

# KeyCode 4 Unit 3

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

Unit 3 Page 17. Lesson 13. Date: \_\_\_\_\_.

- Students will be able to **get** detailed information about side-jobs and **identify** important facts about them.
- **Giving** detailed information

<b>Stage 1</b>	<b>Stage 2</b>	
<p><b>1.</b> T gets some pictures of influencers on the board.</p> <p><b>2.</b> Draw some lines around the pictures and get ss to brainstorm – what do you know about these people?</p> <p><b>3.</b> T reflects on the so-called “INFLUENCER” job.</p> <ul style="list-style-type: none"> <li>• Is it a real job?</li> <li>• Why some people succeed in it?</li> </ul> <p><b>4.</b> Look at the heading picture in the book, describe it and then compare the jobs.</p> <p><b>5.</b> Look at the options and the pictures below.</p> <p><b>6.</b> Get ss to name the jobs, say three things about each and write the words.</p>	<p><b>7.</b> T reflects on what young people do when they need some extra money – they can't get a formal job because they are still students.</p> <p><b>8.</b> T writes on the board some working times (schedules and shifts) for ss to reflect on how good getting each is.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• Working from 7 – 5</li> <li>• Working from 8 – 6</li> <li>• Working on weekends</li> <li>• Night hours – 6-hour shifts</li> <li>• Etc.</li> </ul> <p><b>9.</b> Get ss into groups of three – ss have to think and make a list of half-time or side jobs.</p> <p><b>10.</b> Whole-class sharing.</p> <p><b>11.</b> T gets ss to help to complete the prompts for side-job 1.</p> <p><b>12.</b> Still in groups of three – ss complete prompts 2 and 3.</p> <p><b>13.</b> Whole class sharing.</p>	<p><b>14.</b> T gets some questions on the board for ss to discuss – to make a link to the reading.</p> <ul style="list-style-type: none"> <li>• Why do some people with a full-time job decide to get a side one?</li> <li>• What do ss do with the extra money they get from doing a side-job?</li> <li>• Etc.</li> </ul> <p><b>Stage 3</b></p> <p><b>15.</b> Try some out loud reading – by ideas.</p> <p><b>16.</b> Every time a student stops, make him a question about what he has just read.</p> <p><b>17.</b> Read and answer the questions – for the answer checking, remind ss about underlining the information in the text and saying where it is – specific line.</p> <p><b>18.</b> T collects books for checking.</p> <p><i>Feedback from T on language used on need.</i></p>

**HW: Book/Notebook**

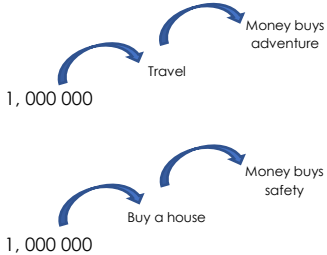
- Interview some people about side-jobs.
- Have you ever had a side-job? Why did you need it? Did you get the money you needed?
- Make some notes on the responses and get ready to share.

# KeyCode 4 Unit 3

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

Unit 3 Page 18. Lesson 14. Date: \_\_\_\_\_.

- Students will be able to **identify** word place, order and functions.
- **Ranking** beliefs on money
- **Explaining** word place and function

Stage 1	Stage 2	
<p>1. Ss share what they got from the interviewing – HW.</p> <p>2. Explain the benefits of using colours when working on readings and making notes.</p> <p>3. Get ss to prepare the colour pens/pencils for a word hunting round.</p> <p>4. T gets one student reading point 1 – make emphasis on the information ss have to look for.</p> <p>5. Once ss find it, T explains the concept, meaning or idea further.</p> <p>6. Do the same with all seven points – following the steps smoothly, giving ss enough time to cover each is important – it helps to get ss used to following and completing a process.</p>	<p>7. Try a survey about money – write on the board an amount of money – serious money.</p> <p>8. Ss brainstorm on what they would do with that much money – write ss ideas around the number.</p> <p>9. Extend the talking by getting ss to come up with a statement about money considering the “what to do with it” ideas.</p> <p><b>Example</b></p>  <p>10. Draw ss' attention to the table below – explain that the statements must be labeled according to personal opinions.</p> <p>11. T reads the statements out loud while ss do the labeling.</p> <p>12. Get ss to go with different friends to compare answers.</p>	<p>13. Whole class sharing – gets some ss to agree or disagree when sharing.</p> <p>14. Use ss' ideas to present the grammar points.</p> <p><b>Example</b></p> <p>a. As an auxiliary, do /does always goes before the person. Do you have a side-job?</p> <p>b. As a verb, do/does always goes after the person. You do a great side-job</p> <p>c. As an auxiliary, it always goes before the person, just add the Wh word you need. <b>Why</b> do you <b>have</b> a side-job?</p> <p>d. As a verb, it goes after the person, but in questions like these, pay attention to the verb to give information about. I <b>have</b> a side-job <b>because</b> I need to save money to buy a new cellphone.</p> <p><b>Stage 3</b></p> <p>15. Tell ss to check the grammar examples on page 18 – explain that it is for future study or reference.</p> <p>16. Get ss to write the examples on the board in their notebooks.</p> <p><i>Feedback from T on language used on need.</i></p>

**HW: Book/Notebook**

- Interview some people and make some notes on their responses.
- What is money? What does money mean to you? What do you think of money? Etc.
- Get ready to share.

