**Lesson plan for the 6th Grades**

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| Module 2 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Jobs. | | | | | |
| 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:  Most learners will be able to:  • use and understand the words for different jobs;  • talk about which jobs they would and would not like to do.  Some learners will be able to: | | | | | |
| 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 | | Low order thinking | | | | | |
| During the lesson: | | | | | | | |
| The stage of the lesson/timing | Actions of the teacher: | | Actions of the pupils: | Student actions with special educational needs | | Assessment | Resources |
| The beginning of the lesson/  min | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Ask students to look at and describe the photograph. Elicit or teach the verb *rescue* and explain that it is always used with an object, e.g. *she rescued the dog* rather than *she rescued*.  • Ask students what people who rescue others from danger are usually called. Elicit the words *life saver, lifeguard* and *hero*.  • Give students a couple of minutes to answer the three questions.  • Students can then compare answers in pairs before you check answers with the class.  • Tell students that the theme of Unit 2 is people who make or have made a difference. | | students respond to greeting and take their places.  Students describe the photos and answer the questions | students respond to greeting and take their places.  Students describe the photos and answer the questions | | 1 point for each correct answer |  |
| The middle of the lesson – 35 min | • Books closed. Write the word *jobs* on the board. Elicit any jobs that students know the English words for and then write these words on the board.  • Ex1 Asks students to open their books at page 17.  • Put students into pairs to match the words and phrases in the box with the photos.  • You could turn this into a game by asking pairs to compete to be the first to complete the matching exercise correctly.  • Play the recording tr1.12.  • Students listen to it, check their answers and repeat the words.  • Game Play Hangman to practise the vocabulary for jobs.  • See Games Bank on pages 28–29 (TB).  • Ex2 Refer students to the table.  • Ask students to work alone to complete the table by putting the jobs in Exercise 1 into the correct place in the table. Explain the meaning of the headings if necessary.  • Students can compare answers in pairs before you check answers with the class.  • Ex3 Ask a student to read out the two questions. Elicit or introduce some examples of why people may like or dislike different jobs, e.g. *people may like the hours, the money, the people they work with; people may dislike the uniform, the time of day they have to work, the amount of work they have to do.*  • Give students time to make notes in response to the questions.  • Monitor and help with vocabulary as necessary.  • Encourage stronger students to write full sentences in their answers. Weaker students can write in note form if they find that easier.  • Ex4 Read out the example question and answer.  • Put students into pairs to ask and answer the questions in Exercise 3.  • Ask some students to report their partner’s answers to the class.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 123 and do the exercises for Jobs. | | Students answer the questions  Students work in pairs to match the words.  Students listen to the recording and complete the task  Students read the questions and answer them. They make notes and write sentences. | Students answer the questions  Students work in pairs to match the words.  Students listen to the recording and complete the task  Students read the questions and answer them. They make notes and write sentences. | | 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 |
| The end of the lesson – 5 min | Homework (5 min)  Exercises 1, 2, 3 and 4 on page 13 of the Workbook.  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 2 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | People who made a difference | | | | | |
| Objectives according to the Curriculum | | 6.4.1.1- understand the main points in a growing range of short, simple texts;  6.6.5.1- use questions including questions with whose, how often, how long and a growing range of tag questions;  6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts. | | | | | |
| Objectives of the lesson | | All learners will be able to:  Most learners will be able to:  • read and understand a quiz about people who made history.  • learn expressions with make.  • talk about a famous person from their country.  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. Write *people who make history* on the board. Check that students understand the meaning of this phrase (it refers to people whose actions are not only remembered, but which influence the course of history in some way).  • Put students into small groups and ask them to make a list of people who have made history.  • Ask one student from each group to read out their list to the class. | | students respond to greeting and take their places.  Students work in small groups and make a list of people in history. | students respond to greeting and take their places.  Students work in small groups and make a list of people in history. | | 1 point for each correct answer |  |
