**Lesson plan for the 6th Grades**

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| Module 1 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Life at school.** | | | | | |
| Objectives according to the Curriculum | | 6.3.1.1- provide basic information about themselves and others at discourse level;  6.3.2.1- ask simple questions to get information on a limited range of familiar general and curricular topics;  6.2.4.1- understand with limited support the main point of extended talk | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * make a conversation about schools and rules at school;   **Most learners will be able to:**   * use and understand vocabulary on life at school; * listen to and understand a conversation about schools; * talk about rules at school.   **Some learners will be able to:**   * talk about rules at school with some support; * understand vocabulary on life at schools | | | | | |
| Evaluation criteria | | Demonstrate respect to people’s opinions using lexical units of topic vocabulary;  Form opinion and give constructive answers to feedback;  Identify facts and details in extended talks with little support. | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  Teacher asks students to close their books, then writes *“school”* on the board. Teacher puts students into groups and gives them one minute to brainstorm all the associations they have with that word. Teacher asks students to report back to the class, then opens page 4 and describe a photo. Finally teacher tells students that the theme of Unit 1 is education and life at school. | | Students respond to greeting and take their places.  Students close their books and in groups brainstorm the word “school”. Students share their opinions and then open page 4. | Students respond to greeting  Students close their books and in groups brainstorm the word “school”. Students share their opinions and then open page 4. | |  |  |
| **The middle of the lesson – 35 min** | **Introduction (5 min)**  Teacher puts students into pairs and ask them to tell one another about their favourite subject at school, the subject they like the least and why.  Teacher asks some students to report back to the class on their partner.  **Pair work (10 min)**  • **Ex1** Ask students to look at page 5 of their books • Explain that the phrases in the box are all connected to life at school.  • Put students into pairs to match the phrases with the correct pictures.  • Play the recording **tr1.02** for students to check their answers and repeat the phrases.  **Group work (10 min)**  • **Ex2**  Read out the question.  • Put students into small groups to divide the phrases in Exercise 1 according to whether they refer to bad/good behaviors or rules and punishments.  **Checking (5 min)**  • **Ex3**  Ask students to listen **tr1.03** and then say which of the things in Exercise 1 are talked about.  • Check answers.  **Task 4 Pair work (5 min)**  • **Ex4**  Read out the questions.  • Put students into pairs to ask and answer them.  • Ask some students to report back to the class on their partner.  • To extend the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 122 and complete the exercises for *Life at school*. | | Students work in pairs and respond to the task.  Students work in pairs and match the phrases with the pictures.  Students work in groups of 3 and divide the phrases according to a bad/good behavior.  Students listen to the audio and do the exercise.  Students work in pairs and follow the instructions. | Students work in pairs with motivated students, and with their help answer the questions.  Students work in pairs and match the phrases with the pictures.  Students work in groups of 3 and divide the phrases according to a bad/good behavior.  Students listen to the audio and do the exercise.  Students work with the vocabulary bank and prepare speaking with stronger students. | | **FA**: students evaluate each other  **7 points.**  1 point for each correct answer  **6 points:**   * working in groups – 2 points; * finding correct answers – 2 points; * explaining the reason – 2 points   Students evaluate each other.  **FA**: 1 point for each correct answer. | Audio, slide.  Student’s book  Audio  Slide |
| **The end of the lesson – 5 min** | **Reflexion “Reflexion Target”**    Describe the hometask and give examples. | | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | Exercises 1, 2, 3 and 4 on page 3 of the Workbook |

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| Module 1 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Computers | | | | | |
| Objectives according to the Curriculum | | 6.4.1.1- understand the main points in a growing range of short, simple texts;  6.4.9.1 - recognise the difference between fact and opinion in short. simple texts;  6.6.3.1 - use common paiticiples as adjectives and order adjectives correctly in front of nouns. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**   * read and understand an article about the past, present and future of computers   • use and understand adjectives with the suffixes *–ful* and *-less*.  • talk about the ways of using computers for school work.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify the main idea in extended talks with little support;  Identify details in a text with little support;  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. Put students into pairs and ask them to tell one another about the technological devices they own.  • Ask some students to tell the class about their partner. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • **Ex1** Ask students to open their books at page 6 and look at the photos.  • Ask the question and elicit students’ ideas. Do not confirm or reject ideas at this point.  • **Ex2**  Ask students to read the magazine article quickly to check the ideas they came up with in Exercise 1.  • **Ex3**  Ask students to read the magazine again.  • Put students into pairs to choose the correct words or phrases to complete the sentences.  • Check answers.  • **Ex4**  Ask students to look at the article  • Check answers.  • **Ex5** Read out the example.  • Put students into pairs to complete the remaining sentences with the correct adjective form of the noun in brackets.  • Check answers.  **•** To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 122 and do the exercises for Explore suffixes *-ful* and *-less*.  • **Ex6** Give students a few minutes to think of three ways that they use computers for their school work.  • **Ex7** Put students into pairs to compare the ideas they wrote down in Exercise 6.  • Ask some students to tell the class about the most interesting ideas that they and their partner came up with. | | Students work with photos and share their ideas.  Students do reading and check their ideas.  Students work in pairs and complete the sentences.  Students check the answers.  Students work in pairs and complete the sentences.  Students think and share ideas.  Students work in pairs and compare ideas. | Students work with photos and share their ideas.  Students do reading and check their ideas.  Students work in pairs and complete the sentences.  Students check the answers.  Students work in pairs and complete the sentences.  Students think and share ideas.  Students work in pairs and compare ideas. | | 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 |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercise 6 on page 4 and Exercises 1, 2, 3 and 4 on page 7 of the Workbook | |  |  | |  |  |

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| Module 1 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus1: *will/won’t***,**  *may/might* | | | | | |
| Objectives according to the Curriculum | | 6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns;  6.1.3.1- respect differing points of view;  6.5.3.1 - write with some support about personal feelings. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • use and understand will/won’t and may/might;  • make predictions.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Apply modal verbs and common verbs followed by infinitive in the context;  Clarify the meaning of the word in a dictionary or other digital references. | | | | | |
| 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. T writes the following on the board: *What will life in the future be like?*  • Encourage students to think of how we’ll travel, where we’ll live, etc. Write their ideas 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** | • **Ex1**  Ask students to open their books at page 7.  • Tell students that the example sentences in the table are from the text on page 6.  • Ask students to copy and complete the sentences.  • Check answers.  • **Ex2**  Put students into pairs to answer the question.  • Check answers.    **• Ex3** Read out the information in the **Get it right!** box.  • Put students in pairs to complete the sentences with will or won’t and the verbs in the box.  • Check answers  • **Ex4** Ask students to say which of the predictions made by the engineer in 1900 were accurate.  • **Ex5** Read out the example.  • Ask students to work alone to write sentences using will, won’t, may, might. Make sure that students understand that the sentences they write should be based on their own opinions with regard to the future.  • Check answers.  **• Ex6**  Read out the example prediction.  • Ask students to work alone to write their own predictions using the things in the box or their own ideas.  • You could also ask students to offer some evidence for their predictions, e.g. *I think I’ll be a scientist. Physics and*  *Chemistry are my favourite subjects*.  • **Ex7** Put students into pairs to compare the predictions they wrote in Exercise 6.  • Ask some students to tell the class the three best predictions they and their partner came up with.  You can show video **1.1** as either a lead-in or a follow-up to the Language focus 1 lesson.  • Ask: *What are the best and worst things about going to school?* Elicit students’ ideas and put them on the board.  • Read out the information about the video.  • Play the video.  • Students watch it and answer the three questions.  • Check answers.  • Then ask students if they would like to have classes at home. | | Students copy and complete the sentences.  Students work in pairs and answer the questions.  Students work in pairs. They complete the sentences and work with vocabulary.  Students make predictions and read the task.  Students make sentences using examples and check answers.  Students read the examples and write their predictions.  Students compare answers with each other  Students watch the video and answer the questions. | Students copy and complete the sentences.  Students work in pairs and answer the questions.  Students work in pairs. They complete the sentences and work with vocabulary. Students can use dictionaries  Students make predictions and read the task.  Students make sentences using examples and check answers.  Students read the examples and write their predictions.  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  Teacher evaluates and guides students  1 point for each correct answer  1 point for each correct answer | Book  Book, slide  Book, dictionary  Book, slide  Book, slide  Book, slide  Book, slide, video |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3, 4 and 5 on page 4 of the Workbook | |  |  | |  |  |

