**Lesson plan for the 5th Grades**

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| Module 8 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Sports for all** | | | | | |
| Objectives according to the Curriculum | | 5.1.3.1 - differing points of view;  5.1.6.1 -organize and present information clearly to others;  5.1.7.1- develop and sustain a consistent argument when speaking or writing | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn vocabulary for sports and activities, talk about the sports I do.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Give feedback to others orally  Demonstrate respect to people’s opinions using lexical units of topic vocabulary  Identify details in a text with little 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 names of sports stars on the board. Make sure you chose people that students are likely to know such as stars from their country. Ask students to say what sport the people do.  • Alternatively, distribute some photos of different sports among the students and ask students to say something about the sports pictured, e.g. the names of the sports, famous players, successful teams. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | Ask students to open their books at page 83.  • Refer students to the phrases in the box and then ask them to work alone to match the phrases with the pictures.  • Allow **weaker students** to use dictionaries or to look words up online.  • Students can compare answers in pairs before you check answers with the class.  • Play the recording.  • Students listen to it and check their answers.  • Play the recording again for students to repeat the words.  Before students do this exercise, check their understanding of *wheel*s and *board.*  • Put students into pairs to do the exercise.  • Check answers.  • To **extend** the work on the sports and activities vocabulary, you could ask students to turn to the **Vocabulary bank** on page 122 and do the activities for *Sport*.  • Put students into pairs (A and B). • Student A closes his or her book.  • Student B says a sport or activity from Exercise 1.• Student A says whether that sport or activity is usedwith *go, do* or *play*. • Students then swap roles and continue until they have gone through all the vocabulary.  Read out the four questions.  • Put students into pairs to ask and answer the questions.  • Encourage students to ask additional questions, e.g. *What’s your favourite football team?*  Put students into pairs (A and B) to do a text-message guessing game.  • Student A texts Student B a clue about one of the sports and activities in Exercise 1, e.g. *you need wheels* *for this activit*y.  • Student B texts his or her answer back, e.g. *go cyclin*g.  • Student A either confirms or rejects the answer.  • Student B then texts Student A a clue. | | Students do matching and check their answers.  Students work in pairs and make sentences  Students work in pairs and practice speaking skills  Students work in pairs and answer the questions.  Stronger students add additional information  Students work in pairs and play a game. They follow the instructions and check each other | Students do matching and check their answers. Weaker students may work with stronger students  Students work in pairs and make sentences  Students work in pairs and practice speaking skills  Students work in pairs and answer the questions.  Students work in pairs and play a game. They follow the instructions 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 | Book, slide, audio  Book  Book  Book  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 59 of the  **Workbook** for homework. Students particularly interested in football can learn  some vocabulary related to that sport here and do the accompanying exercises:  <http://learnenglishteens.britishcouncil.org/grammarvocabulary/> vocabulary-exercises/football | |  |  | |  |  |

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| Module 8 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A paralympic champion** | | | | | |
| Objectives according to the Curriculum | | 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;  5.4.4.1- read with some support a limited range of short fiction and non-fiction texts; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  read FAQs about a paralympic champion, learn adverbs, talk about my sports habits  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Consider classmates' advice and set personal learning objectives based on their feedback  Demonstrate an ability to organize and express ideas clearly  Provide a point of view in conversations and discussions  Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some 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)  Write the names of sports stars on the board. Make sure you chose people that students are likely to know such as stars from their country. Ask students to say what sport the people do.  • Alternatively, distribute some photos of different sports among the students and ask students to say something about the sports pictured, e.g. the names of the sports, famous players, successful teams. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | Ask students to open their books at page 83.  • Refer students to the phrases in the box and then ask them to work alone to match the phrases with the pictures.  • Allow **weaker students** to use dictionaries or to look words up online.  • Students can compare answers in pairs before you check answers with the class. • Play the recording.  • Students listen to it and check their answers.  • Play the recording again for students to repeat the words.  Students can turn to the **Vocabulary bank** on page 122 and do the *Jog your memory!* activity.  Before students do this exercise, check their understanding of *wheel*s and *board.*  • Put students into pairs to do the exercise.  • Check answers.  • To **extend** the work on the sports and activities vocabulary, you could ask students to turn to the **Vocabulary bank** on page 122 and do the activities for *Sport*.  • Put students into pairs (A and B). • Student A closes his or her book.  • Student B says a sport or activity from Exercise 1.  • Student A says whether that sport or activity is used with *go, do* or *play*.  • Students then swap roles and continue until they have gone through all the vocabulary.  Put students into pairs (A and B) to do a text-message guessing game.  • Student A texts Student B a clue about one of the sports and activities in Exercise 1, e.g. *you need wheels for this activit*y. • Student B texts his or her answer back, e.g. *go cyclin*g. • Student A either confi rms or rejects the answer.  • Student B then texts Student A a clue. | | Students match the phrases with pictures and listen to the recording to find answers.  Students work in pairs and complete the exercise.  Students develop their speaking skills and check each other | Students match the phrases with pictures and listen to the recording to find answers.  Weaker students use dictionaries  Students work in pairs and complete the exercise.  Weaker students work with stronger  Students develop their speaking skills and check each other | | 1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students | Book, slide, audio  Book, audio  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 59 of the **Workbook** for homework.  Students particularly interested in football can learn some vocabulary related to that sport here and do the accompanying exercises:  <http://learnenglishteens.britishcouncil.org/grammarvocabulary/> vocabulary-exercises/football | |  |  | |  |  |

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| Module 8 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Language focus 1 yes/no questions** | | | | | |
| 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;  5.6.2.1- use quantifiers many , much , a lot of ,a few 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; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  learn *yes/no* questions in the past simple. practise asking and answering *yes/no* questions in the past simple.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Give feedback to others orally  Demonstrate respect to people’s opinions using lexical units of topic vocabulary  Identify details in a text with little 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)  • Books closed. Write *go* on the board.  • Ask: *What is the past simple form of this verb?*  • Elicit the verb (*went*) and write it on the board.  • Ask: *How do we form questions in the past simple?*  • Put *Did you went to the cinema last night?* and *Did you go to the cinema last night?* on the board and ask students to saywhich one is correct (the second one). | | students respond to greeting and take their places.  Student answer the questions | students respond to greeting and take their places.  Student answer the questions | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 85 and copy the chart into their notebooks.  • Students to work alone to complete the chart. Encourage **stronger students** to try to complete it without looking at the text on page 84. • Check answers.  • For further information and additional exercises, students can turn to page 114 of the **Grammar reference** section.  • Ask a pair of students to read out the example.  • Put students into small groups to complete the exercise.  • Check answers.  • Students can practice the conversation in pairs.  Refer students to the example and then ask them to work alone to complete the exercise.  • Students can compare answers in pairs before you check answers with the class.  a 2.19 Read out the information about word stress and then play the recording.  • Students listen and repeat.  • It may be necessary to play the recording more than once. b Go through the example sentence.  • Put students into pairs to complete the exercise.  • Tell **weaker students** to think of the important words in the sentence as being those which we cannot cut from the sentence. *Important*, in this sense, means *carrying the information the speaker* *wants someone else to know*. c 2.20 Play the recording for students to listen, check their answers to Exercise b and repeat the sentences.  • Write a date on the board that is important in your life.  • Put students into three teams.• Each team tries to find out what happened on that date  by asking you a question, e.g. *Did you finish primary school then? Is that your father’s birthday?*  • Teams score 1 point every time you say *Yes, I did*.• The team with the most points at the end wins. • Students can do the same activity in pairs. | | Students copy the chart and share ideas.  **stronger students** try to complete it without looking at the text on page  Students read the examples and complete the exercise in groups.  Students read the examples and complete the exercise. They then compare answers in pairs  Students work in pairs and complete the task.  Students work in groups and answer the questions according to the topic. | Students copy the chart and share ideas.  Students read the examples and complete the exercise in groups.  Students read the examples and complete the exercise. They then compare answers in pairs  Students work in pairs and complete the task.  Students work in groups and answer the questions according to the topic | | 1 point for each correct answer  1 point for each correct answer  Students evaluate each other  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 and 4 on page 60 of the **Workbook** for homework. | |  |  | |  |  |

