

KeyCode 4 Unit 6

Teacher: _____ . Grade: _____ Group: _____

Unit 6

Page 35.

Lesson 31. Date: _____.

- Students will be able to **talk** about what people do at work and **talk** about word differences.
- **Explaining** work activity
- **Talking** about job preferences and options

Stage 1	Stage 2	Stage 3
<p>Play a video about weird jobs – it is just one option, there are plenty of videos on YouTube. https://www.youtube.com/watch?v=AUNmsf25-W4</p> <ol style="list-style-type: none"> 1. Get ss to watch the video and make a list of the jobs mentioned. 2. Remind ss about taking notes on each job – they must be ready to share. 3. Get ss to say the jobs presented – T writes the jobs on the board. 4. T presents the prompts... <ul style="list-style-type: none"> • That's the perfect job for me! • That's not a job for me. 5. Get ss to talk about the jobs using the prompts – tell them to explain their answers. 	<ol style="list-style-type: none"> 6. Ss look at the pictures and describe them in detail. 7. Get ss to label the jobs. 8. T gets some ss answering the following question: <ul style="list-style-type: none"> • Mark, would you like to try the job in picture one? • No. I think it is boring. • Yes. I think it is interesting. <p>Note: When the answer is NO, get ss to say which job they'd like to get instead and explain why.</p> 9. T reflects on what people with the jobs do exactly. 10. Draw ss' attention to the job descriptions – tell ss to read and decide on the job for each. 11. Pair work – get ss to talk and decide on what the words WHO and WHOSE mean – ss will have to explain meaning and difference. 	<ol style="list-style-type: none"> 12. T reflects on the importance of really understanding who one is and what his talents and preferences are – it is important for studies and job choices. 13. Get ss to go interview their friends in the classroom – take notes on the answers. 14. Whole class sharing – T walks ss through analysing the data gotten so far on the board. 15. Get ss to go interview ss in other classrooms and around school. – take notes on the answers. 16. Whole class sharing – T walks ss through analysing the data gotten this time, and then through comparing the data. 17. T writes on the board the second set of questions for ss to answer by using the data from the interviewing. 18. Once T confirms the answers are complete and OK, ss will be allowed to write them in their notebooks. <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people - How did you decide on getting the job you have now?
- Do you wish you had another job?
- What job?
- Why?
- Prepare some notes – get ready to share.

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Teacher: _____ . Grade: _____ Group: _____

Unit 6 Page 36. Lesson 32. Date: _____.

- Students will be able to **use** words according to context and **discuss** quote messages and **get** to conclusions.
- **Talking** about the meaning of words and differences
- **Sharing** point of view on quote messages

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T writes on the board the names of some rich people.</p> <p>3. Get ss to think of how much each person earns every day.</p> <p>4. Get ss to do some math on how much the same rich people get:</p> <ul style="list-style-type: none"> • Weekly • Fortnight • Monthly • Yearly <p>5. Tell ss to say the jobs they worked with in the previous session – they can't see the page.</p> <p>6. T writes the words on the board – if ss can't remember all the words, T will prompt or give some hints for ss to get all the words.</p> <p>7. Pair work - ss rank the jobs according to earnings.</p> <p>8. Get ss going with different friends to compare the rankings.</p>	<p>9. T reflects on the different ways in which people receive their earnings.</p> <p>10. Ss use their dictionaries to find the meaning of the words salary, wage and income – and then explain differences.</p> <p>11. Tell ss to use the information they got from the dictionary to write the words on the lines.</p> <p>12. T reflects on the importance of understanding contexts – it is important because it will show what words must be used.</p> <p>13. T walks ss through completing questions 1 – 4 – then T gives ss some time to complete questions 5 – 9.</p> <p>14. Whole class sharing.</p> <p>15. T draws on the board the Facebook icon – get ss to think of how much money the creator of this social network makes a day, a week, by fortnight, a month, etc.</p> <p>16. T reflects on the whys this site has become so popular and big and it will continue growing – T asks some questions to find out whether ss agree or disagree with the ideas from the reflecting.</p>	<p>17. Draw ss' attention to the quote – get ss to translate the message into L1.</p> <p>18. T divides the class into small groups – ss will have to find a way to explain the idea behind the quote – what it really means!</p> <p>19. Whole class sharing.</p> <p>Phase 3</p> <p>20. Get ss to read and complete the text – listen to check answers.</p> <p><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Do some research: Get some more information about Facebook:
- How did it all start?
- When did Mark know it was already a big deal?
- Has Facebook created other sites linked to it?
- Why has it bought other sites?
- What do you think the future of Facebook will be like, say 10 years from now?
- Prepare some notes – get ready to share.

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Teacher: _____ . Grade: _____ Group: _____

Unit 6

Page 37.

Lesson 33. Date: _____.

- Students will be able to **talk** about the future, **spot** information to label pictures and **talk** about jobs.
- **Talking** about the future of social networking
- **Explaining** what information describes a picture
- **Talking** about jobs

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the research – HW.</p> <p>2. Play a video about the future of Facebook – it is just an option. There are plenty of videos on YouTube. https://www.youtube.com/watch?v=ObfHOLY-eZo</p> <p>3. Get ss to share the notes they made on the video.</p>	<p>4. Draw ss' attention to the questions about the text on page 36 – divide the class into small groups and get ss to answer the questions.</p> <p>5. Remind ss about underlining the information in the text. They will have to say where it is, exactly: paragraph and line.</p> <p>6. Whole class sharing and checking.</p> <p>7. T gets ss to brainstorm jobs at Facebook – then ss describe activity for each job.</p> <p>8. Tell ss to look at the pictures of jobs – get ss to describe them in detail.</p> <p>9. Tell ss that they will find the words for the jobs and a short description of each – still in small groups, get ss to number the pictures.</p> <p>10. Whole class sharing and checking.</p>	<p>11. Walk ss through studying the information in the Writing section – get ss to vote on three jobs to work with.</p> <p>12. Get some ss to help to complete writing examples about the three jobs.</p> <p>13. Once T confirms the examples are complete and correct, ss will be allowed to write them in their notebooks.</p> <p><i>Feedback from T on language used on need.</i></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Answer the questions on page 37. • Prepare some notes and get ready to share. 		

