

KeyCode 4 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 53. Lesson 49. Date: _____.

- Students will be able to **name** documents and **talk** about what some documents are used for.
- **Naming** documents
- **Explaining** when some documents are used and what for

Stage 1	Stage 2	Stage 3
<p>1. Get some ss to share the notes they added – HW.</p> <p>2. T divides the class into four groups – think of the following and write some notes to share...</p> <p>- When talking about Maria, we think of... We know she likes... She sometimes... and she definitely loves...</p> <p>3. One student from each group shares the information about all the participants in the group.</p> <p>4. T reflects on the information provided – it is good-to-know information, but for formal or more specific situations, it is important to think of the information we may need to give.</p> <p>5. T shows some of his IDs for ss to compare them – and then discuss on why that specific information must be on each.</p> <p>6. Get ss to look at the pictures and the words in the box – ss name the documents and use the words to label them.</p> <p>7. Whole-class checking – get ss to guess which documents the teacher has – he has to explain why he hasn't got the other ones yet.</p>	<p>8. Ss brainstorm on other documents (let L1 if necessary) and T writes ss' ideas on the board.</p> <p>9. Get ss to help to write about the new documents – notes similar to the ones in the speech bubble on page 53.</p> <p>10. Once T confirms the notes are complete and correct, ss will be allowed to write them in their notebooks.</p> <p>11. Draw ss' attention to the descriptions – tell ss to look at the first one and spot key language – language they can use to choose a document word to write on the line.</p> <p>Example</p> <p>- This paper shows personal information and also information about studies and work experience.</p> <p>- So... what document may contain that specific information?</p> <p>12. Walk ss through completing questions 2 – 5, and then let ss complete questions 6 – 10 on their own.</p> <p>13. Whole-class sharing and checking.</p>	<p>14. In small groups, ss discuss the questions in the Speaking section.</p> <p>15. Whole-class sharing – get some ss to help to draw two documents on the board: a receipt and a Covid - 19 certificate.</p> <p>16. Get ss to help to write all the information these documents must have – then below each, write a short paragraph explaining why it is / it is not an official document.</p> <p>17. Once T confirms it is all complete and correct, ss will be allowed to draw and write in their notebooks.</p> <p style="text-align: center;"><i>Feedback from T on language used on need.</i></p>

HW: Book/Notebook

- Interview 2 people – Use the questions on page 53.
- Compare their answers with yours.
- Prepare some notes – get ready to share.
- Bring 1 piece of cardboard, glue and markers or colour pencils.

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Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 54. Lesson 50. Date: _____.

- Students will be able to **give** personal information and **talk** about bank activity.
- Giving** personal information
- Describing** parts of a card
- Explaining** bank activity

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • Write the words for the parts of a credit card on pieces of paper – one on each. • Draw on the board a credit card to do whole-class labeling using the words on the papers. <p>-----</p> <ol style="list-style-type: none"> 1. Get ss to share what they got from the interviewing – HW. 2. T also answers the questions, briefly. 3. T tells ss it is time to use the materials they brought. 4. Tell ss to duplicate the format and the information on the cardboard (1/2, 1/4, 1/8) – the size they want. 5. Get ss to think of the questions they have to make to obtain that information from someone. 6. Pair work – tell ss to make the questions and write the information given. 7. Give ss some time to complete the forms using their own information. 	<ol style="list-style-type: none"> 9. Draw ss' attention to the drawing on the board – T shows the words on the papers, one at the time, and ss say the words – T sticks the papers with the words on the board. 10. Play blindfolding hunt – T chooses a participant and blindfolds him using a scarf. 11. T says a word and the blindfolded student has to go find the paper with that word – the class can help giving instructions, but some ss will be giving incorrect instructions. 12. Don't say whether the labeling is correct at this point, just get the class to agree or disagree. 13. Once the labeling is complete, T confirms it is correct, so ss can complete it in the book. 14. T extends the talking adding information about why a credit card has those parts and what each is for. 	<ol style="list-style-type: none"> 15. Draw ss' attention to the pictures of bank activity – what can you see in the pictures? 16. T asks different questions about the pictures, so the talking can be extended. <p>Example</p> <ul style="list-style-type: none"> - What is the man in picture 1 doing? - Is it a job for men, only? - What tools or equipment does he need? - What's that item he must have with him all the time? - What personality traits a person with that job has? - Etc. 17. Small groups – ss discuss the questions in the speech bubbles? 18. Whole-class sharing – then get ss to answer the question below the picture and write about them. 19. Provide ss with some prompts to complete – for the writing – remember that you can do this on the board for ss to have a writing and a checking reference, but also keep in mind that they must help to get the writing done. <p>Example</p> <ul style="list-style-type: none"> - I went to the bank last Friday. - I needed to use the... - I spoke with the...about... - I asked for... - I sometimes use my bank's app, but... - Using the app is... - I prefer...to... <p style="text-align: right;"><i>Feedback from T on language used on need.</i></p>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview 3 people - What is the purpose of a bank? • Reflect on the answers and write a short conclusion. • Prepare some notes – get ready to share. 		

