

## KeyCode 5 Unit 1

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

Unit 1 Page 5. Lesson 1. Date: \_\_\_\_\_.

- Students will be able to **talk** about clothes and styles.
- Describing** different looks
- Explaining** items needed

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance</b></p> <p>Ss will bring a piece of their favourite clothes (T-shirt, cap, shorts, etc.).</p> <p>-----</p> <p>1. Ss show the items they brought and explain why they are their favourite.</p> <p>2. T talks about the clothes he/she wore when he/she was young – and about the items he/she wanted to wear but never did.</p> <p>3. T draws ss' attention to the pictures on page 5 – explain what the pictures show.</p> <p>4. T gets ss passing a marker over a friend. T counts up to 10. The student holding the marker at number 10 will read out the first question and say who will be answering.</p> <p>5. Do the same for all the questions on page 5, Activity 1.</p> <p>6. Get ss numbering the pictures individually.</p> <p>7. Ss go with some friends to compare their numbering.</p> <p>8. Whole-class sharing.</p>	<p>9. T writes on the board the words for styles in activity 2.</p> <p>10. T talks about the styles - making emphasis on the one he likes best.</p> <p>11. Pair talking – ss discuss the question:</p> <p>Which style would you like to try once?</p> <p>12. T gets ss brainstorming on items needed to cover each style. For example:</p> <ul style="list-style-type: none"> <li><b>Rocker:</b> boots, leather pants, bracelets, etc.</li> </ul> <p>13. T writes ss' ideas on items for the styles on the board.</p> <p>14. T draws ss' attention to the information from the brainstorming – based on it, ss will draw a conclusion on which style is the most popular among teens and adults – talking in groups and then sharing to the class.</p>	<p>15. Individual work – get ss to choose one style.</p> <p>16. Walk ss through working out how to organize the information on the table.</p> <p>17. T draws the table on page 5, Activity 2 on the board and adds items for each section.</p> <p>18. Get ss to guess which style T chose.</p> <p>19. Pair-work: get ss to tell their friend about the style they chose.</p> <p>20. Random sharing to the class: T picks some students to tell the class about the styles they chose.</p> <p>21. T extends the talking and the style options using the questions – get all class into talking – one student at the time.</p> <p><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 your parents: What style did you go with when you were younger?</li> <li>Question for you: How different are the styles your mum and dad have now from the ones they told you about?</li> <li>Prepare some notes – get ready to share.</li> </ul>		

## KeyCode 5 Unit 1

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

Unit 1 Page 6 Lesson 2 Date: \_\_\_\_\_

- Students will be able to **differentiate** reading strategies **and do** skimming and scanning.

**Presenting** specific information  
**Naming** new clothes

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T asks ss what is skimming and scanning.</p> <p>3. T explains both reading strategies and shows examples to differentiate them.</p> <p>4. Draw ss' attention to the text and the pictures on page 6.</p> <p>5. Get ss to describe the styles – then explain if they have seen them somewhere.</p> <p>6. T gets some ss to read out the text by paragraphs.</p> <p>7. T explains that every time a paragraph has been read, ss will have to spot words to label the styles in the pictures.</p> <p>8. Get ss to circle the words for dressing styles in the text and underline information closely related to the style: description, cost, items, etc.</p> <p>9. T checks ss complete the task for a whole class sharing activity and to check answers.</p>	<p>10. Draw ss' attention to activity number 4 – get ss to share information about the items in the pictures: popular colours, who usually wears those, cost, where to buy them, etc.</p> <p>11. T asks if ss can tell the name of the clothes in the pictures – point out the fact that this time they can't use the ordinary names of them.</p> <p>12. Get ss to go back to the text to find the words for the items in the pictures – tell ss to look at the information they got underlined: it is possible the answers are there.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>T says: look at paragraph number 3, the word is "sweatshirts", label the first picture.</li> </ul> <p>13. Individual work: ss continue with the rest of the activity.</p> <p>14. Whole class sharing answers – get ss to extend their answers by sharing as much information as possible: they can use the information circled and underlined.</p>	<p>15. Get ss to speak about the clothes – interview some friends about the clothes in the pictures:</p> <p><b>Sample questions:</b></p> <ul style="list-style-type: none"> <li>Which do you like best?</li> <li>Do you have one of these at home?</li> <li>Does your mum / sister / girlfriend have any of those?</li> <li>What colours do you prefer for these items?</li> <li>Etc.</li> </ul> <p>16. T collects books for later checking.</p> <p>17. Pair work: Students make some catalogue pages – showing what other items the ones on page 6 can go with:</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>The sunnies <b>go</b> well with a hat.</li> </ul> <p>18. Ss go with other pairs to compare answers.</p> <p>19. Whole class sharing.</p> <p><u>Feedback from T on language used on need.</u></p>