KeyCode 4 Unit 6

Teacher: _____ . Grade: _____ Group: _____

Unit 6 Page 38. Lesson 34. Date: _____.

- Students will be able to **collect** specific information, **use** information collected to **write** complete paragraphs and **talk** about the future.
- **Talking** about the information that should be included in a profile
- **Talking** about words to extend ideas and talking

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the answering questions activity – HW.</p> <p>2. Tell ss to look at the two paragraphs on page 38 – explain that those paragraphs are about the Teaching description on page 37.</p> <p>3. Walk ss through studying the words in bold – explain that those words are key to completing the messages in the paragraphs.</p>	<p>4. T writes on the board the names of some famous people – ss share what they know and think about the famous people.</p> <p>Example</p> <ul style="list-style-type: none"> • Messi – as a kid he loved running – he would play soccer for free – someone saw him play and got him into a professional field. • What did he have to do to reach the professional level? <p>5. Divide the class into small groups – get ss to use the information shared to complete the tables.</p> <p>6. Walk ss through writing complete paragraphs – once T confirms the paragraphs are complete and OK, ss will be allowed to write them in their books.</p>	<p>7. T reflects on the importance of studying grammar – it is necessary as it is part of the process of getting to the next level.</p> <p>8. Draw ss' attention to the picture All about the future – why do you think the picture illustrates the title?</p> <p>9. Walk ss through studying the grammar points and getting some more examples – points 1 – 3.</p> <p>10. Once T confirms the examples are complete and correct, ss will be allowed to write them in their books.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people. Tell me about specific activities you do at work.
- How do you think you will be doing those activities in the future, say 5, 10 and 15 years?
- Prepare some notes and get ready to share.

KeyCode 4 Unit 6

Teacher: _____ . Grade: _____ Group: _____

Unit 6 Page 39. Lesson 35. Date: _____.

- Students will be able to **talk** about the future and **find** and **use** new word combinations.
- **Talking** about the future
- **Agreeing** on options to extend word use/talking

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Play the following video about future forms and try the quiz – it is just an option, there are plenty of videos on YouTube. https://www.youtube.com/watch?v=RRi0gJECVjA</p>	<p>3. T reflects on the different ways and forms in which ideas can be expressed and the importance of:</p> <ul style="list-style-type: none"> • understanding when to use them. • identifying the elements for the different forms. <p>4. Walk ss through studying the grammar points and getting some more examples – points 4 - 8.</p> <p>5. Once T confirms the examples are complete and correct, ss will be allowed to write them in their books.</p>	<p>6. Divide the class into small groups – tell ss to use the information from the grammar study activities and the quiz to complete the sentences.</p> <p>7. Whole class sharing and checking.</p> <p>8. T reflects on the importance of studying not only grammar but also words – it is crucial that ss learn new words frequently and also the different options for combining the new words with other words.</p> <p>9. Still in small groups – get ss to complete the verb option table.</p> <p>10. T monitors offering help and looking for good examples – while the completing is on, T will get some ss coming to the board to write their examples.</p> <p>Note: The table must be completed on the board for ss to have a reference for checking– remember, ss are the ones looking for and providing the information – wait some minutes before ss start coming to the board.</p> <p><i><u>Feedback from T on language used on need.</u></i></p>

HW: Book/Notebook

- Study the information in the verb option table on page 39.

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Teacher: _____ . Grade: _____ Group: _____

Unit 6 Page 40. Lesson 36. Date: _____.

- Students will be able to **talk** about important work factors, **describe** job activity and **make** a career plan.
- **Suggesting** job options
- **Ranking** work factors
- **Making** a career plan

Stage 1	Stage 2	Stage 3
<p>Have Word Call Time! rounds.</p> <p>1. T says a word from the verb option table and gets one student to say the options for the verb and adds one more.</p> <p>2. If possible, try to get some ss adding 2, 3 or more options.</p>	<p>3. Draw ss' attention to the first paragraph on page 40 – tell ss to complete it using verbs.</p> <p>4. Whole class sharing - listen to check answers.</p> <p>5. Ss read the next paragraph – this time they will use job words, only.</p> <p>6. Whole class sharing – listen to check answers. *(Some answers may vary here)</p> <p>7. Divide the class into small groups – tell ss to look at the options and look up the meanings of those words.</p> <p>8. Whole class sharing on meanings.</p> <p>9. Tell ss to read and complete the paragraphs – what job is each paragraph about?</p> <p>10. Whole class sharing – listen and check answers.</p> <p>11. Tell ss to look at the information in the table and check according to how important each point is to them.</p> <p>12. Get ss to go with different friends to compare answers – tell ss that they will have to explain their checking.</p>	<p>Mini project work</p> <p>My Career Plan</p> <ul style="list-style-type: none"> • Use the information from the table to make a career plan. • Present your plan to the class. • Explain all points you included in it. <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. 		