

Making notes

Lesson Plan

Book: Wonderful World 4, 2nd edition

Age: 9-11 years old

Time: 45 min

Aims of the lesson: the students will revise vocabulary for the unit 'Jobs', read a text about the best and the worst jobs, make notes for further writing an article.

Materials: Student's Book, Attachments

The sample is available here:

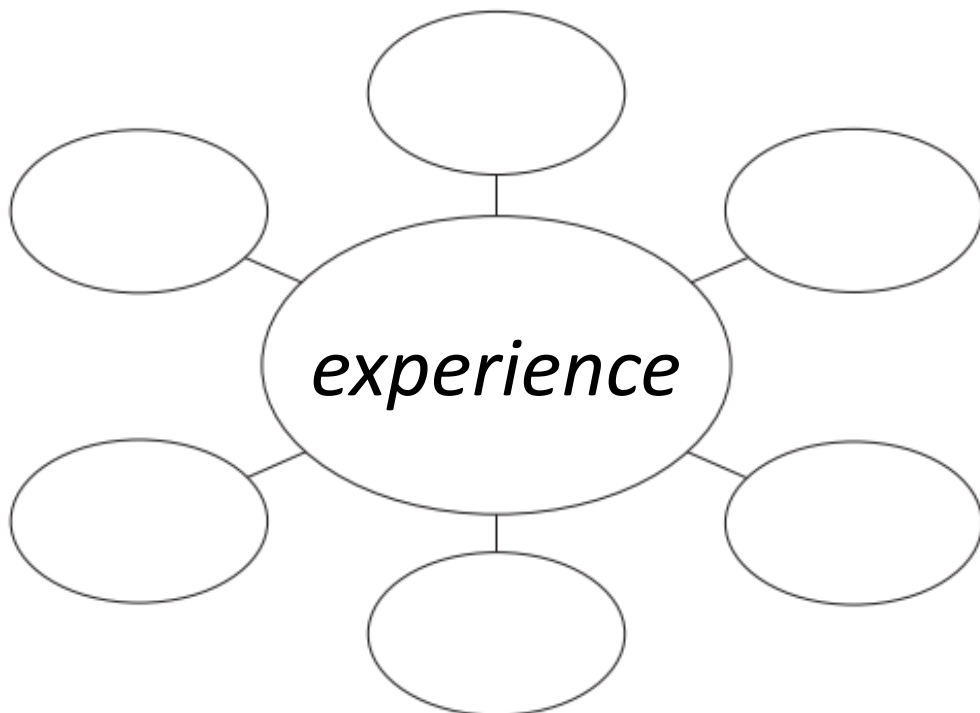
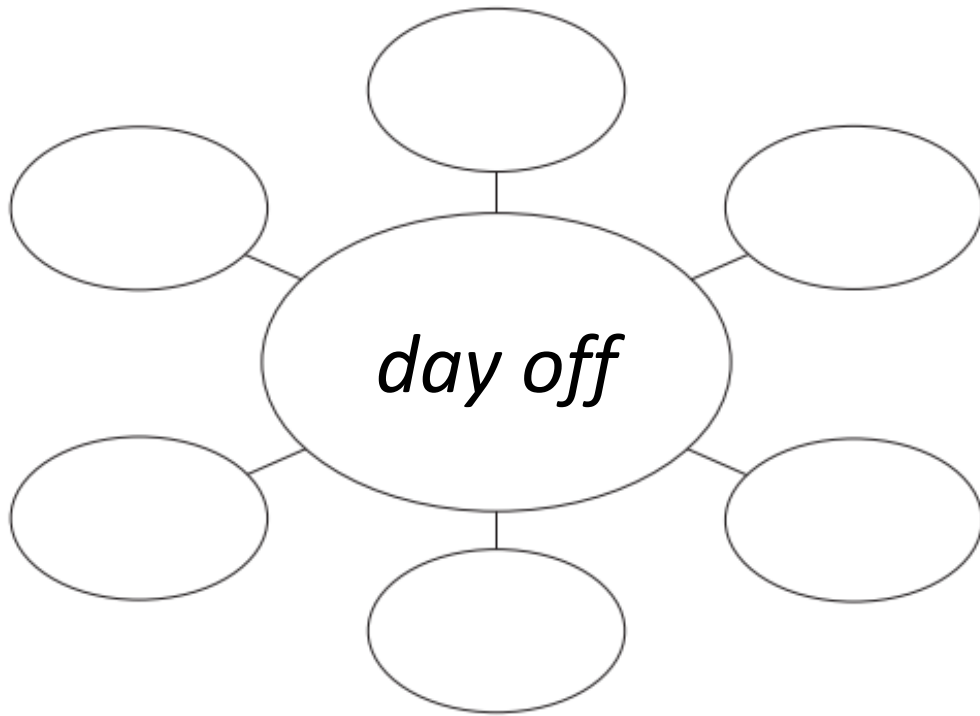
https://eltngl.com/assets/downloads/wonderfulworld_pro0000009041/ww_level4_unit12.pdf