### HW: Book/Notebook

- Interview some adults – Did you know that we have different words for a dress?
- What is the name for the kind of dress that women wear in India?
- Would you tell me another form to call a pair of sunglasses?
- Prepare some notes – get ready to share.

Unit 1

Page 7.

Lesson 3. Date: \_\_\_\_\_.

- Students will be able to **do reading** for specific information and **work out meaning** by context: using a spotting strategy, **support answers** by marking key information and **identify** structural words and **explain** how they connect ideas.
- Discussing** and **explaining** usefulness of a reading strategy
- Sharing** personal opinion
- Supporting** answers by information collected
- Describing** how words connect ideas

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing.</p> <p>2. T writes some words on the board – with missing letters: read out the definitions for ss to guess the missing letters and complete the words.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>A person who plans the form, look, or workings of something before its being made or built typically by drawing details (f_____ ) d_____</li> </ul> <p>3. Refer ss back to the text on page 6 – tell ss to find the words for the meanings (point out the fact that at this point, reading can be avoided as the first letter of each word is there – one strategy can be finding words starting with the letters and check out the number of letters the words must have.</p> <p>4. T plays the audio, ss read and follow in the book to find word and sound matching.</p> <p>5. Whole class sharing and checking.</p> <p>6. T draws ss' attention to activity number 6 – write on the board statements <b>a</b> and <b>b</b>.</p> <p>7. Tell ss that it is important to get information underlined to support answers – sometimes information is not in the text, but answers can still be supported.</p> <p>8. Get ss into small groups to do some body reading – tell ss to get information underlined.</p> <p>9. T monitors to make sure ss are doing the reading and underlining.</p> <p>10. Whole class shares answers.</p> <p><b>Stage 2</b></p> <p>11. T writes on the board:</p> <p><b>The athleisure fashion style</b></p>	<p>12. Tell ss to pay attention to the word that describes the style, what elements can you see in it?</p> <p>13. Pair talking: discuss and come up with an explanation.</p> <p>14. Get some pairs to share with the class.</p> <p>15. T extends the talking by adding information about the <b>athleisure</b> style.</p> <p>16. T prepares a map description of the <b>athleisure style on the board.</b></p> <p><b>Pair talking:</b></p> <ul style="list-style-type: none"> <li>How do you like the athleisure style?</li> <li>Is it a costly trend?</li> <li>What are your favourite sports clothes?</li> <li>What brands are your favourite?</li> <li>Do you think items of those brands are expensive or cheap?</li> </ul> <p>17. T gets some pairs to share with the class.</p> <p>18. T draws ss' attention to activity number 7.</p> <p>19. Get a volunteer to read out the text making a pause at the blank spaces – answers are not given or checked yet.</p> <p>20. Get ss to look at the language before and after the gaps. Think of some words that can fit numbers 1-3 and ss share with the class.</p> <p>21. T writes ss' ideas on the board – then T sticks some papers (with the missing words on) on the board.</p> <p>22. Ss check if their guesses appear in the options on the papers.</p> <p>23. T prompts ss to make a final decision – then shows correct answers and explains.</p>	<p>24. Pair work: ss complete the activity on their own – while ss work on it, T writes three lists on the board, numbers from 4 to 10.</p> <p>25. Get ss to share answers – T writes them on the board. If necessary, use all three lists, or more, in order to show how varied answers were – tell ss to make a final decision and then show correct answers.</p> <p><b>Stage 3</b></p> <p>26. T draws ss' attention to activity number 8 – get ss to think about the kind of information and words that may fit the gaps.</p> <p>27. T gets some ss to help him write all the prompts on the board.</p> <p>28. Elicit some possible answers and write them below the gaps/lines.</p> <p>29. Ss listen and check guesses – then the whole class helps to fill in the gaps.</p> <p>30. Ss listen again and check answers – make some corrections if necessary.</p> <p>31. Get ss discuss on the guessing on the board: did you get it all correct? How many did you have to change?</p> <p>32. T extends the talking using the prompts.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li><b>I admit I don't like wearing... (their own opinion).</b></li> <li><b>I promise I will try wearing some... (their own opinion).</b></li> </ul> <p>33. Let ss write the answers in the book and then collect the books for later checking.</p> <p><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 your family: (Use a picture of the athleisure fashion style): What do you think about this style? Do you think it is an expensive style? Why? Would you ever try it?</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 1 Page 8. Lesson 4 Date: \_\_\_\_\_.

