

KeyCode 2 Unit 10

Teacher: _____ . Grade: _____ Group: _____

Unit 10 Page 59. Lesson 55. Date: _____ .

- Students will be able to **identify** new professions and **name** specific activities people with the professions do and items they use and **talk** about skills needed to do some jobs.
- **Describing** professions
- **Explaining** job skills
- **Suggesting** on job choice

Stage 1	Stage 2	Stage 3																
<p>BEFORE CLASS</p> <ul style="list-style-type: none"> • T brings 8 items or pictures related to the vocabulary on page 59 – e.g. Doctor could bring a stethoscope, educator a book, etc. • Prepare a list of activities people do using the things that will be shown on a piece of cardboard or bond paper. • Prepare a worksheet with a word hunting frame: <table border="1" data-bbox="142 840 557 1010"> <tr> <td>doctor</td> <td>politician</td> <td>educator</td> <td>lawyer</td> </tr> <tr> <td>3 words per section</td> <td>3 words per section</td> <td>3 words per section</td> <td>3 words per section</td> </tr> <tr> <td>scientist</td> <td>businessman</td> <td>accountant</td> <td>psychologist</td> </tr> <tr> <td>3 words per section</td> <td>3 words per section</td> <td>3 words per section</td> <td>3 words per section</td> </tr> </table> <p>-----</p> <ol style="list-style-type: none"> 1. Get ss to share the notes they added – HW. 2. Brainstorm, in 15 seconds, as many words related to the words T calls out for as possible: <p>Example</p> <ul style="list-style-type: none"> • T: Doctor! • Ss: medicine, hospital, surgery, syringe, bandage, blood, etc. <ol style="list-style-type: none"> 3. Divide the class into three teams – tell ss they will have to use the words from the brainstorming to fill in the table. 4. The team that gets the table complete first gets to be the winner. 	doctor	politician	educator	lawyer	3 words per section	3 words per section	3 words per section	3 words per section	scientist	businessman	accountant	psychologist	3 words per section	3 words per section	3 words per section	3 words per section	<p>5. T shows the items he brought, one at the time, and then gets ss to look at the list of activities he prepared – ss have to find a match for each item.</p> <p>Example</p> <ul style="list-style-type: none"> • profession – doctor • item - stethoscope • activity – check heartbeat <p>Full sentence: A doctor uses his stethoscope to check people's heartbeat.</p> <p>6. Draw ss' attention to the pictures on page 59 – ss talk about them – all the things they can see in the pictures and use the words in the box to label them.</p> <p>7. Whole-class sharing and checking.</p> <p>8. T reflects on the skills or talents people need to have to do the jobs.</p> <p>9. T tells ss to go interview other teachers using the following question:</p> <ul style="list-style-type: none"> • What are you good at? • Based on the people's answers, tell them what other jobs they could do and ask, "Why don't you do that?" <p>10. T gets some ss to share the information they got - use the information and write sharing prompts on the board.</p> <p>Example</p> <ul style="list-style-type: none"> • T: Who did you interview? • Ss: I interviewed Mr/Miss N. He says he/she is good at... I think he/she may be a/an... 	<ul style="list-style-type: none"> • Note: You can use the prompts separately to make the sharing easier to complete. <p>11. Divide the class into small groups – ss share what they got from the interviewing – remind ss about following the sample in activity 10.</p> <p>12. When ss finish the sharing, tell them to select the most interesting conclusion.</p> <p>13. T reflects on how interesting it is to find out someone could do other jobs.</p> <p>14. T tells ss to use the information from their choice in activity 12 to complete prompt 1.</p> <p>15. Whole-class sharing and checking.</p> <p>16. Tell ss to complete prompts 2 and 3 individually – then whole-class sharing and checking.</p> <p>17. T extends the talking from activity 8 to walk ss through completing the following prompts – ask some ss to share what they are good at – everybody has got talents – that must be shown as frequently as possible.</p> <p>18. T uses information about 4 students – the always shining one, the one that is always about to outstand and those two who need help and an opportunity to shine.</p> <p>19. When the four prompts are complete and correct, ss will be allowed to write them in their books.</p> <p><i>Feedback from T on language used on need.</i></p>
doctor	politician	educator	lawyer															
3 words per section	3 words per section	3 words per section	3 words per section															
scientist	businessman	accountant	psychologist															
3 words per section	3 words per section	3 words per section	3 words per section															
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview some friends from your neighborhood or town - What are you good at? What do you want to be when you grow up? Why? Are you really good at that? • Prepare some notes – get ready to share. 																		