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| Module 1 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Listening. A conversation. | | | | | |
| Objectives according to the Curriculum | | 6.2.2.1 - understand more complex supported questions which ask for personal information;  6.2.5.1- understand most specific information and detail of supported. extended talk. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • listen to and understand a conversation on school subjects;   * use the vocabulary on school subjects;   • talk about favourite school subjects.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Recognize the content of an extended conversation using some supporting information;  Apply the rule for future form of predictions and plans in practice;  Identify facts and details in extended talks 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. Put students into pairs and ask them to tell each other what school subjects they enjoy.  • Ask some students to report back to the class on their partner | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • **Ex1** Asks students to open their books at page 8.  • Students look at the photos and say which subject the girl is going to study. Students can do this in pairs.  • **Ex2** Tell students they are going to listen to a conversation.  • Play the recording.**tr1.04**  • Students listen and say which subject Helen is going to study at university.  • Check answers.  • **Ex3** Play the recording again.  • Give students time to read the sentences.  • Play the recording.  • Check answers.  • **Ex4** Explain the meaning of each word or phrase in the box.  • Put students into pairs and ask them to match the picture with the words in the box.  • Play the recording for students to listen, check their answers and repeat the sentences.  • **Ex5** Give students time to write sentences with the words in Exercise 4 using the sample sentence beginnings.  • Monitor while students do this. Help as necessary.  • **Ex6**  Ask students to discuss using the school subjects from  Exercise 4 and the sentence beginnings from Exercise 5.  • Put students in pairs to talk about their favourite school subjects.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 122 and do the exercises for School subjects. | | Students work with photos and answer the questions  Students listen to the recording and answer the question.  Students read the sentences and check their answers  Students work with vocabulary and listen to the recording.  Students write the sentences and check.  Students do discussion and talk about their favorite school subjects. | Students work with photos and answer the questions  Students listen to the recording and answer the question.  Students read the sentences and check their answers  Students work with vocabulary and listen to the recording.  Students write the sentences and check  Students do discussion and talk about their favorite school subjects. | | 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 | Book, slide, audio  Book, slide, audio  Book, slide, audio  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2 and 3 on page 5 of the **Workbook** | |  |  | |  |  |

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| Module 1 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 2**:** *be going to* | | | | | |
| Objectives according to the Curriculum | | 6.2.1.1- understand a longer sequence of supported classroom instructions;  6.2.5.1- understand most specific information and detail of supported. extended talk; 6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • use and understand *will* vs. *be going to*.  • ask and answer questions about the future using *will* and *be going to.*  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Apply the rule for future forms to talk about intentions, offers, and on-spot-decisions in practice;  Differentiate between *be going* and *will* forms for future activities;  Apply future forms and structures accurately. | | | | | |
| 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 *plans* on the board. Ask students how we talk about future plans in English. Elicit the phrase *be going to.* | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | **• Ex1** Ask students to open their books at page 9.  • Tell students that the example sentences are from the listening on page 8.  • Ask them to copy and complete the sentences in their notebooks.\  • **Ex2** Ask students to write positive or negative sentences about themselves using the information in 1–6.  • **Ex3**  Refer students to the gapped sentences in the table.  • Ask students to choose the correct heading for each row of the table.  • For further information and additional exercises, students can turn to page 114 of the **Grammar reference** section  • **Ex4**  Read out the information in the Get it right! box.  • Put students into pairs to complete the conversation.  • Play the recording **tr1.06** for students to check their answers.  Contractions: **will**  • **Ex1** Ask students to turn to page 112.  • Play the recording **tr1.07.**  • Students listen and repeat the contractions.  • **Ex2**  Play the recording **tr 1.08.**  • Students listen and choose the correct words.  • **Ex3** Ask students to read the dialogue.  • Put students into pairs to write in the contractions  • **Ex4** Play the recording **tr1.09** for students to check  **• Ex5** Read out the example sentence.  • Ask students to work alone to complete the remaining sentences.  • **Ex6** Read out the example question and answer.  • Put students into pairs to ask and answer the questions from Exercise 5. | | Students copy and complete the sentences  Students write the sentences and use the information  Students fill in the gaps and correct headings.  Students complete the conversations and listen and check the conversation.  Students listen to the recording and read the dialogue.  Students read the sentences and complete them. | Students copy and complete the sentences  Students write the sentences and use the information  Students fill in the gaps and correct headings.  Students complete the conversations and listen and check the conversation.  Students listen to the recording and read the dialogue.  Students read the sentences and complete them. | | 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, grammar bank  Book, slide, audio  Book, slide, audio  Book, slide, audio |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3 and 4 on page 6 of the **Workbook** | |  |  | |  |  |

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| Module 1 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | *Discover culture* | | | | | |
| Objectives according to the Curriculum | | 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.1.3.1- respect differing points of view;  6.2.5.1- understand most specific information and detail of supported, extended talk. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch and understand a video about different ways of teaching Maths.  • talk about learning and using Maths.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Recognize the content of an extended conversation using some supporting information;  Convey fantasy ideas including emotions and senses;  Identify the correct form of a word, appropriate sentence structure and text layout. | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  **•** Books closed. Ask: What is the best way of learning Maths?  • Put students into small groups to discuss the question.  • Ask one member of each group to report their group’s ideas to the class | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • **Ex1** Ask students to open their books at page 10.  • Put students into pairs to ask and answer the questions.  • Ask some students to report back to the class on what their partner said.  • **Ex2**  Tell students they are going to watch a video about different ways of learning Maths.  • Read out the three questions.  • Play the video **1.2** without sound.  • Ask students to try to answer the questions.  • **Ex3** Play the recording again, this time with sound.  • Students watch the video and check their answers to Exercise 2.  • **Ex4**  Give students time to read the gapped sentences.  • Play the video again for students to complete the sentences.  • Students can compare answers in pairs before you check answers with the class.  **• Ex5** Read out the five statements.  • Put students into pairs and ask them to decide whether the statements are true or false.  • Students should correct the false statements.  • **Ex6**  Refer students to the words and phrases in the box.  • Ask students to say which of the objects in the box are seen in the video.  • Put students into pairs to say how each of the four objects is used in the video.  • Check answers.  • **Ex7**  Read out the questions.  • Put students into pairs to ask and answer the questions.  • Ask some students to report back to the class on what their partner said. | | Students work in pairs and answer the questions  Students watch the video and answer the questions  Students check their answers  Students read the sentences and compete them  Students read the sentences and work in pairs.  Students work in pairs and discuss on the topic  Students work in pairs and answer the questions. | Students work in pairs and answer the questions  Students watch the video and answer the questions  Students check their answers  Students read the sentences and compete them  Students read the sentences and work in pairs.  Students work in pairs and discuss on the topic  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  1 point for each correct answer  1 point for each correct answer | Book, slide, video  Book, slide, video  Book, slide, video  Book, video  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Revise the Vocabulary bank and Grammar references | |  |  | |  |  |

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| Module 1 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Reading. A blog | | | | | |
