

# KeyCode 4 Unit 8

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

Unit 8 Page 47. Lesson 43. Date: \_\_\_\_\_.

- Students will be able to **talk** about different types of energy.
- **Describing** types of energy

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>• Write on small pieces of paper the following words: <b>Energy / derived / from / the movement / of / water</b> - one word per paper.</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li>1. Get some ss to share the notes they added - HW.</li> <li>2. T divides the group into 4 teams. T sticks the papers on the board.           <ul style="list-style-type: none"> <li>• Each team has 1 minute to discuss and create a correct sentence with all the given words.</li> <li>• When a team finishes, one of the members goes to the board and writes their sentence.</li> <li>• The winner is the team that gets the correct answer first.</li> </ul> </li> <li>3. T asks:           <ul style="list-style-type: none"> <li>• Is it difficult to create energy? What does "glocal" mean?</li> </ul> </li> <li>4. Get ss to create small groups and discuss the questions.</li> <li>5. After 3 minutes of discussion, all the teams have to share their ideas and conclusions with the class.</li> </ol>	<ol style="list-style-type: none"> <li>6. T reflects on the conclusions and adds extra information using new vocabulary: <b>nuclear energy, hydroelectric power, geothermal energy, petroleum-oil, natural gas, wind power, coal, solar energy.</b></li> </ol> <p><b>Stage 2</b></p> <ol style="list-style-type: none"> <li>7. Look at the pictures and describe them in detail – use the words in the box to name each and label them.</li> <li>8. Whole-class sharing and checking answers – get ss to name one main characteristic in each picture – get ss to write that around the pictures.</li> <li>9. T divides the class into small groups – tell ss to use the labeling and the characteristics in the pictures to find a description match.</li> <li>10. Whole-class sharing and checking – T reflects on how ss used the information and makes emphasis on how useful using this strategy was.</li> </ol>	<ol style="list-style-type: none"> <li>11. Draw ss' attention to the Speaking part.</li> <li>12. Get ss to use the questions to interview some friends – whole-class sharing.</li> <li>13. T uses ss' ideas to come up with a general answer to the questions.</li> <li>14. Write some ss' ideas and the general answer on the board.</li> <li>15. T tells ss about the dictionary definition on page 47 – get ss to put the words in order – make emphasis on the need to consider the words that are already there, in the ordering section.</li> <li>16. T gets ss to compare this last definition with their ideas in the previous activity – just to point out that it is possible to use different language to communicate similar ideas.</li> </ol> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**

- Interview 3 people. What does Globalization mean?
- Prepare some notes – get ready to share.

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

Unit 8 Page 48. Lesson 44. Date: \_\_\_\_\_.

- Students will be able to **follow** a narrative and **identify** Pros and Cons of globalization.
- **Discussing** Pros and Cons of globalization

Stage 1	Stage 2	Stage 3
<p>1. T gets ss to try some kind of physical activity: warming up, specific exercises, dancing, etc. – some seconds.</p> <p>2. T asks:</p> <ul style="list-style-type: none"> <li>• Do you feel the energy inside you?</li> <li>• How does energy work inside your body?</li> <li>• Did this exercise help you to feel more energy? Explain.</li> </ul> <p>3. Get ss to share what they got from the interviewing – HW.</p> <p>4. T asks students:</p> <ul style="list-style-type: none"> <li>• What does energy mean?</li> <li>• What is globalization</li> <li>• Remind ss about using their own words to answer the questions.</li> </ul> <p>5. Whole-class sharing – T reflects on the answers and also gives his opinion – try some cueing or reformulating, just if needed.</p>	<p>6. Ss look at the picture and talk – how are the concepts of energy and globalization related to the picture?</p> <p>7. Get some ss to help to read the text – by parts – get ss to analyze the information around the gaps.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• ..., you won't _____ - there is no need to think that much...</li> <li>• As effort is not needed, you won't <u>get tired</u>.</li> </ul> <p>8. Get ss to try coming up with explanations similar to the one above – accept all.</p> <p>9. Get ss into small groups – discuss the questions below the picture.</p> <p>10. Whole-class sharing.</p> <p>11. Brainstorm on Pros and Cons about Globalization – get ss to help you to use the ideas from the brainstorming to draw a map/chart on the board.</p>	<p>12. T gets ss to read the points in the column on the right – one point at the time – get ss into deciding whether it presents Pros or Cons by underlining key information to support the choice.</p> <p><b>Example</b> Multinational corporations are <b>accused of social injustice, unfair working conditions</b>, as well as a <b>lack of concern</b> for the environment, <b>mismanagement</b> of natural resources and ecological <b>damage</b>.</p> <ul style="list-style-type: none"> <li>• Pros – why?</li> <li>• Cons - Why?</li> </ul> <p>13. Remind ss about the importance of spotting key information – it helps to explain or justify choices – sometimes there will be room for discussing on something being Pros or Cons based on perspective and benefits – but this time, all the language spotted can be used to justify that...</p> <p style="text-align: center;"><i><u>Feedback from T on language used on need.</u></i></p>

**HW: Book/Notebook**

- Interview some people – What do you think about globalization? Good or convenient – for some?
- Prepare some notes – get ready to share.
- Bring a magazine – to get brands (company names) of different types.