KeyCode 2 Unit 10

Teacher: _____ . Grade: _____ Group: _____

Unit 10 Page 60. Lesson 56. Date: _____.

- Students will be able to **talk** about professions, **make decisions** based on preferences and skills and **identify** what it takes to succeed in doing a job.
- **Describing** skills and requirements
- **Writing** an advice note on career choice to a friend
- **Talking** about likes, hobbies, interest, skills and dislikes

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. Line drawing Invite some ss to try the drawing – go outside the classroom with the ss selected – tell them to think of things they are good at – they will have to draw themselves doing that (line by line – little by little). The class has to guess what the ss at the front are good at – but they must use a question to verify their guess: Example</p> <ul style="list-style-type: none"> • Student drawing – So, what do you think I am good at? • Class – Are you good at...? • Student drawing – Yes, I am. No, that's not it. <p>3. T reflects on what some athletes have achieved recently – Present some pictures of those athletes and try to explain difficulties and what they had to do to reach their goals.</p> <p>4. Draw ss' attention to the grammar section on page 60 – walk ss through completing the introduction by...</p> <p>a) Book closed – ss listen and pay attention to information for the gaps – then let ss try to fill in the gaps. b) T prompts the first letter for each word – so ss can confirm or mark as pending. c) Listen and follow in the book to check answers.</p>	<p>5. Pair work – read the examples – spot the following and get it circled: a) profession b) skill c) what makes the examples different in form or construction and meaning</p> <p>6. Whole-class sharing – and then get ss to spot and circle core language – then use colours to highlight meaning-link: the phrases in bold, match them with the meaning they take using the same colours.</p> <p>Example You want to... = Quieres ser...</p> <p>7. Divide the class into three groups – each group takes a whole prompt – the groups will have to think of the words needed to complete it, but no writing will be allowed at this point.</p> <p>8. The groups have to choose a representative in charge of presenting the whole prompts: first, orally, and then on the board for the teacher to check.</p> <ul style="list-style-type: none"> • Note: Come up with a loud, noisy way to thank and cheer the representative and his team for completing the task – it was a demanding one – if there are things to improve, mention it nicely. <p>9. Once T confirms all three prompts are complete and correct, ss will be allowed to write them in their books.</p>	<p>10. Refer ss to the writing section – tell them that they will interview a friend – get information about his/her likes, hobbies, interests, skills, and dislikes.</p> <p>11. T walks ss through studying the example – how the information was used / presented.</p> <p>12. Go interview a friend and take notes – use the information to complete the table.</p> <p>13. Write a short paragraph about your friend and then read it out to him/her or the class – decide together if your suggestion on career choice was a good one.</p> <ul style="list-style-type: none"> • Note. If there is time, let some ss do it at the front –it is important that they get used to facing audiences. <p><i><u>Feedback from T on language used on need.</u></i></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview 2 people: mom or dad, brother or sister – what would you like to do when you grow up? • Prepare some notes – get ready to share. 		

KeyCode 2 Unit 10

Teacher: _____ . Grade: _____ Group: _____

Unit 10 Page 61. Lesson 57. Date: _____.

- Students will be able to **identify** and **use** tenses and forms for first conditional sentences, **identify** when a comma must be used based on sentence form and construction.
- Describing** cause and effect
- Explaining** sentence-part switch
- Explaining** use of a comma

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T reflects on ss' sharing – how do people react when asked a question like that? It is believed that it must be aimed at children or teens.</p> <p>3. T writes on the board the following heading...</p> <p style="text-align: center;">Everybody's got a future!</p> <p>4. Divide the class into small groups – ss discuss what young people can tell adults and old people to make them believe future is good so they must plan for it – for fun and joy, and work and health, etc.</p> <p>5. Whole-class sharing – T extends the reflecting talking by sharing about consequences of not doing something that brings pleasure or joy, etc. now.</p>	<p>6. Draw ss' attention to the grammar section – tell ss to think of words to complete the explanation – whole-class sharing.</p> <p>7. Listen and check answers.</p> <p>8. Walk ss through studying the examples – go first over the event and the sentence form.</p> <p>Example</p> <ul style="list-style-type: none"> event – eat the meat form – present simple <p>9. Remind ss about using colours to identify or differentiate the parts.</p> <p>10. Walk ss through studying the examples – now go over the second part of the sentence.</p> <p>Example</p> <ul style="list-style-type: none"> consequence – will get angry form – future simple <p>11. Remind ss about using colours to identify or differentiate the parts.</p> <p>12. Refer ss to the circles in the two examples – ask ss to think of what they are showing and then explain.</p> <p>13. T extends the talking on what the circles are showing – the use of a comma, depending on how the parts were used – the switching changes.</p> <p>14. Get ss to use all the information shared so far to complete the Extra note section.</p> <p>15. Whole-class sharing and checking.</p>	<p>16. Pair work – ss complete the prompts using the words in the boxes – make sure to explain about using one word from each box for each sentence – remind ss about analyzing all the options first and then thinking about possible combinations before writing – if possible, get ss to write their pairings on a separate piece of paper.</p> <p>17. While ss work on it, T writes the prompts on the board for a whole-class checking task.</p> <p>18. Whole-class sharing – and then get some ss to complete the prompts on the board and explain their choices.</p> <p>19. When T confirms the prompts are complete and correct, ss will be allowed to write in the book.</p> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Look at the pictures at the end of page 61 – label the pictures and think of possible consequences.
- Example: study hard = good grades, parents get happy, pass a test, etc.
- Prepare some notes – get ready to share.