# KeyCode 4 Unit 3

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

Unit 3 Page 19. Lesson 15. Date: \_\_\_\_\_.

- Students will be able to **use** parts of speech by place and function.
- **Explaining** word place and function
- **Explaining** meaning (main idea)

Stage 1	Stage 2	Stage 3
<p>1. Ss share what they got from the interviewing – HW.</p> <p>2. T writes some ideas from the sharing on the board.</p> <p>3. Read the ideas in the Debate.org.uk article – one at the time – check if the ideas in the article match the ones on the board.</p> <p>4. Read and listen - follow in the book.</p> <p>5. T writes on the board the main idea about money from each person and runs an agree-disagree voting round.</p>	<p>6. T reflects on identifying words that can be seen as grammar spotters or presenters; that is words that can help to identify or understand what word comes next.</p> <p>7. Draw ss' attention to the missing word questions – write question one on the board.</p> <p style="text-align: center;"><b>Martha has a great side-job.</b></p> <ul style="list-style-type: none"> <li>• Explain that “Martha” shows that a verb in the third-person form must be used, and this same word presents the noun because it is kind of a possession, you possess things (nouns).</li> </ul> <p>8. Do the same with all eight questions – remember that ss must help with the analysis and the explaining.</p>	<p>9. Tell ss that they will work with a song.</p> <p>10. Play the song (for 1 second, 2 seconds, etc.) and get ss to guess what song it is.</p> <p>11. Explain that the song has a money message and that some words are missing.</p> <p>12. Draw ss' attention to the prompts on the right – explain that those prompts can help to guess the missing words.</p> <p>13. Reflect on the importance of analysing and understanding the language.</p> <ul style="list-style-type: none"> <li>• On – corner (prep. place)</li> <li>• She – wonders (person verb)</li> <li>• It's – strange (description – adj.)</li> <li>• Etc.</li> </ul> <p>14. Walk students through the analysis and get them to circle or underline links.</p> <p>15. Get ss to write some guessing – whole-class sharing.</p> <p>16. Play the song – ss check answers.</p> <p>17. Whole-class sharing – confirm or change?</p> <p>18. Play the song – final check.</p> <p>19. Whole-class checking.</p> <p><i>Feedback from T on language used on need.</i></p>
<p><b>HW: Book/Notebook</b></p> <ul style="list-style-type: none"> <li>• Saving Plan – Think of something you'd like to buy or do but need serious money for.</li> <li>• Make a plan on savings: explain how much you can save at the time, how long getting the amount needed may take, what you could do to get it in less time, etc.</li> <li>• Get ready to share.</li> </ul>		

# KeyCode 4 Unit 3

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

Unit 3 Page 20. Lesson 16. Date: \_\_\_\_\_.

Students will be able to **identify** word place and functions **Explaining** word place and functions.

Stage 1	Stage 2	Stage 3
<p>1. Ss share what they got in their planning - HW.</p> <p>2. Play a video – grammar quiz. <a href="#">Grammar Test: Auxiliary Verb   English speaking practice - YouTube</a></p> <p>3. Draw ss' attention to the grammar section on page 19 – review the information, pointing out relevant points.</p> <p>4. Draw ss' attention to the grammar section on page 20 – review the information, pointing out relevant information, and then compare or prompt contrast.</p>	<p>5. Reflect on the importance of understanding how the language and the different elements or components work.</p> <p>6. Try introducing the topic of parts of speech:</p> <ul style="list-style-type: none"> <li>• What is it?</li> <li>• How many?</li> <li>• Examples?</li> <li>• How do they work?</li> <li>• Etc.</li> </ul> <p>7. Play a video - grammar quiz. <a href="#">THE 8 PARTS OF SPEECH QUIZ - YouTube</a></p> <p>8. Tell ss to look at the scrambled options around the picture – explain that those make the words for the different parts of speech that exist – get ss to find and write the words.</p> <p>9. Reflect on the importance of being able to get the meaning of words and understanding how to use them in different ways.</p> <ul style="list-style-type: none"> <li>• Get ss to read the definitions and write the words for parts of speech.</li> <li>• Get ss to read and then pay attention to the underlined words – tell students to look at the words before and after the underlined ones to find out what part of speech each underlined word is.</li> </ul>	<p>Play a song.</p> <p>10. Tell ss that they will complete the next part of the song that's got the idea of money in the lyrics.</p> <p>11. Tell ss to look at the prompts – they will show what kind of word is needed for each gap.</p> <p>12. Get ss to write some guessing.</p> <p>13. Listen to the song and check guesses – make changes if necessary.</p> <p>14. Whole-class sharing.</p> <p>15. Listen again to check and confirm.</p> <p>16. Whole-class 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>• Write some sentences in your notebook – use colours to point out parts of speech information.</li> <li>• Example: I <u>have</u> a black <u>backpack</u>. It is <u>on</u> my bed.  <div style="display: flex; justify-content: space-around; width: 100%; font-size: small;"> <span>Verb</span> <span>noun</span> <span>preposition</span> </div> </li> <li>• Get ready to share.</li> </ul>		