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

Unit 8 Page 49. Lesson 45. Date: \_\_\_\_\_.

- Students will be able to **use** connectors to present contrasting ideas.
- **Expressing** contrasting ideas
- **Talking** about Global brands

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>• Bring a collage with many global brands.</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li>1. T divides the group into 4 teams – 1 member of each team has to stand at the back of the room, T says a brand and counts up to 3, ss take turns saying where the brand logo is – teams change participants and go the same way – the team that gets 5 points first gets to be the winner team.</li> <li>2. T writes some words for products on the board – T asks ss what the most famous brand around the world is – for each product type on the board.</li> <li>3. T reflects on the answers adding information - using connectors: <b>although, in spite of, despite the fact that.</b></li> <li>4. Get ss to share what they got from the interviewing – HW.</li> </ol>	<ol style="list-style-type: none"> <li>5. Draw ss' attention to the first grammar section – walk ss through studying the information and writing two more examples.</li> <li>6. Get ss to help to do the writing on the board, so ss can have a studying and checking reference.</li> <li>7. T reflects on the examples and extends the talking about the global brands mentioned before.</li> <li>8. Tell ss to find and cut out some brand logos/names from their magazines.</li> <li>9. Get ss to go with different friends to talk about the brands they found: name, product, logo design, prices, etc.</li> <li>10. Get ss into studying the information in the second grammar section – write some more examples.</li> <li>11. Get ss to help to do the writing on the board, so ss can have a studying and checking reference.</li> <li>12. T reflects on the examples and extends the talking about the global brands ss found in the magazines.</li> </ol>	<ol style="list-style-type: none"> <li>13. In small groups, ss discuss the questions above the picture.</li> <li>14. Whole-class sharing – T reflects on ss answers and also answers the questions briefly.</li> <li>15. Still in the same grouping, tell ss to make a collage using the cut outs – each group will have 1-2 minutes to present their collages.</li> <li>16. Get ss to help you write some example sentences about the brands on the board – using connectors – remember to get ss to use colours to identify core language – language that is doing important work in the sentence.</li> <li>17. Once T confirms examples are complete and correct, ss will be allowed to write them in their notebooks.</li> </ol> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**

- Interview 4 people – What things do you frequently shop? What are the brands? Can you say something positive and negative about the brand? If there is a negative point, why do you still buy that?
- Prepare some notes using connectors – get ready to share.
- The collages you made will be used in the next session.

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

Unit 8 Page 50. Lesson 46. Date: \_\_\_\_\_.

- Students will be able to **talk** about the effects that colours have on people's behavior.
- Talking** about global brands and how they use colours

Stage 1	Stage 2	Stage 3
<ol style="list-style-type: none"> <li>1. Get ss to share what they got from the interviewing – HW.</li> <li>2. T gets ss into the last grouping they had in the previous session – get ss to pick a different collage – all ss in the groups have to choose a brand, say something positive and something negative about it, and then explain why they would still buy a product of the brand chosen.</li> <li>3. The whole class helps to make a collage wall.</li> <li>4. T reflects on the answers adding some information or points of view about the brands, this time using <b>but &amp; however</b>.</li> <li>5. T gets some ss to help to write the sentences he used that contained but and however on the board – T shows/explains contrasting ideas.</li> </ol>	<ol style="list-style-type: none"> <li>6. Draw ss' attention to the first grammar section – walk ss through studying the information and writing two more examples.</li> <li>7. Get ss to help to do the writing on the board, so ss can have a studying and checking reference.</li> <li>8. Get ss to look at the collage wall – which brands can people try some complaining about?</li> <li>9. T writes ss' ideas on the board – use the ideas to get ss thinking of why people keep buying those products – why people decide to ignore the complaining?</li> <li>10. Draw ss' attention to the second grammar section – walk ss through studying the information and writing two more examples.</li> <li>11. Get ss to help to do the writing on the board, so ss can have a studying and checking reference.</li> <li>12. Look at the picture on page 50 and at the collage wall – which brands are the biggest or the most consumed and popular?</li> <li>13. Get ss to discuss the questions considering the brands they just spotted.</li> <li>14. Whole-class sharing – T reflects on answers – using connectors.</li> </ol>	<ol style="list-style-type: none"> <li>15. Get ss into making a list of the colours used in the brand logos.</li> <li>16. Ss go with different friends to compare their lists.</li> <li>17. Ss look at the colour-picture on page 50 – ss use the colour explanations to reflect on the brands they got in their collages – do you think the colours used really have those effects on people – how come?</li> <li>18. In small groups – ss discuss the questions above the colour picture – whole-class sharing.</li> <li>19. Get ss to help to create some notes on the effects colours have on people's shopping behavior.</li> <li>20. Once T confirms the notes are complete and correct, ss will be allowed to write them in their notebooks.</li> </ol> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**

- Interview 4 people – What are the brands that you consume more often? What colours were used in the logos? Did you know that/those colour(s)...? - tell the people about the effects of the colours and take notes on their reactions and comments.
- Prepare some notes – get ready to share.