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| Module 8 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **The bowler** | | | | | |
| Objectives according to the Curriculum | | 5.2.4.1- understand the main points of supported extended talk on a range of general and curricular topics;  5.2.8.1- understand supported narratives, including some extended 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:**  listen to a conversation about sports events.  • learn words for clothes.  • talk about what I am wearing and the clothes I wear to do my favourite sport.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify facts and details in extended talks with little support  Figure out the content of a conversation with some support in extended talk  Provide a point of view in conversations and discussions  Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some 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. Elicit examples of great sporting events, e.g. the football World Cup or the Olympics. • Ask: *Do you watch any of these events on TV?* | | students respond to greeting and take their places.  Students answer the questions according to the topic | students respond to greeting and take their places.  Students answer the questions according to the topic | |  |  |
| **The middle of the lesson – 35 min** | 1 • Students open their books at page 86.  • Read out the two questions. Students ask and answer them in pairs. • Ask a few students to report back to the class on their partner. 2 2.21 Tell students they are going to listen to a  conversation between two friends.  • Read out the question and play the recording.  • Check answer.  • To **extend** this, you could put additional questions on the board: *1 Where did Dennis come in the competition?*  *2 How many people competed?*  *3 What does Joe think of Mexican food?*  • Play the recording again. Put students into pairs to answer the questions. (Answers: 1 *Third*. 2 *About 20*. 3 *He likes it*.)  3 2.21 Give students time to read through the things in the list.  • Play the recording again for students to listen and tick the things Vicky did.  • Check answers with the class.  **Clothes**  4 2.22 Check students can pronounce *clothes* /kləʊdz/. A common error is to pronounce the -*es* /ɪz/ rather than /z/.  • Put students in pairs to do the exercise.  • Play the recording for students to check their answers and repeat the words.  • Point out that clothes words that end in *-s* can be used after *a* if you include *pair of*, e.g. *a pair of boots/jeans/trousers/ shorts/socks.*  • To **extend** the work on this vocabulary, you could ask students to turn to the **Vocabulary bank** on page 122 and do the *Clothes* activities.  Refer students to the questions and examples.  • Put students into pairs and give them a couple of minutes to ask and answer the questions. | | Students read and answer the questions. They listen and check answers  Students read the list and complete the task. They check the answers.  Students work in pairs and complete the exercise.  They listen to the recording and check the answers  Students work in pairs and ask and answer the questions | Students read and answer the questions. They listen and check answers  Students read the list and complete the task. They check the answers.  Students work in pairs and complete the exercise.  They listen to the recording and check the answers  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 answer | Book, slide, audio  Book, audio  Book, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 61 of the **Workbook** for homework | |  |  | |  |  |

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| Module 8 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: Wh-questions** | | | | | |
| 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;  5.6.8.1- use future forms will for predictions and be going to to talk about already decided plans 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 *Wh-* questions in the past simple.  • ask and answer questions about a sports event I went to.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify the attitude and opinion of the author  Express their opinion about the visited events  Use grammatical structures in the sentences correctly | | | | | |
| 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 a *yes/n*o question in the past simple, e.g. *Did you go to the cinema?*  • Ask students if they can add any other words to the beginning of the sentence to make a different kind of question, e.g. *When did* *you go to the cinema? Why did you go to the cinema?* | | students respond to greeting and take their places.  Students answer the questions and share ideas | students respond to greeting and take their places.  Students answer the questions and share ideas | |  |  |
