**Lesson plan for the 5th Grades**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 7 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Places in a town 1** | | | | | |
| Objectives according to the Curriculum | | 5.1.4.1- evaluate and respond constructively to feedback from others;  5.1.7.1- develop and sustain a consistent argument when speaking or writing;  5.2.1.1- understand a sequence of supported classroom instructions; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn vocabulary for places in a town  • ask and answer questions about my favourite place in town.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Read and identify the main idea in the text  Identify details in a text with little support  Provide a point of view in connected sentences | | | | | |
| 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: *What places are there in your town?*  • Elicit places from the class, e.g. *cinemas* and *sports centres*, and write the words on the board. | | students respond to greeting and take their places.  Students answer the questions and talk on a topic | students respond to greeting and take their places.  Students answer the questions and talk on a topic | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | Ask students to open their books at page 69.  • Students describe what the people in the photos are doing, e.g. *watching a football game, looking at bags*. Then they work in pairs to do the matching exercise.  • Play the recording.  • Students listen to it and check their answers.  • Play the recording again for students to repeat the words.  Pay particular attention to the pronunciation of *museum* which is /mjuː'zɪəm/ rather than /mjuː'zeɪəm/.  2 2.11 Play the recording.  • Students identify the sounds and match them with the places pictured.  • Students compare answers in pairs before you check answers with the class.  • To **extend** the work on the vocabulary, you could askstudents to divide the places into the following three groups: places where we buy things (shopping centre, market), places where we do or watch sports (sports stadium, bowling alley, sports centre, skate park) and cultural centres (museum, cinema). Students could also add some words in each category.  • Write *icon* on the board and explain that it is a picture or symbol used on a computer screen to represent something, e.g. the *play* icon represents a video player.  • Put students in pairs to design icons for the different places in Exercise 1, e.g. using this website: http://makeappicon.com/  • Students show their icons to another pair and test them on what their icons represent by asking *What’s this?*  3 • Read out each of the four questions in the chart and write your own answers to them on the board. Write notes rather than full sentences, e.g. *every Saturday*, *with my friends*, *go* *to the cinema.*  • Give students a couple of minutes to copy and complete the chart with their own information.  Students can turn to the **Vocabulary bank** on page 121 and do the *Jog your memory!* activity.  4 • Put students in pairs so that they can ask and answer the questions in the chart in Exercise 4.  • Monitor and check that students are completing the chart with their partner’s information.  • Tell students about a famous place that you would like to go to, e.g. *I really want to go to the Grand Bazaar in Istanbul because I love visiting markets.*  • Put students in pairs.  • Ask students to use their smartphones to show each other a photo of a famous place that they would like to go to, e.g. The Maracana Stadium in Rio or the Dubai Mall in the United Arab Emirates.  • Students tell each other why they want to go the famous place, e.g. *I really want to go to the Louvre because I love beautiful paintings.*  • Students work in pairs to write a profile of a famous place in their city, e.g. a market.  • Students should include the following information: the name of the place, how old it is, what people can see and do there.  • Give students three or four minutes to write their profiles.  • Students can read out their profile to another pair. | | Students work with photos and describe people  Students listen and check the answers  Students listen to the recording and compare answers in pairs.  Students work in pairs and design icons for different places.  Students answer the questions and copy and complete the chart.  Students work with vocabulary bank and complete the sentences  Students use their smartphones and show each other a photo of famous place they would like to go. | Students work with photos and describe people  Students listen and check the answers  Students listen to the recording and compare answers in pairs.  Students work in pairs and design icons for different places.  Students answer the questions and copy and complete the chart.  Students work with vocabulary bank and complete the sentences  Students use their smartphones and show each other a photo of famous place they would like to go. | | 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  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide, audio  Audio, book, slide  Book, slide  Book, slide  Book, slide  Internet resources |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 49 of thefor homework. You could also ask  students to do the following vocabulary exercises: <http://learnenglishteens.britishcouncil.org/grammarvocabulary/> vocabulary-exercises/places-town | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 7 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Fantazy or reality?** | | | | | |
| Objectives according to the Curriculum | | 5.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.4.1.1- understand the main points in a limited range of short simple texts on general and curricular topics;  5.4.2.1- understand with little support specific information and detail in short, simple 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 fantasy or reality.  • learn extreme adjectives.  • talk about historic places in my country.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Read and identify the main idea in the text  Identify details in a text with little support  Provide a point of view in connected sentences | | | | | |