- Students will be able to **use** present simple forms and phrasal verbs according to context.
- Describing** the construction of present simple sentences
- Explaining** the meaning and function of phrasal verbs

Stage 1		
<p><b>Prepare in advance</b></p> <p><b>a.</b> On colour sheets of paper, write the elements of the constructions in the blue box on page 8 – one element on each paper. Ss will put the papers in order, showing the elements of the constructions on the board.</p> <p><b>b.</b> Get some pieces of tape handy for this game-like activity.</p> <p>-----</p> <p><b>1.</b> Get ss to share what they got from the interviewing – HW.</p> <p><b>2.</b> T writes some questions on the board.</p> <ul style="list-style-type: none"> <li>When do you wear a coat?</li> <li>When do you wear formal clothes?</li> <li>When do you wear a uniform?</li> <li>When do you clean your closet?</li> </ul> <p><b>3.</b> Pair work: ss discuss the questions – then whole class sharing.</p> <p><b>4.</b> T reflects on the different ways to use present simple forms and gets ss to give examples.</p> <p><b>a.</b> Use present simple forms when things happen.</p> <ul style="list-style-type: none"> <li>I wear a coat every winter. (Ss give some more examples.)</li> </ul> <p><b>b.</b> Use present simple forms to talk about situations that are permanent.</p> <ul style="list-style-type: none"> <li>My mom buys a lot of shoes. (Ss give some more examples.)</li> </ul> <p><b>c.</b> Use present simple forms to present general truths.</p> <ul style="list-style-type: none"> <li>I wear shorts when it is hot. (Ss give some more examples.)</li> </ul> <p><b>d.</b> Use present simple forms to talk about habits and frequency.</p> <ul style="list-style-type: none"> <li>She always sells her old clothes. (Ss give some more examples.)</li> </ul>	<p><b>5.</b> Ss listen to the audio and complete the sentences to notice the different ways to use present simple forms - page 8.</p> <p><b>6.</b> T checks ss' work is complete.</p> <p><b>7.</b> Whole class share answers.</p> <p><b>Stage 2</b></p> <p><b>8.</b> T draws ss' attention to activity 2.</p> <p><b>9.</b> T gets ss to analyse the information in the blue box.</p> <p><b>10.</b> T explains the positive construction. The sentence has the following elements: subject, verb, complement (complete the idea).</p> <p><b>11.</b> T explains the negative construction which needs an auxiliary (do/don't) according to the subject, plus verb and complement (complete the idea).</p> <p><b>12.</b> T explains the question construction: auxiliary, subject, verb and complement (complete the idea).</p> <p><b>13.</b> T gets ss to compare all three forms: positive, negative and interrogative forms – how are they different?</p> <p><b>14.</b> T gets ss to read and rewrite the construction – the elements only.</p> <p><b>15.</b> T gets two students coming to the board. Ss take a set of colour papers – the papers have the elements of the constructions in the blue box. Ss use some tape to get the papers on the board showing all three forms.</p>	<p><b>16.</b> The student who can put the papers in order first gets to be the winner: give him/her a big cheering round of applause.</p> <p><b>Stage 3</b></p> <p><b>17.</b> T writes in the middle of the board "Phrasal verbs" – get ss to come up with a short explanation, then add some information just to get it complete.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>an idiomatic phrase consisting of a verb and another element: an adverb (break down), a preposition (be up), or a combination of both (look down on).</li> </ul> <p><b>18.</b> Get ss brainstorming some phrasal verbs and T writes them on the board – get ss to help to make/write complete sentences using the phrasal verbs on the board.</p> <p><b>19.</b> T draws ss' attention to activity 3.</p> <p><b>20.</b> T gets ss to read and match the phrasal verbs with the meanings – remind ss about using a dictionary or the internet.</p> <p><b>21.</b> Walk ss through working out questions 1 to 3, then lets ss complete the task.</p> <p><b>22.</b> T checks ss complete the task and then the whole class shares answers.</p> <p><b>23.</b> T draws ss' attention to activity number 4 - explain that activity 4 will be completed at home using the previous matching.</p> <p><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>Prepare some notes to explain what words or information helped you decide on what phrasal verb to use for each sentence.</li> <li>Look up 5 more examples of phrasal verbs and their meanings.</li> <li>Take notes, get ready to share.</li> </ul>		