| Objectives according to the Curriculum | | 6.4.1.1- understand the main points in a growing range of short, simple texts;  6.4.2.1- understand independently specific information and detail in short simple texts;  6.1.3.1- respect differing points of view. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read and understand a blog about studying in the *School of the Air*.  • use and understand phrasal verbs.  • talk about technology and learning.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify details in a text with little support;  Identify the correct form of a word, appropriate sentence structure and text layout;  Clarify the meaning of the word in a dictionary or other digital references. | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books closed. Ask students if they have ever had a class online, studied anything using their computer or done homework online. If any students have ever done a course online, ask them to briefly tell the class about their experience. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • **Ex1** Ask students to open their books at page 11.  • Put students into pairs to look at the map and photos and answer the questions.  • **Ex2** Ask students to read the text to check their answers to Exercise 1.  • You could then check students’ understanding of the adjective *tiring*, which means *something which makes you*  *tired,* e.g. *speaking in another language is tiring.*  **• Ex3** Give students time to read through the blog again.  • Tell students to find the part of the text for each question.  Students should then determine whether or not the  information in the sentences appears in the text.  • Students then work alone to choose the correct answer in each case.  • Ask students to compare their answers in pairs before you check answers with the whole class.  • Read out the information about *the School of the Air* in the **FACT!** box. Ask students if they would enjoy learning by having classes online rather than going to a school.  • **Ex4**  Tell students that phrasal verbs are formed by connecting a verb with a preposition or adverb, e.g. get up.  Elicit any phrasal verbs that students know and put them on the board.  • Ask students to look at the article again to find two phrasal verbs. Elicit definitions of these phrasal verbs.  • **Ex5** Ask students to work in pairs to match the beginning of the sentences with the endings of the sentences.  • Check answers.  • To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 122 and complete the exercises for Explore phrasal verbs.  • **Game**  Play *Correct the sentence* to practise the phrasal verbs.  • **Ex6** Put students into pairs to write down what they think the good and the bad things about using technology for learning are.  • Monitor while students do this task. Help with vocabulary as necessary.    • **Ex7** Put students into groups to compare the ideas they came up with in Exercise 6.  • You could then open this up and have a discussion with the class as a whole about the role of technology in learning. | | Students work in pairs and answer the questions  Students read the text and answer the questions  Students read the blog and answer the questions.  Students work on phrasal verbs and read definitions.  Students work in pairs and match the beginnings with the endings.  Students follow the instruction and play a game  Students work in pairs and make examples  Students work in pairs and compare their ideas | Students work in pairs and answer the questions  Students read the text and answer the questions  Students read the blog and answer the questions.  Students work on phrasal verbs and read definitions.  Students work in pairs and match the beginnings with the endings.  Students follow the instruction and play a game  Students work in pairs and make examples  Students work in pairs and compare their ideas | | 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 |
| **The end of the lesson – 5 min** | Exercise 5 on page 6 of the Workbook. Students can find out more about *the School of the Air* by taking a look at its website: http://www.assoa.nt.edu.au/ | |  |  | |  |  |

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| Module 1 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Asking for and giving instructions. | | | | | |
| Objectives according to the Curriculum | | 6.2.5.1- understand most specific information and detail of supported. extended talk;  6.3.1.1- provide basic information about themselves and others at discourse level;  6.3.2.1- ask simple questions to get information about a range of general topics. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch and understand teenagers talking about their mobiles.  • listen to and understand a girl talking to her grandmother about a smartphone.  • practise asking for and giving instructions.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Recognize the content of an extended conversation using some supporting information;  Interact in a pair presenting a conversation;  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed 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. Show students the mobile phone you have and briefly tell them how important it is to you. If you do not have a mobile phone, tell the class why. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • **Ex1** Ask students to open their books at page 12.  • Tell students they are going to watch some teenagers answering the following question*: How important is your mobile to you?*  • Tell students they are going to decide how important mobile phones are to the Speakers 1–6. Point out the symbols that students should use and explain the meaning of each.  • Play the video **1.3** or the recording.  • Students work alone to complete the exercise. They can compare answers in pairs before you check answers with the class.  • **Ex2**  Put students into pairs to ask and answer the question.  Encourage students to ask their partner additional questions, e.g. How often do you use your mobile? Do you think you could spend one day without your mobile?  • Ask some students to report back to the class on what their partner said.  • **Ex3** Tell students they are going to listen to Keira talking to her grandmother.  • Read out the question.  • Play the recording **tr1.10**.  • Students listen and answer the question.  • Check answer.  • **Ex4** Refer students to the phrases in the *Useful language* box. Check students’ understanding of the language, particularly the phrase *I see*, which means *I understand*, and *That’s it!*, which means *That’s right.*  • Students can work alone to complete the conversation using the phrases in the *Useful language* box.  • Play the recording for students to check their answers.  • **Ex5** Ask students to work in pairs to act out the conversation in Exercise 4. (Students can act out the conversation twice, taking a different part each time).    • **Ex6** Put students into pairs.  • Give students time to write instructions for someone who can’t use a smartphone. Encourage students to use the ideas in the box as well as the *Useful language* from Exercise 4.  • Monitor and help with vocabulary as necessary.    • **Ex7** Ask students to change partners for this exercise.  • Read through the instructions and make sure that students understand what they have to do.  • Put students in pairs to practise their conversations. Students should use the instructions they wrote in Exercise 6.  • Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box. | | Students watch the video and answer the questions.  Students work alone and complete the sentences.  Students work in pairs and answer the questions.  Students do listening. They answer the questions and check their answers.  Students check the understanding and complete the conversation.  Students act out a dialogue  Students work in pairs. They write instructions and work with vocabulary.  Students work in pairs and practice their speaking skills. | Students watch the video and answer the questions.  Students work alone and complete the sentences.  Students work in pairs and answer the questions.  Students do listening. They answer the questions and check their answers.  Students check the understanding and complete the conversation.  Students act out a dialogue  Students work in pairs. They write instructions and work with vocabulary.  Students work in pairs and practice their speaking skills. | | 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  1 point for each correct answer  1 point for each correct answer | video  Video, book  Book, slide  Book, audio  Book, slide  Book  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to think of advice to offer a smartphone addict. Students should think and make notes of how they could help someone who used their phone too much to use it far less. | |  |  | |  |  |

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| Module 1 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | An opinion essay | | | | | |
| Objectives according to the Curriculum | | 6.5.1.1- plan, write, edit and proofread work at text level with some support;  6.5.3.1- write with some support about personal feelings and opinions on a topic;  6.5.6.1- link with minimal support sentences into coherent paragraphs using basic connectors. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read and understand an essay about school in the future.  • use and understand sequencing language.  • write an opinion essay.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Plan, write, edit and proofread work at text level;  Use punctuation marks 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 how students think schools might change in the future. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • **Ex1** Ask students to open their books at page 13.  • Ask students to read the competition advert as well as Marcus’s essay.  • Put students into pairs to answer the question.  • Check the answer.  • **Ex2**  Give students time to read Marcus’s essay again.  • Ask students to work alone to answer the questions.  • Students can compare answers in pairs before you check answers with the class.  • **Ex3** Read out the information about sequencing language in the **Useful language** box.  • Put students into pairs and ask them to match the words in bold with the functions 1–4.  • Check answers.  **Get writing**  • **Ex4 PLAN** 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 an essay. Tell students to choose one of the titles in the list. Students who choose the same topic could be put into groups to discuss their ideas at this planning stage.  • Refer students back to the example essay in Exercise 1 and the organisation of information in an essay in Exercise 2. Students should use this information when working alone to plan the content of essays.  • **Ex5 WRITE**  Tell students to use Marcus’s essay as a model to follow.  • Give students ten minutes to complete the writing task. Students should write about 100 words.  • Encourage students to produce at least two drafts of their essay. If students are doing this at home, ask them to write their essays on their computers rather than in their notebooks as it will allow them to change the text more easily.  **• Ex6 CHECK** 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 essays and check them against the points here.  • Collect students’ essays and mark them.  • Use students’ written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake.) | | Students read the text and answer the questions.  Students work individually and answer the questions.  Students work in pairs and do matching  Students follow the instructions and practice writing.  Students complete the writing task  Students complete the task and check their answers | Students read the text and answer the questions.  Students work individually and answer the questions.  Students work in pairs and do matching  Students follow the instructions and practice writing.  Students complete the writing task  Students complete the task and check their answers | | 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  Teacher evaluates students | Book, slide  Book, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3 and 4 on page 8 and Exercises 5, 6, 7, 8, 9 and 10 on page 9 of the **Workbook**. | |  |  | |  |  |