| **The middle of the lesson – 35 min** | Ask students to open their books at page 87.  • Put students into pairs and ask them to complete the example sentences from the listening on page 86.  • You could either play the recording for students to check their answers or simply go through the answers orally.  • For further information and additional exercises, students can turn to page 114 of the **Grammar reference** section.  • Read out the example sentence.  • Ask students to work in pairs to complete the remaining sentences.  • Check answers.  • Ask a student to read out the example.  • Put students into small groups and ask them to complete the conversation.  • Guide **weaker students** through the exercise by asking them to first identify the question words needed. Once students have done this they can move on to looking at the verbs they need. Encourage them to check their first answer with you before they do the rest of the exercise  4 2.23 Play the recording for students to check their answers.  • Put students into pairs and ask them to read the conversation twice, taking a different part each time.  • Put students in pairs (A and B).  • Student A is a journalist. Student B is a character of their choice, e.g. a sports star, an astronaut, a scientist.• Student B gives some basic information about his or her character to Student A writes some questions to ask Student B. You may want to go through some possible  questions that students can use in their interviews, e.g. *Why did you want to be a sports star / astronaut /* *scientist? Who was your favourite sports star /astronaut / scientist when you were young?*  • Student A interviews Student B.• Students then swap roles.  • Put students into groups of three (A, B and C).  • Student C moves to another part of the classroom away from Students A and B. • Student B asks Student A three questions about his or her last holiday, e.g. *Where did you go? Who did you go with? Where did you stay? How long did you stay? What things did you do?*  • Student B uses their smartphone to record Student A’s answers and then asks Student C to come back.  • Student B tells Student C the questions that Student A answered. Student C guesses the answers that Student A gave.  • Student B then plays the recording for Student C to fi nd out if his or her guesses were right.  • Students then change their roles in their activity and go on until each student in the group has performed the three roles. | | Students work in pairs and complete the sentences.  Students work in pairs and complete the task.  Students read the examples and work in groups. They complete the conversation and practice.  Students work in pairs and read the conversation  Students work in pairs and practice their speaking skills by acting out a dialogue  Students work in groups and answer the questions according to the task | Students work in pairs and complete the sentences.  Students work in pairs and complete the task.  Students read the examples and work in groups. They complete the conversation and practice.  Students work in pairs and read the conversation  Students work in pairs and practice their speaking skills by acting out a dialogue. Weaker students work with stronger students  Students work in groups and answer the questions according to the task | | 1 point for each correct answer  Students evaluate each other  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students  Point for each correct answer | Book, slide, audio  Book, slide  Book, slide, audio  Book, slide  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2 and 3 on page 62 of the **Workbook** for homework | |  |  | |  |  |

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| Module 8 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **The bowler** | | | | | |
| Objectives according to the Curriculum | | 5.3.5.1- keep interaction going in basic exchanges on a growing range of general and curricular topics;  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 an Indian cricketer.  • talk about cricket and my sporting hero.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify facts and details in extended talks with little support  Figure out the content of a conversation with some support in extended talk  Demonstrate an ability to organize and express ideas clearly  Make an argument and evolve reasoning while speaking | | | | | |
| 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:  *They eat a lot of cake and chocolate.*  *They practice every day.*  *They go on lots of holidays.*  *They never give up.*  • Check students’ understanding of *give up*. Ask students to say which sentences describe the best sport stars. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • Ask students to open their books at page 88.  • Refer students to the photos and ask them to identify the sport.  Put students into pairs.  • Ask some students to report their ideas to the class.  • Write students’ ideas on the board.  Ask students to read the information in 1–5.  • Play the video with the sound off.  • Students watch the video and order the information.  • Students compare their answers in pairs before you check answers with the class.  • Ask one student to come to the front of the class to write the events on the board in the correct order. Ask the rest of the class whether or not they agree with the order that the student at the board has given  4 8.2 Before you play the video again, ask students if they can complete the gaps. This is only a quick test of memory. Students should not be discouraged if they cannot complete the gaps.  • Play the video.  • Students complete the text with the correct information.  5 8.2 Ask a student to read out the four questions.  • Play the rest of the video so students can answer the questions.  • Check answers.  6 • Read out the questions.  • Put students into pairs to ask and answer them.  • Ask a few students to report back to the class on what their partner said, e.g. *Martina thinks cricket is interesting.*  7 • Briefly tell students about your sporting hero.  • Read out the questions and then ask students to work alone to answer them.  8 • Put students into pairs.  • Give students a minute to tell one another about their sporting hero | | Students work with photos and identify the sport  Students work in pairs and report the ideas.  Students watch the video and order the information.  Students watch he video again and complete the gaps  Students watch and answer the questions  Students work in pairs and answer the questions. | Students work with photos and identify the sport  Students work in pairs and report the ideas.  Students watch the video and order the information.  Students can use videoscript  Students watch he video again and complete the gaps  Students watch and answer the questions  Students work in pairs and answer the questions.  Weaker students work with stronger students | | Point for each correct answer  Teacher evaluates and guides students  Point for each correct answer  Point for each correct answer  Point for each correct answer  1 Point for each correct answer | Book, slide  Book, slide  Book, slide, video  Book, video  Book, video  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students could try playing this  online cricket game:  http://news.bbc.co.uk/sport1/hi/cricket/  skills/6137400.stm | |  |  | |  |  |

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| Module 8 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **The highland games** | | | | | |
| Objectives according to the Curriculum | | 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;  5.4.4.1- read with some support a limited range of short fiction and non-fiction texts; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read a text about the Highland Games in Scotland.  • learn about irregular plurals.  • talk about which events in the Highland Games I would like and not like to do.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Give feedback to others orally  Demonstrate respect to people’s opinions using lexical units of topic vocabulary  Identify details in a text with little 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)  Books closed. Ask: *What are the most popular sports in your*  *country?*  • Elicit answers and write them on the board.  • Ask students if they can name any unusual sports, i.e. sports that few people do and which, in global terms, do not attract a large television audience, e.g. bowls, handball, lacrosse or taekwondo.  **Background**  **The Highlands** is the name of a large region in the north of Scotland. It is known for its beautiful lakes and mountains, including Ben Nevis, which is the highest peak in the UK.  A **kilt** is a short tartan (a woollen cloth with stripes of different colours) skirt worn by men in the Scottish Highlands. | | students respond to greeting and take their places.  Students read the questions and answer | students respond to greeting and take their places.  Students read the questions and answer | |  |  |
| **The middle of the lesson – 35 min** | Ask students to open their books at page 89.  • Put students in pairs and give them one minute to answer the questions about the photos. Tell students not to look at the text to find answers.  • Alternatively, put videos of the sports on the interactive whiteboard instead of asking them to look at the photos. You can find videos of the sports on YouTube by putting in the name of the sport plus *Highland Games* into the search engine on that site.  • Check answers.  • You could tell students that a *caber* is a wooden pole and that the *o’* in *tug o’ war* is an abbreviation of *of*, and that *tug* means *pull*.  Read out the names of the four sports.  • Give students a couple of minutes to scan the article to find the information about these sports.  • Students can work in pairs to do the matching exercise.  • Check answers.  • Give students a minute to read through sentences 1–6.  • Ask students to work alone to do the exercise.  • Students can compare answers in pairs before you check answers with the class.  • Read out the two questions. • Put students into pairs to ask and answer the questions. • Encourage students to ask additional questions.  6 • Put students into small groups to think of traditional sporting events in their country. • If you think that students will not be able to think of any examples, set this exercise for homework. Students can then  share their sporting events with the class in the next lesson.  **Explore**  **irregular plurals**  4 Ask: *What type of word is a ‘plural’?*  • Elicit the answer and then explain that some plurals are irregular. • Refer students to the nouns in the box.• Students can work alone to find the plural forms of the words in the text and note which are regular and which irregular  • Students choose one of the sports in the text on page 89 and do research on the Internet to find out more about the history, rules and nature of the sport they have chosen. • Students can then share what they have discovered with a partner or with the class. | | Students work in pairs and answer the questions.  Students watch the video and talk on a topic  Students read the article and find information.  Students work in pairs and do matching  Students read the sentences and complete the exercise.  Students work in pairs and answer the questions.  