

KeyCode 2 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 53. Lesson 49. Date: _____.

- Students will be able to talk about
- Explaining what has been done housekeeping.

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share the notes they added – HW.</p> <p>2. Divide the class into small groups – tell ss to discuss what they can do to get the classroom cleaned and looking good.</p> <p>3. Explain that ss have to decide what activity each of them would do and why – when explaining the why, ss have to say if they like doing it or they are good at it, it is easy or the easiest, etc.</p> <p>4. Each group will have some minutes to present their conclusions.</p> <p>5. T gets the whole class to decide on the first five things to do:</p> <ul style="list-style-type: none"> • Clean the windows • Mopping • Change or repair the door • Paint the chairs • Etc. <p>6. T reflects on the importance of identifying who is responsible for keeping things in good condition and doing or paying for repairs (at home, school, work, cinema, etc.).</p> <p>7. Draw ss' attention to the pictures on page 53 – get ss to describe them in detail – and then use the options in the box to name the actions and label the pictures.</p>	<p>8. Run a survey in the classroom about who at home usually does the activities in the pictures – let ss use any language they think can help for it.</p> <p>9. Get ss to share:</p> <ol style="list-style-type: none"> What language did you use? Results Get ss to discuss and get to a conclusion of why the activities are done by those people – whole-class. <p>10. Get ss to help to find the verbs that must be used in the past participle form:</p> <ol style="list-style-type: none"> Ss find and say the verbs. Ss circle the verbs in the book and T writes them on the board. Ss say the past participle forms of the verbs. T writes these forms on the board. <p>11. T reflects on the language needed to find out if an action has been done or has been completed at a certain point – T explains the relation between:</p> <ul style="list-style-type: none"> • Forms: paint – painted • Auxiliary: have • Yet: confirming or making emphasis <p>12. Tell ss to use the verbs on the board to complete the questions – get ss to think of the meaning the word "yet" takes.</p> <p>13. Here you can use L1 – and then as soon as some understanding is gotten, get ss back to L2.</p>	<p>14. T walks ss through studying how questions are formed and working out answers.</p> <p>15. T reflects on the use of YET and ALREADY – the how, the when, and the why.</p> <p>16. T walks ss through studying the grammar section – remember to get ss to collect verb forms before completing exercises and circling core language – in this case, the haven't and hasn't.</p> <p>17. Whole-class doing and checking.</p> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people at home – try to use the word yet.
- Sample questions: Mum – Have you finished the cooking yet? Dad – Have you washed the car yet?
- Prepare some notes – get ready to share.

KeyCode 2 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 54. Lesson 50. Date: _____.

- Students will be able to **identify** verbs that allow – ing combinations.
- Expressing** complete ideas using – ing combinations