| The middle of the lesson – 35 min | • Ex1 Ask students to open their books at page 18 and look at the photos of the three famous people.  • Read out the two questions and then put students into pairs to answer them.  • Elicit students’ ideas, but neither confirm nor reject them 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 quiz again. Students work alone to answer the three questions.  • Students can compare answers in pairs before you check them with the class.  • Refer students to the information in the FACT! box and then ask students if they know anyone who has ever saved someone’s life.  • Ex4 Ask students to find three expressions with *make* in the text.  • Elicit the fact that nouns (e.g. *a cake, friends, money*) and adjectives (e.g. *sure*) come after *make.*  • Ex5 Read out the example.  • Put students into pairs to complete the remaining sentences with *make* and one of the words in the box.  • Check answers.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 123 and do the exercises for *Explore expressions with make*.  • Ex6 Give students time to think of a famous person from their country. While it is better for the students to choose someone whose life they know something about.  • Give students a few minutes to answer the five questions.  • Monitor while students do this task.    • Ex7 Put students into pairs to ask and answer questions about the famous person they choose in Exercise 6.  • Ask some students to tell the class about which famous person their partner chose to write and talk about.  • You can show video 2.1 as either a lead-in or a follow-up to the  Language focus1 lesson.  • Ask: *What do vets do?* Elicit students’ answers and then read out the information about the video.  • Play the video.  • Students watch it and answer the three questions.  • Check answers.  • Then ask students: *Would you like to do Yanna’s job?*  • See page 138 for further activities you can do with this video. | | Students read the questions and answer them.  Students read the magazine article and check the ideas.  Students read the quiz and answer three questions.  Students find three expressions and elicit answers.  Students work in pairs and complete the sentences.  Students answer the questions and check each other.  Students work in pairs and answer the questions.  Students watch the video and answer the questions. | Students read the questions and answer them.  Students read the magazine article and check the ideas.  Students read the quiz and answer three questions.  Students find three expressions and elicit answers.  Students work in pairs and complete the sentences.  Students answer the questions and check each other.  Students work in pairs and answer the questions.  Students watch the video and answer the questions. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Students check each other | Book, slide  Book, slide  Book, slide  Book, slide  Book, slide  Book, slide  Book, slide  Book, slide |
| The end of the lesson – 5 min | Exercise 7 on page 14 and Exercises 1, 2, 3, 4 and 5 on page 17 of the Workbook. Ask students to choose someone who is significant in the world. They should write a profile of this person, including the following information: name, age, job, place of work. | |  |  | |  |  |

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| Module 2 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus1: *was/were* | | | | | |
| Objectives according to the Curriculum | | 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location;  6.1.3.1- respect differing points of view;  6.5.2.1- write with some support about real and imaginary past events. activities and experiences. | | | | | |
| Objectives of the lesson | | All learners will be able to:  Most learners will be able to:  • use and understand *was* and *were*;  • use and understand past simple and time expressions;  • write about things people they know did in the past.  Some learners will be able to: | | | | | |
| Evaluation criteria | | Apply past form of *to be* and other verbs in the context;  Apply past time expressions 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. Write the following sentence on the board: *I was at home*.  • Ask students to put the sentence into the present simple: *I am at home* | | students respond to greeting and take their places.  Students work in pairs and make sentences | students respond to greeting and take their places.  Students work in pairs and make sentences | |  |  |
| The middle of the lesson – 35 min | • Ex1 Ask students to open their books at page 19.  • Tell students that the example sentences in the table are from the text on page 18.  • Ask students to copy and complete the sentences.  • Check answers.  • For further information and additional exercises, students can turn to page 115 of the Grammar reference section.    • Ex2 Complete the first one as an example.  • Ask students to work alone to complete the exercise.  • Check answers.  • Ex3 Books closed. Elicit common past simple verb forms and put them on the board, e.g. *had, did, went*.  • Ask students to open their books at page 19.  • Students copy and complete the sentences.  • Check answers.  • For further information and additional exercises, students can turn to page 115 of the Grammar reference section.  Irregular verbs  • Ex1 Ask students to turn to page 112.  • Play the recording tr1.13.  • Students listen and repeat the irregular past simple verbs.  • Ex 2 Read out each of the example words and ask students to repeat them. Drill the four vowel sounds.  • Put students into pairs to identify which sounds the irregular verbs in Exercise 1 have.  • Ex 3 Play the recording tr1.14 for students to check their answers to Exercise 2.  • Ex 4 Read out the example.  • Put students in pairs to talk about what they did yesterday using the irregular verbs in Exercise 1.  • Ex4 Read out the example.  • Ask students to work alone to complete the sentences in the past simple with the words in brackets.  • Check answers.  • Ex5 Ask students to read the gapped text quickly. Check understanding by asking questions, e.g. *Who is the text about?*  • Put students into pairs to complete the text.  • Check answers.  • Ex6 Read out the time expressions commonly used with the past simple.  • Put students into pairs to order the expressions, starting with the most recent.  • Check answers.  • Ex7 Give students time to think of a person to write about.  • Students then write four or five sentences about what that person did using the ideas in the box.  • Put students into pairs to compare their sentences | | Students read the examples and complete the sentences  Students complete the exercise.  Students work with Past Simple. They copy and complete the sentences  Students read the examples and work on pronunciation  Students work in pairs and talk about irregular verbs  Students work individually to complete the sentences  Students read the text and complete it.  Students read the expressions and order them.  Students write the sentences and compare with others | Students read the examples and complete the sentences  Students complete the exercise.  Students work with Past Simple. They copy and complete the sentences  Students read the examples and work on pronunciation  Students work in pairs and talk about irregular verbs  Students work individually to complete the sentences  Students read the text and complete it.  Students read the expressions and order them.  Students write the sentences and compare with other | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide, audio  Book, audio  Book, slide  Book |
| The end of the lesson – 5 min | Homework (5 min)  Exercises 1, 2, 3, 4, 5 and 6 on page 14 of the Workbook | |  |  | |  |  |

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| Module 2 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 extended talk.  6.6.3.1- use common participles 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:  • listen to and understand a radio programme about young heroes.  • learn adjectives of character.  • describe people I know using adjectives of character.  Some learners will be able to: | | | | | |
| Evaluation criteria | | Recognize the content of an extended conversation using some supporting information;  Apply the rule for past form of *to be* and other verbs 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. Write *young heroes* on the board.  • Ask students if they know any young people who have done extraordinary things. | | 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 20 and look at the advertisement.  • Read out the question.  • Ex2 Tell students they are going to listen to two friends.  • Play the recording.tr1.15  • Students listen and check the ideas they came up with in Exercise 1.  • Ex3 Read out the questions.  • Play the recording again.  • Students listen and answer the questions. Encourage stronger students to note down as much information as they can about the things that Laura and Harry talk about.  • Students can compare answers in pairs before you check answers with the class.  • Ex4 Read out the adjectives and explain or elicit the meaning of each.  • Put students into pairs and ask them to complete the sentences using the adjectives in the box.  • Check answers.  • Game Play *Could you spell that, please?* using the adjectives of character.  • See Games Bank on pages 28–29(TB).  • Ex5 Ask a student to read out the example sentence.  • Give students time to rewrite sentences about five people they know using the adjectives of character in Exercise 4.  • Monitor while students do this. Help as necessary.  • Ex6 Refer students to the example.  • Put students into pairs to read out their sentences and guess the adjective.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 123 and do the exercises for *Adjectives of character*. | | Students read the questions  Students listen to the recording and check the ideas.  Students read the questions and answer them  Students read the adjectives and complete the sentences.  Students play game and follow the instructions  Students read the examples and rewrite the sentences.  Students work in pairs to read the sentences | Students read the questions  Students listen to the recording and check the ideas.  Students read the questions and answer them  Students read the adjectives and complete the sentences.  Students play game and follow the instructions  Students read the examples and rewrite the sentences.  Students work in pairs to read the sentences | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students  1 point for each correct answer  1 point for each correct answer | Book, audio  Book, slide, audio  Book, slide  Book  Book, slide  Book, slide |
| The end of the lesson – 5 min | Homework (5 min)  Exercises 1, 2, 3 and 4 on page 15 of the Workbook | |  |  | |  |  |

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| Module 2 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 2: *was/were* questions | | | | | |
| Objectives according to the Curriculum | | 6.2.1.1- understand a longer sequence of supported classroom instructions;  6.6.5.1 use questions including questions with whose, how often, how long and a growing range of tag questions;  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 was/were question forms.  • learn past simple questions.  • ask and answer questions in the past simple.  Some learners will be able to: | | | | | |