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| Module 1 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | CLIL**:** Supercomputers | | | | | |
| Objectives according to the Curriculum | | 6.4.1.1- understand the main points in a text on general and curricular topics;  6.4.9.1 recognise the difference between fact and opinion in texts on a range of topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read and understand about supercomputers;  • talk about how supercomputers might be useful in different areas  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify details in a text with little support;  Clarify the meaning of the word in a dictionary or other digital references;  Raise awareness about cultural diversity through reading and discussion;  Convey fantasy ideas including emotions and senses. | | | | | |
| 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 *PC* on the board. Ask students what the technological acronym stands for (*personal computer*).  • Elicit types of computer, e.g. *tablet, laptop, smartphone, desktop*.  • Ask students what computers they have and which they most enjoy using. Encourage students to say as much as they can about the computers they own.  • You could also introduce the words *technophobe (a person who fears, dislikes and avoids using technology)* and *technophile (a person who enjoys using and is enthusiastic about technology)* and find out which category the students fit into. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | **• Ex1** Ask students to open their books at page 14.  • Read out the three questions.  • Put student into pairs to answer the questions.  Do not confirm or reject students’ ideas at this point. Students will check their answers in Exercise 2.  • **Ex2** Play the recording **tr1.11** for students to read and listen and check their ideas to Exercise 1.  **• Ex3** Ask students to read the text again.  • Put students into pairs to answer the six questions.  • Check answers.  • **Ex4** Read out the words in the box.  • Put students into pairs to discuss how supercomputers might be useful in each of the fields, e.g. health: to recreate diseases in the hope of finding a cure and diagnose patients more effectively; education: to allow students to do more advanced mathematics or to make comparative studies by comparing data across time and space; environment: to predict environmental conditions and simulate weather patterns.  • Encourage students to use their smartphones to do some research online.  • Check answers  • **VIDEO 1.4**  • See page 144(TB) for activities you can do with this video. | | Students read the questions and answer them in pairs.  Students do listening task and check their ideas  Students do reading and answer the questions  Students read the information in the box. They discuss and do online research  Students watch the video and complete the task | Students read the questions and answer them in pairs.  Students do listening task and check their ideas  Students do reading and answer the questions  Students read the information in the box. They discuss and do online research  Students watch the video and complete the tasks | | 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, audio  Book, slide  Internet resources  Video, book |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to take a look at the website of the Centre for Computing History, a museum based in Cambridge: http://www.computinghistory.org.uk/ | |  |  | |  |  |

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| Module 1 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Reading.Schools | | | | | |
| Objectives according to the Curriculum | | 6.4.2.1- understand independently specific information and detail in texts on a topic;  6.3.2.1 ask simple questions to get information about a topic;  6.1.3.1 respect differing points of view. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read and understand three short texts about schools in the UK, Kazakhstan and the USA.  • decide if information about the texts is true or false.  • talk about their school routine and things they like about school.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify details in a text with little support;  Identify the correct form of a word, appropriate sentence structure and text layout;  Clarify the meaning of the word in a dictionary or other digital references. | | | | | |