Stage 1	Stage 2	Stage 3
<p>1. Play the following video and try the quiz.</p> <p>https://www.youtube.com/watch?v=MFzd1dyBPCU</p> <p><i>This is just one option – there are plenty of videos on YouTube.</i></p> <p>2. Get ss to share what they got from the interviewing – HW.</p> <p>3. Walk ss through completing the prompts on page 54.</p> <p>4. T writes on the board the verbs "ENJOY", "LIKE" and "HATE".</p> <p>5. Divide the class into small groups – ss talk about the things teens enjoy, like and hate.</p> <p>6. Tell ss that the talking is for collecting as many ideas as possible.</p> <p>7. T divides the board into the same number of groups gotten – explain that one student from each group will come to the board and write an option for each section (enjoy eating..., like playing..., hate fighting...) – but there is a rule, ss won't be allowed to write an option if another team has it already or is writing it at the moment.</p> <p>8. T runs the game and calls for a winner team.</p> <p>9. T reflects on how flexible the language is – this time, some verbs let speakers use – ing combinations.</p>	<p>10. Pair-work - draw ss' attention to the verbs and the definitions – get ss to do the matching.</p> <p>11. Whole-class checking.</p> <p>12. T explains that the verbs they just worked with let speakers use - ing combinations – walk ss through getting four more options for each verb – if ss want to confirm the meaning of a verb, refer them back to the definitions but show yourself available for helping if still needed.</p> <p>13. T gets ss to share some of their answers and walks them through writing complete sentences – the combination they got must have appropriate information to complete them.</p> <p>14. Write the sentences on the board – once T confirms they are complete and correct, get ss to write them in their notebooks – remember to use colours to highlight core language, in this case the verb and –ing combinations.</p> <p>15. ACTING TIME! - Randomly, T gets a student acting out his combinations in the book to the class – once T has gotten five guesses (five different ss) they all come to the front to act out theirs – tell the class that there will be no more coming to the front, so they go participating openly.</p>	<p>16. Draw ss' attention to the listening section – tell ss that it is possible to guess answers by studying the questions.</p> <p>17. Walk ss through looking around the gaps so they can decide on guessings. Example I ___ watching movies at home with my family.</p> <p>18. Explain that the "movies" shows that the verb before it could be "watching" – this way, by focusing on one word, it could be easier to complete the sentence.</p> <p>19. Book closed – ss listen, check guessings and take notes.</p> <p>20. Discuss the checking and notes.</p> <p>21. Listen again and follow in the book to check answers.</p> <p>22. Whole-class sharing and checking.</p> <p><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 things do you enjoy/like/hate doing? Prepare some notes – get ready to share. 		

KeyCode 2 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 55. Lesson 51. Date: _____.

- Students will be able to **identify** – ing combinations, **report** on people's answers and **follow** word order.
- **Paraphrasing**
- **Reporting** on what people said
- **Explaining** word order

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • Write on small pieces of paper the following words: clean / She / room / stand / every / can't / day / her One word per paper. Prepare 3 – 4 sets like this. <p>-----</p> <ol style="list-style-type: none"> 1. Spread the papers around the classroom/yard. 2. Select two ss to try the word puzzle – tell ss that they must go find the word that goes next – they can't just take another word but the kind of word that may go next – if the word they get is not correct, ss have to put it back where it was and go find the correct one. 3. Try three to four rounds. 4. Get the whole class to study the word order in the sentences used. 5. Get ss to share what they got from the interviewing – HW. 	<ol style="list-style-type: none"> 6. Draw ss' attention to the prompts on page 55 – tell ss that reporting on what someone has said implies some form changes. 7. T reflects on the changes that may occur and explains the why – writing some examples on the board. 8. T walks ss through studying the first prompt – get ss to use colours to mark the different pieces of information to work with. 9. T shows how to get and write the information – complete prompt 2. 10. T gets ss to help to complete prompt 3. 11. Ss will have some minutes to complete prompt 4 – individually. 12. Whole-class checking on the board – ss finish writing or changing information in prompt 4. 	<ol style="list-style-type: none"> 13. Draw ss' attention to the unscrambling section – tell ss to play strategically so the activity gets easier to complete. 14. Steps: <ol style="list-style-type: none"> a) Find and circle the verbs. b) Decide on how the combination goes. c) Study the other words. d) Decide on the order – what words go before and after the combination. e) Remember that the person usually goes before the verb – so find it and get it circled – if there is a modal, it goes in between. f) The information to complete the idea usually goes after the verb combination. 15. Whole-class doing and checking on the board for ss to have a writing and checking reference. 16. Remind ss about waiting for you to confirm the sentences are complete and correct. <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 - Ask them about the things they like doing. Report their answers following the writing sample on page 55. • Prepare some notes – get ready to share. 		

KeyCode 2 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 56. Lesson 52. Date: _____.

