

KeyCode 2 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 47. Lesson 43. Date: _____.

- Students will be able to **talk** about jobs and **explain** what people do at work, exactly.
- **Describing** jobs
- **Giving** additional information and details

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • Prepare 5 different job descriptions - written on small pieces of paper – one per paper. <p>-----</p> <p>1. Get ss to share the notes they added – HW.</p> <p>2. Charades!</p> <ul style="list-style-type: none"> • Divide the class into 5 teams. 1 member of each team passes to the front and takes one paper. Ss can't read what's on the paper until they are up. • The student in turn reads and acts out - his team has a few seconds to guess. • If the team gets it, they get 2 points, if another team does it, they get 1 point. <p>T asks ss:</p> <ul style="list-style-type: none"> • What is a job? • What is a profession? <p>3. Get some ss to share their answers.</p> <p>4. T reflects on the difference – adding his point of view and some examples. Then he introduces some new words and talks a bit about them - composer, model, soldier, athlete, clown, reporter, waiter, magician.</p>	<p>5. Pair work – discuss if you'd like to be a composer, a model, etc. – Whole-class sharing.</p> <p>6. Get ss to look at the picture at the top – what is the message?</p> <p>7. T reflects on the importance of understanding who we are, so we can get to try or decide over a profession and job.</p> <p>8. Ss use the words in the box to name and label the jobs.</p> <p>9. Whole-class checking – then get ss to brainstorm extra information and details about the jobs: place, tools, salary, clothes or uniform, how easy or difficult it is, benefits, etc.</p> <p>10. Draw ss' attention to the white box – explain that the prompts can be used to talk about specific activities people with a certain job do.</p> <p>11. Get ss to read the questions and circle key language:</p> <ul style="list-style-type: none"> • Who wears designer clothes? • A model does that. <p>12. Walk ss through studying the use of "does" in this example and let them put it in L1 – then get ss back to L2 and get them to help to complete questions 2 and 3.</p> <p>13. Whole-class sharing and checking – ss complete questions 4 – 8 – T does the checking on the board.</p>	<p>14. T reflects on the kind of information that has been given about the jobs so far, and extends the talking by explaining that in order to give more information about the jobs, it is important to use other elements – get ss to look at the purple box.</p> <p>15. Walk ss through studying the first example, which is about "a composer".</p> <p>16. First, the boxes show specific information – separated – and then by putting all that information together, it is possible to get longer and more complex stretches of language.</p> <p>17. Get some ss to read example 1 – separated info and as a paragraph.</p> <p>18. Tell ss that they can use the information gathered in activity 9 to first set the separated points to add and then to extend the writing/talking.</p> <p>19. T walks ss through working out prompts 2 and 3 – then let ss complete prompt 4 individually.</p> <p>20. Whole-class sharing and checking.</p> <p style="text-align: center;"><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 who have a job - What do you do for a living? What do you wear at work? What are some activities you do? Do you make good money? Are you planning to change job or profession? • Prepare some notes – get ready to share. 		

KeyCode 2 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 48. Lesson 44. Date: _____.

- Students will be able to **connect** different pieces of information.
- **Explaining** how ideas can be connected

