

Teacher: _____ . Grade: _____ Group: _____

Unit 3 Page 17. Lesson 13. Date: _____.

- Students will be able to **describe** job activity and **point out** important points regarding jobs.
- Describing** job activity (written – penned)

Stage 1	Stage 2	Stage 3
<p>1. Ss look at the heading picture and name the jobs.</p> <p>2. T shows some pictures of tools for ss to explain what tools each person needs and what for.</p> <p>3. T prepares a web-map on the board for ss to brainstorm three specific points of each job:</p> <ul style="list-style-type: none"> - 1. place to work - 2. most difficult activity - 3. money they make <p>(Write ss' ideas on the board.)</p> <p>4. Look at the options below and the pictures – describe the pictures in detail (place, things, activity, etc.) and choose an option for each picture.</p>	<p>5. T reflects on information related to the jobs – specific information that is likely to be mentioned more frequently.</p> <p>6. Try some out-loud reading (three descriptions) – get ss to circle or underline key points.</p> <p>7. Get ss to compare the information they just circled with the one from the brainstorming – are there any similarities? Is it all different?</p> <p>8. Small groups – get ss to work on the next descriptions.</p> <p>9. Get ss to share with the class – not only answers but also the comparison.</p>	<p>10. T reflects on duty and the perks one can get from doing his job appropriately.</p> <p>11. T walks ss through writing about being a good student - get some prompts on the board to guide the writing.</p> <p>12. Remember that ss are the ones responsible for coming up with ideas and building up the text – T just walks along helping when necessary.</p> <p>13. Get ss to write the text in their notebooks.</p> <p>Note.</p> <ul style="list-style-type: none"> Make sure ss use colours prompting key information and relevant grammatical points. <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Interview someone in your family. Get as much information about their jobs and prepare some ideas for a short description – similar to the ones in the book on page 17. Do the writing – get ready to share. 		

KeyCode 3 Unit 3

Teacher: _____ . Grade: _____ Group: _____

Unit 3

Page 18.

Lesson 14. Date: _____.

- Students will be able to **describe** job activity, **talk** about earnings and **get** earning **totals**.
- Describing** job activity
- Doing math** to get earning totals by periods

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share about their interviewing – HW.</p> <p>2. Get ss to say what jobs were mentioned in the previous session.</p> <p>3. Challenge ss to say four things about each job.</p> <p>4. Draw ss' attention to the list on page 18 – explain that the list shows lines that were removed from the descriptions on the previous page.</p> <p>5. Get ss to try a first-matching without looking at the text.</p> <p>6. Get ss to explain what language prompts that matching.</p> <p>7. Tell ss to go back to the text to decide on the final mitching.</p> <p>8. Whole-class answer check.</p>	<p>9. T reflects on working time by hours, days, months, years, etc.</p> <p>10. T tries some examples on random salaries.</p> <p>Example. N worker - T decides on the jobs for the examples.</p> <ul style="list-style-type: none"> \$ 120 per hour. N works 8 hours a day=\$\$\$ N works 6 days a week=\$\$\$ N works 27 days a month = \$\$\$ N works 11 months a year = \$\$\$ Etc. <p>11. Remember to get ss thinking of and sharing the information – this time, it is OK if the information is not real.</p> <p>12. Get ss to say the amounts shown – and then extend ideas by adding two or three facts about the jobs – look at the example.</p> <p>13. T walks ss through studying the earning box – explain how to report on earnings.</p> <p>14. Get ss to help to complete the earning box 2 and the reporting on earnings.</p>	<p>15. Pair work – get ss into pairs and tell them to complete the earning boxes 3 and 4 – reporting on earnings too.</p> <p>14. Whole-class sharing.</p> <p>15. T takes notes on jobs selected to have a final reflecting talk on desired or pursued jobs.</p> <p>16. T collects books for later checking.</p> <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Do some research on two people (famous; neither singers nor actors)– get some information on earnings. Prepare some earning notes – remember that reporting on earnings will be used too. Get ready to share – you will also try some comparing using your notes. 		

KeyCode 3 Unit 3

Teacher: _____ . Grade: _____ Group: _____

Unit 3

Page 19.

Lesson 15. Date: _____.

- Students will be able to **complete** a CV format and **talk** about past learning and learning on.

- Providing** information to complete a CV
- Talking** about learning: past, on and future

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share about their research and try a result-comparison – HW.</p> <p>2. Get ss into small groups – ss discuss the questions on page 18.</p> <p>3. T selects one or two ss from each group to share.</p> <p>4. T reflects on the information that a company may need to hire someone.</p> <ul style="list-style-type: none"> What do companies look for? What do most people have to offer? Is academic background enough to get a job? <p>5. T writes on the board the headings...</p> <p>A resume (CV, UK)</p> <p>6. Get ss to think and explain what it is and what points it must include.</p> <p>7. T writes and draws ss' ideas on the board.</p> <p>8. Draw ss' attention to the definition – A resume.</p> <p>9. Get ss to help to complete it – then get ss to compare their ideas on the board with the RESUME format in the book.</p> <ul style="list-style-type: none"> Any similarities? 	<p>10. T sticks the pictures of three people on the board for ss to vote on the one to write about.</p> <p>11. T guides the writing and gets the information on the board.</p> <p>12. Get some ss to check and confirm whether the information is complete and correct, if not, get them to suggest changes.</p> <p>13. When T confirms the examples are complete and correct, ss will be allowed to write them in their books.</p> <p>14. Get ss to go with different friends and interview them using the prompts in the RESUME format – remind ss that they will use their friends' answers to suggest a job.</p> <p>15. Get ss to share and suggest jobs.</p>	<p>16. T reflects on things that people learn through time – the learning helps in life matters or job matters, and so, but doing something positive with the learning is what matters.</p> <p>17. Get ss to think of the recent pandemic situation the world went through and decide on things learned before, during and after the happening of it.</p> <p>18. Draw ss' attention to the year-prompts and walk ss through completing them.</p> <p>19. Game-like wrapping activity - get ss to play "Being the first to get an example complete" – ss will also explain word order.</p> <ul style="list-style-type: none"> You can get two ss at the time working out the questions - on the board. <p><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 and make some notes – Things learned before, during and after the pandemic period. Get ready to share. 		