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

Unit 3 Page 21. Lesson 17. Date: \_\_\_\_\_.

- Students will be able to **differentiate** word combinations.
- **Explaining** word labeling
- **Explaining** word place and function

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share about their examples and notes – HW.</p> <p>2. Play a video – verb quiz. <a href="#">Grammar Test: Irregular Verbs   Can you score 10/10? - YouTube</a></p> <p>3. Get ss into small groups – tell ss to grab their dictionaries. Ss will have to look up the words and label them.</p> <p>4. T walks ss through writing some sentences about money on the board.</p> <p>5. Refer ss to the grammar tables to check and use the forms.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• I <u>am spending</u> my money on CDs.</li> <li>• My money <u>has been invested</u> correctly.</li> <li>• Etc.</li> </ul> <p>6. Once the T confirms the examples are complete and correct, ss will be allowed to write them in their books.</p>	<p>7. Reflect on the importance of identifying word combinations – it is necessary to understand and follow rules, but sometimes some word combinations are the exceptions to the rules.</p> <p>8. Draw ss' attention to the gapped sentences – tell ss to think of prepositions to complete them.</p> <p>9. Once T confirms the words for the gaps are correct, ss will use colours to highlight the combinations.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• in – debt</li> <li>• pay – with</li> <li>• put on – credit card</li> <li>• amount – of</li> <li>• Etc.</li> </ul>	<p>10. Pair work – get ss to match the words with the meanings – remind ss that using the dictionary is a practice that everybody must get back to regular basis.</p> <p>11. Whole-class checking.</p> <p>12. T points out some keywords or phrases to support the matching.</p> <p><b>Example</b></p> <p><b>Lend</b></p> <ul style="list-style-type: none"> <li>• Give something – expect to get it back</li> </ul> <p><b>Borrow</b></p> <ul style="list-style-type: none"> <li>• Get from someone, intention to give it back</li> </ul> <p>13. Ss use colours to do the highlighting in the book.</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>• Page 21 – Unscramble the words to get the definition for the word “currency” written correctly.</li> <li>• Get ready to share.</li> </ul>		

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

Unit 3

Page 22.

Lesson 18. Date: \_\_\_\_\_.

- Students will be able to **give** detailed information about side-jobs, **identify** word place and functions and **talk** about currency – in different countries.
- **Giving** detailed information
- **Explaining** word place and function
- **Talking** about types of currency

Stage 1	Stage 2	Stage 3
<p><b>1.</b> Ss share about their definition notes – HW.</p> <p><b>2.</b> Prepare in advance – some pictures of flags of different countries and words for currencies on pieces of cardboard.</p> <p><b>3.</b> Stick all these on the board – get some ss, one at the time, to come to the board and select two words and one picture – each set must have...</p> <ul style="list-style-type: none"> <li>• The flag</li> <li>• Currency word</li> <li>• Sub-currency word</li> </ul> <p><b>4.</b> Once T confirms the matching is complete and correct, ss will use colours to get it done in the book too.</p>	<p><b>5.</b> Draw ss' attention to the texts – get ss saying what each is about – they must circle the titles.</p> <p><b>6.</b> Explain that there are some sets of words that ss must use to complete the texts.</p> <p><b>7.</b> The sets have five different parts of speech, so ss must analyse the language before and after the gaps to decide on which word fits each gap and then check if the words follow the idea coherently.</p> <p><b>8.</b> Ss listen and follow in the book and check answers.</p> <p><b>9.</b> Once the answers have been confirmed, get some students explaining why the words fit the gaps – grammatically and coherently.</p>	<p>Mini Project – A side-job</p> <ul style="list-style-type: none"> <li>• Do some research on side-jobs in your country.</li> <li>• Make a list of side-job options for people at different ages.</li> <li>• Point out the pros and cons.</li> <li>• Make emphasis on it being a secondary activity to make some extra money – it must not affect one's main job.</li> <li>• Consider the online activity that can be done nowadays.</li> </ul> <p>Present the project to the class.</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>• Check the notes you made during this unit and add any points or information missed.</li> <li>• 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.</li> </ul>		