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

Unit 8 Page 51 Lesson 47. Date: \_\_\_\_\_.

- Students will be able to **identify** and **use** words form UK and A English and also loan words.
- **Talking** about the language: versions and loan words, Lingua Franca and Glocal English

Stage 1	Stage 2	Stage 3
<ol style="list-style-type: none"> <li>1. Get ss to share what they got from the interviewing – HW.</li> <li>2. T divides the group into three teams – and the board into three columns. One student from each team has to write a word from another language that we use as part of our L1 - e.g. <b>OK, hot dog, pizza, spaghetti, cappuccino, bye, etc.</b></li> <li>3. T and whole-class checking: <b>a)</b> if there are spelling details, everybody helps with the correcting and <b>b)</b> all the words that are repeated will be crossed out – the team with the longest list will get to be the winner team.</li> <li>4. Pair work – ss look at the words in the blue and red boxes – T explains that the words are A and UK versions – ss use the words to name the things in the pictures and label them.</li> <li>5. Whole-class sharing – get ss to go and discuss the questions with different friends – one question per friend.</li> <li>6. Whole-class sharing – T reflects on ss' answers and adds his point of view – then gets the same ss to agree or disagree.</li> </ol>	<ol style="list-style-type: none"> <li>7. Draw ss' attention to the Loan words section – tell ss that the letters in parenthesis form the word that is needed for the gap – get ss some time to try guessing the words – write them on the board.</li> <li>8. Once ss get all the words, T walks ss through studying whether the words fit the context/complete the ideas or not – listen and check answers.</li> <li>9. Ss go interview other English teachers and students around school – do you know any French (different languages) words that are used as part of the English Language?</li> <li>10. Whole-class sharing – books closed – get ss to listen, but there is no writing at this point.</li> <li>11. Get ss to share what the answers may be – T writes ss' ideas on the board.</li> <li>12. Book open – ss listen again to check answers.</li> <li>13. T reflects on the way the English language has spread around the world throughout history and draws a conclusion on why it has become the Lingua Franca – then gets ss to complete the paragraph about it.</li> </ol>	<ol style="list-style-type: none"> <li>14. Draw ss' attention to the grammar section – walk students through studying the usage – and write the following as a topic list. <ul style="list-style-type: none"> <li>• A and UK words</li> <li>• Loan words</li> <li>• Lingua Franca</li> </ul> </li> <li>15. T gets ss to help to write some example sentences about the topics listed using “on the other hand”</li> <li>16. Remember, the writing is done on the board, so ss can help and use it as a writing and checking reference.</li> <li>17. Once T confirms examples are complete and correct, ss will be allowed to write them in their notebooks – tell ss to choose one of the examples and write it in the book as well.</li> </ol> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

**HW: Book/Notebook**

- Interview some people – tell them about loan words, for example: Do you know the word...? Did you know it is a French word?
- Prepare some notes – get ready to share.

## KeyCode 4 Unit 8

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

Unit 8 Page 52 Lesson 48. Date: \_\_\_\_\_.

- Students will be able to **talk** about the global effects of languages.
- **Expressing** results and reasons for something to happen

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Watch the video, Dive Mr Bean – take notes on different scenes and details - minute 00:00 - 06.26. <a href="https://www.youtube.com/watch?v=IYN5k6DJs0">https://www.youtube.com/watch?v=IYN5k6DJs0</a> (This is just one option – there are plenty of videos on YouTube.)</p> <p>3. Whole-class shares notes – T explains that all the notes will be used to practice a new grammar point.</p> <p>4. Draw ss' attention to the grammar section – walk ss through studying the information and the examples.</p> <p>5. T writes on the board the new phrases and a short hint of meaning/usage.</p> <p>6. T presents a first example using ss' notes about the video and the new grammar point.</p> <p>7. T uses colours to spot core language.</p> <p>8. T gets some ss to help to write some more examples – the writing must be done on the board, so ss can have a writing and a checking reference.</p> <p>9. Once T confirms examples are complete and correct, ss will be allowed to write them in their notebooks.</p>	<p>10. Pair work - give ss sometime to write their own examples in the book – the teacher will do the checking after the session has finished.</p> <p>11. Draw ss' attention to all four following activities – get ss to explain what each activity is about – what they have to do.</p> <p>12. T makes emphasis on things to do: 1. Make sure you study the options for each questions. 2. Make sure you think of a word for the gap that connects the ideas 3. Make sure you add the line in the gap that can let the idea continue 4. Make sure you transform the words into the correct forms.</p> <p>13. Listening – try one activity at the time and make sure ss analyse their answering and draw a conclusion about each.</p> <p>14. Get some ss to read the paragraphs with the answers and to briefly explain what each paragraph was about.</p>	<p>15. Mini Project  The United Nations Conference</p> <p>16. T divides the class into small groups:</p> <ul style="list-style-type: none"> <li>• Discuss problems in the world today.</li> <li>• Make a list of possible solutions for the different problems you find.</li> <li>• Remember to pick a country to talk on behalf of (represent).</li> </ul> <p>17. Whole-class checking: ss listen to their classmates presenting their project and take notes for participating 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.