KeyCode 3 Unit 3

Teacher: _____ . Grade: _____ Group: _____

Unit 3

Page 20.

Lesson 16. Date: _____.

- Students will be able to **extend** ideas, **talk** about things they have been doing and learning and **switch** interactions to prompt a reference.
- Talking** about things learned and on-learning
- Extending** ideas by joining shorter ones
- Having** direct interaction
- Changing** interaction patterns

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Prepare in advance – divide the board into three columns and write the ideas – the same order.</p> <ul style="list-style-type: none"> Unscrambling examples Set 1 Set 2 <p>3. Draw ss' attention to the ideas on the board – explain that three ideas can be joined (one from each set).</p> <p>4. Get ss to find grammatical and content connections.</p> <p>5. Get some ss drawing lines on the board to show the matchings – and then explain the connections.</p> <p>Example.</p> <ul style="list-style-type: none"> He has been reading science books <u>since</u> last year. He is good at remembering important <u>information</u>. He is interested in becoming <u>a professor</u>. <p>6. Once T confirms the matchings are correct, ss will be allowed to write the ideas in their books.</p>	<p>7. Get ss to mention the components or elements for the present progressive construction – point out the fact that the personal pronoun prompts the auxiliary to be used and the progressive name prompts the combination of "be and -ing".</p> <p>8. Get that mapping on the board for ss to use it as a reference – complete the text in the bubbles.</p> <p>9. T uses the mapping reference to get ss identifying and explaining the moves needed to get a question form.</p> <p>10. T walks ss through studying the explanation and examples – then get them to complete the Pictures 2, 3 and 4 examples.</p> <p>11. Whole-class sharing.</p>	<p>12. Get ss to interview their friends on things they have been doing or learning – things which are not related to school – maybe hobbies or other activities.</p> <p>13. Tell ss to write some sentences in their notebooks.</p> <p>14. Remind ss about the importance of using colours to identify construction elements and words or phrases to support them.</p> <p>15. T collects notebooks for later checking.</p> <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> Page – 20 – 21. Read and complete sentences 1 – 5. Get ready to share and explain your answers. 		

Teacher: _____ . Grade: _____ Group: _____

Unit 3

Page 21.

Lesson 17. Date: _____.

- Students will be able to **make** a profile and **talk** about activity changes.
- **Asking for** and **giving** information to complete a profile

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share about the sentences to be completed and the answer explanation – HW.</p> <p>2. T sticks on the board three pictures – showing jobs or professions.</p> <p>3. T writes on the board (one at the time) prompts to compare and differentiate job requirements, skills, etc.</p> <p>Examples.</p> <ul style="list-style-type: none"> • Qualifications • Personality • Special skills • Quote “inspired by the job” <p>4. Walk ss through studying the profile example – point out important language and key messages.</p>	<p>5. Get ss to help to complete the second profile – get all this done on the board, so ss can hear and “see” the guidance.</p> <p>6. Once T confirms it is complete and correct, ss will be allowed to write the information in their books.</p> <p>7. Get ss into groups of three – tell them to complete the third profile.</p> <p>8. Tell ss to go with different friends to compare their notes – make any changes necessary.</p> <p>9. Whole-class sharing.</p> <p>10. T reflects on requirements for certain jobs and professions – get ss to agree or disagree and add some comments.</p>	<p>11. Get ss to discuss:</p> <ul style="list-style-type: none"> • What makes someone decide to change a job, a hobby, a subject to study, etc.? • Has it ever happened to you? • When do you think it is a good time for a change? <p>12. Get ss to look at the conversation – read and choose a word for each line.</p> <p>13. Get ss to explain the choosing.</p> <p>14. Listen to check answers.</p> <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview someone and make some notes. • Tell me about a time you thought it was a good time for a change? • Was it an easy or a difficult process? • What was the outcome? 		

KeyCode 3 Unit 3

Teacher: _____ . Grade: _____ Group: _____

Unit 3 Page 22. Lesson 18. Date: _____.

- Students will be able to **make** a career plan.
- **Presenting** a career plan

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share their notes about "Time for a change" – HW.</p> <p>2. T uses the questions on page 22 to get ss to think of the conversation from the previous session – but changes some words.</p> <ul style="list-style-type: none">a) What was the conversation about?b) Who was talking?c) Who wanted a new job?d) What does she do at the moment?e) Where does she work?f) Etc. <p>3. Get ss into pairs – look at the conversation again and answer the questions.</p> <p>4. Whole-class sharing.</p>	<p>5. Still pair work – ss make a list of hobbies and explain to their friend why they got them.</p> <p>6. Different pairing – share again and discuss the questions below.</p> <p>Mini Project – My Hobby Job</p> <ul style="list-style-type: none">• Look at the words in bold and, briefly, write the information.• Find some pictures that can help you illustrate the information you write.	<p>7. Present the project to the class.</p> <p><u>Feedback from T on language used on need.</u></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none">• 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.		