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T writes some words on the board (shirt, TV, cellphone, book, jacket, etc.) for ss to think of and write words related to them.</p> <p>3. Divide the class into four teams – get the teams to choose a word – remind them that they will have 2 minutes to write related words on a separate piece of paper.</p> <p>4. When the time is up, T divides the board into four sections - horizontally - for each team to have a track to write along.</p> <p>5. The teams write their words horizontally in their tracks – and then try to write about the first word using the new words. Example Jacket</p> <ul style="list-style-type: none"> • I have a new jacket. My jacket is white. It cost 900. I bought it last week. Etc. <p>6. The team with the longest sentence train gets the point.</p>	<p>7. T reflects on the importance of understanding how and being able to express many different ideas about one single thing – it can be done by talking to people, listening to other people talking, reading and writing.</p> <p>8. Draw ss' attention to the grammar section – tell ss that it must be completed in two different ways:</p> <ol style="list-style-type: none"> 1. read and complete an explanation. 2. study an example out the explanation. <p>9. Walk ss through completing explanation 1 and studying the example – T explains further.</p> <p>10. T goes the same way – smooth steps giving as much information as necessary – avoiding the use of complex words.</p> <p>11. Refer ss back to the sentence trains they got before – get ss to try connecting ideas using “that” and “which”.</p> <p>The jacket that cost 900 is white. <small>(This specific jacket)</small></p> <p>My new jacket, which cost 900, is white. <small>(If erased, won't affect meaning)</small></p>	<p>12. T walks ss through completing boxes 1 – 3 – whole class checking on the board.</p> <p>13. Get two ss to complete boxes 4 and 5 on the board – get them to explain how they used “which” and “that”.</p> <p>14. T reflects on how that difference in adding information can be remembered – presents some phrases on the board for ss to choose and write in their books or notebooks – the ones in the examples in activity 11 can help.</p> <p>15. Refer ss to the “who” activity – explain that it is pretty much the same, but this time it is not about things but about people, so “which” and “that” can't be used – when adding more information about people “who” must be used.</p> <p>16. Tell ss to circle key information in the halves 1-7. Example - professional person is someone who - chatty person is someone who - friendly person is someone who - Etc.</p> <p>17. Pair work – ss do the matching – whole-class sharing and checking.</p> <p>Feedback from T on language used on need.</p>

HW: Book/Notebook

- Interview some people - What are you good at? Does everyone have a talent? What is yours?
- Prepare some notes - get ready to share.

KeyCode 2 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 49. Lesson 45. Date: _____.

- Students will be able to **talk** about talent, aptitude and attitude.
- **Expressing** ideas on people's projects

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • Think about a talent you have and get some things you can show while talking about your talent to the class. <p>-----</p> <ol style="list-style-type: none"> 1. T presents his/her talent to the group – he makes emphasis on important information every time he shows an item. 2. Get ss to share what they got from the interviewing – HW. 3. T makes a list of talents on the board – for ss to do some talent hunting. 4. Divide the class into five teams – one team at the time – ss will go and ask ss from other classes to visit their class – visiting ss must have the talents on the board – the team in turn will have to talk about the visiting friends (talent, things they can do, how they look when they do it, etc.) – making emphasis on how great it is to be friends with such talented people – and remember to point out the fact that everybody has got a talent. 	<ol style="list-style-type: none"> 5. Draw ss' attention to the reading section – get ss to discuss the questions in pairs – whole-class sharing. 6. Still pair work – ss look at the texts quickly and think of what the main idea in each could be – whole-class sharing. 7. T reflects on the importance of using information of different types to work out reading tasks – in this case, the main or general idea is the first reference. 8. Get ss to study the lines a-f – one at the time to find out if there is an obvious or clear link to the texts at this point. <p>Example</p> <p>a. gradually get them back to active life</p> <p>gradually = little by little get them = make someone to do something back to = go or do again active life = certain activity or job</p> <ul style="list-style-type: none"> • By looking at all this information, do you think you can link it to a text right now? <ol style="list-style-type: none"> 9. T does the same with line b – and then gets some ss to do the same language/information analysis/playing on the board. 	<ol style="list-style-type: none"> 10. T reflects on the importance of paying attention to key information and using details just when necessary – sometimes it is possible not to read whole texts – by being able to spot information this way, reading tasks could get easier to complete. 11. T gets some ss to read out – by paragraphs in each text – and T gets some notes about the texts on the board. <p>Example Text 1</p> <ul style="list-style-type: none"> • Main/General idea = • Paragraph 1 = idea • Paragraph 2 = idea • Answer (1) = n • Answer (2) = n <p>So... all the points listed, seem to be related or connected, and by including the lines in the text, and reading it out, can we say it makes sense?</p> <ol style="list-style-type: none"> 12. Ss listen and follow in the book to check answers. 13. T reflects on projects – the goals – shares his point of view about the things the people in the texts are trying to do – then gets some ss to share their point of view – what are the people's goals? What do you think about them? 14. Get ss to take some notes on the language/information analysis/playing they did (Act. 8 and 11) – using colours can help, too. <p><i>Feedback from T on language used on need.</i></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview some people: What do you do to achieve things? What is your biggest strength? What is your biggest fear? • Prepare some notes – get ready to share. 		

