**Lesson plan for the 5th Grades**

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| Module 4 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Jobs | | | | | |
| Objectives according to the Curriculum | | 5.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;  5.2.5.1- understand most specific information and detail of short, supported talk on a wide range of familiar topics;  5.3.2.1- ask simple questions to get information about a limited range of general topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn vocabulary for jobs.  • categorise jobs.  • talk about jobs I would like.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Give feedback to others orally * Recognize detailed information in a short conversation with some support * Make up basic interrogative sentences and get information about the topic | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Be curious  • Books closed. Ask: What would be your perfect job?  • Elicit students’ ideas. Ask them to think about enjoying the job, salary, hours, working conditions, and so on.  • Ask students to open their books at page 38.  • Refer students to the photograph and ask them to describe what they can see. To help students with this, check understanding of the following vocabulary and write it on the board: buttons, ribbon, drawings, plans.  • Put students into pairs. Give them a minute to answer the three questions.  • Check answers.  • Tell students that the theme of Unit 4 is work and jobs. | | students respond to greeting and take their places.  Students answer the question and work with photos | students respond to greeting and take their places.  Students answer the question and work with photos | |  |  |
| **The middle of the lesson – 35 min** | • Books closed. Introduce the topic by eliciting any jobs you think that students may already know the English for, e.g. teacher, doctor.  • Write them on the board.  1. 1.29 Ask students to open their books at page 39. Read out the word jobs and check that students understand its meaning.  • Elicit brief descriptions of the photos and then ask students to work in pairs to do the matching exercise. Encourage weaker students to translate the words in Exercise 1 into their own language. You could also encourage students to write example sentences in their notebooks using the new vocabulary.  • Play the recording.  • Students listen to it and check their answers.  **Fast finishers**  Students can turn to the Vocabulary bank on page 119 and do the Jog your memory! activity.  2 • Put students into small groups.  • Ask them to look at the photos.  • Ask students to read and answer the questions. Encourage them to agree on their answers as a group rather than come up with a long list of alternatives.  • One member from each group reads out the group’s guesses.  3 • Read out the questions and check that students understand them.  • Put students in pairs to ask and answer the questions.  • Ask a few students to report back to the class.  Play Mime game using the words in Exercise 1.  • See Games Bank on page 28.  4 • Give students a few minutes to write a couple of sentences about two jobs they think they are the best and why.  • Monitor while students do this task. Help as necessary. | | Students share their ideas and complete the task  Students work with book and photos.  They work in pairs with weaker students and do matching  Students work in small groups. They read and answer the questions.  Students read and answer the questions in pairs.  Students follow the instructions and play a game  Students make sentences and share with the class | Students share their ideas and complete the task  Students work with book and photos.  They work in pairs with stronger students and do matching  Students work in small groups. They read and answer the questions.  Students read and answer the questions in pairs.  Students follow the instructions and play a game  Students make sentences and share with the class | | Teacher evaluates and guides students  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 27 of the Workbook for homework. | |  |  | |  |  |

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| Module 4 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Times around the world | | | | | |
| Objectives according to the Curriculum | | 5.4.4.1- read with some support a limited range of short fiction and non-fiction texts;  5.4.5.1- deduce meaning from context in short texts on a limited range of familiar general and curricular topics;  5.5.6.1- link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an article about time zones around the world.  • learn prepositions of time.  • talk about when I do certain activities.  • talk about time zones.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Read the given fiction or non-fiction text and identify the general information * Figure out the content of a short text with some support * Link sentences into coherent paragraphs | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Put a map of the world on the interactive  whiteboard and show how the world is broken up into different time zones. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to look at the map on page 40.  • Show how the time in Sydney and Dubai is ahead of that in London, whereas the time in Rio is behind.  • Write When it’s 12 pm in London, it’s in my town on the board.  • Put students in pairs to work out the time in their town.  • Elicit the correct answer and complete the gapped sentence you put on the board.  2 • Ask students to work alone to complete the exercise.  • Check answers.  • Read out the information in the FACT! box. Ask: Do you know the last inhabited place in the world to see a new day? (Answer: American Samoa in the Pacific Ocean)  3 • Read out the first answer given as an example, and ask students how we know this. (We all stay at school at lunchtime.)  • Ask students to refer back to the text to complete the exercise.  • Put students in pairs to compare their answers.  • Ask students to tell you what information in the text gave them the answer as you check the answers with the class.  4. Explore prepositions of time  • Read out the example. Explain that at is a preposition of time, which we use when talking about when we do things.  • Students work alone to find examples of prepositions of time in the text.  • Check answers.  5 • Students work in pairs to complete the first part of the sentences with the correct preposition.  • Check answers.  • Students work alone to complete the sentences with the activities they do at those moments in the day.  • To extend work on the vocabulary, ask students to turn to the Vocabulary bank on page 119.  6 • Tell students that am stands for ante meridiem (meaning from midnight to noon) and pm for post meridiem (meaning  from noon to midnight).  • Read out the example sentence.  • Students work out the times by finding the city on the map, locating Kazakhstan, and then using the + and - numbers at the bottom of the map, e.g. if a student is in Almaty, he or she will see that Almaty is eight hours ahead of Rio (Rio is in the -3 zone, Almaty in the +5). Therefore, when it is 3 am in Rio, it will be 11 am in Almaty.  • Discuss the different time zones in Kazakhstan so that students know if they are in the + 4 or + 5 zone.  • Ask students to work alone to complete the exercise.  VIDEO  You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.  4.1 Ali’s day  • Ask: What does ‘a long day’ mean? Elicit or explain that it refers to a day that seems to go on forever.  • Read out the information about the video and then play the video.  • Students watch it and answer the three questions.  • Check answers.  • Then ask: Should children or young people work all day?  • Put students into small groups to discuss the question.  • See page 136 for further activities you can do with this video. | | Students work with the presentation and work in pairs.  Students read the information and answer the questions  Students read the answers and read the text. They then complete the text with the given words  Students read the examples and work on preposition of time.  They find examples by themselves  Students work in pairs and complete the sentences.  They then check each other  Students make a research and answer the questions  Students watch the video and follow the plan.  They answer the questions and check the answers | Students work with the presentation and work in pairs.  Students read the information and answer the questions  Students read the answers and read the text. They then complete the text with the given words  Students read the examples and work on preposition of time.  They find examples by themselves  Students work in pairs and complete the sentences.  They then check each other  Students make a research and answer the questions  Students watch the video and follow the plan.  They answer the questions and check the answers | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Students evaluate each other  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Book, slide  Video |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 4, 5 and 6 on page 28 of the Workbook for homework. | |  |  | |  |  |

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| Module 4 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | An online forum Language focus 1 Present Continuous | | | | | |
| Objectives according to the Curriculum | | 5.6.10.1- use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics  5.2.7.1- recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn the affirmative, negative, question and short answer forms of the present continuous.  • learn how to pronounce the letter g at the beginnings and ends of words.  • talk about what is happening in my school at the moment.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Recognize the opinion of the speaker (s) in basic, supported talk on an increasing range of general and curricular topics. * Apply present continuous forms with present and future meaning the context | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Write I’m teaching in the classroom on the board.  • Ask: What tense is this? Elicit that it is the present continuous and that this tense is used for actions happening at the moment of speaking.  • Mime different actions, e.g. picking up a book, writing on the board. | | students respond to greeting and take their places.  Students answer the questions and show the actions | students respond to greeting and take their places.  Students answer the questions and show the actions | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 41.  • Tell students that the example sentences are from the text on page 40.  • Ask students to copy the chart into their notebooks, look back at the text on page 40 and complete the sentences.  • Check answers.  • For further information and additional exercises, students can turn to page 111 of the Grammar reference section.  2. 1.30 Give students time to read through the e-mail before they complete it using the verbs in brackets in the present continuous.  • First ask students to tell you who has written the e-mail and where he is. (Roman, at school)  • Check that students understand the meaning of: businessman (noun): a man who works in business, especially a manager; receptionist (noun): someone who works in an area where they meet visitors at a hotel or office.  • Ask students to work in pairs to complete the text. Both full forms and contractions are acceptable after pronouns and names, although in an informal email contractions would normally be used. After 'My parents', the full form should be used.  • Play the recording to check.  a 1.31 Play the recording and ask students to focus on the two different sounds for the letter g.  b 1.32 Play the recording.  • Students listen to it and repeat the sentences.  • Check that students are able to distinguish between the two different sounds that were introduced in the previous exercise.  3 • Read out the example question and answer.  • Ask students to work in pairs to write questions and answers.  • Students then work in pairs to practise asking and answering the questions.  4 • Give students a couple of minutes to write their questions.  • Monitor and help as necessary.  5 • Put students in pairs.  • Students practise asking and answering the questions they wrote in Exercise 4.  • Give students five minutes to write down as many a few sentences describing a job.  • Students should write full sentences, e.g. I work in a hotel. I'm making lunch at the moment. Help with vocabulary as necessary.  • Put students into small groups of three or four.  • In groups, students read out their sentences to each other and delete any sentences which other students also have.  • The students should be left with a few sentences which describe different jobs.  • Ask one student from each group to describe these routines to the class. The other groups try to guess the job. | | Students read the examples and copy the chart. Then they check the answers  Students read an e-mail and complete the verbs in brackets.  Students work in pairs and complete the text.  Students listen to the recording and focus on pronunciation.  Students listen and repeat the sentences  Students read the examples and answer the questions. They then practice asking and answering the questions  Students make notes and make sentences.  Students work in small groups and work on sentences | Students read the examples and copy the chart. Then they check the answers  Students read an e-mail and complete the verbs in brackets.  Students work in pairs and complete the text.  Students listen to the recording and focus on pronunciation.  Students listen and repeat the sentences  Students read the examples and answer the questions. They then practice asking and answering the questions  Students make notes and make sentences.  Students work in small groups and work on sentences | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Audio, book  Book  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2 and 3 on page 28 of the Workbook for homework. | |  |  | |  |  |

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| Module 4 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Outdoor and service job | | | | | |
| Objectives according to the Curriculum | | 5.2.5.1- understand most specific information and detail of short, supported talk on a wide range of familiar topics;  5.2.6.1- deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;  5.2.7.1- recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn vocabulary for outdoor and service jobs.  • listen to learn about different jobs.  • talk about the jobs your family do.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Recognize detailed information in a short conversation with some support * Figure out the content of a short conversation with some support * Recognize the opinion of the speaker (s) in basic, supported talk on an increasing range of general and curricular topics. | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed.  • Write on the board \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_  Students call out letters until the phrase has been completed  (answer: outdoor and service jobs).  • Ask: What jobs do you know that are outdoors? What are  service jobs?  • Elicit a few ideas and write them on the board. | | students respond to greeting and take their places.  Students guess the word and answer the questions | students respond to greeting and take their places.  Students guess the word and answer the questions | |  |  |
| **The middle of the lesson – 35 min** | 1. 1.33 Ask students to open their books at page 42.  • Students can work in pairs to do the matching exercise.  • Play the recording to check answers and for students to repeat.  • After students have repeated the jobs, as them which they think are outdoor jobs and which are service jobs and why.  A conversation  2. 1.34 Read out the question.  • Before you play the recording, ask students to predict what they will hear.  • Play the recording.  3. 1.34 Give students a minute to look through the exercise.  • Play the recording for students to do the exercise.  • When checking answers, ask students to tell you the information in the recording that directed them towards their answers.  4 • Ask students to work alone to complete the sentences with their own information.  • Monitor while students write their sentences.  5 • Put students into pairs to ask and answer the questions about the sentences they completed in Exercise 4. | | Students work in pairs and do matching exercise. They then listen to the recording and repeat the sentences.  Students make a prediction on a topic they will listen.  Students listen to the recording and answer the questions.  Students work individually and complete the sentences. | Students work in pairs and do matching exercise. They then listen to the recording and repeat the sentences  Students make a prediction on a topic they will listen to.  Students listen to the recording and answer the questions.  Students work individually and complete the sentences. They can use dictionaries | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide, audio  Book, audio  Book, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Students can take a photo on their phone of a a family member at work. In the next class, they show the photo to a partner and describe it, e.g. This is my aunt. She is a receptionist. She works in a big hotel in the centre of the city. In this photo she's talking on the phone. | |  |  | |  |  |

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| Module 4 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 2 Past simple regular verbs | | | | | |
| Objectives according to the Curriculum | | 5.6.9.1- use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics;  5.5.6.1- link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn regular past simple verb forms.  • learn the /t/, /d/, and /ɪd/ pronunciations of -ed.  • learn about the use of ago.  • talk about when you did some activities.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Apply simple present and simple past regular and irregular forms to describe routines, habits and states   Link with some support, sentences into coherent paragraphs | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Write I play tennis on the board.  • Explain that play is a regular verb and show how -ed is added to the infinitive to make the regular past simple form.  • Explain that many verbs in English are regular and just need –ed added to them to form the past simple. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 43 and work in pairs to complete the sentences.  • Give students photocopies of the audioscript from page 42, which they can use to help them  • Check answers.  • For further information and additional exercises, students can turn to page 111 of the Grammar reference section.  2. 1.35 Draw students’ attention to the verbs in the box and read out the example.  • Ask students to work in pairs to complete the remaining sentences with the correct verb in the past simple form.  • Play the recording to check.  3 • Ask a student to read out the example sentence.  • Put students into pairs to write the negative forms of the sentences in Exercise 2.  1.36 Check students understand the instructions in the Say it right! box.  • Play the recording and ask students to repeat the verbs with it.  4 • Tell the class what you did and didn’t do last weekend using the information in the list.  • Students work alone to write sentences using the same information.  • Students can compare their sentences with a partner.  **ago**  5 • Say My grandmother was born 80 years ago. Introduce ago and explain that it means before the present and is used to say when in the past something happened.  • Elicit some example sentences, e.g. I went to the cinema three days ago, and put them on the board.  • Read out the sentence for students to complete.  6 • Read out the example. Ask students to work alone to complete the rest of the exercise.  • Check answers.  7 • Give students a couple of minutes to write sentences using the information in the list.  • Monitor and make sure students are forming their sentences correctly.  8 • Put students into pairs to compare their sentences.  • As an alternative to a simple comparison of sentences, ask students to guess each other’s sentences, e.g. Student  A says ‘I think you learnt to walk 11 years ago.’ to which  Student B replies ‘Yes, you’re right!’ or ‘No, you’re wrong!’. | | Students work in pairs and complete the sentences.  Students read the examples and complete the sentences in past simple form.  Students work in pairs with weaker students and write negative forms of the sentences  Students read the instructions and listen and repeat the verbs  Students work individually and write the sentences using the instruction  Students listen to the instruction and make examples.  Students complete the task  Students make sentences using the information  Students work in pairs and compare the sentences. | Students work in pairs and complete the sentences.  Students read the examples and complete the sentences in past simple form.  Students work in pairs and write negative forms of the sentences  Students read the instructions and listen and repeat the verbs  Students work individually and write the sentences using the instruction  Students work individually and write the sentences using the instruction  Students complete the task using dictionaries  Students make sentences using the information  Students work in pairs and compare the sentences. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students  1 point for each correct answer | Book, slide  Book, audio  Book  Audio  Book, slide  Book, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2 and 5 on page 30 of the Workbook for homework. | |  |  | |  |  |

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| Module 4 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Chinese gymnast | | | | | |
| Objectives according to the Curriculum | | 5.2.5.1- understand most specific information and detail of short, supported talk on a wide range of familiar topics;  5.2.6.1- deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;  5.2.7.1- recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch a video about a gymnast from China.  • compare my life to the gymnast’s.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Recognize detailed information in a short conversation with some support * Figure out the content of a short conversation with some support * Recognize the opinion of the speaker (s) in basic, supported talk on an increasing range of general and curricular topics. | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Put the following on the board:  • Alternatively, use the interactive white board to put the Chinese characters on the board.  • Ask: What is this? Explain that it is how China is written in Chinese.  • Ask students what they know about China, e.g. its geography, climate, culture. | | students respond to greeting and take their places.  Students talk about China and answer the questions. | students respond to greeting and take their places.  Students talk about China and answer the questions. | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 26. Refer them to the photo of the city at the bottom of the page.  Ask students to describe it, e.g. It’s very big. It has lots of people and lots of tall buildings.  • Students can work pairs to answer the questions about the schoolgirl in the photos.  2. 4.2 Play the video with the sound off.  • Students watch the video and check their answers to Exercise 1  3. 4.2 Give students time to read through the six events.  • Play the whole of the video.  • Students order the events.  • Check answers.  4. 4.2 Ask students if they can complete any of the gaps before you play the video again.  • Play the video.  • Students work alone to complete the text.  • Students can compare answers in pairs before you check answers with the class.  5. 4.2 Give students a minute to read through sentences 1–5.  • Play the video for students to complete the exercise.  • Give weaker students a copy of the script to read as they watch the video.  6 • Read out the example. Elicit or write two or three further examples to give students an idea of what to do.  • Ask students to work alone to make a list how their own lives differ from Zhin Yan’s. They should write at least three sentences.  • Monitor and help as necessary.  7 • Put students into pairs.  • Students take it in turns to ask and answer questions about how their life compares with Zhin Yan’s.  • Give students ten minutes to research facts about China online, e.g. <http://www.bbc.co.uk/news/world-asiapacifi>c-13017879  • Students write five facts about China. Two of the facts must be false.  • Students read out their facts to their partner who tries to identify which of the facts are false. | | Students work with photos and describe the photos  Students watch the video and check the answers  Students watch the video and order the events.  