- Students will be able to **identify** when word replacement takes place and **change** pronoun forms.
- **Paraphrasing**
- **Explaining** word order

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • Some sets of pronouns (the 8 pronouns) – personal and object ones. • Write them on colour-sheets of paper – look at the book. • Write some simple prompts on the board for ss to complete them using the pairings they will get. <p>-----</p> <ol style="list-style-type: none"> 1. Get ss to share what they got from the interviewing – HW. 2. Get ss to close their eyes – while ss remain so, T sticks the papers on the walls, the ceiling and on the floor – at random order. 3. Make sure to get some papers, same size and shape, with no words on – or maybe with words which look similar but are not useful to play the game. 4. Get two ss to play round 1 – tell ss to go find pairs of pronouns – the student that gets the whole pairing gets to be the winner. 5. Try four to five rounds. 6. T reflects on the order of the pairing – get ss to try oral-drilling all the pairings. 7. Draw ss' attention to the prompts on the board – tell ss to use the pairings to complete them – get them to explain why the pronouns change form – they must notice that the place the word takes prompts the change to be tried. 	<ol style="list-style-type: none"> 8. Divide the class into four groups – get two groups to read and guess the missing words for the paragraph on page 55 and the other two groups working out the second paragraph, page 56. 9. Tell the groups to exchange books with the opposite groups – ss will have to check if the other groups got good guessings. 10. Get the groups to give feedback on the guessing the other group got. 11. Ss get their books back and then listen to check answers. 12. Ss share the number of correct and incorrect guessings they got. 13. Draw ss' attention to the colour mapping – T reflects on it being the information they played with at the beginning. 14. T extends the talking by telling ss to look at the options below – it is the same word playing and also some more form changes to notice. 15. Walk ss through studying and completing the table below – and then ss listen and repeat. 16. T gets ss to help him write some similar examples on the board – remind ss about using colours to mark core language – the language that is doing the important work in the example – use the prompt in the book as colouring reference. 17. T reflects on how the words were used and how the options were gotten. 	<ol style="list-style-type: none"> 18. Refer ss to the listening section – tell ss to read the examples and think of the pronouns to be used and the form they must take. 19. Whole-class sharing. 20. Get ss to listen and follow in the book to fill in the gaps. 21. Whole-class sharing and checking. 22. Divide the class into five groups – each group will have to explain why the words for the gaps took those forms. 23. Each group will have some time to present their conclusions. 24. Tell ss to write the examples on the board in their notebooks – notes from activity 16. <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 three people – use the questions on page 56. • Prepare some notes – get ready to share. 		

KeyCode 2 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 57. Lesson 53. Date: _____.

- Students will be able to **talk** about house/family life.
- **Explaining** what needs repairing
- **Describing** what needs to be done
- **Making** emphasis on things needed for repairs

Stage 1	Stage 2	Stage 3				
<p>Prepare in advance Get some card sets of actions for the class to guess:</p> <ul style="list-style-type: none"> • house chores - mopping • things family take without permission - clothes • things that can be shared - toys • things that shouldn't be shared - underwear <p>-----</p> <ol style="list-style-type: none"> 1. Get five ss at the front – tell them to pick a card – they can't read out. 2. Get one student at the time to act out what's on the card – the class has to guess the actions and things. 3. T writes on the board the headings... <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr> <td>chores</td> <td>things family take without permission</td> <td>things that can be shared</td> <td>things that can't be shared</td> </tr> </table> <ol style="list-style-type: none"> 4. Get ss to sort out the actions and things acted out following the headings. 5. T reflects on home/family life – to introduce HW-sharing. 6. Get ss to share what they got from the interviewing – HW. 	chores	things family take without permission	things that can be shared	things that can't be shared	<ol style="list-style-type: none"> 7. Draw ss' attention to the conversation on page 57 – T asks some questions: Example <ul style="list-style-type: none"> • Who are having a conversation? • Where are the brothers now? • Go to Jes' turn 2, why is she angry? • What happens to Jes when her brothers are around? • Who is getting a new room at home? 8. T gets ss to find words in the text to have some talking to the text notes. Example <ul style="list-style-type: none"> • What word means (ruidoso)? Noisy • What word means (paciente)? Patient 9. Every time ss find a word, tell them to get it circled and write what it means around the text. 10. Refer ss to the option box – tell ss to help you explain when the words can be used or how. 11. T extends the talking by guiding ss through exploring the odds – which word could we use for gap 1? 12. Divide the class into small groups – tell ss to read and complete the conversation. 13. Whole-class sharing and checking. 	<ol style="list-style-type: none"> 14. T extends the talking from activity 5 – this time to introduce home/family situations like sharing time and space, having your own room, decorations, home improvements, repairs, etc. How difficult is it to work them out? 15. Draw ss' attention to the pictures on the right – get ss to try some oral-drilling with the repairing words. 16. T walks ss through writing some sentences about repairs – find a way to get ss talking about materials, tools, cost, time, etc. 17. Once T confirms the examples are complete and correct, ss will be allowed to write them in their notebooks. 18. Tell ss to add three sentences – their own sentences. 19. T collects notebooks for later-checking. <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>
chores	things family take without permission	things that can be shared	things that can't be shared			
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview some people – ask them about repairs that need to be done at home and at their workplace. • Get them to explain what it takes – processes and results. • Prepare some notes – get ready to share. • Bring a traditional game or toy from your country – if you can't get one, get a picture from the internet and print it. 						