## KeyCode 5 Unit 1

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

Unit 1 Page 9 Lesson 5 Date: \_\_\_\_\_

- Students will be able to **identify** and **differentiate** words and the functions and place they take in a sentence.
- Explaining** word place and function
- Describing** word order

Stage 1		
<p><b>Prepare in advance</b> T prepares and prints the lyrics of a song to fill blank spaces.</p> <p>-----</p> <ol style="list-style-type: none"> <li>Get ss to share about the HW assignment.</li> <li>T goes to lyricstraining.com - select a video and the level: starter, intermediate, advanced, expert.</li> <li>T gets ss to play completing the song lyrics. They all sing along after completing the lyrics.</li> </ol> <p>-----</p> <p>Off-line option: T hands out the lyrics prints.</p> <ol style="list-style-type: none"> <li>T plays the song and gets ss to complete the blank spaces.</li> <li>T plays the song one more time.</li> <li>Whole class shares answers.</li> <li>T gets ss to sing along.</li> </ol> <p>-----</p> <ol style="list-style-type: none"> <li>T writes on the board the questions on page 9 – get ss to discuss them.</li> <li>Extend the talking by prompting some more points to talk about: other bag brands and accessories, perfumes, brands and costs, etc.</li> </ol> <p><b>Stage 2</b></p> <ol style="list-style-type: none"> <li>T draws ss' attention to activity 2 – get ss to read the prompts and to think of the kind of information needed and what kinds of words can help with that.</li> </ol>	<p><b>Example:</b></p> <ol style="list-style-type: none"> <li>Tory Burch <b>was born on</b> <u>MONTH</u> 17, <u>YEAR</u>.</li> <li>She has <b>won</b> several <b>WHAT + REASON</b> designs.</li> <li>Forbes magazine <b>WORD TO DESCRIBE OR NAME SOMEONE</b> her <b>73rd most powerful woman</b>.</li> <li>Get ss into groups of three and make a list of possible words and information for the gaps.</li> <li>Ss go with some friends to compare their lists and make some changes if they have changed their minds.</li> <li>Book closed – listen to the track and check the information on the lists.</li> <li>Get ss into the same grouping they were in before to discuss the information and words on their lists – challenge ss to think of possible answers – tell them to write their guesses on a piece of paper.</li> <li>Listen to the track again – this time using the lists, the guessing notes and the book.</li> <li>Whole class shares and checks answers.</li> </ol> <p><b>Note. Remember to write answers on the board after some ss have shared theirs – they need to have a checking reference.</b></p> <p><b>Stage 3</b></p> <ol style="list-style-type: none"> <li>T reflects on the importance of differentiating types of words and the functions and places they take in a sentence.</li> </ol>	<ol style="list-style-type: none"> <li>T writes on the board a sentence – simple enough for ss to review parts of speech, their functions and places the take – also what types of words come before or after.</li> </ol> <p><b>Note. Remember to stick to the topic – Style.</b></p> <ol style="list-style-type: none"> <li>T walks ss through doing the part of speech analysis on the board.</li> <li>T draws ss' attention to activity number 3.</li> <li>T gets some ss (3) to read out and then stop at the blank space – explain that the part of speech analysis can help to complete the task and make emphasis on the importance of considering context as well – it is because context sometimes demands certain combinations or prompts changes in meaning.</li> <li>Let ss complete the task – get ss to share answers with the class – discuss different answers or options.</li> <li>T writes on the board possible answers ss shared.</li> <li>Get ss to listen and check – discuss the guessing on the board: did you get it all correct? How many did you have to change? Can you explain why? Etc.</li> <li>T collects books for later checking.</li> </ol> <p><i>Feedback from T on the language used on need.</i></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Interview some people: Do you know Tory Burch or Tom Ford? What's your favourite accessory brand? What perfumes do you like shopping for? What part of the body do you apply them on? Why?</li> <li>Prepare some notes and get ready to share.</li> </ul>		