Students complete the gaps and then complete the text.  Students read the sentences and complete the exercise.  Students make examples and then make a list according to the topic.  Students make an online research about China. | Students work with photos and describe the photos  Students watch the video and check the answers  Students watch the video and order the events.  Students complete the gaps and then complete the text. They may use transcript  Students read the sentences and complete the exercise.  Students make examples and then make a list according to the topic.  Students make an online research about China. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students | Book, slide  Book, slide, video  Book, video  Book, slide, video  Book, slide, video  Book, slide  Internet resources. |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students write a profile of a young sports star from another country. They should find out the following information: name, age, home and family life, daily routine. In the next class, students share what they found out with a partner. | |  |  | |  |  |

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| Module 4 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Hello from Bogota! | | | | | |
| Objectives according to the Curriculum | | 5.4.4.1- read with some support a limited range of short fiction and non-fiction texts;  5.4.5.1- deduce meaning from context in short texts on a limited range of familiar general and curricular topics;  5.4.6.1- recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read a text about the daily routine of a boy from Colombia.  • talk about how the Colombian boy’s life is different from mine.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Read the given fiction or non-fiction text and identify the general information * Figure out the content of a short text with some support * Identify the attitude and opinion of the author | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Write *hosut caaimer* on the board. Ask students to rearrange the letters to spell the name of a part of the world (South America).  • Ask students what they know about South America.  Elicit information such as countries, cities and famous people.  • Tell students they are going to read about someone’s daily life in a big city in South America. | | students respond to greeting and take their places.  Students talk about South America and share their knowledge. | students respond to greeting and take their places.  Students talk about South America and share their knowledge. | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 45.  • Ask students to cover the text and make predictions about its content based on what they can see in the photos, e.g. I think burgers are the boy’s favourite food.  • Ask students the two questions, elicit answers, and then tell them to read the blog quickly to check their answers.  2 • Ask a student to read out the three questions.  • Students work in pairs to answer the questions.  • Check answers.  • Alternatively, put students into groups of three and ask each member of each group to search for the answer to only one of the three questions. Students then share what they find out with the rest of their group.  3 • Write the numbers on the board, read them out and ask students to repeat them after you.  • Divide students into four groups and give each group a different number to search for in the text.  • One member from each group then tells the class what their number refers to.  • Put students into small groups.  • Ask students to write comments to leave on Paco’s blog. These comments can take the form of agreement (e.g. I love video games too!), disagreement (I don’t like break times!) or questions (e.g. What time do you go to bed?).  • Students can share their comments with the class.  4. Explore expressions with have  • Elicit any expressions with have that students might know, e.g. have dinner.  • Students then scan the text to find phrases with have.  • Check answers.  • To extend work on the vocabulary, ask students to turn to  the Vocabulary bank on page 119.  5 • Students can work alone to complete the gapped sentences with have in the right form and the words in the box.  • They can compare answers in pairs before you check answers.  6 • Elicit questions to ask Paco and put them on the board.  • Put students in pairs to ask and answer the questions.  7 • Go through the example with the class.  • Put students into pairs to compare Jin Yang’s life with Paco’s life. | | Students make predictions on a topic and answer the questions  Students read the questions and answer them.  Or students may work in groups and search the answer.  Students read the sentences and discuss with the class.  Students write comments on Paco’s blog. Students can share their comments with the class.  Students scan the text and find the phrases.  Students work alone and complete the sentences  Students answer the questions and check each other | Students make predictions on a topic and answer the questions  Students read the questions and answer them.  Or students may work in groups and search the answer.  Students read the sentences and discuss with the class.  Students write comments on Paco’s blog using dictionaries. Students can share their comments with the class.  Students scan the text and find the phrases.  Students work alone and complete the sentences  Students answer the questions and check each other | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book  Book, slide, audio  Book, slide  Book, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 3 and 4 on page 30 and Exercises 1,2, 3, 4 and 5 on page 31 of the Workbook for homework. | |  |  | |  |  |

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| Module 4 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Asking for information | | | | | |