KeyCode 2 Unit 10

Teacher: _____ . Grade: _____ Group: _____

Unit 10 Page 62. Lesson 58. Date: _____.

- Students will be able to **identify** causes and **express** effects, **explain** how to look at a career plan and **differentiate** pros and cons.
- **Explaining** effects
- **Describing** actions to take for a career plan
- **Explaining** factors

Stage 1	Stage 2	Stage 3
<p>1. Get ss to share what they got from the interviewing – HW.</p> <p>2. T writes ss' ideas on the board – then T shows some options for consequences and does some wrong matchings – it is for ss to explain the right pairings.</p> <p>Example. T: study hard – If you study hard, you will get bad grades. Ss: check and explain</p> <p>3. After the matching correction is done, T gets some ss to write the examples on the board – it is for the whole class to check if the examples are complete and correct.</p> <p>4. Once T confirms examples are complete and correct, ss will be allowed to write them in the box on page 62.</p>	<p>5. In small groups, ss discuss the questions in the reading section, and then share with the class.</p> <p>6. T reflects on the importance of considering different scenarios and factors when deciding what to study or what to do for a living – the title options for the paragraphs.</p> <p>7. Get ss to brainstorm: T: Encourage discovery – think of five words related to the words in this title option (motivate, look for, etc.)</p> <p>8. Do the same with all the title options – then tell ss to go over the paragraphs quickly to check if any of the words brainstormed appear in them.</p> <p>9. Whole-class sharing – then tell ss to look at the gaps carefully for 1 minute. Tell ss to close the book and listen to the track – remind ss to focus on the main idea in each.</p> <p>10. Listen and take notes – whole class sharing.</p> <p>11. Tell ss to complete the text using their notes – then tell them to go with some friends to compare answers.</p> <p>12. Listen and check answers.</p>	<p>13. Get ss to read by paragraphs – including the answers – for the numbered ones (1-5) get ss to explain their title choices.</p> <p>14. T reflects on the actions to take in order to make better decisions.</p> <p>15. Get ss to help to write some example sentences on the board – about choosing a career.</p> <p>Example:</p> <ul style="list-style-type: none"> • If you want to know how much you can earn, talk to people. • If you want to work outdoors, do some research. • Etc. <p>16. Once T confirms the examples are complete and correct, ss will be allowed to write them in their notebooks.</p> <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview your parents and some other adult people. Ask them about what you should do before making a decision on what to study or what to do for a living.
- Prepare some notes – get ready to share

KeyCode 2 Unit 10

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Unit 10 Page 63. Lesson 59. Date: _____.

- Students will be able to **look for** clues to use question words, **talk** about positive and negative aspects of life events and **differentiate** meanings with slight differences.
- **Describing** clues
- **Talking** about life events
- **Explaining** meaning and usage of connectors