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

Unit 1 Page 10 Lesson 6 Date: \_\_\_\_\_.

- Students will be able to **use** present simple continuous forms and idioms or phrases according to context.
- Describing** the construction of present simple sentences
- Explaining** the meaning and function of idioms and phrases

Stage 1		Stage 3
<p><b>Prepare in advance</b></p> <p>T makes a presentation in PowerPoint with images of people doing actions (consider present continuous) – prepare some uncovering image effects.</p> <p>-----</p> <p>1. Get ss to share what they got from the interviewing HW.</p> <p>2. T projects the PowerPoint presentation – talk about the pictures.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Describe them in detail.</li> <li>Explain what is happening exactly.</li> <li>What tells it is a temporary action?</li> <li>Etc.</li> </ul> <p>3. Whole class talking.</p> <p>4. T reflects on the different ways to use the present continuous.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Use the present continuous to talk about the present moment.</li> <li>I am wearing Prada.</li> </ul> <p>(Ss give some more examples)</p> <ul style="list-style-type: none"> <li>Use the present continuous to suggest that an action is temporary.</li> <li>I am walking on the red carpet.</li> </ul> <p>(Ss give some more examples)</p> <ul style="list-style-type: none"> <li>Use the present continuous to talk about events around the time of speaking.</li> <li>I am thinking about the clothes I am going to wear.</li> </ul> <p>(Ss give some more examples)</p> <ul style="list-style-type: none"> <li>Use the present continuous to make emphasis on:</li> <li>Changing situations: The prices of clothes are increasing season after season.</li> </ul> <p>(Ss give some more examples)</p>	<p><b>Complaining:</b> You are taking my clothes without my permission. (Ss give some more examples)</p> <p><b>Frequent happening:</b> Clothes brands are always launching new items (Ss give some more examples)</p> <p>4. Ss listen to the audio and complete the sentences to review the different ways to use present continuous forms on page 10.</p> <p>5. T checks ss' work is complete.</p> <p>6. Whole class shares answers.</p> <p><b>Stage 2</b></p> <p>7. T draw ss' attention to activity 2 – explain the different constructions on the board using new example sentences.</p> <p>Play: blindfold writing</p> <p>8. Get two ss standing at the front of the class – get them blindfolded.</p> <p>9. Ss at the front will have to write the constructions – one at a time.</p> <p>10. The moment they finish writing the first one, they go pick a new friend, get him/her blindfolded, and help him/her get to the front to start writing the second construction.</p> <p>11. Do the same for construction three.</p> <p>12. T gets ss to analyse the blue box – tell ss to rewrite the constructions in the box below – it is the core elements only.</p>	<p>13. T writes in the middle of the board "idioms and phrases"- get ss to come up with a short explanation, then add some information just to get it complete.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>a group of words in a fixed order that has a particular meaning that is different from the meanings of each word on its own</li> </ul> <p>14. T writes some funny-looking Idioms on the board and explains why they are useful when talking to native speakers.</p> <p>15. T gets ss to translate some ideas from L1 to L2 and then to add the funny-looking Idioms – to set up the whole scene.</p> <p>16. T draw ss' attention to activity number 3.</p> <p>17. T gets ss to read and match the phrases with the meanings- remind ss about using a dictionary or the internet.</p> <p>18. Walk ss through working out questions 1 to 3, then lets ss complete the task.</p> <p>19. T checks ss complete the task.</p> <p>20. Whole class sharing answers.</p> <p>21. Tell ss that activity 4 will be completed at home using the matching in activity 3.</p> <p>22. T collects books for later checking.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Complete activity 4, on page 9.</li> <li>Prepare some notes on the words that helped you decide on the answers - get ready to share.</li> <li>Look up five more examples of phrasal verbs and their meanings.</li> </ul>		