| Objectives according to the Curriculum | | 5.2.7.1- recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics  5.3.2.1- ask simple questions to get information about a limited range of general topics;  5.3.3.1- give an opinion at sentence level on a limited range of general and curricular topics;  5.3.4.1- respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics;  5.3.6.1- communicate meaning clearly at sentence level during, pair, group and whole class exchanges; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • listen to teenagers talking about activities.  • practise asking for information.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Recognize the opinion of the speaker (s) in basic, supported talk on an increasing range of general and curricular topics. * Make up basic interrogative sentences and get information about the topic * Provide a point of view in connected sentences * Provide unprepared speech to answer a variety of questions at sentence level with limited flexibility * Interact with each other delivering content correctly and clearly to others | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Ask students what sort of weekend jobs are  available to teenagers where they live, e.g. working in a  supermarket, working in a shop, working in a library.  • Elicit what pay, hours teenagers would expect to work and what they would have to do in these jobs. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | Real Talk: Do you know anyone who’s got a  weekend job?  1. 1.37 Ask students to open their books at page 46.  • Tell students they are going to listen to a teenager answering the following question:  Do you know anyone who’s got a weekend job?  • Give students some time to look at the list.  • Play the recording.  • Students work alone to tick the things mentioned.  • Check answers.  2 • Put students in pairs so they can ask and answer questions about someone who’s got a weekend job.  • Ask a few students to tell the class something they found out about their partner, e.g. Malena’s cousin has got a Saturday job. He cooks food in a restaurant.  • Make a note of who has been asked to read something out and who hasn’t, so that next time you will then know which students you should ask.  3. 1.38 Give students time to read the question, then play the recording. Students can compare their answers in pairs before you check answers.  4 • Read out the phrases in the Useful language box. Make sure students know how to use them. Check students’ understanding of the phrases.  • Put students in pairs to complete the conversation using the phrases in the box.  5. 1.38 Play the recording again for students to check their answers to Exercise 4.  6 Ask students to work in pairs to practise the conversation.  They can read the conversation twice, taking a different part each time.  7 Read through the instructions and make sure that  students understand what they have to do.  • Put students in pairs to practise their conversations.  • Monitor while students are practising their conversations.  • Check that they are using the phrases from the Useful language box. Encourage students to put new language both from this lesson and previous ones into practice as soon as they can.  • Using the example in Exercise 7 to help them, students work alone to write a box of information about a different weekend job.  • Put students in pairs.  • Students use the information they wrote as the basis to practise more conversations in which they ask for information. | | Students answer the questions and listen to the recording to check  Students work in pairs and answer the questions.  Students read the questions and listen and check.  Students read the given phrases and complete the conversation  Students check the answers  Students work in pairs and practice their conversation.  Students work individually and make sentences. | Students answer the questions and listen to the recording to check  Students work in pairs and answer the questions.  Students read the questions and listen and check  Students read the given phrases and complete the conversation  Students check the answers  Students work in pairs and practice their conversation.  Students work in pairs and practice their conversation. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students | Book, audio  Book, slide  Book, slide, audio  Book, slide  Book  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to work with a partner from the class to write, rehearse, perform and record a short conversation like the one in Exercise 4. At the beginning of the next lesson,  students can play their recording to another pair and then assess how they did in terms of language used, pronunciation and intonation. Students can also do a survey among their friends  to find out which weekend jobs are the most popular. In the next class, they can compare their results, e.g. Most people wash plates and clean tables. Some work as shop assistants. What about the people in your family? | |  |  | |  |  |

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| Module 4 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Champion swimmer | | | | | |
| Objectives according to the Curriculum | | 5.5.3.1- write with support factual descriptions at text level which describe people, places and objects;  5.5.7.1- use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics;  5.5.9.1- punctuate written work at text level on a limited range of familiar general with some accuracy  5.4.6.1- recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read a blog post about a daily routine.  • learn how to write about my daily routine.  • learn how to use the connectors and but.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * write with support factual descriptions at text level * use with some support appropriate layout at text level * punctuate written work at text level * identify the attitude and opinion of the author | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Elicit or teach the following vocabulary: champion swimmer, swimming practice.  • Write some questions on the board: Can you swim? Do you go swimming? Do you go swimming with your parents?  How often do you go swimming?  • Put students in pairs to ask and answer the questions.  • Ask a few students to tell the class what they found out about  their partner, e.g. Asem goes swimming every day with her mother. She goes to a pool near her house. | | students respond to greeting and take their places.  Students make sentences and answer the questions. | students respond to greeting and take their places.  Students make sentences and answer the questions. | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 47.  • Refer students to the picture of Karina and explain that she is a champion swimmer.  • Read the question and then ask students to read the text quickly to find the answer.  2 • Give students a minute to read the questions.  • Ask students to work alone to read the blog again and then answer the questions. Make sure they understand that they are answering for Karina, not as themselves, at this stage.  • Put students in pairs to compare their answers.  • Check answers.  3 • Students ask and answer the questions about their own family in pairs.  • Ask individual students to tell the class about their partner's family.  4 • Read through the information in the Useful language box.  • Students look for examples of and, but and because in the  text.  5 • Complete the first sentence with the class as an example.  • Students can then work in pairs to complete the exercise.  • Encourage stronger students to do this task without  referring to the Useful language box, while allowing  weaker students to make use of the box.  • Check answers.  Get writing  PLAN  6 • Students should do their planning in class. The writing can either be done in class or at home.  • Tell students they are going to write a blog post about daily life with their family.  • Give a couple of minutes to make some notes about what their parents do and their family routine.  WRITE  7 • Students could set up their own blog (e.g. <http://www>. weebly.com) where they could write their post. Advise  Students to make their blogs accessible only to friends and family.  • Refer students to the language in Exercise 7. Make sure  that students know how to use it before you ask them to write their blog post.  • Tell students to use Karina’s blog post as a model tofollow and write at least 70 words.  • Encourage them to add extra information to their own blog posts, e.g. what they do together on Sunday.  • Give students ten minutes to complete the writing task.  • Monitor while students are writing. Help with grammar and vocabulary as necessary.  CHECK  8 • Give students a few minutes to look through their blog posts and check them against the points here.  • Collect students’ descriptions and mark them.  • For homework, students can write a description of what their daily routine would be like, if they were doing their dream job. Put the following information on the board to help students with their descriptions:  • What you do: I’m an actor, singer …  • Where you live: I live in New York, in Rio …  • Who you live with: I live with my family …  • What you do at the weekend or in free time: I go out with friends …  • Students can then read their descriptions to a partner in the next class. | | Students read the questions and answer them  Students read and answer the questions. Then they work in pairs and compare the answers  Students ask and answer the questions  Students complete the sentences and check answers  Students follow the instructions and practice their writing skills. | Students read the questions and answer them  Students read and answer the questions. Then they work in pairs and compare the answers  Students ask and answer the questions  Students complete the sentences and check answers  Students follow the instructions and practice their writing skills. | | 1 point for each correct answer  Students evaluate each other  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1–11 on pages 32 and 33 of the Workbook for homework. | |  |  | |  |  |

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| Module 4 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | CLIL. Science. The Earth movements | | | | | |
| Objectives according to the Curriculum | | 5.4.4.1- read with some support a limited range of short fiction and non-fiction texts;  5.4.5.1- deduce meaning from context in short texts on a limited range of familiar general and curricular topics;  5.2.6.1- deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • do a science quiz.  • learn about the solar system.  • read about the science of day and night.  •write a description of one of the planets.  •speak about the jobs in Kazakhstan  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Read the given fiction or non-fiction text and identify the general information * Figure out the content of a short text with some support * Figure out the content of a short conversation with some support | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Write the following on the board: . Ask students to  call out letters in turn until the word planet is spelt out.  • Ask: How many planets can you name in English? Accept the names of the planets in L1 as students are unlikely to know all of them in English.  • Drill the names of the planets and check that students are pronouncing them correctly. | | students respond to greeting and take their places.  Students answer the questions and work on pronunciation | students respond to greeting and take their places.  Students answer the questions and work on pronunciation | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 48.  • Before students do the quiz, explain the meaning of  wonder, revolve and satellite. Point out that, in this context, satellite refers to a body that revolves around a planet rather than a technological object sent into space to send and receive messages.  • Read out the large numbers in question 4 and ask students to repeat them after you. Doing this means students will be prepared for them when they come to listen to them.  • Ask students to work in pairs to complete the quiz. Either allow students to use their phones to look for information online or tell them that this is a ‘phones-off’ activity.  2. 1.39 Play the recording for students to check their  answers.  3 1.40 Before students read the text, elicit or teach the meaning of rotate, rotation, axis, face and face away from.  • Students work in pairs or small groups to match the  sentence halves.  • Check answers.  4 • Before students do this activity, introduce them to the pronunciation of high numbers.  • Write the following numbers on the board: 10,250,612 224,780,520  • Read out the numbers: ten million, two hundred and fifty thousand, six hundred and twelve; two hundred and twenty four million, seven hundred and eighty thousand, five hundred and twenty.  • Drill the numbers with the class a few times, then ask a few students to say the numbers on their own, but remember to choose the most confident students.  • Write further such high numbers on the board and drill the pronunciation of them with the class.  • If you have access to the Internet, do this activity in class. If not, set it for homework.  • Give students 20 minutes to search the Internet to find the information on the planet of their choice.  • Students can use the information about their planet to a make a multiple-choice quiz (like in Exercise 1).  • Students read out their quiz questions for their partner to answer | | Students do the quiz and check in listening  Students do reading and match the sentences  Students complete the tasks and work with numbers.  Students make a quiz according to the information. | Students do the quiz and check in listening  Students do reading and match the sentences  Students complete the tasks and work with numbers.  Students make a quiz according to the information. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide, audio  Book, slide  Book, slide  Book, internet resources |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students can watch a video about the science of day and night: http://www.bbc.co.uk/  learningzone/clips/how-does-the-earths-rotationcreate-  day-and-night/2173.html | |  |  | |  |  |

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| Module 4 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Mid-year test** | | | | | |
| Objectives according to the Curriculum | | 5.1.7.1- develop and sustain a consistent argument when speaking or writing;  5.2.7.1-begin to recognize typical features at word, sentence and text level of a limited range of spoken genres;  5.2.5.1- recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  5.3.2.1- ask complex questions to get information about a limited range of general topics and some curricular topics;  5.4.2.1- understand specific information and detail in texts on a range of familiar general and curricular topics;  5.5.1.1- plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;  5.6.7.1- use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Giving each pupil a summative assessment  Checking on general progress and obtaining feedback  Measuring what pupils have learnt  Identification of levels for later work  Reinforcement of learning and pupil motivation  Identification of problem areas | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Teacher explains aims and objectives of the lesson | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | Revise all the themes of the Units 1-4, answer the students’ questions.  Explain how to work on the tasks, time limits and requirements.  Students work on: Language focus, Vocabulary, Useful language, Listening, Reading, Writing. Speaking tasks are downloaded separately. | | Students complete the test and check the answers | Students complete the test and check the answers | | 1 point for each correct answer | Book, audio, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Revise all the tasks and grammar rules | |  |  | |  |  |

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| Module 4 Lesson 12 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Jobs in Kazakhstan | | | | | |
| Objectives according to the Curriculum | | 5.4.4.1- read with some support a limited range of short fiction and non-fiction texts;  5.4.5.1- deduce meaning from context in short texts on a limited range of familiar general and curricular topics;  5.4.7.1- recognize typical features at word, sentence and text level in a limited range of written genres | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read a text about jobs in Kazakhstan in the past, present and future.  • answer questions about the text.  • discuss jobs in the past in your region and family.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Read the given fiction or non-fiction text and identify the general information * Figure out the content of a short text with some support * Identify the correct form of a word, appropriate sentence structure and text layout | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Write the following jobs on the board: miner, environmental officer, factory worker, computer programmer.  • Elicit information about each of the jobs and find out if anyone in the class would like to do these jobs.  • Ask how difficult, interesting, dangerous, boring, and so on, these jobs would be. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 49.  • Read out the first question and ask students to tell you what sort of jobs they think people did in the past.  • Encourage students to think of as many jobs as they can. If necessary, ask them what jobs their grandparents did.  • Make sure students mention miner and farmer. Write all their ideas on the board.  • Ask students how jobs were different in the past from today.  • Elicit that technology is used more and more in modern jobs, making jobs quicker and easier, and in some cases, safer.  • Tell students to read the text and to work in pairs to answer the questions.  • Write the jobs that you prepared on the board (give translations if students don't know them in English), together with some other jobs they know from Unit 4.  • Write two years on the board, e.g. 1500, 1950.  • Ask students to choose the jobs they think were most important in your region at the time and to put them in order of importance.  • Compare the groups' results and discuss. | | Students read and answer the questions. Then they discuss the topic with the class  Students do writing and check the answers with the class. | Students read and answer the questions. Then they discuss the topic with the class  Students do writing and check the answers with the class. | | 1 point for each correct answer  Teacher evaluates and guides students | Book, slide  Bok, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students could find out more about the jobs of family members in the past, e.g. grandparents or great grandparents, and where they were from. Volunteers could report back in the next lesson, e.g. My grandma was a factory worker. My granddad was a mechanic. They are/were from  Karaganda. | |  |  | |  |  |