KeyCode 2 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 58. Lesson 54. Date: _____.

- Students will be able to **talk** about traditional games and toys and **identify** word/meaning links to follow a narrative.
- **Talking** about Feria experiences
- **Talking** about home choices
- **Explaining** game play

Stage 1	Stage 2	Stage 3
<p>Prepare in advance Get three pictures:</p> <ul style="list-style-type: none"> • before remodelling • after remodelling • a new place <hr/> <p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T sticks the pictures on the board and gets ss to say what the pictures show/illustrate.</p> <p>3. T labels the pictures as before and after remodelling and a new place – then divides the class into small groups and asks ss to think of whether they'd like to remodel their homes or get a new one.</p> <p>4. Before sharing conclusions, T gets the class into two groups – ss who would keep their home and do some remodelling and ss who would like to find a new place – tell ss to explain their choices and compare ideas – and then get each group explaining the other one their reasons.</p> <p>5. T reflects on answers and then shares his point of view to link the talking to the following reading.</p> <p>6. Draw ss' attention to the lines on page 57 – what do you think the following reading will be about?</p> <p>7. T writes the word Feria on the board – tell ss to pretend they are Feria People and their job is selling traditional games and toys – tell ss to improvise their selling speech – it is the time for ss to show what games or toys they brought.</p>	<p>8. T refers ss back to the text on page 58 – then try some Rush reading:</p> <ul style="list-style-type: none"> • T: Ss, on five, say what the idea is in paragraph 1! • Ss: Answer! • T: Ss, on three, say what the idea is in paragraph 3! <p>Play with the ordering and the time.</p> <p>9. Tell ss to go back to the lines on page 58 and find out if the ideas they got about the paragraphs match the ideas in the lines.</p> <p>10. Tell ss to write their guesses on the lines in the text and read to check if the ideas/text makes sense.</p> <p>11. Whole-class sharing and guess-checking – then listen and check answers.</p> <p>12. T extends the talking from activity 7 and talks about his Feria experiences and the rides he has tried – and then asks ss to think of the games and rides that can be found in any feria.</p> <p>13. T writes ss ideas on the board and runs a voting round on the most popular, boring and frightening rides.</p> <p>14. Tell ss to look at the picture of the feria – get them to describe it in detail and use that information to draw a conclusion on where that Feria is or may be.</p>	<p>15. Set up time for doing the following matching – once the time is up, get the class in pairs or groups of three – tell ss to compare answers.</p> <p>16. Whole-class sharing and checking.</p> <p>17. Mini project Traditional games in my country</p> <ul style="list-style-type: none"> • Look for the names of these traditional games and write them on the lines. • Do some research about these traditional games. • Make some posters to present key information such as name, origin, materials, rules, when you can tell someone is the winner, etc. • Give a presentation to the class about traditional games - If possible, visit other classes and give your presentation there. • Pay attention to ss presenting their projects and take notes – everybody will participate during feedback. <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.