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

Unit 1 Page 11. Lesson 7. Date: \_\_\_\_\_.

- Students will be able to **identify** and **explain** the structure and development of a text and **do** reading for gist and details.
- Explaining** main ideas by paragraph and complete text
- Explaining** narrative links and text flow

Stage 1	Stage 2	Stage 3
<p><b>Prepare in advance.</b> T writes on colour-paper the questions of activity number 1, page 11.</p> <p>T makes a puzzle(4) with the purple text and the options on activity number 2 (cut the text into paragraphs, then cut the options from a – e).</p> <p>-----</p> <p>1. Get ss to share about the HW assignment.</p> <p>2. T writes on the board “<b>Runway project show</b>” and asks ss if they have heard about this T.V. show, then add some information just to get it complete:</p> <ul style="list-style-type: none"> <li>It is a show where fashion designers accomplish multiple goals in fashion design.</li> </ul> <p>3. Whole class shares opinions regarding the show.</p> <p>4. T divides the group into four teams.</p> <p>a) Give each team one of the questions from 1 to 4 (prepared in advance).</p> <p>b) Ss have 2 minutes to talk about their assigned question.</p> <p>c) Whole-class sharing.</p> <p>5. T hands out a “puzzle text” to each team - get ss to order the puzzle including the sentences removed from it. Remind ss about taking notes on how to work out the answers.</p> <p>6. T checks the activity is complete.</p> <p>7. T gets one member of each team to pass to the board to write their answers.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Team 1. 1-a, 2-b, etc.</li> <li>Team 2. 1-b, 2-c, etc.</li> </ul> <p>8. T draws ss' attention to activity number 2 page 11.</p> <p>9. T tells ss to compare their text with the purple one in the book – then listen to check answers.</p>	<p>10. T reflects on the importance of finding links – it helps to follow a narrative.</p> <p><b>Example:</b></p> <p>What is the link – in terms of content and syntax?</p> <p>Glamour, Fame and Extravaganza? Art, creativity and style? What are <b>fashion designers driven</b> by?</p> <ul style="list-style-type: none"> <li>are – designers = plural</li> <li>driven – by = words collocate</li> <li>driven - by = glamour, fame, etc.</li> </ul> <p>Why does it all look like razzle and dazzle? The mere thought of <b>becoming a fashion designer</b> may be a promise of experiencing that all and more!</p> <ul style="list-style-type: none"> <li>of – becoming = preposition + -ing verb</li> <li>fashion – designer = adjective + noun</li> <li>a – designer = singular</li> </ul> <p>11. Get ss into small groups – give them an answer to analyse and work out an explanation on links.</p> <p>12. Each group will have some minutes to prepare their explanations using the board.</p> <p>13. T adds up some comments just to wrap up ss' work.</p>	<p>14. T writes the tips for becoming a fashion designer on the board (one by one from a-e).</p> <p><b>Example:</b> a) Basic training could do</p> <p>15. Groups of three talking – discuss the tips and decide what each may be about, choose the one you think is the most useful and explain why it is so to you.</p> <p>16. T draw ss' attention to activity number 3 - ss read the text and highlight words whose meaning can be related or linked to the ideas in the tips.</p> <p><b>Example:</b></p> <p><b>Line 1: to get prepared</b> <b>Line 5: Fashion Bachelor's degree</b></p> <p>17. Walk ss through working out question 1, then let them complete the task.</p> <p>18. T checks the task is complete.</p> <p>19. T gets ss to listen to the audio and check their answers.</p> <p>20. T collects books for later checking.</p> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li><b>Interview some people:</b> What do you think one has to study and do to become a successful fashion designer?</li> <li>Prepare some notes and get ready to share.</li> </ul>		