| 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 Lord of the Rings on the board. Ask: *What do you know about Lord of the Rings?*  • Elicit students’ ideas and write them on the board. | | students respond to greeting and take their places.  Students answer the questions and check their answers | students respond to greeting and take their places.  Students answer the questions and check their answers | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | 1 • Students open their books at page 70, look at the photos and the title and say whether they think the places are real or from a film. Encourage all students to express their opinions.  • Make sure students understand the meaning of the title and the difference between *fantasy* and *reality*.  2 • Give students a few minutes to read the text to check their answers to Exercise 1.  • Check students’ understanding of the words introduced in the text by going through the text and asking questions,  e.g. *What is enormous? What place in your country is ancient? What is rocky?* If necessary, teach the phrase onthe coast of, e.g. on the coast of north-west France.  • Encourage students to use context to help them work out the meaning of new words.  3 • Check **weaker students**’ understanding of the following words from the text: *enormous, ancient, levels, model*, and *rocky*. **Stronger students** should be able to work out the meanings of the words from context.  • Read out the four sentences.  • Give students time to read the text again.  • Put students into small groups to do the exercise. Remind students they must correct the false sentences.  • Check answers.  • Refer students to the information in the **FACT!** box.  • Ask: *Do ‘good’ and ‘brilliant’ mean the same thing?*  • Explain that *brilliant* means *very good* and that it is an example of an extreme adjective, i.e. an adjective that intensifies or makes stronger the meaning of a ‘normal’ adjective such as good.  • Ask students to find the four extreme adjectives in the text.  Allow **weaker students** to use dictionaries.  • Check answers.  5 • To help **weaker students**, complete the first example sentence with the class. Remind students the words are from Exercise 4.  • Ask students to work in pairs to complete the sentences.  • Check answers.  • To **extend** the work on extreme adjectives, you could ask students to turn to the **Vocabulary bank** on page 121 and do the *Explore extreme adjectives* activities.  Ask students to name famous places in Rome. Elicit their  ideas, e.g. the forum or the Colosseum, and then read out the information about the video.  • Play the video.  • Students watch it and answer the two questions.  • Check answers.  • Ask students to tell their partner about a place in Rome they’d like to visit.  • See page 138 for further activities you can do with this video. | | Students work with the photos and express their opinions  Students work with vocabulary and complete the sentences.  Students answer the questions  Students read the sentences and text. They then answer the questions  Students work with the adjectives and complete the sentences.  Students complete the sentences and check their answers  Students watch the video and answer the questions | Students work with the photos and express their opinions  Students work with vocabulary and complete the sentences.  Students answer the questions  Students read the sentences and text. They then answer the questions  Weaker students may use vocabulary to complete the task  Students complete the sentences and check their answers  Students watch the video and answer the questions | | 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, slide  Book, slide  Book, slide  Book, slide  Book, slide  Book, slide, video |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercise 5 on page 50 and Exercises 1, 2, 3, 4 and 5 on page 53 of the for  homework | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 7 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 1 Past simple irregular verbs | | | | | |
| Objectives according to the Curriculum | | 5.6.1.1- use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics;  5.6.3.1- use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics;  5.6.4.1- use determiners including any, no each, every on a limited range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn the past simple forms of irregular verbs.  • learn to ask and answer questions using the past simple form of irregular verbs.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | 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. Write on the board: *I have a pet dog. They run to school.*  • Ask students if the know the past simple forms of the underlined verbs.  • Elicit or teach had and ran. Write: *I had a pet dog. They ran to school.* | | students respond to greeting and take their places.  Students answer the questions and share the ideas | students respond to greeting and take their places.  Students answer the questions and share the ideas | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 71.  • Tell students that the example sentences are from the text  on page 70.  • Ask students to look back at the text and complete the sentences.  • Check answers.  • For further information and additional exercises, students can turn to page 113 of the **Grammar reference** section.  2 • Ask students to read through the text, ignoring the gaps for the moment.  • Point out the example and refer students to the **Irregular verbs list** on page 127.  • Put students in pairs and ask them to complete the text.  • Check answers by choosing eight students to write a verb in turn on the board.  3 • Ask a student to read out the example sentence.  • Students can work alone to rewrite the sentences. Remind them they are making them negative.  • Ask students to compare answers in pairs before you check the answers with the class.  **Your turn**  4 • To help **weaker students**, you could elicit some ideas from the class before they make any notes.  • If some students have not been on holiday recently, ask them to think back to a holiday when they were younger, or make one up.  • Monitor and help as necessary.  5 • Put students in pairs.  • Students practise asking and answering the questions they wrote in Exercise 4.  • When finished, ask two or three pairs to report back to the class the things they did on holiday that were the same.  **Game**  • Play *Fill The Blank*s to practise irregular verbs.  • See **Games Bank** on page 28. | | Students read the text and complete the sentences  Students read the text and work in pairs to complete the gaps.  Students read and complete the sentences. They then compare answers with each other  Students work in pairs and answer the questions.  Students follow the instructions and play a game | Students read the text and complete the sentences  Students read the text and work in pairs to complete the gaps.  Students read and complete the sentences. They then compare answers with each other  Students work in pairs and answer the questions. Weaker students may elicit answers with the teacher  Students follow the instructions and play a game | | 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, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 50 of the **Workbook** for homework | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 7 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Home and garden** | | | | | |
| Objectives according to the Curriculum | | 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 the home and garden.  • listen to a conversation about a new house.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | 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)  • Write *house* and *garden* on the board.  • Put students into groups.  • Give groups a minute to list things they would find in the garden and the outside of a house, e.g. *roof, gate, garage, wall.* | | students respond to greeting and take their places.  Students work in groups and make a list of things | students respond to greeting and take their places.  Students work in groups and make a list of things | |  |  |
| **The middle of the lesson – 35 min** | 1 2.12 Ask students to open their books at page 72.  • Students work in pairs to do the matching exercise.  • Play the recording.  • Students check their answers and repeat the words.  • To **extend** the work on this, you could ask students turn to the **Vocabulary bank** on page 121 and do the *Home and* *garden* activity.  2 • Do this activity with the whole class.  • Make sure students understand that they should talk about their own home in this exercise.  • Ask for volunteers to give their sentences (students who live in houses will probably find it easier to contribute).  3 • Revise the following prepositions of place: *opposite, behind, next to, in front of*. Do this by putting objects around theclass and eliciting the preposition to describe their location.  • Students can work in pairs to complete the exercise.  • Check answers.  6 • Give students five minutes to draw their fantasy garden.  • Students should label their garden.  7 • Read out the examples.  • Put students in pairs to ask and answer questions about their partner’s fantasy garden and draw a picture of it (students shouldn't show each other their pictures at this stage). Students can ask questions such as: *Is there a* *swimming pool? Where is the barbecue?* | | Students listen to the recording and do matching task.  Students make sentences and check their answers  Students work in pairs to complete the exercise  Students work in pairs and answer the questions. | Students listen to the recording and do matching task.  Students make sentences and check their answers  Students work in pairs to complete the exercise  Students work in pairs and answer the questions. | | 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, audio  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 51 of the **Workbook** for homework. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 7 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Listening a conversation** | | | | | |
| Objectives according to the Curriculum | | 5.2.1.1- understand a sequence of supported classroom instructions;  5.2.4.1- understand the main points of supported extended talk on a range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn prepositions of location.  • draw and talk about a fantasy garden, listen to a report about Jamie’s new house  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | 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)  **A conversation**  4. 2.13 Test students’ understanding of the vocabulary in the box by asking them questions, e.g. *Have you got a summer house?*  • Play the recording.  • Students work alone to do the exercise.  • Students compare answers in pairs before you check answers with the class. | | students respond to greeting and take their places.  Students work alone and do the exercise. | students respond to greeting and take their places.  Students work alone and do the exercise | | 1 point for each correct answer | Book, audio |