KeyCode 2 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 50. Lesson 46. Date: _____.

- Students will be able to **talk** about people's attitudes and goals.
- **Expressing** opinions
- **Explaining** how to do rejecting politely and benefits

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T gets ss to brainstorm project ideas to improve school life and help ss do better.</p> <p>3. T divides the class into four teams and gets ss to discuss on the benefits of each, responsibilities and people.</p> <p>4. Whole-class sharing – get ss to choose a project idea – ss will have to develop it – just the planning part:</p> <p>Example</p> <ul style="list-style-type: none"> • The what you want to do • The how you can do it • The what you need to get it done • The when you can have it done • The when you can get it started • The how you can monitor it • The how you will evaluate • Etc. <p>5. Whole-class sharing – T reflects on ss' answers making emphasis on good and promising ideas that must be tried some time as good ideas is what people and society need to get positive benefit from.</p>	<p>6. Refer ss back to the texts on page 49 – just quickly, have ss to say the main ideas and some details about each.</p> <p>7. Tell ss to use that quick review to try answering the questions on page 50.</p> <p>8. Whole-class sharing and checking – remind ss to support their answers by saying where the information for the answers is, exactly: text, paragraph and line.</p> <p>9. In groups of three – ss share their point of view on the projects in the texts on page 49 – together, they get to an agreement on how positive or negative the outcomes of the projects are.</p> <p>10. Tell ss to write their conclusions on the lines – whole-class sharing – the checking will be done later.</p>	<p>11. Draw ss' attention to the picture below the conversation.</p> <p>12. Start a conversation about graduating – T writes a phrase on the board, and the talking goes from there:</p> <p>Example</p> <ul style="list-style-type: none"> • When do people graduate, really? • There is some talking. • T writes another phrase/question. • What difficulties, which "actually" are not problems, appear before, during and after a graduation event? • There is some talking. • T writes another phrase/question. • Etc. <p>13. T walks ss through studying what people say in each turn, so ss can choose the words for the lines.</p> <p>14. Tell ss about using L1 for studying purposes – it should not be seen as something we do to make things easier, but something to make things clear and possible – when needed.</p> <p>15. Get ss to explain their guesses in both L1 and L2 – then get ss to close their books and listen to the track – remind ss about paying special attention to the information for the gaps.</p> <p>16. T walks ss through checking their guesses on the board – confirm or make changes – ss listen again and follow in the book to check answers.</p> <p style="text-align: right;"><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people: What did you do yesterday, during the day?
- Prepare some notes – get ready to share.

KeyCode 2 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 51 Lesson 47. Date: _____.

- Students will be able to **talk** about the past.
- **Making** emphasis on when things happened, exactly
- **Explaining** past form and event contrast

