</p> <p>16. Whole-class sharing and checking.</p> <p>17. T reflects on how the information was used in the three prompts and how easy it can become every time the use it – just pay attention to the changes – that's what the colours help with.</p> <p>18. Get three students to complete the prompts on the board – get them to explain their answers.</p> <p>19. Once T confirms it is complete and correct, ss will be allowed to write in their books.</p> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**

- Read the text on page 54 and circle all the verbs.
- Prepare some notes on what the text is about, by paragraphs – get ready to share.

# KeyCode 1 Unit 9

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

Unit 9 Page 55. Lesson 51. Date: \_\_\_\_\_.

- Students will be able to **identify** verb patterns and **categorize** verbs.
- Discussing** word combination options and patterns

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the text assignment – HW.</p> <p>2. T writes on the board the following questions as headings.</p> <ul style="list-style-type: none"> <li>Which verbs have something in common or look similar?</li> <li>Which verbs look different in past forms?</li> </ul> <p>3. Get ss to say where the verbs they circled in the text should go – Which heading with?</p> <p>4. T writes ss answers on the board - when answers are OK, do some colouring to confirm, when answers are not OK, do some colouring making emphasis on why they must go on the other side.</p> <p><b>Example</b> <b>Heading 1</b></p> <ul style="list-style-type: none"> <li>waited</li> <li>noticed</li> <li>explained</li> </ul> <p><b>Heading 2</b></p> <ul style="list-style-type: none"> <li>(see) saw</li> <li>(get) got</li> <li>(go) went</li> </ul>	<p>5. Draw ss' attention to the verb table on page 55 – tell ss that it must be completed using past forms for the verbs.</p> <p>6. T reflects on the “similar” and “different” ideas in the previous activity – explain that the verbs will be categorized into two groups, “regular and irregular”:</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li><b>Regular</b> – it follows a rule – what rule? The –ed rule.</li> <li><b>Irregular</b> – it does not follow the rule – so what happens? The writing changes.</li> </ul> <p>7. Pair work – get ss to complete the table with past forms and to decide on the labeling.</p> <p>8. Whole-class sharing and checking on the board.</p> <p>9. T walks ss through studying the information about Regular and Irregular forms – and then tell them that they will complete some messages, but the verb options must be transformed into past forms.</p> <p>10. Ss look at message 1 – then they say the past forms of the verbs, so T can write them on the board.</p> <p>11. Ss complete the message – whole-class sharing and checking.</p>	<p>12. T reflects on the different elements an idea in the past must have – at least three:</p> <ul style="list-style-type: none"> <li><b>I</b> – the person</li> <li><b>went</b> – the verb in past</li> <li><b>to the movies.</b> – the information to complete the idea.</li> </ul> <ul style="list-style-type: none"> <li><b>She</b> – the person</li> <li><b>called</b> – the verb in past</li> <li><b>all her friends.</b> – the information to complete the idea.</li> </ul> <p>13. Get ss to do some colour-marking for these elements in message one.</p> <p>14. Individual work – ss work on message 2 the same way – whole-class sharing and checking.</p> <p>15. Groups of three – tell ss to use the information from the reflection in activity 12 – look at the element columns and write – notice that there is something a bit different in the table for examples in negative forms.</p> <p>16. T collects books for later-checking.</p> <p style="text-align: right;"><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**

- Do some research – find some more regular and irregular verbs, 7 of each type, and then draw a table to categorize them – remember to use colours to point out important information.
- Prepare some notes – get ready to share.

# KeyCode 1 Unit 9

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

Unit 9 Page 56. Lesson 52. Date: \_\_\_\_\_.