| 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. Divide the board in three sections and add a heading to each one: the UK, the USA and Kazakhstan. Ask:  *What do you know about the UK / the USA / Kazakhstan?*  • Elicit one piece of information for each country in turn and write the key words on the board.  • Put students in three groups, one for each country.  • Give them two minutes to brainstorm as many facts as they can about their country. Allow them to make notes to refer to later.  Monitor and help the UK and USA groups as their knowledge of the countries may be limited.  • If you have a large class, have students work in pairs or smaller groups and collect the facts as a larger group when the time is up.  • When the time is up, invite every student from each group to add a fact on the board under their country heading. Help with vocabulary if necessary.  • Go over the facts for each country with the whole class. Encourage students to disagree and correct facts if appropriate.  • As a conclusion, you could have a quick class discussion on similarities and differences between the three countries. | | students respond to greeting and take their places.  Students brainstorm the ideas and talk on a topic. | students respond to greeting and take their places.  Students brainstorm the ideas and talk on a topic. | |  |  |
| **The middle of the lesson – 35 min** | • **Ex1** Asks students to open their books at page 15  • Ask students to describe the activity in each photograph and say why the children are enjoying it.  • Check students’ understanding of the following vocabulary from the texts: *canteen, lower, special training, final*.  • Ask students to work alone to read the texts and then refer them to sentences 1–6, making sure students understand them.  • In pairs, students can compare answers before you check answers with the class.  • **Ex2** Students make notes to compare the school systems in the three countries. Encourage students to start with the text, then to use the Internet to find any information they do not have.  • Suggest categories for students to focus on, e.g. *structure of school days/terms/years; different stages of education; subjects; exams; school rules; extra-curricular activities.*  • Monitor and help as necessary. You could provide a table to help students structure their notes.  • Students write a few sentences giving their opinion on the  different aspects that they researched. Encourage them to start their sentences with phrases like *I think*... and *I prefer* ... to ensure that they give opinions rather than repeating facts.  • **Ex3** In pairs, students discuss their opinions from Exercise 2. Encourage them to say whether they agree or disagree with their partner on each point, giving reasons.  • You could ask some pairs to summarise the results of their discussions to the class. | | Students work with books, they describe the activity and discuss the topic.  Students make notes and compare the school system. They use the internet resources to find out extra information  Students write sentences and make examples.  Students work in pairs and share their opinions and ideas on a topic. | Students work with books, they describe the activity and discuss the topic.  Students make notes and compare the school system. They use the internet resources to find out extra information  Students write sentences and make examples.  Students work in pairs and share their opinions and ideas on a topic. | | 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, internet resources  Book, slide  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to choose a different country that they haven’t encountered in Unit 1 and would like to know more about. Ask them to find information about the country’s education system. They should make notes on anything that interests them, any similarities or differences between their own education system. | |  |  | |  |  |

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| Module 1 Lesson 12 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Extra reading. The Kazakh language | | | | | |
| Objectives according to the Curriculum | | 6.4.1.1- understand the main points in a text on general and curricular topics;  6.4.2.1- understand independently specific information and detail in a text;  6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read and understand a text about history of the Kazakh language;  • decide if information about the texts is true or false;  • talk about the Kazakh language in their life..  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify details in a text with little support;  Identify the correct form of a word, appropriate sentence structure and text layout;  Clarify the meaning of the word in a dictionary or other digital references. | | | | | |
| 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 do you know about Kazakhstan?*  • Give them two minutes to brainstorm as many facts as they can about the country. Allow them to make notes to refer to later.  Encourage students to disagree and correct facts if appropriate. | | students respond to greeting and take their places.  Students brainstorm the topic and discuss. | students respond to greeting and take their places.  Students brainstorm the topic and discuss. | |  |  |
| **The middle of the lesson – 35 min** | • Write *language* on a board and ask: *what languages do people speak in Kazakhstan?*  • Asks students to open their books at page 133.  • Elicit students’ answers to the questions.  • Checks students’ understanding of the following vocabulary: *to exist, akyns, script, educated*.  • Asks students to work alone to read the text.  • Tell students to decide if the sentences1-7are *True, False* or the text *Doesn’t say.*  • In pairs, students can compare answers before you check answers with the class. | | Students answer the questions and follow the instructions. | Students answer the questions and follow the instructions. | | 1 point for each correct answer | Book, slide, audio |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1-7 on pages 10-11 and 1-4 on page 12 of the Workbook | |  |  | |  |  |