| **The middle of the lesson – 35 min** | 5 2.13 Read out the five sentences.  • Put students into small groups to do the exercise. Remind students they must correct the false sentences.  **Audioscript**  **Jamie:** So that’s the inside of our new house. What do you think?  **Anya:** It’s fantastic, really big.  **Jamie:** Yes, and wait till you see the garden outside.  **Anya:** Is that big too?  **Jamie:** Yes. Come outside and have a look.  **Anya:** OK!  **Jamie:** This is the garage.  **Anya:** What’s that against the wall?  **Jamie:** It’s a table tennis table. It was here when we  arrived. We want to keep it here in the garage, so  we can play when it rains.  **Anya:** That’s a good idea. I love table tennis!  **Jamie:** And that’s the barbecue, for when we have parties in summer.  **Anya:** Mmm… I love barbecue food!  **Jamie:** OK, so the garden’s through this door at the back.  **Anya:** Wow! It’s enormous!  **Jamie:** Yes, it’s lucky my parents like gardening! Those are fruit trees at the end of the garden – apples and plums, I think. And behind them there’s a vegetable garden on the left.  **Anya:** Oh, yes. I can see it.  **Jamie:** And on the right, opposite the vegetable garden, there's a summer house. It’s a great place to sit and talk, and I’m getting wifi there too.  **Anya:** It’s so big! You can play football here on the grass.  **Jamie:** Maybe, but my parents don’t like football in the garden because the ball hits the flowers. They love the flowers! Anyway, we’re thinking about having a swimming pool.  **Anya:** That would be amazing! Here on the grass?  **Jamie:** Yes, in front of the trees, next to that wall.  **Anya:** It’s a fantastic garden.  **Jamie:** I know, I love it.  5 2.13 Read out the five sentences.  • Put students into small groups to do the exercise. Remind  students they must correct the false sentences.  • Check answers. | | Students make sentences and complete the tasks.  Students work with audioscript and find the answers for the given questions  Students read the sentences and complete the tasks in small groups. | Students make sentences and complete the tasks.  Students work with audioscript and find the answers for the given questions  Students read the sentences and complete the tasks in small groups. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Revise curricular vocabulary | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 7 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Language focus 2 Preposition of location** | | | | | |
| Objectives according to the Curriculum | | 5.6.6.1- use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics;  5.6.7.1- use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn more prepositions of location.  • talk about where things are.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Recognize factual details in a given argument related to the topic  Identify the attitude and opinion of the author  Write factual descriptions at text level which describe people, places and objects | | | | | |
| 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 door is opposite the window* on the board.  • Ask students to give other examples of something that is opposite, e.g. *The desk is opposite the board.*  • Continue with *next to, behind, in front of.* | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | 1 • Using objects in the classroom, e.g. a book or a pen, elicit the prepositions in the box. Put the object in various places around the room and then ask: Where is it? Students say: It’s on the floor. It’s in the bag. It’s against the window, etc.  • Students work in pairs to do the exercise.  • Check answers.  • For further information and additional exercise, students can turn to page 113 of the **Grammar reference** section.  2 • Draw students’ attention to the prepositions in the box.  • Allow students a minute to read through the text about a castle.  • To help **weaker students**, read the first example with the class.  • Put students in pairs to complete the exercise.  • Ask students to compare their answers with another pair before checking with the class.  3 • Allow students a minute to read through the sentences.  • Read out the first sentence and the circled answer. Ask students why the first option is incorrect. (*of* is never used after *opposite*)  • Students work alone to complete the exercise.  • Put students in pairs to compare their answers.  • Check answers.  4 • Draw students’ attention to the picture and ask them to tell you the names of some of the objects in the room, e.g. *guitar, desk, laptop, bed, wall*, etc.  • Ask students to look at the prompts and make sure they know all the vocabulary.  • Read out the first prompt and the example answer. Explain to students they have to use the other prompts in the same way to make sentences and will need to refer to the picture to help them.  • Put students into small groups to do the exercise.  • When finished, ask them to compare their answers with another group.  • Check answers. Establish that we use *against* for objects that are touching the wall but are standing on the floor; for pictures or mirrors we use *on*.  Put students in pairs.  • Students practise asking and answering the questions they wrote in Exercise 5.  • When finished, ask two or three pairs to report back to the class the things they have that are the same. | | Students work in pairs and complete the exercise.  Students work with prepositions and read the text.  Students work in pairs and complete the exercise.  Students read the examples and complete the sentences.  Students work in small groups and do the exercise.  Students work in pairs and practice their speaking skills | Students work in pairs and complete the exercise.  Students work with prepositions and read the text.  Students work in pairs and complete the exercise.  Weaker students read examples.  Students read the examples and complete the sentences.  Students read the examples and complete the sentences.  Students work in pairs and practice their speaking skills | | 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  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 52 of the **Workbook** for homework. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 7 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Crossing cities** | | | | | |