Students answer the questions and work with plural forms of nouns  Students do an online research and find the answer. | Students work in pairs and answer the questions.  Students watch the video and talk on a topic  Students read the article and find information.  Students work in pairs and do matching  Students read the sentences and complete the exercise.  Students work in pairs and answer the questions.  Students answer the questions and work with plural forms of nouns  Students do an online research and find the 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  Point for each correct answer  Point for each correct answer  Teacher evaluates and guides students | Book, slide  Video  Book  Book, slide  Book  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercise 4 on page 62 and Exercises 1, 2, 3, 4 and 5 on page 63 of the **Workbook** for homework. Students can fi nd out about another unusual sport or activity. They should prepare a short description, including the following information: what it is called, how many people are needed to do it, what equipment is needed to do it and which country is the best in the world at the sport. | |  |  | |  |  |

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| Module 8 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Expressing interest** | | | | | |
| Objectives according to the Curriculum | | 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;  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 teenagers talking about their favourite sport.  • practise talking about the sport I did at the weekend.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Demonstrate an ability to organize and express ideas clearly  Recognize factual details in a given argument related to the topic  Figure out the content of a short text 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)  Books closed. Write: *Do you watch or do a sport at the weekend?*  • Put students into pairs to ask and answer the question.  • Ask some students to report back to the class on their partner. | | students respond to greeting and take their places.  Students work in groups and answer the questions | students respond to greeting and take their places.  Students work in groups and answer the questions | |  |  |
| **The middle of the lesson – 35 min** | Ask students to open their books at  page 90. • Tell students they are going to watch some teenagers answering the following question: *What’s your favourite sport and why?* • Give students some time to look at the list of sports and then play the video. • Students work alone to tick the sports.  • Students can compare answers in pairs before you check answers with the class.  Put students into pairs to ask and answer the question.  • You could then find out which is the most popular sport with the class as a whole.  3 2.24 Give students time to read the question, then play the recording.  • Students compare answers in pairs before you check the answer with the class.  4 • Refer students to the words and phrases in the *Useful language* box and check understanding.  • Explain that when expressing interest, we need to get the intonation right. If our voice is flat it will either seem that we are not interested or that we are being sarcastic.  • Put students into pairs and give them a couple of minutes to complete the conversation.  5 2.24 Play the recording for students to listen and check their answers to Exercise 4.  • You could play the recording again, pause it after each of the words and phrases in the box, and ask students to repeat them.  Students work in pairs to practise the conversation in  Exercise 4.  7 Before students begin this exercise, teach the distinction between *fall off* and *fall down. Fall off* refers to dropping from something onto the ground, whereas *fall down* means to lose your footing and fall to the ground.  • Read through the instructions and make sure that students  understand what they have to do. Encourage **stronger students** come up with their ideas.  • 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 correctly. | | Students watch the video and answer the questions  Students work in pairs and answer the questions.  Students work in pairs and complete the conversation.  Students work in pairs and practice their conversation. | Students watch the video and answer the questions  Students work in pairs and answer the questions. Weaker students work with stronger students  Students work in pairs and complete the conversation.  Students work in pairs and practice their conversation.  Weaker students work with stronger 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, video  Book, audio  Book, audio  Book, slide, audio |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students can use their smartphones to record a video diary of their weekend. They record their videos at the end of Saturday and Sunday, saying what they did each day. At the beginning of the next class, students can work in pairs and try to guess what their partner did at the weekend before watching the video to find out. | |  |  | |  |  |

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| Module 8 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A teen athlete** | | | | | |