- Students will be able to **do** word order checking, **identify** word links, and **guess** and **confirm** meaning from context.
- **Explaining** word order
- **Discussing** word meaning

Stage 1	Stage 2	Stage 3
<p>1. Prepare in Advance</p> <ul style="list-style-type: none"> <li>• Write some question sentences on pieces of paper – one word on each paper – all the papers for one question will be a set, so make sure you get enough sets for ss to complete the warm-up activity and the completing the table one.</li> </ul> <p>2. Get ss to share what they got from the HW assignment.</p> <p>3. T divides the class into 8 groups – tell ss that they will receive a set of words – the words make a question sentence.</p> <p>4. Tell ss to get an area to work at – big enough to spread the papers and see the words.</p> <p>5. T will be checking the time it takes each group to complete the task.</p> <p>6. Every time a group finishes, T will say the time it took them, so they can write it down.</p> <p>7. T uses the times to check ss answers – if the group with the shortest time does not get it right, T explains he has to go check group 2, and so on until a winner is found.</p>	<p>8. Get ss to stick the papers on the board – do some additional checking if necessary.</p> <p>9. Tell ss to use the question sentences on the board to complete the table on page 56 – while ss write this down, T asks some random questions about the information on the table.</p> <p>10. T explains that the sentences below the table must be checked using information from the previous activity.</p> <ul style="list-style-type: none"> <li>• So, which sentences are correct?</li> <li>• Which are not?</li> <li>• What do you think must be changed?</li> </ul> <p>11. Pair work – tell ss to get their dictionaries to look up and confirm the meaning of some words – explain that it is necessary that ss learn to express or say things using different language options – ss do the matching.</p> <p>12. Whole-class sharing and checking on the board.</p> <p>13. T explains that when working with gapped texts, it is important to understand what a word means and to use that idea to find a sentence in the text that seems to match that idea.</p> <p>14. Walk ss through studying the text and discuss the different ideas in it, so ss can decide which lines they should put the words on.</p> <p>15. Book closed – get ss to listen to identify answers.</p> <p>16. Ss discuss their first answering – listen again and follow in the book to check answers.</p>	<p>17. Draw ss' attention to the words below the UK picture – there is a set of three meaning options for each word. Read the sentence the word is in, and then look up the word in a dictionary to confirm idea and meaning.</p> <p>18. Whole-class sharing and checking.</p> <p>19. Tell ss that it's likely that they have the information needed to answer the questions below – explain that the questions have some prompts for the answers, it is important to use complete sentences to answer questions – saying specific information is OK, but it is a lot better if it is given by a complete sentence.</p> <p>20. Get ss to answer the questions – every time they get one correct, remind them to explain where the information in the text is: paragraph and line.</p> <p style="text-align: center;"><i>Feedback from T on language used on need.</i></p>

**HW: Book/Notebook**

- Interview some people – Do you know the band the “Beatles”? What can you tell me about them? Do you have any super fan details to share? Why do you think they became so big?
- Prepare some notes – get ready to share.

# KeyCode 1 Unit 9

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

Unit 9 Page 57. Lesson 53. Date: \_\_\_\_\_.

- Students will be able to **identify word links**
- **Explaining** word links

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Get ss to read the questions on page 57 – and then divide the class into small groups.</p> <p>3. Tell ss to reflect on the information from the interviewing-HW to decide if they can answer the questions.</p> <p>4. One group at the time shares answers:</p> <ul style="list-style-type: none"> <li>• one student writes on the board the T or F.</li> <li>• one student reads out using the following prompts.</li> <li>• Statement 1 reads... and we firmly believe that this statement is...</li> <li>• My (brother, dad, mum, cousin, uncle, etc.) says that...</li> </ul> <p><i>"Remember, you are the only one who knows how much language your ss can handle, so you can use or adjust the prompts suggested or use some different ones."</i></p> <p>5. Once T gets a winner group, he gets ss to spot and circle the incorrect information in the statements and also circle the correct one in the text.</p>	<p>6. T reflects on using studying strategies in different situations and for working on different topics – for example, the meaning and idea matching was used to talk about the Beatles while doing some language activity – now the same strategy will be used for talking about some outdoor activity.</p> <p>7. Draw ss' attention to the pictures – ss describe the pictures in detail and use the words to name and label them.</p> <p>8. T gets ss to help to write some more words around the pictures – words related to the activities.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• go camping: food, grass, trees, birds, etc.</li> <li>• have a barbecue: grill, family, cooking, etc.</li> </ul> <p>9. T explains that it is possible that ss find these words in the text – that can also help to find links – now they know the meaning and idea matching is more likely to work.</p> <p>10. Get ss to read paragraph 1 and choose the picture that illustrates that – get ss to explain what words helped with the matching – tell ss to get those words circled (just make sure they are good for getting the matching).</p> <p>11. Get ss to read paragraph 2 and choose the picture that illustrates that – get ss to do the explaining.</p> <p>12. Pair work – ss complete the matching and do the circling – whole-class sharing and checking.</p>	<p>13. Draw ss' attention to "Vocabulary Hunt" – tell ss to write the words they circled in the speech bubbles.</p> <p>14. Tell ss to put the activities in question sentences to find out who did them recently.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• Did you go surfing last month?</li> <li>• Did you go hiking last week?</li> <li>• Did you have a barbecue last Saturday?</li> <li>• Did you go camping last Sunday?</li> </ul> <p>15. Tell ss to interview people in the classroom and around school and take notes on the answers.</p> <p>16. Whole class sharing and checking.</p> <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>• Interview some people – use the prompt and options on page 57 – purple box.</li> <li>• Take some notes on the answers.</li> <li>• Prepare some notes – get ready to share.</li> </ul>		