| Objectives according to the Curriculum | | 5.3.6.1- communicate meaning clearly at sentence level during, pair, group and whole class exchanges;  5.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch a video about transport in big cities.  • talk about my favourite form of transport.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Recognize factual details in a given argument related to the topic  Identify the attitude and opinion of the author  Write factual descriptions at text level which describe people, places and objects | | | | | |
| 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)  • Ask: *How do people travel in big cities in your country?*  • Elicit answers, e.g. buses or taxis, and write them on the board. | | students respond to greeting and take their places.  Students answer the questions and complete the dialogue | students respond to greeting and take their places.  Students answer the questions and complete the dialogue | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 74.  • Read out the phrases in the box.  • Put students in pairs to do the exercise.  • Check answers.  • Ask: *Which of the forms of transport in the pictures is your favourite?*  • Do this activity with the whole class.  • Write the names of the cities on the board. Students say which pictures go with which city.  • Do not confirm answers at this point.  3 7.2 Play the video.  • Students check their answers to Exercise 2.  4 7.2 Check understanding o*f rid*e (noun), *aerial view* and *passenger.*  • Play the video.  • Students work alone to do the exercise.  • Students compare answers in pairs before you play the video again and check answers with the class.  5 7.2 Students work in pairs to complete the sentences with the correct numbers.  • Tell students this exercise tests memory. They shouldn’t worry if they don’t remember the numbers.  • Play the video again.  • Find out which pair had the most correct numbers.  6 • Ask students to work alone to complete the matching exercise.  • Students compare answers in pairs before you compare answers with the class.  • To **extend** this activity, you could ask students to work in pairs to write a sentence describing transport in their town or city.  Read out the three questions.• Put students in pairs.  • Give students a couple of minutes to ask and answer the questions. Encourage students to ask additional questions, e.g. *Which forms of transport do you never use?* | | Students read the phrases and work in pairs to complete the task  Students watch the video and answer the questions  Students watch the video and complete the task. They then check the answers.  Students work in pairs and complete the sentences with the correct numbers.  Students work alone to complete the matching exercise.  Students work in pairs and ask and answer the questions. | Students read the phrases and work in pairs to complete the task  Students watch the video and answer the questions  Students watch the video and complete the task. They then check the answers  Students work in pairs and complete the sentences with the correct numbers.  Students work alone to complete the matching exercise.  Students work in pairs and ask and answer the questions. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answers  1 point for each correct answers  Teacher evaluates and guides students | Book, slide  Book, slide, video  Book, video  Book, slide, video  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students can read the information on this train ticket and complete the accompanying exercises: http://learnenglishteens.britishcouncil.  org/skills/reading-skills-practice/train-station | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 7 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Getting around in Hong Kong | | | | | |
| Objectives according to the Curriculum | | 5.4.3.1- understand the detail of an argument 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 public transport in Hong Kong.  • learn transport collocations.  • ask and answer questions about my journey to school.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify details in a text with little support  Provide unprepared speech to answer a variety of questions at sentence level with limited flexibility | | | | | |
| 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 *Hong Kong* on the board.  • Ask students what they know about it, if they have ever been there, read about it or seen it on TV. You may need to use L1 at this point. | | 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 75.  • Refer students to the map and photos.  • Ask students to identify the different types of transport shown in the photos.  • Read the questions and then ask students to read the text quickly to find the answers.  2 • Check students’ understanding of the word *rout*e (the path you follow to go from one place to another) and then refer them to the map.  • Ask students to work in pairs to draw David’s route to school. Students could look for the route from Mong Kok to the Mid-Levels on Google Maps (www.google.com.hk/maps[/@22.38131,114.168639,11z?hl=en](mailto:/@22.38131,114.168639,11z?hl=en))  3 • Give students a minute to read the sentences.  • Ask students to work alone to read the text and then complete the exercise.  • Students can compare answers in pairs before you check answers with the class.  • Check answers.  • Read out the information in the **FACT!** box. Tell students that one of the inventors of the elevator was an American solicitor called Nathan Ames, who, in 1859, patented a design for a machine he called *revolving stairs*.  4  • Write *collocation* on the board. Elicit or explain the meaning of the word. Collocations are words that commonly go together such a*s bu*s and *stop*. Use L1 to explain the idea, if necessary.  • Refer students to the words in bold in the text and check their understanding of them.  • Put students in pairs to complete the text with the  collocations from the text.  • To **extend** the work on this vocabulary, you could ask students to turn to the **Vocabulary Bank** on page 121 and do the *Collocations* activity in *Explore vocabulary*.  5 • Tell students how you got to school yesterday and how long it took.  • Ask students to work alone to copy and complete the chart with information about them.  6 • Write the questions on the board: *How did you get to school yesterday? How long did it take?*  • Remind **weaker students** that the past simple form of *take* is *took*.  • Read out the example sentence.  • Put students into pairs to ask and answer the questions.  **Optional activity**  • Teach or elicit the meaning of the word *journey* (the act of travelling from one place to another).  • Ask students to work alone to write a description of a recent journey they have been on, e.g. *Last week, I* *went to my cousin’s house. It took two hours. First, I* *went on foot to the bus station.*  • Students can then read their description to a partner, who asks them the following question: *What was the* *best and worst thing about the journey?* | | Students work with maps and photos and describe them  Students work in pairs and draw David’s route to school  Students read the sentences and text, then they complete the exercise.  Students work in pairs and complete the text with the collocations  Students copy and complete the chart and share ideas with other students.  students to work alone to write a description of a recent journey they have been on, e.g. *Last week, I* *went to my cousin’s house. It took two hours. First, I* *went on foot to the bus station.* | Students work with maps and photos and describe them  Students work in pairs and draw David’s route to school  Students read the sentences and text, then they complete the exercise.  Students work in pairs and complete the text with the collocations  Students copy and complete the chart and share ideas with other students.  **weaker students are reminded** that the past simple form of *take* is *took*.  students to work alone to write a description of a recent journey they have been on, e.g. *Last week, I* *went to my cousin’s house. It took two hours. First, I*  *went on foot to the bus station.* | | 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, internet resources  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercise 6 on page 52 of the **Workbook** for homework. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 7 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Sequencing | | | | | |
| 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  5.3.3.1- give an opinion at sentence level 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:**  • watch teenagers talking about where they usually go with their friends.  • listen to someone talk about what they did at the weekend.  • talk about where I usually go with my friends.  • practise using sequencing words.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Analyze given feedback and give constructive answers to feedback  Identify common classroom commands with support  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: *What things do people do at the weekend?*  • Elicit ideas, e.g. meet friends, go to the cinema, do sports, and write them on the board | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | 1 7.3 Ask students to open their books at page 76.  • Tell students they are going to watch some teenagers answering the following question: *Where do you usually go with your friends?*  • Give students time to read the questions and then play the video.  • Students work alone to answer the questions.  • Students compare answers in pairs before you check answers with the class.  3 2.14 Give students time to read the question, then play the recording.  • Students compare answers in pairs before you check the answers with the class  4 • Read out the list of words and phrases in the *Useful language* box. Check students’ understanding and elicit example sentences using these words and phrases.  • Ask students to work in pairs to complete the conversation.  5 2.14 Play the recording for students to listen and check their answers to Exercise 4.  **Optional activity**  • Put students into pairs.  • Students text each other sentences describing what they did last weekend. Two of the five sentences must be false. Remind students to use the sequences words introduced in the *Useful language* box.  • Students respond to the texts with *True!* or *False!* Their partner texts them back with *You’re right!* or *You’re wrong!* | | Students watch the video and answer the questions. They then check answers and evaluate each other  Students listen to the recording and compare answers.  students work in pairs to complete the conversation.  Students read the text and make sentences. | Students watch the video and answer the questions. They then check answers and evaluate each other  Students listen to the recording and compare answers.  students work in pairs to complete the conversation.  Students read the text and make sentences. | | 1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students | Book, slide, video  Audio  Book, slide, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students find an exciting activity they would like to do. They can research online to find an activity and a place where they can do it. At the beginning of the next lesson, students can tell their partner about the activity they would like to do. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 7 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | A description of a place | | | | | |