| Objectives according to the Curriculum | | 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;  5.4.4.1- read with some support a limited range of short fiction and non-fiction texts; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  •read a biography.  • learn about prepositions of time and place.  • write a biography of someone I know.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Discuss a problem in groups and suggest a solution for a problem Give feedback to others orally Demonstrate the ability to participate in a conversation Interact in a pair, group and a whole class work presenting | | | | | |
| 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 *biography* on the board and ask students what type of writing this is, e.g. the story of someone’s life.  **Background**  The **World Championships in Athletics** were fi rst held in 1983. In terms of prestige, they are second only to the Olympic Games. The World Championships were originally held every four years. However, since 1991, they have been held every two years. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | Ask students to open their books at page 91 and say, by looking at that photo, what sport Mohammed does.• Tell students to read the biography quickly to check their answer.  Refer students to the information in the box and make sure that they understand each word or phrase. If necessary, explain: *record* (noun): the best result achieved in a sport, e.g. *Usain Bolt holds the world records in the 100 m and the 200 m*; *medal*: a small round piece of metal (typically gold, silverand bronze) given to athletes who finish first, second andthird in a particular event.  • Ask students to work alone to do the exercise.  • Students can compare answers in pairs before you check answers with the class.  Refer students back to the text to find the answers.  • Students compare answers in pairs before you check the answer with the class.  Read out the information about prepositions in the *Useful languag*e box.  • Check students’ understanding by calling out dates, months, years, cities and events and asking students to say which prepositions are used, e.g. 16th January (*on*), April  (*in*), 2012 (*in*), St. Petersburg (*in*), the Olympic Games (*at*).  • Ask students to complete the examples. • Check answers.  5 • Go through the first sentence with the class as an example.  • Ask students to work in pairs to complete the remaining sentences with the correct prepositions. • Check answers. | | Students read the biography and answer the questions  Students complete the exercise and compare their answers  Students read the text and find answers  Students complete the exercise and check the answers  Students read the sentences and complete the exercise | Students read the biography and answer the questions  Students complete the exercise and compare their answers  Students read the text and find answers  Students complete the exercise and check the answers  Students read the sentences and complete the exercise | | 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  Book, slide  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students can use their smartphones to record an interview with someone at their school who is very good at a particular sport. (This student will have to speak some English, of course). Students can ask this person when they started doing the sport, which team or club they belong to, how often they do the sport, what medals they have won and what they would like to do in the future. At the beginning of the next class, students can play their interviews to a partner.  You can also set Exercises 1–10 on pages 64 and 65 of the **Workbook** for homework. | |  |  | |  |  |

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| Module 8 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Outdoor sports and activities** | | | | | |
| Objectives according to the Curriculum | | 5.5.1.1- plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics;  5.5.4.1- write with support a sequence of extended sentences in a paragraph to give basic personal information; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  read about outdoor sports and activities.  • learn the words for some pieces of equipment needed to do  outdoor sports.  • make a poster about an outdoor sport or activity.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify facts and details in extended talks with little support  Figure out the content of a conversation with some support in extended talk  Consider classmates' advice and set personal learning objectives based on their feedback  Demonstrate an ability to organize and express ideas clearly | | | | | |
| 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 sports and activities on the board: *climbing*, *windsurfing*, *bungee jumping*, *horse riding*, *paragliding*, *canoeing*.• Elicit information about each of the sports and activities and find out if anyone in the class does any of them. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | Ask students to open their books at page 92.  • Put students into pairs to copy and complete the table.  2 2.25 Play the recording. Students listen to it, read the text and check their answers to Exercise 1.  • Point out that *gym* is an abbreviation o*f gymnasium*.  Refer students to the words in the box. Explain that they are examples of equipment, i.e. objects that we use when doing a particular activity.  • Give students dictionaries and set a five-minute time limit for this exercise. Pair **stronger students** with **weaker** **students** to do this exercise.• Check answers. Write definitions of the words on the board.  4 2.26 Before you play the recording, put students into pairs and ask them to say which sports requires which pieces of equipment seen in Exercise 1.  • Play the recording for students to write down the sports and the equipment they use.  • Put students into pairs (A and B).  • Student A describes a word in the box in Exercise 3, e.g. *we wear this on our head.* Student B says the word, e.g. *helmet.* • Students then swap roles.  Put students into pairs and ask them to choose a sport and then do some online research to find out the necessary information about it. Make sure that each pair chooses a different sport.  • **Weaker students** could make a poster about a well-known sport such as cycling, whereas **stronger students** could focus on less well-known sports such as zorbing. • Give students 10 minutes to do their research and a further 15 minutes to make their poster.  • If you have a small class, ask pairs to present their poster to  the class. In a large class, one pair could present its poster to  another pair. • Display students’ posters on the walls of the classroom.  • If you don’t have access to the Internet, set it for homework | | Students copy and complete the table  Students read the words and make sentences.  Students work in pairs and answer the questions.  Students work in pairs and practice their speaking skills | Students copy and complete the table  Students read the words and make sentences.  Students work in pairs and answer the questions.  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  Teacher evaluates and guides students | Book, audio  Book, slide  Book, slide, audio  Book, slide, |
| **The end of the lesson – 5 min** | Homework (5 min)  Students can read this swimming pool poster and do the accompanying exercises.  <http://learnenglishteens.britishcouncil.org/skills/> reading-skills-practice/swimming-pool | |  |  | |  |  |

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| Module 8 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Kazakhstan’s sporting success** | | | | | |
| Objectives according to the Curriculum | | 5.5.6.1- link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics;  5.5.8.1- spell most high-frequency words accurately for a limited range of general topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an article about Kazakhstan’s success at the 2016 Olympics.  • Decide if information about the article is true or false.  • talk about the Paralympic Games.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Recognize factual details in a given argument related to the topic  Read the given fiction or non-fiction text and identify the general information  Figure out the content of a short text 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)  Books closed. Write *Olympic Games* on the board. Elicit or introduce some key vocabulary: *athletics, athlete, compete, win* *a gold/silver/bronze medal.*  • Elicit information about the Olympics, e.g. their origin in Ancient Greece, the beginning of the modern Olympics in 1896, which sports are featured (e.g. 100m, 200m, discus, high jump, long  jump, triple jump, gymnastics, diving, cycling, swimming), where the most recent Olympics were held. • Students open their books at age 93. Ask them if they know the names of the people in the photographs and what they achieved in the Olympics (Olga Rypakova won a bronze medal in the women's triple jump at the 2016 Olympics, and Dmitriy Balandin won a gold medal in the men's 200m breaststroke). • Read out the questions at the top of the page and ask students  to discuss them in pairs. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | Read out the title of the text. Teach the meaning of *success* and drill its pronunciation: /səkˈses/. Elicit example sentencesusing the word to test students’ understanding of it, e.g. *Olga Rypakova had success at the 2012 and 2016 Olympic Games: she won one gold and one bronze medal.*  • Teach the adjective *successful* /səkˈsesf(ə)l/. Elicit example sentences using the word to test students’ understanding of it, e.g. *Alexander Vinokourov was a successful cyclist. He* *won the Vuelta a Espaсa in 2006. He also won four stages* *in the Tour de France.*  • Ask students what they know about Kazakhstan’s success in  the last Olympic Games. • Check students’ understanding of the following vocabulary: *boxing, result, weightlifting, disappointed.*  • Students work alone to read the text and do the true/false exercise.  • Students can compare answers in pairs before you check answers with the class.  **Digital activity**  • Put students into small groups and ask them to research the Paralympic Games online. • Students should find answers to the following questions: When did the Paralympics start? Where were the first Paralympic Games? Who are the most successful Paralympic athletes? • Once students have shared their answers with the class, discuss the importance of the Paralympic movement. | | Students work on new vocabulary and complete the sentences  Students read the text and answer the questions  Students work in small groups and find answers. | Students work on new vocabulary and complete the sentences  Students read the text and answer the questions  Students work in small groups and find answers. | | 1 point for each correct answer  Point for each correct answer | Book, slide  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to do some research into why it is good to do sport, e.g. *it’s good for* *your body, it’s good for your mind, it teaches you* *to work with others and get along with them.* They should write between five and ten ideas, which they can present to each other in small groups at the beginning of the next lesson. | |  |  | |  |  |