Stage 1	Stage 2	Stage 3
<p>1. T writes the five titles for the paragraphs on page 62 on the board.</p> <p>2. Divide the class into five teams – get ss to choose a title.</p> <p>3. Each team will have to think of ways to explain why their point is the most important to consider when planning for the future.</p> <p>4. Explain that each team will have 3 minutes to present their first statement – then they will have opportunities to reject other points and back up theirs.</p> <p>5. Get ss to share what they got from the interviewing.</p> <p>6. T reflects on how difficult it is to make decisions, but it is part of life so everybody should think about it carefully – without rushing things to happen – and when things seem to be going wrong or stray, stopping to smell flowers is OK – just remember that staying there and still is not an option.</p> <p>7. Draw ss' attention to the questions on page 63 – get ss to read the questions to identify key points or words to use them as focus for reading.</p> <p>8. Pair work – get ss to look for the information to answer the questions – remind them that it is necessary that they underline it.</p>	<p>9. Whole-class sharing and checking – get ss to say where the information is exactly: paragraph and line.</p> <p>10. T reflects on the use of question words – get ss to circle these words in the questions they just answered and then to briefly explain what kind of information, exactly, each is for.</p> <p>11. T reflects on hunting for clues – it is useful to understand what words could be near: Example: 1. When – get 2. When – start 3. Where – go 4. What – make people Etc.</p> <p>12. Get ss to find the clues and then walk them through writing the words on the lines.</p> <p>13. Randomly, get some ss to answer the questions.</p> <p>14. Draw ss' attention to the grammar section – get ss to complete the first paragraph and ask them to explain what difference they need to look for.</p> <p>15. T reflects on these getting similar meanings – Use L1 to clarify difference if necessary – you can also translate into L1 to help ss cross the difference quickly.</p> <p>16. Get ss to circle “until” and “when” in the examples and get them to confirm the meaning the words take.</p>	<p>17. Draw ss' attention to the positive and negative aspect example – write it and complete it on the board – explain the aspects.</p> <p>18. Put that example into sentences using until / when on the board. Example:</p> <ul style="list-style-type: none"> • I will buy a car until I get a good job. I will be able to visit more places, but I will need money to pay for the gas. <p>19. T thinks of another example – different from the ones in the book – works it out on the board the same way.</p> <p>20. Walk ss through choosing four events, from the questions in the book – then get ss to comment on the positive and negative aspects – T writes ss' ideas on the board.</p> <p>21. Get ss to help to put the ideas into sentences with until / when – the same way you did in activity 18.</p> <p>22. Once T confirms the sentences are complete and correct, ss will be allowed to write them in their notebooks.</p> <p><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some friends – not friends from school – ask them the questions on page 63.
- Prepare some notes – get ready to share.

KeyCode 2 Unit 10

Teacher: _____ . Grade: _____ Group: _____

Unit 10 Page 64. Lesson 60. Date: _____.

- Students will be able to **make** decisions based on analysis of factors, **explain** word-functions, **justify** choices and **design** a career plan.
- **Describing** factors
- **Explaining** word-functions
- **Comparing** information
- **Presenting** a career plan

Stage 1	Stage 2	Stage 3
<ol style="list-style-type: none"> 1. Get ss to share what they got from the interviewing – HW. 2. T writes on the board some ideas ss just shared – get ss to help to check they are complete and correct. 3. If there is the need to modify some sentences to complete the prompts in the pink area on page 64, get ss to help to do the adjustments. 4. Once T confirms the sentences are complete and correct, ss will be allowed to write them in the book. 5. T reflects on ss' notes – HW. He shares his point of view on how we take decisions when we are young – sometimes waiting is a good option, but not waiting can also be OK if there is a plan. 6. Draw ss' attention to the conversation on page 64 – get ss to look at it quickly and find the main idea – what's the conversation about? 	<ol style="list-style-type: none"> 7. T reflects on the way the people in the conversation reached a conclusion – and then gets ss to share their point of view. 8. Ss look at the conversation and try a first guessing for the missing words – remind ss about studying what the missing words would do in the gap, that is understanding word-functions - take notes. 9. Book closed – ss listen and check their notes. 10. Ss use their notes to complete the conversation – then go with different friends to compare answers. 11. Listen again to check answers. 12. Get ss to read out by speaking turn in the conversation – every time a part has been read, ss will explain the idea in the part they read. 13. Book closed – T writes the questions on the board and ss help to find the answers. 14. Once all the questions have been answered on the board, ss will open their books and check the answers are correct by underlining information in the script. 15. Ss will confirm the answers are OK, and also they will have to say where the information to prove each answer right is, exactly: speaking turn and line. 16. Once T confirms answers are complete and correct, ss will be allowed to write in their books. 	<p>Mini project My Career Plan</p> <ul style="list-style-type: none"> • Use the format on the next page to make a career plan. • Make a more detailed plan on separate sheets of paper. • Present your career plan to the class – if possible, visit other classes and present your project there. • Remember, the format is for you to show specific or key points. The speaking must come out of a plan; it means try not to read when giving a presentation. <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- 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.