## KeyCode 5 Unit 1

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

Unit 1 Page 12. Lesson 8. Date: \_\_\_\_\_.

- Students will be able to **rank** based on analyzing key points and conclusions reached from talking and **talk** about design jobs.
- Discussing** steps
- Giving** reasons for ranking steps
- Describing** different design jobs

Stage 1		Stage 3
<p><b>Prepare in advance</b></p> <ul style="list-style-type: none"> <li>T makes a presentation in PowerPoint about 5 important fashion designers and a brief description of their achievements.</li> <li>Write the key steps to a successful career in fashion design (p12) on coloured paper (2 sets of them).</li> <li>Scotch Tape</li> </ul> <p>-----</p> <ol style="list-style-type: none"> <li>Get ss to share what they got from the interviewing HW.</li> <li>T projects the images and asks if they know these famous fashion designers.</li> <li>Whole class shares answers. Then T tells ss some of the achievements they have accomplished.</li> <li>T divides the class into two teams.</li> <li>T hands out the coloured papers to each team.</li> <li>T explains: these are the steps to have a successful career in fashion design, order the steps from 1 to 9 (they can stick them on the wall).</li> <li>The team who finishes first is the winner.</li> <li>T checks the activity is done.</li> <li>The whole class compares answers – talk about why the ordering was the same or different – explain order choice.</li> <li>T reflects on the rationale ss got for ordering the steps.</li> </ol>	<ol style="list-style-type: none"> <li>T draws ss' attention to activity number 1 on page 12.</li> <li>T gets ss to write the outcomes of the previous activity (number the key steps).</li> </ol> <p><b>Stage 2</b></p> <ol style="list-style-type: none"> <li>T writes on the board: Why is it important to take that step?</li> <li>T mentions steps one to nine (one by one).</li> </ol> <p><b>Example:</b> <b>Get a bachelor's in Fashion Design</b></p> <ol style="list-style-type: none"> <li>Whole class shares opinions.</li> <li>T draws ss' attention to activity number 2.</li> <li>T walks ss through step number 1. Why is it important to take that step?</li> </ol> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li><b>Step 1.</b> Because you have to be a competent, efficient, qualified and licensed fashion designer.</li> </ul> <ol style="list-style-type: none"> <li>T lets ss complete the task.</li> <li>T checks the task is done.</li> <li>Whole class shares answers.</li> </ol>	<p><b>Books closed</b></p> <ol style="list-style-type: none"> <li>T divides the class into 5 groups.</li> <li>T writes on the board the jobs on activity number 3.</li> <li>T gets ss to go interview people around school - ask if they know what a Merchandiser/Brand Manager, etc. do – they have to take notes: each team has only one job to ask about.</li> <li>Ss can use the internet to investigate further about the jobs.</li> <li>Whole class sharing – use the information to complete activity number 3.</li> <li>T checks the activity is complete in the book.</li> <li>T extends the talking – Would you like to try these other jobs in the fashion industry? Why or why not?</li> <li>The questions in the pink bubble are for HW.</li> <li>T collects books for later checking.</li> </ol> <p><u>Feedback from T on the language used on need.</u></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>Interview your parents: ask the questions in the pink bubble on page 12.</li> <li>Prepare some notes and get ready to share.</li> </ul>		