The necessary materials are available here: <https://eltngl.com/sites/wonderful-world-2e/>

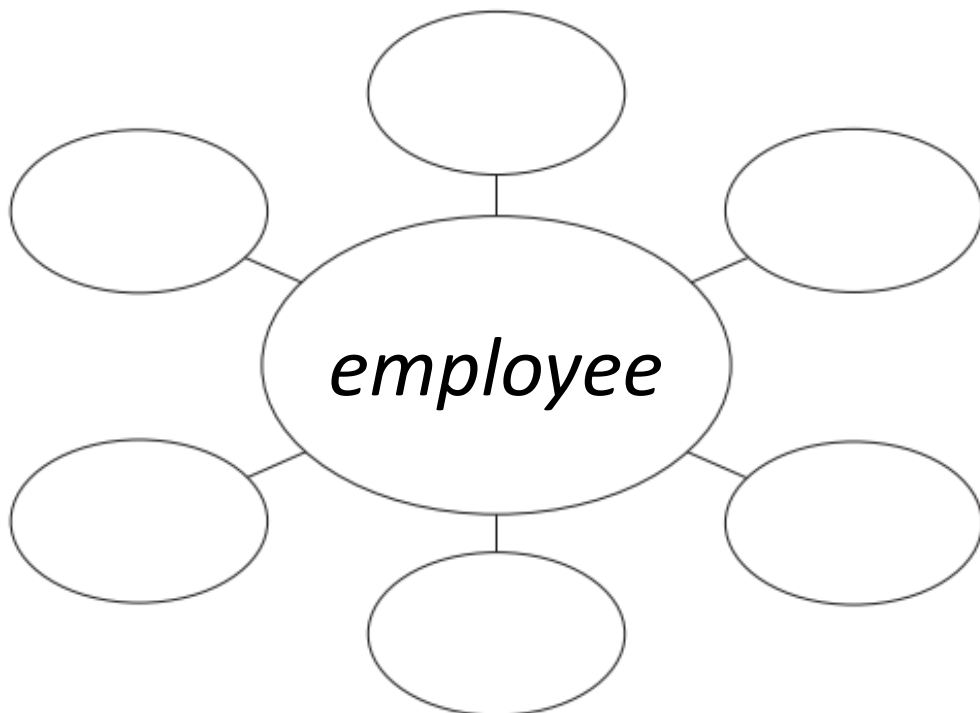
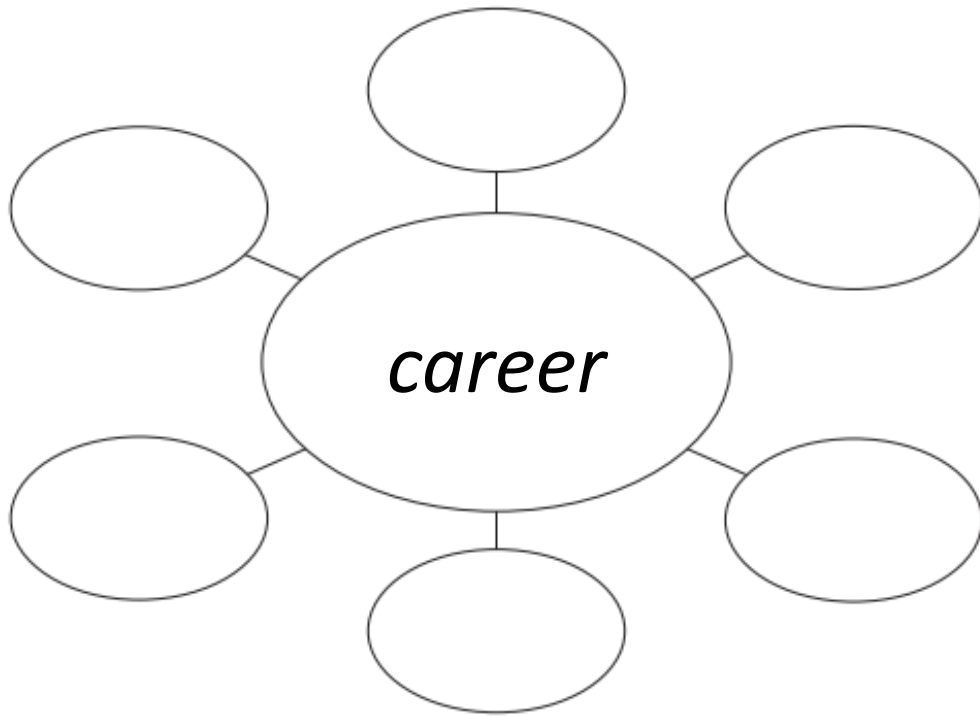
Stage Time	Content	Resources
Warm-up 8 min	<p>Revise words <i>day off, focus on, full-time/part-time job, experience, author, designer, career, employee, manager and staff</i>.</p> <p>Show students a word card and read it. Tell them to give you up to 6 related words to draw a word web. Brainstorm it together.</p> <p>WONDERFUL TIP: To help low-level groups with the task, model it and propose the first word.</p>	<p>p. 121</p> <p>Attachment 1 Word webs</p>
Lead-in 2 min	<p>Open p. 121. Ask students to read the advice about making notes.</p> <p>Explain that notes are not full sentences, but they are short written phrases or words to help us remember the main points to include in our writing.</p> <p>WONDERFUL TIP: Model it. Use a filled-in word web to create a main word description with it.</p>	<p>ex. A, p. 121</p>
Pre-reading Vocabulary Practice 5 min	<p>Tell students to read and put the notes under the correct headings. Explain that some headings match more than one note.</p> <p>Check answers as a class. Write them on the board if necessary.</p>	<p>ex. B, p. 121</p>
Reading Scanning for the details 10 min	<p>The best and the worst jobs</p> <p>Tell students to read the article and underline the information from the notes in B.</p>	<p>ex. C, p. 121</p>