| Evaluation criteria | | Apply the rule for past forms to talk about past events in practice;  Differentiate between positive and interrogative past forms of verbs;  Apply past forms and time expressions 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. On the board write: *Was he happy to see you?*  • Highlight the structure of the question by underlining the verb and the pronoun. Elicit the short answers *Yes, he was/No, he wasn’t.* Write them on the board. Point out, that short answers are the formal way of answering a Yes/No question.  • Ask students, if they can add a question word to the question on the board, e.g. *Why was he happy to see you?* | | students respond to greeting and take their places.  Students answer the questions and make questions | students respond to greeting and take their places.  Students answer the questions and make questions | | 1 point for each correct answer |  |
| The middle of the lesson – 35 min | • Ex1 Ask students to open their books at page 21.  • Tell students that the example sentences are from the listening on page 20. Ask them to complete the questions in pairs.  • Check answers.  • Ex2 Complete the first question as an example.  • Check students understanding of ago, which is used to refer to a time in the past. Translate the word into their own language and then ask them to say how the word is used and where it goes in the sentence.  • Ask students to work alone to complete the rest of the exercise. Encourage weaker students to check their answers against the examples in Exercise 1.  • Students can compare their answers in pairs before you check answers with the class.  • Ex3 Students ask and answer the questions in Exercise 2 in pairs  • Ex4 Refer students to the gapped questions in the table.  • Complete the questions with the class as a whole and ask students to copy them into their notebooks.  • Read out the information in the Get it right! box. Test students’ understanding of the way past simple questions and negative sentences are formed by eliciting further example questions. Write these examples on the board.  • Ex5 Ask students to work in pairs to complete the questions. Point out to weaker students that they need to look at the answer to find out which verb they need to put into the question.  • Check answers.  • Ex6 Ask a student to read out the example.  • Ask students to work alone to write questions in the past simple using the information.  • Check answers.  • Game Play *Guess the question* to practise the past simple question form.  • See Games Bank, pages 28–29(TB)  • Ex7 Give students time to answer the questions in Exercise 6.  • Monitor while students do this task. Check they are forming their sentences correctly.  • Ex8 Put students into pairs to ask and answer the questions in Exercise 6.  • Ask some students to tell the class something they found out about their partner. | | Students complete the sentences and check  Students follow the instruction and complete the exercise.  Students ask and answer the questions in Exercise 2 in pairs  Students read the questions and complete them.  Students work in pairs and complete the sentences.  Students work with past simple and check answers .  Students follow the instructions and play game  Students answer the questions | Students complete the sentences and check  Students follow the instruction and complete the exercise.  weaker students check their answers against the examples in Exercise 1.  Students ask and answer the questions in Exercise 2 in pairs  Students read the questions and complete them.  Students work in pairs and complete the sentences.  Students work with past simple and check answers .  Students follow the instructions and play game  Students 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  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Book, slide  Book, slide  Book, slide |
| The end of the lesson – 5 min | Homework (5 min)  Exercises 1, 2, 3, 4 and 5 on page 16 of the Workbook | |  |  | |  |  |

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| Module 2 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;  6.5.2.1- write with some support about real and imaginary past events. activities and experiences;  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 the rescue of miners in Chile.  • roleplay an interview between a journalist and a miner.  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. Test students’ memory of words and phrases introduced at the beginning of this unit, e.g.  *to rescue someone, hero, life saver*.  • Ask students if they can think of any famous examples from their country of people who have been rescued from accidents. | | 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 22 and look at the images.  • Ask the questions and elicit answers from the class. Do not confirm or reject ideas at this stage.  • Ex2 Play the video 2.2 for students to check their answers to Exercise 1.  • Students can then work in pairs to complete the text by choosing the correct options.  • Check answers.  • Ex3 Put students into pairs to complete the sentences.  • Check answers.  • Ex4 Read out the description of images from the video.  • Ask students to work alone to decide the order in which the images are seen in the video 2.2.  • Check answers.    • Ex5 Read out the information and the example questions.  • Give students time to write four or five questions in the past simple using the words in the boxes and their own ideas.    • Ex6 Put students into pairs to ask and answer their questions from Exercise 5. | | Students answer the questions and elicit from the class.  Students watch he video and complete the text.  Students work in pairs and complete the sentences  Students read the description and order the images  Students read the information and write questions in past simple according to the info.  Students answer the questions | Students answer the questions and elicit from the class.  Students watch he video and complete the text.  Students work in pairs and complete the sentences  Students read the description and order the images  Students read the information and write questions in past simple according to the info.  Students 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, video  Book  Book, slide  Book, slide  Book, slide |
| The end of the lesson – 5 min | Homework (5 min)  Exercises 1, 2, 3, 4 on page 22 of the Workbook.  Ask students to find out about the Atacama Desert in Chile where the San José Mine is located. Brainstorm the kind of information students could look for, e.g. the way of life of the people who live in the desert, the size of the desert, the temperature of the desert by day and night. | |  |  | |  |  |

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| Module 2 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 | | 6.5.3.1- write with some support about personal feelings and opinion;  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 Jamaica.  • use and understand the nouns with suffix *-ness*.  • talk about their favourite sportsperson and musician.  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. On the board write the following words:  *Athlete /ˈaθliːt/* and *musician /mjuːˈzɪʃ(ə)n/.*  • Check students are able to pronounce the words.  • Ask students who the most famous athletes and musicians in the world are. | | 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 23.  • Put students into pairs to look at the map and photos and say who they think the people in the photos are and which country is featured.  • Ex2 Ask students to read the text to check their answers to Exercise 1.  • Check students are able to pronounce *Jamaica /dʒəˈmeɪkə/.*  • Ex3 Give students time to read through the text again.  • Students then work alone to answer the questions.  Encourage stronger students to offer as much detail as they can in response to the questions.  • Ask students to compare their answers in pairs before you check answers with the whole class.  • Refer students to the information about the Jamaican bobsleigh team in the FACT! box. Tell students that they  might like to watch the 1993 film *Cool Runnings*, which is loosely based on this story.  • Ex4 Tell students that a suffix is a something that goes after a word and which changes that word’s meaning, e.g. *musician*, with *–ian* being the suffix that we put after some nouns to form other nouns.  • Ask students to look at the article again to find the noun forms of happy and sad.  • Students can then answer the two questions in pairs.  • Check answers.  • Ex5 Read out the example sentences.  • Ask students to work in pairs to complete the sentences with the noun forms of the adjectives in brackets.  • Check answers.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 123 and do the exercises for Explore the suffix *–ness*.  • Ex6 Read out the questions and then give the students time to answer them. Help with vocabulary as necessary.  • Put students into pairs to ask and answer the questions.  • Alternatively, put students into small groups to do this task.  If you choose to do this, each student should take it in turns to answer questions about their chosen sportsperson and musician. The other students in the group should think of additional questions to ask.  • Ask some students to report to the class on what their partner or the people in their group said. | | Students work in pairs and answer the questions  Students read the text and check their answers  Students read the text and answer the questions.  Students work on suffixes and find nouns according to the topic.  Students read the examples and complete the sentences.  Students read the questions and answer them. Then they work in small groups and complete the sentences | Students work in pairs and answer the questions  Students read the text and check their answers  Students read the text and answer the questions.  Students work on suffixes and find nouns according to the topic.  Students read the examples and complete the sentences.  Students read the questions and answer them. Then they work in small groups and complete the sentences | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Book, slide  Book, slide |
| The end of the lesson – 5 min | Homework (5 min)  Exercises 6 and 7 on page 16 of the Workbook.  Ask students to find out five things about Jamaica. They could research famous people, food, music, culture, etc. | |  |  | |  |  |

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| Module 2 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Speculating. | | | | | |
| Objectives according to the Curriculum | | 6.2.5.1- understand most specific information and detail of supported. extended talk;  6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk;  6.3.3.1- give an opinion at sentence and discourse level. | | | | | |