Stage 1	Stage 2	Stage 3
<p>1. Get ss to brainstorm activities that people usually do after school hours - write ss ideas on the board.</p> <p>2. T writes on the board several times on the board for ss to guess what T did at those times.</p> <p>3. In teams of four, ss discuss and decide what T did at the times on the board – write it on a separate piece of paper, then hand it over T.</p> <p>4. T reveals the truth about his activity – the team closest to the truth gets to be the winner.</p> <p>5. Get ss to share what they got from the interviewing – HW.</p> <p>6. Draw ss' attention to conversation 1 – get ss to figure out what part of it has present talking, past talking and future talking – whole-class sharing.</p>	<p>7. T walks ss through studying the language used in the conversation and using the answers from activity 6 to guess the information for the gaps.</p> <p>Example</p> <ul style="list-style-type: none"> • What is the boy doing? Asking for permission, so... we can use "n" for that. <p>8. T writes ss guessing on the board, but before going over gap 2, T finds out about other ss having a different option for the guessing, if so, write it on the board as well.</p> <p>9. Try the same studying technique for all the gaps – then with the books closed, ss listen and pay special attention to the information for the gaps – whole-class does the guessing check.</p> <p>10. Ss listen again and follow in the book to check answers.</p> <p>11. Refer ss back to the conversation – ask them to find phrases that make emphasis on when things happened, happen or will happen – get ss to circle these using a different colour for each tense.</p> <p>12. Draw ss' attention to the grammar section – tell ss to read the first part and think of the words that can be used to complete the explanation – point out that all this information is about talking about the past.</p> <p>13. Ss listen and check answers – T explains a bit further.</p>	<p>14. T walks ss through completing the task – ss listen to check answers.</p> <p>15. T writes on the board some headings for ss to write examples using "when" and "while".</p> <p>Example</p> <p>School - When</p> <ul style="list-style-type: none"> • I <u>was writing</u> in my notebook, when the principal <u>entered</u> the classroom. <p>School - While</p> <ul style="list-style-type: none"> • I <u>was writing</u> in my notebook while the teacher <u>was writing</u> on the board. • Etc. <p>16. Get some ss to help to write the examples – and once T confirms examples are complete and correct, ss will be allowed to write them in the notebook.</p> <p style="text-align: center;"><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Interview some people – order of question sample: What were you doing at 4 pm? What was your mum doing while you were doing that? When you finished "n", what was your dad doing?
- Prepare some notes – get ready to share.

KeyCode 2 Unit 8

Teacher: _____ . Grade: _____ Group: _____

Unit 8 Page 52 Lesson 48. Date: _____.

- Students will be able to **use** different language forms to talk about the past and **talk** about someone they admire.
- **Explaining** looking up to somebody

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • Get a poster – illustrating past simple and past continuous and prepare 6 sentences - 3 in past simple - 3 in past continuous. The words for the sentences written on small cards or pieces of paper – one word per paper. <p>-----</p> <ol style="list-style-type: none"> 1. T sticks the poster on the board and writes the questions... What can you see? What did they do? What were they doing? 2. T points out the fact that ss used different past forms to talk about the poster – get ss to explain the forms and the elements. 3. Get ss to help to make some room in the middle of the classroom – T spreads the papers on the floor and then explains that the papers form 6 sentences and there is one word on each paper. 4. Divide the class into two teams – one student from each team stands at the front – looking at the papers, he has to say what word he needs/wants to use next – also he has to say who must pick the paper and give it to him – the team that gets a complete and correct sentence first, gets the chance to explain the form and the elements – if done correctly, he gets the point for the team. 	<ol style="list-style-type: none"> 5. Draw ss' attention to the text on page 52 – tell ss to use information from the previous session to work it out... Example <ul style="list-style-type: none"> • What forms and elements do I need when using "when"? • What forms and elements do I need when using "while"? 6. Once ss come up with ideas to answer the questions, get them to circle these words (when-while) in the text and use that circling as clues. 7. T reflects on the importance of studying and following rules when using and studying the language – but also point out the importance of keeping in mind that there are exceptions or forms that differ from the rule – it does not mean those are wrong, it only means that it is also possible and it occurs in real speaking very frequently – just make sure not to get loose on language study and use quality. 8. Pair work – get ss to talk about the pictures: <ol style="list-style-type: none"> a) collect time expressions – you can ask other friends in the class or the teacher – you can also use a dictionary b) what the people were doing and when c) what two people were doing at the same time 9. Whole-class sharing – T writes some examples ss shared and does some quick checking. 	<p>10. Mini Project</p> <p>A great woman/man to look up to</p> <ul style="list-style-type: none"> • Think of a man or a woman who has had positive influence in your life. • Explain what he/she does and why you look up to him/her. • Make a poster and present it to the class. • Ss listen to their classmates presenting their project – everybody takes notes during the presenting, so everyone can participate in the feedback. <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. 		