| Objectives according to the Curriculum | | 5.5.2.1- write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics;  5.5.3.1- write with support factual descriptions at text level which describe people, places and objects;  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 a description of a place.  • learn about adding information to a sentence using *also* and *too*.  • write a description of a place.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify details in a text with little support  Provide unprepared speech to answer a variety of questions at sentence level with limited flexibility | | | | | |
| 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. Tell students about the town you are from, e.g. its population, how old it is.  • Tell students they are going to read a description of a town. | | 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 77 and describe the photos.  • Students say where they think the town is and then check their answer with the text.  • Tell students the town pictured is called Tavistock and that it is in England. The pictures show Tavistock’s town hall and a statue of Sir Francis Drake.  2 • Give students a couple of minutes to read the email and answer the question.  • Students can compare their answers in pairs before you check answers with the class.  3 • Read out the headings.  • Ask students to work alone to put the headings in the right place.  • Students can compare answers in pairs before you check answers with the class.  4 • Read out the information in the *Useful language* box. Make sure that students understand tha*t als*o and *too* are used in different places in a sentence.  • Students can work in pairs to find examples in the text in Exercise 1.  5 • Ask a student to read out the example.  • Ask students to work in pairs to complete the rest of the exercise.  • Encourage **weaker students** to check their first sentence with you before they complete the exercise.  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 description of their town.  • Ask students to use the headings in Exercise 3 to help them organise the information in their writing.  **WRITE**  7 • Refer students to the language in Exercise 7. Make sure students know how to use it before they write their description.  • Tell students to use Kirstie’s description as a model to follow and to write at least 80 words. Encourage them to add extra information to their own descriptions, e.g. famous people from the town.  • Give students ten minutes to complete the writing task.  • Monitor while students are writing. Help with grammar and vocabulary as necessary.  **CHECK**  8 • Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.  • Give students a few minutes to look through their  descriptions and check them against the points here.  • Collect students’ descriptions and mark them.  **Optional activity**  • Students find a photo of a famous building or monument on their smartphones and write a short description of it.  • Their partner guesses the place being described, before being shown the picture to find out if they guessed correctly. | | Students read the text and describe the photos.  Students read the email and answer the questions.  Students work individually and put heading into the correct order  Students work in pairs and find examples in the text  Students read the examples and complete the exercise.  Students follow the instructions and practice their writing skills. | Students read the text and describe the photos.  Students read the email and answer the questions.  Students work individually and put heading into the correct order  Students work in pairs and find examples in the text  Students read the examples and complete the exercise.  Students follow the instructions and practice their writing skills. | | 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, slide  Book, slide  Book, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students could produce an illustrated guide to their country for tourists. Students should write about the interesting places and also include facts such as the capital city and population. You can also set Exercises 1–11 on pages 54 and 55 of the **Workbook** for homework. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 7 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | CLIL. Design and Technology Drawing tools | | | | | |
| Objectives according to the Curriculum | | 5.5.8.1- spell most high-frequency words accurately for a limited range of general topics;  5.5.9.1- punctuate written work at text level on a limited range of familiar general with some accuracy | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn the names for and use of different drawing tools.  • distinguish between tools used in Art and tools used in Maths.  • copy shapes into your notebook.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Analyze given feedback and give constructive answers to feedback  Identify common classroom commands with support  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. Draw a simple house on the board . Ask: *Is this a real house?*  • Elicit that it is a *drawing* of a house and that before we build houses (or anything else), we have to design them.  • Ask: *What drawing tools do we use to make designs?*  • Elicit any words that students know, e.g. *ruler or pencil*. | | students respond to greeting and take their places.  Students answer the questions and share ideas on a topic. | students respond to greeting and take their places.  Students follow the instructions and practice their writing skills. | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | 2.15 Ask students to open their books at page 78 and read out the words in the box.  • Students can work in pairs to match the drawing tools in the picture with the words.  • Put the following language on the board and ask students to use it in this task: *I think this is a . What about you?* *I (dis)agree. I think it’s a . / I’m not sure what it is.*  • Play the recording for students to check their answers.  • Ask students to tell a partner what drawing tools they have in their pencil cases or bags.  2 • Draw a right-angled triangle on the board:  • Write the degree symbol (°) on the board. Explain or elicit that we measure angles in degrees. Point to the 90-degree angle on the triangle on the board.  • Draw *parallel, straight* and *curved* lines to teach these words.  • Ask students to work in pairs to complete the table.  3 2.16 Play the recording for students to check their  answers to Exercise 2.  4 • Write *In Math*s, *In Ar*t and *Both* on the board.  • Ask individual students to come up to the board and write their answers under one of the three headings.  5 • Ask: *What shapes can you see in the picture*? Write the words on the board. Students will probably know *triangl*e and *circl*e, but you may have to teach them: *rectangular,* *cuboid*.  • Students say what drawing tools they need to draw the three shapes and then draw the shapes in their notebooks.  • If they need help with how to do this, they can take a look here: <http://www.wikihow.com/Draw-an-Equilateral-Triangle> <http://www.wikihow.com/Draw-a-Circle>  http://www.wikihow.com/Draw-a-Cube (a cuboid resembles a cube in form and so this page will help students with the drawing of a rectangular cuboid).  Put students in pairs. They take turns to describe and guess the tools. | | Students listen to the recording and do matching task.  Students work individually and complete the table.  Students work with vocabulary and work with the class. | Students listen to the recording and do matching task.  Students work individually and complete the table.  Students work with vocabulary and work with the class. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide, internet resources |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to watch this video about designing a speaker. Students can watch the video with the subtitles on: <http://www.bbc.co.uk/schools/> gcsebitesize/design/graphics/drawingsketching\_act. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 7 Lesson 12 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | I live in Astana | | | | | |
| Objectives according to the Curriculum | | 5.3.3.1- give an opinion at sentence level on a limited range of general and curricular topics;  5.3.5.1- keep interaction going in basic exchanges on a growing 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 Astana.  • answer comprehension questions about the text.  • talk about capital cities around the world.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify details in a text with little support  Provide unprepared speech to answer a variety of questions at sentence level with limited flexibility | | | | | |
| 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 *Astana* on the board. Find out if any students have been to the city by asking: *When did you go there? What did you do? What did you see? What did you like best?*  • If the students are from Astana, ask them about their favourite places in the city.  • Students open their books at page 79. Ask: *Do you know the places in the photographs?* Elicit students’ answers and writethem on the board. Elicit information about these places andAstana | | students respond to greeting and take their places.  Students answer the questions and talk on a topic | students respond to greeting and take their places.  Students answer the questions and talk on a topic | | 1 point for each correct answer | Book, slide |
| **The middle of the lesson – 35 min** | 1 • Before students read the text, explain or elicit the meaning of the following vocabulary: *apartment* (point out that *apartment* is used in the US, *flat* in the UK), *entertainment feed, tent, museum.*  • Ask students to work alone to read the text and answer the questions.  • Students can compare answers in pairs before you check them with the class.  • Help **weaker students** by showing them how to scan a text to find key words. Scanning refers to reading a text quickly to find specific information. For example, to find the answer to Question 1, students need to scan the text to find ‘Duman Entertainment Centre’.  • After you have checked the answers to the exercise, you can **extend** the task by asking additional questions to test comprehension. For example: *Where in Astana does Alina* *live?* (In the city centre.) *Does she live in a house?* (No, she doesn’t. She lives in an apartment.) *How old is she?*  (She is 11.) *What grade is she in at school?* (In the fifth grade.) *Where does she go with her friends?* (The Duman Entertainment Centre, the swimming pool at the Khan Shatyr Entertainment Centre.)  **Digital activity**  • Give students time to research a capital city around the world. They should find out about its size and location, things to do and places to visit, and some history and facts about the city.  • In pairs, students then describe the city they researched without naming it, e.g. *This city is Europe. It is in the* *middle of the country. It’s hot in summer and cold in* *winter. It’s got lots of really interesting museums to visit.*  *One of them is called El Prado.*  • Students try to guess the city their partner describes | | Students read the text and answer the questions.  Students make an online research and share the ideas. | Students read the text and answer the questions.  Weaker students can read the instructions and follow the plan  Students make an online research and share the ideas. | | 1 point for each correct answer  Teacher evaluates and guides students | Book, slide  Book, slide, internet resources |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to research a capital city – this city could be anywhere in the world. Students should use the text on page 79 to help them write a short description of the city. Their description should include the following information: the name of the city, some great places you can visit in that city, and what you can do there. Collect and check students’ descriptions in the next lesson. | |  |  | |  |  |