| Objectives of the lesson | | All learners will be able to:  Most learners will be able to:  • watch and understand teenagers taking about their role models.  • listen to two teenagers speculating about the job someone does.  • practise speculating about the jobs people do.  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. Write *role model* on the board.  • Check that students understand the meaning of this phrase (a *role model* is someone whom others admire and whose example they seek to follow in some way) | | 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 24.  • Tell students they are going to watch some teenagers answering the following question: *Who is your role model and why?*  • Refer students to the speakers in a–f and sentences 1–6.  • Tell students they are going to match the sentences with the speakers.  • Play the video 2.3.  • Students work alone to complete the exercise.  • Check answers.  • Ex2 Put students into pairs to ask and answer the question.  • Ask some students to report back to the class on what their partner said.  • Ex3 Tell students they are going to listen to Darren and Louise talking about the person in the photo. Explain that the teenagers are speculating about the job that the person in the picture does. Check that students understand that the verb *to speculate* means *to guess the answer to something when you do not possess enough information to be certain about it*.  • Read out the question.  • Play the recording tr1.17.  • 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 verb  *reckon*, which means *think*.  • Students can work alone to complete the conversation using the phrases in the Useful language box.  • Ask stronger students to try to complete the gaps in the conversation without looking back at the phrases in the Useful language box.  • Play the recording tr1.17 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 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 | | Students answer the questions and prepare for watching  Students do matching and watch the video  Students work in pairs and answer the questions  Students do listening and answer the questions  Students complete the conversation and check the answers  Students work in pairs and act out the conversation | Students answer the questions and prepare for watching  Students do matching and watch the video  Students work in pairs and answer the questions  Students do listening and answer the questions  Students complete the conversation and check the answers  Students work in pairs and act out the conversation | | 1 point for each correct answer    1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide, video  Book, slide  Book, slide, audio  Book, slide, audio |
| The end of the lesson – 5 min | Homework (5 min)  Exercises 1-7 on page 28 and 1-7 0n page 29 of the Student’s Book. | |  |  | |  |  |

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| Module 2 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | A description of a person. | | | | | |
| Objectives according to the Curriculum | | 6.5.1.1- plan, write, edit and proofread work at text level with some support;  6.5.2.1 write with some support about real and imaginary past events. activities and experiences;  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 a description of a person the writer admires.  • understand how connectors are used.  • write a description of a person they admire.  Some learners will be able to: | | | | | |
| Evaluation criteria | | Plan, write, edit and proofread work at text level;  Use punctuation marks correctly;  Spell most high-frequency vocabulary 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 the verb *admire* on the board.  • Check that students understand the meaning of this verb (*admire* means *to respect or approve of someone*).  • Briefly tell students about a person you admire. | | 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 25.  • Ask students to look at the photo, read Jennifer’s description and answer the question.  • Check the answer.  • Ex2 Give students time to read Jennifer’s description again.  • Ask students to work in pairs to answer the five questions.  • Check answers. Encourage stronger students to give as much information as they can when offering answers to the questions.  • Ex3 Read out the information about connectors in the Useful  Language box.  • Ask students to translate these words into their own language and to consider how they are used grammatically. You may then want to elicit further example sentences using these words as a means of testing students’ understanding of not only of the meaning of each of the words but also their difference from one another.  • Put students into small groups and ask them to complete the sentences with the correct connector.  • Check answers. Encourage stronger students to give reasons for their choice of word, e.g. although is the correct word in number 4 because the sentence requires a word with the meaning of but to go in the gap. Allow students to communicate their ideas in L1.  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 a description of someone they admire. Tell them that this can be anyone from a family member to a close friend.  • Refer students back to the example email in Exercise 1 and the questions in Exercise 2. Students should use this information when working alone to plan the content of descriptions.  • Ex5 WRITE Tell students to use Jennifer’s description as a model to follow. Also encourage them to add extra information to their own description that they feel is necessary, e.g. *what the person looks like, where the person lives*.  • 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’ descriptions 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 work with photos and answer the questions  Students read the descriptions and answer the questions  Students translate the words and work in small groups. They complete the sentences and give reasons for their ideas  Students follow the instructions and develop their writing skills.  Students check their works and work on mistakes. | Students work with photos and answer the questions  Students read the descriptions and answer the questions  Students translate the words and work in small groups. They complete the sentences and give reasons for their ideas  Students follow the instructions and develop their writing skills.  Students check their works and work on mistakes. | | 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 |