## KeyCode 5 Unit 1

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

Unit 1 Page 13 Lesson 9. Date: \_\_\_\_\_.

- Students will be able to **work out** the relation of concepts and descriptions by reading for gist and **replay** an email.
- Explaining** concept and description links
- Writing** an email

Stage 1		
<p><b>Prepare in advance</b> T brings some pieces of fabric on page 13 activity 5.</p> <p>-----</p> <p>1. Get ss to share what they got from the interviewing- HW.</p> <p>2. T divides the class into 5 teams.</p> <p>3. T writes on the board the questions of activity number 4, page 13.</p> <p>4. T assigns one question to each team – brainstorming - they have to answer the question given (take notes).</p> <p>5. T checks all the teams completed the task.</p> <p>6. T gets each team to pass to the board to write their answers (ss take notes).</p> <p>7. T draws ss' attention to activity number 4, page 13.</p> <p>8. T gets ss to read the Fashion Industry Summary Facts and match the corresponding letters.</p> <p>9. T walks ss through matching the <b>number 1</b> with the letter <b>b</b>.</p> <p><b>Example:</b> 1. What Fashion Designers Do <b>b)</b> Create clothing, accessories and footwear</p> <p>10. T lets ss complete the activity.</p> <p>11. T checks the activity is done.</p>	<p>12. Whole class shares answers.</p> <p><b>Stage 2</b></p> <p><b>Books closed</b></p> <p>13. T shows the pieces of fabric and gives them out to ss.</p> <p>14. T asks if they know the name of each piece of fabric.</p> <p>15. Whole class shares answers.</p> <p>16. T divides the class into teams.</p> <p>17. T writes the names of fabrics: page 13, activity 5.</p> <p>18. T gets ss to find out the names of the fabrics in their L1 – they can use the internet or ask other people at school.</p> <p>19. T checks ss complete the task.</p> <p>20. Whole class shares answers.</p> <p>21. T and ss discuss: What clothing items would you make with <b>(the name of the fabric)?</b> (Do the same with 5 types of fabric.)</p> <p>22. Whole class shares answers.</p> <p>23. T draws ss' attention to activity 5.</p> <p>24. T walks ss through 3 fabrics and then ss complete the task – pair work.</p>	<p><b>Example:</b> <b>Cotton:</b> I would make <b>underwear</b> with it. (T writes on the board cotton- underwear.)</p> <p><b>Corduroy:</b> I would make a <b>skirt</b> with it. (T writes on the board corduroy- skirt.)</p> <p>25. T checks the activity is complete.</p> <p>26. Whole class shares answers</p> <p><b>Stage 3</b></p> <p>27. T asks ss the parts of the email and writes them on the board.</p> <p>28. Whole class shares answers.</p> <p>29. T reflects on the parts of the email and writes them on the board (ss should take notes).</p> <p>30. T draws ss' attention to activity number 6.</p> <p>31. T gets ss to read the instructions and discuss the guiding situation: ss write an email considering all the points.</p> <p>32. T checks the activity is complete.</p> <p>33. T gets some ss to read out their emails – whole class comments on contents and structure – make sure it is all embraced by respect; this activity is for feedback and support.</p> <p>34. T collects books for later checking.</p> <p><i>Feedback from T on the language used on need.</i></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li><b>Design an outfit: Decide on the items, fabric, patterns, colours, cost and where they will be sold.</b></li> <li><b>Prepare a sample and get ready to present it to the class.</b></li> </ul>		