# KeyCode 1 Unit 9

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

Unit 9 Page 58. Lesson 54. Date: \_\_\_\_\_.

- Students will be able to **explain** word place and order, **write** a biographical text and **express** if they have done similar or different activities in the recent past.
- **Reporting** on what someone said
- **Explaining** word order and place
- **Writing** a biographical text
- **Expressing** you've done the same activity

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Get ss to use the same prompt and options to interview their friends in the classroom – 10 friends.</p> <p>3. Tell ss that they will have to use the table on page 58 to keep a record on the answers – and then look at the examples below and used them as reference to report their answers.</p> <p>4. Ss do the interviewing and the record keeping – and then they will have 2-3 minutes to prepare their reporting sentences – remind ss that there is no need to write everything – some clues or hints can help.</p> <p>5. T asks the class, "Who interviewed N?"</p> <ul style="list-style-type: none"> <li>• Then all ss who did will have to say their reporting sentence at the same time – of course, all of them must sound the same, but if there is variation, get that ss to say his answer individually and check it out – sometimes ss have a wish to go farther and faster, so let them go, and if something is not OK, no problem, trying is the vehicle that can take the one trying where he wants to get.</li> <li>• Do the same the number of times you think is enough.</li> </ul>	<p>6. Get ss to look at the words for the gaps in conversation 1 – get ss to read the conversation quickly and get some guessing on which line each word goes on.</p> <p>7. Book closed – ss listen and pay attention to the information for the gaps – and then discuss on the guessing.</p> <p>8. Listen again and follow in the book to check answers.</p> <p>9. T asks some random questions about the conversation to get ss to talk about it.</p> <p>10. Get ss to look at conversation 2 quickly and say how they are different:</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• What they are about</li> <li>• Who are talking?</li> <li>• Where do you think they are?</li> <li>• Who is the main speaker?</li> <li>• Etc.</li> </ul> <p>11. Ss listen and follow in the book – get some ss to read out, with answers included, for the checking.</p>	<p>12. Pair work – tell ss to complete the unscrambling – remind them about going by important elements – First, find the auxiliary in all the questions, Second, find the person and then the verb, Finally, complete the idea.</p> <p>13. T will collect books for later-checking.</p> <p>14. Walk ss through studying the last note on the same or opposite answer.</p> <p>15. T writes some examples on the board – then gets ss to help to write three more.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• N <b>visited</b> her grandparents last Sunday.</li> <li>• T: So <b>did</b> I.</li> <li>• Joshua: So <b>did</b> I.</li> </ul> <p><b>You see, the same answer.</b></p> <ul style="list-style-type: none"> <li>• N <b>didn't go</b> shopping last Saturday.</li> <li>• T: <b>Neither did</b> I.</li> <li>• Nancy: Me <b>neither</b>.</li> </ul> <p><b>You see, the same answer.</b></p> <p>For the times it is the opposite, just use the following:</p> <ul style="list-style-type: none"> <li>• N <b>visited</b> her grandparents last Sunday.</li> <li>• T: I <b>didn't</b>.</li> <li>• N: I <b>didn't</b> go shopping last Saturday.</li> <li>• T: I <b>did</b>.</li> </ul> <p>16. Mini Project</p> <p>This is me!!!</p> <ul style="list-style-type: none"> <li>• Write your own biography and illustrate it with your favourite picture of you.</li> </ul> <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.