| The end of the lesson – 5 min | Homework (5 min)  Exercises s 1, 2, 3, 4, 5 and 6 on page 18 and Exercises 7, 8, 9, 10, 11 and 12 on page 19 of the Workbook.  Students should also write a short description of the heroes that their family have. | |  |  | |  |  |

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| Module 2 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | End-of-term test | | | | | |
| Objectives according to the Curriculum | | 6.5.8.1- spell most high-frequency vocabulary accurately;  6.6.5.1- use questions including questions with whose, how often, how long and a growing range of tag questions;  6.6.1.1- use basic abstract nouns and compound nouns and noun phrases describing times and location; | | | | | |
| Objectives of the lesson | | All learners will be able to:  Most learners will be able to:  Some learners will be able to: | | | | | |
| Evaluation criteria | | Checking students’ progress in learning.  Giving a summative assessment.  Identification of problem areas. | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| During the lesson: | | | | | | | |
| The stage of the lesson/timing | Actions of the teacher: | | Actions of the pupils: | Student actions with special educational needs | | Assessment | Resources |
| The beginning of the lesson/  min | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Teacher explains aim and objectives of the lesson | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| The middle of the lesson – 35 min | Revise all the themes of the Units 1-2, answer the students’ questions.  Explain how to work on the tasks, time limits and requirements.  Students work on: Language focus, Vocabulary, Useful language, Listening, Reading, Writing. Speaking tests are downloaded separately. | | Students complete the tasks and make a unit revision | Students complete the tasks and make a unit revision | | 1 point for each correct answer |  |
| The end of the lesson – 5 min | Homework (5 min)  Revise curricular vocabulary. | |  |  | |  |  |

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| Module 2 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | CLIL.The feudal system | | | | | |
| 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:  • learn about the feudal system.  • talk about the feudal system, famous knights and the Middle Ages.  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 *feudal system* on the board. Explain that it refers to the social system in the Middle Ages in Europe. If necessary, explain the meaning of Middle Ages or translate it into L1.  • Drill the pronunciation of *feudal /ˈfjuːd(ə)l/.* | | 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 26.  • Read out the words in the box and check that students are able to pronounce: *knight /naɪt/, noble/ˈnəʊb(ə)l/* and *peasant /ˈpɛz(ə)nt/.* Draw particular attention to the silent *k* in *knight*.  • Put students into pairs to match the words in the box with the pictures.  • Check answers.  • Ex2 Tell students they are going to read about the *feudal system*.  • Ask students to work alone to complete the text with the words from Exercise 1.  • Alternatively, divide students into groups of four and ask the students in each group to read and complete one of the four numbered paragraphs in the text (students can decide in their groups who will read what).  • Students can then come together in their group of four to share not only the word from Exercise 1 which completes the particular paragraph they read, but what the paragraph in question says.  • Check answers. Challenge stronger students to give as much information as they can about what the text has to say about kings, knights, nobles and peasants.  • Ex3 Give students time to read the six sentences. Help students  with the meaning of vocabulary.  • Drill the pronunciation of *fief /fiːf/.*  • Ask students to read the text again.  • Put students into pairs to choose the correct option in each of the sentences.  • Check answers.  • Ex4 Read out the questions.  • Check that students understand the meaning of *fair*, e.g. a *fair system* refers to one *in which everyone is treated equally*.  • Put students into pairs to ask and answer the questions.  • Students may struggle to think of examples of famous knights. You could therefore put some examples on the board and ask students to research them online using their smartphones. The following list of famous knights include real as well as fictions examples: *El Cid, Don Quixote, Sir Galahad, Richard the Lionheart.*  • Optional activity Put the following names on the board:  *Joan of Arc, Ferdinand and Isabella, Charlemagne*.  • Tell students that these people are all famous figures of the Middle Ages in Europe.  • Ask students to use their smartphones to find out about the famous people.  • Students can compare what they find out with a partner, before you discuss it with the class as a whole.  • Amelia Earhart, famous flyer.  See page 145(TB) for activities you can do with video 2.4. | | Students check the words and do matching  Students read the text and complete it. Then they work in groups and follow the instructions  Students do reading and complete the sentences. They check their ideas in pairs.  Students answer the questions and make examples  Students work online and find out about famous people. | Students check the words and do matching  Students read the text and complete it. Then they work in groups and follow the instructions  Students do reading and complete the sentences. They check their ideas in pairs.  Students answer the questions and make examples  Students work online and find out about famous people. | | 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)  Exercises 1-7 on pages 20-21 of the Workbook  Ask students to do some research into life in the Middle Ages. They should find out how people lived, what they ate, what their homes  were like, etc. | |  |  | |  |  |

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| Module 2 Lesson 12 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | A Kazakh hero | | | | | |
| 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 an article about Abulkhair Khan.  • put events in order.  • talk about historical Kazakh heroes.  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. Write the word hero on the board. Ask: *Which historical Kazakh heroes do you know?*  • Elicit names and write them on the board. Encourage students to explain why these people are considered heroes. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| The middle of the lesson – 35 min | • Ex1 Students open their books at page 27 and look at the picture of Abulkhair Khan. Ask: *Who was he? What did he do?*  • You could ask students to answer the questions in pairs or small groups. Then elicit any information about Abulkhair Khan from the whole class. Write key words on the board.  • Ask students to read the text once and check their ideas on the board.  • Discuss whether the information on the board is correct. Ask students to find new information in the text that you could add on the board.  • Check students’ understanding of the following vocabulary from the text: *bravely, attacked, united, invaders, defeated, wise, agreement.*  • Ask students to work alone to put the sentences in order. Encourage them to refer back to the text to check their answers.  • Students can compare their answers in pairs before you check answers with the class.  • After you have checked the answers to the exercise, you can extend the task by asking comprehension questions.  For example: *When did Abulkhair Khan start fighting in battles?; When did he become the leader of the Little Horde?; Why was he a clever general? Why did he sign an agreement with the Russians?*  • Ex2 Check that students understand what a timeline is and how to create one.  • Students use the dates and events in the text to create a timeline of Abulkhair Khan’s life.  • Students could compare timelines with a partner to check that they have put all the events in the correct place.    • Ex3 Ask students to find the adjectives that are used to describe Abulkhair Khan in the text (*brave, clever, wise*).  • Students think of three more adjectives to describe Abulkhair Khan. They could use a dictionary to help.  • Students write a sentence to explain why they chose each adjective. Encourage them to use evidence from the text. You could write the sentence starter *I think Abulkhair Khan was X because...* on the board to help.  • Ask a few students to read out one of their sentences and make a list of class adjectives on the board. You could ask for a show of hands to see how many students agree with each adjective.    • Optional activity Write on the board: *What makes a hero?* Ask the question and add the following prompt on the board: *A hero*...  • Elicit a few example answers and add them on the board, e.g. *A hero is someone brave / helps others for free / treats people kindly*. etc.  • Put students in small groups. Ask them to brainstorm as many ideas as they can to answer the question on the board.  • Invite each group to present their ideas to the class. Add them on the board. | | Students answer the questions and write key words  Students read the text and check their ideas.  Students put sentences in order and check their answers  Students create a timeline and order the events.  Students work with the adjectives and write sentences and complete the task  Students answer the questions and brainstorm the ideas in small groups | Students answer the questions and write key words  Students read the text and check their ideas.  Students put sentences in order and check their answers  Students create a timeline and order the events.  Students work with the adjectives and write sentences and complete the task  Students answer the questions and brainstorm the ideas in small groups | | 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  Book, slide  Book, slide  Book, slide |
| The end of the lesson – 5 min | Homework (5 min)  Students research another historical Kazakh hero or a hero from a different country. Make sure students understand the hero they  choose shouldn’t be contemporary, ideally, he/she lived in the 18th century or earlier. They should write a short text about his/her early life and achievements. They should also explain why they admire him/her. | |  |  | |  |  |