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Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 55. Lesson 51. Date: _____.

- Students will be able to **name** the steps to use an ATM and **follow** a narrative.
- **Describing** ATM process
- **Discussing** order of events

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. Competition-like – get the class into three teams and divide the board into three columns. 3. Make a list of bank activities, sections and people. 4. 2 minutes – one student from each team comes to write a word, and then passes the marker over a friend. 5. The team with the longest list gets to be the winner. 6. T gets ss to review the words in the lists saying what each word is for: activity, section or people. 7. T asks ss to name what they need to have when using an ATM. 8. Draw ss' attention to the pictures on page 55 – what is the person doing in each, exactly? 9. Look at the options and number the pictures – whole-class checking. 	<ol style="list-style-type: none"> 10. Invite seven ss to act out the steps for using an ATM for the class. 11. T reflects on why banks exist, the benefits and the drawbacks. 12. Books closed – tell ss to pay attention to the listening – it will present a short paragraph about the History of Banking. 13. Tell ss to listen and take notes – tell ss to use their notes to number the lines. 14. Get ss to go with different friends to compare their answers. 15. Play the track again for ss to check their answers. 16. Get some ss to help to write the lines in order on the board – once T confirms it is complete and correct, ss will be allowed to write it in their books. 	<ol style="list-style-type: none"> 17. Draw ss' attention to the text about The beginning of banks – walk ss through studying the prompts for the answers about the text – what do you need to do to complete each question? What kind of information do you need for each? 18. Get ss to check the information before the gaps – can you guess what words fit the gaps? 19. What words may have the meanings? <ol style="list-style-type: none"> a. disappear b. fall c. existence 20. Listen and follow in the book – then share answers. <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people - Is it important to have a bank account? Why? Why not?
- Reflect on the answers and write a short conclusion.
- Prepare some notes – get ready to share.

KeyCode 4 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 56. Lesson 52. Date: _____.

- Students will be able to **follow** a narrative, **identify** reference words in a text and **explain** meaning of confusing words.
- **Explaining** reference and meaning
- **Explaining** difference in meaning

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • T brings a poster of a bank and the UK flag. <p>-----</p> <ol style="list-style-type: none"> 1. Get ss to share what they got from the interviewing – HW. 2. T asks, “If you were rich, would like to have another option to save your money, not a bank?” 3. T reflects on the answers – there should be benefits, but sadly, it is the opposite – why is it too difficult to change that administrating structure? 4. T sticks on the board the flag and the bank pictures. 5. Ss brainstorm ideas of what today’s topic is – do banks in the UK have any kind of influence around the world? 6. T presents the topic “The beginning of Banks in England” – then asks ss to think of the kind of information they will work with during the session. 	<ol style="list-style-type: none"> 7. Draw ss' attention to the text about The beginning of banks in England – tell ss to work it out the same way they did with the text on the previous page. 8. T walks ss through studying the prompts for the answers about the text – what do you need to do to complete each question? What kind of information do you need for each? 9. Get ss to check the information before the gaps – can you guess what words fit the gaps? <p>And about the following questions:</p> <ul style="list-style-type: none"> • What name that person receives? What does that mean? • What’s the difference? • When do you change and exchange money? <ol style="list-style-type: none"> 10. Whole-class sharing and checking – T reflects on the answers and explains further the importance of analyzing information before going over answering questions. 	<ol style="list-style-type: none"> 11. T divides the class into groups of three – tell ss they will have some time to work out the following text using the same strategies they used with the previous two texts. 12. Whole-class sharing – get ss to listen to and follow the three texts in the book. 13. Get ss to complete the following prompts... So, text one was about... It presented specific information such as... Then text two was about...It presented specific information like... Finally, text three was about... It presented... 14. Tell ss that you will collect the books for checking answers about text three. <p style="text-align: center;"><u>Feedback from T on language used on need.</u></p>

HW: Book/Notebook

- Interview some people – do you know how bank activity started? Whatever answer they come up with, write it in L2.
- Prepare some notes – get ready to share.