Stage Time	Content	Resources
	Check answers as a class. Ask students whether they agree with what the writer says about these jobs.	
Writing Making notes 15 min	Ask students to work in pairs to discuss what jobs they are going to write about. Remind them that each paragraph adds a different piece of information to the description to make it easy to follow. Allow enough time to complete the task.	ex. D, p. 121 Attachment 2
Follow-up reading activity 5 min	Tell students to proofread their article and check they have included all the information from their notes. Ask volunteers to read out their emails. Write any mistakes on the board and ask students to correct them.	ex. E, p. 121
Extra activity	Guess the job In teams, play a game. Each team must decide which jobs they will describe and then must describe each job without saying what it is. Remind them to say what is good and bad about the job and what the person has to do in this particular job. The team which guesses the most jobs correctly is the winner.	

Attachment 1



Attachment 1



Attachment 2

Paragraph 1: Introduction

Write two sentences to introduce the topic.

FOR NOTES

FOR SENTENCES

Paragraph 2: The best job

Explain why this is the best job. Say if there is anything bad about it.

FOR NOTES

FOR SENTENCES

Paragraph 3: The worst job

Explain why this is the worst job. Say if there is anything good about it.

FOR NOTES

FOR SENTENCES

Paragraph 4: Conclusion

Write one sentence to conclude your article.

FOR NOTES

FOR SENTENCES