KeyCode 4 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 57. Lesson 53. Date: _____.

- Students will be able to **express** deducing ideas and **talk** about people from the past.
- **Negotiating** to reach a final answer

Stage 1	Stage 2	Stage 3
<p>Prepare in advance</p> <ul style="list-style-type: none"> • Get six pictures showing different deduction situations. For example, many people waiting in line, outside a store. • Write the deduction descriptions of the pictures on strips of paper - There must be great discounts in that store. <p>-----</p> <ol style="list-style-type: none"> 1. Pay The Swift Scene! 2. Divide the class into two teams. 3. T explains that he will read out a sentence for ss to act – the whole team. 4. The team that gets the scene – completely on - gets the point. 5. T sticks the strips and the pictures on the board for some ss to come and get paired. 6. Get ss to share what they got from the interviewing – HW – write some examples on the board. 7. Get ss to compare the examples from HW and the ones from the acting activity. 	<ol style="list-style-type: none"> 8. Draw ss' attention to the grammar section 1 – walk ss through studying the information and writing two more examples. 9. T comes up with some sentences to extend the grammar talking – the sentences may have false information and be presented as fact, so ss can notice how point 2 works. <p>Example</p> <ul style="list-style-type: none"> • Bad Bunny wrote the song Bohemian Rhapsody! <ol style="list-style-type: none"> 10. Use ss' ideas to create the two examples to write on the lines in this second section. 11. Do the same with grammar section 3 – present a sentence and get ss to notice how the grammar point works – then use ss' ideas to create the examples to write on the lines in this section. 	<ol style="list-style-type: none"> 12. Draw ss' attention to the pictures of famous people from the past: Do you know the people in the pictures – who were they? 13. Pair work – discuss the questions about the famous people from the past. 14. Write some example sentences on the board (with some gaps) - combining information from the grammar sections and information about the people for ss to complete – T decides on the gapping. <p>Example</p> <ul style="list-style-type: none"> • There must be lost of fans still enjoying their work. • They can't have done anything different. • It must be difficult to be that famous. • They must have had strong talents. <ol style="list-style-type: none"> 15. Once T confirms the examples are complete and correct, 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>
<p>HW: Book/Notebook</p> <ul style="list-style-type: none"> • Interview four people – What do you know about the famous people in the pictures – page 57? • Do some further research on the same famous people's work. • Prepare some notes – get ready to share. 		

KeyCode 4 Unit 9

Teacher: _____ . Grade: _____ Group: _____

Unit 9 Page 58. Lesson 54. Date: _____.

- Students will be able to **write** a report.
- **Writing** a report about someone's work

Stage 1	Stage 2	Stage 3
<p>Prepare in advance Get the pictures at the end of page 57.</p> <p>-----</p> <ol style="list-style-type: none"> 1. Get ss to share what they got from the interviewing and research – HW. 2. T sticks the pictures on page 57 on the board, one at the time, and ss describe them in detail 3. T will read out a description for each – ss have to say what picture the teacher is describing. 4. Ss read the descriptions on page 58 and write the words on page 57. 5. T asks, how are these words related to the pictures of famous people? 	<ol style="list-style-type: none"> 6. T walks ss through studying the information in the grammar sections – present some sentences the same way you did in the previous session for ss to work out how the point works – remember, it is important that ss notice how the points are working, and use ss' ideas to create the examples to write on the lines in each section. 	<ol style="list-style-type: none"> 7. Mini Project <ul style="list-style-type: none"> • Ss will have some time to check and discuss the writing tips. • Whole-class comments all the writing points. • Write a report on someone's work. 8. Ss have information about the people on page 57, so they can write about them, but if there is time, and you'd like ss to present something bigger – plan for it and let them do some research on somebody else's work. 9. Let ss present their reports to the class – all ss must listen to their classmates presenting their project and take notes for participating in the feedback. <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.