**Lesson plan for the 6th Grades**

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| Module 3 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Wild animals. | | | | | |
| Objectives according to the Curriculum | | 6.3.1.1- provide basic information about the topic at discourse level;  6.3.2.1- ask simple questions to get information on a limited range of familiar general and curricular topics;  6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • use and understand vocabulary for wild animals.  • describe a wild animal.  **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)  • Books closed. Put students into small groups.  • Give students a minute to make a list of animals. Items could include farm as well as wild animals.  • Make this competitive by telling students that the group that comes up with the most words wins. | | students respond to greeting and take their places.  Students make a list and compare answers. | students respond to greeting and take their places.  Students make a list and compare answers. | |  |  |
| **The middle of the lesson – 35 min** | • Books closed. Elicit or introduce words to describe what it’s like to live in the countryside.  • Ask students to open their books at page 30.  • Elicit sentences to describe the photo, e.g. There is a house on the edge of a cliff. It looks dangerous and far away from other people. Ask students if they know of any houses like this in their country.  • Give students a couple of minutes to answer the three questions.  • Students can then compare their answers in pairs before you check answers with the class.  • Tell students that the theme of Unit 3 is the countryside.  • Ex1 Ask students to open their books at page 31.  • Use the pictures to revise the names of animals before students do the matching exercise. Students could also check how many of the words they mentioned in the warm up are shown in the pictures.  • Put students into pairs to do the matching exercise.  • Weaker students can look up the meanings of the words in a dictionary.  • Play the recording tr1.19 for students to listen, check their answers  and repeat the phrases.  • Ex2 Read out the items.  • Put students into pairs to find the animals from Exercise 1.  • Check answers.  • You could extend this by putting students into small groups and asking them to write three sentences similar to those in Exercise 2. You could then give those sentences to different groups to try and find the animals.  **Game**  Play *Pictionary* with the vocabulary for wild animals.  • Ex3 Ask students to describe the wild animals shown in Exercise 2. Elicit the words and phrases that students might need to use for this task and write them on the board, e.g. an animal with, it has/they have, lives in/on, etc.  • Give students time to make notes about the animal.  • Ex4 Put students into pairs to ask and answer questions.  • Students ask and answer questions to guess each other’s animals.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 124 and do the exercises for Wild animals. | | Students work with photos and answer the questions. Then they compare answers with each other  Students make a revision of animals names and do matching.  Students work in pairs and find the animals from exercise.  Students follow the instructions and play a game  Students describe the animals and make notes about them  Students work in pairs and ask and answer the questions. | Students work with photos and answer the questions. Then they compare answers with each other  Students make a revision of animals names and do matching.  Weaker students can look up the meanings of the words in a dictionary.  Students work in pairs and find the animals from exercise.  Students follow the instructions and play a game  Students describe the animals and make notes about them  Students work in pairs and ask and answer the questions. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  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, 2, 3 and 4 on page 23 of the Workbook | |  |  | |  |  |

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| Module 3 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | An online forum | | | | | |
| Objectives according to the Curriculum | | 6.4.2.1- understand independently specific information and detail in short, simple texts;  6.4.5.1 – deduce meaning from context on a limited range of familiar general and curricular topics;  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:**  • read an online forum about unusual countryside hotels.  • use and understand expressions with do.  • describe an idea for an unusual hotel.  **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 hotel on the board.  • Elicit examples of famous hotels or hotel chains, e.g. the Ritz in Paris, The Beverly Hills in Los Angeles, the Savoy or Claridges in London, the Hilton chain.  • You could then ask some students to briefly tell the class about the most interesting hotel they have ever stayed at or heard about. | | 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 32.  • Students look at the photos and say what is unusual about each of the hotels pictured. Help students with vocabulary as necessary, but do not confirm or reject students’ ideas as they will read the text in Exercise 2 to check them.  • **Ex2**  Ask students to read the online forum to check the ideas they came up with in Exercise 1. Students then match the posts with the pictures.  • Check answers and then refer students to the information in the **FACT!** box. Check that students understand that a *capsule* refers to a small case or a container. Ask students to find some photos of capsule hotels online and then ask: *Would you like to stay in one of these rooms? Why?*  *Why not?*  • **Ex3**  Ask students to read the forum again.  • Put students into pairs and ask them to decide which of the three hotels described in the forum each of the sentences refers to.  • Check answers.  • Ex4 Ask students to find two examples of phrases with do in the text.  • Check answers.  • Ex5 Refer students to the words in the box. Explain that all the words are used with the verb do.  • Read out the example sentence.  • Ask students to write their sentences about themselves and their families using do and the words in the box.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 124 and do the exercises for Explore expressions with do.\  • Ex6 Ask students to work alone to think of an idea for an unusual hotel. Encourage students to do some research online to help them think of their own ideas.  • Give students time to write a short description. Make sure that students understand what they have to do in this  exercise – they should write a description of a stay at the unusual hotel that they have imagined.  • If students have actually stayed in an unusual hotel, they could write about that instead.  • Ex7 Put students into groups so that they can compare the ideas they came up with in Exercise 6.  • Each group decides its favourite hotel.  • One member of each group then describes the hotel to the class.  • The class can then decide its favourite hotel  3.1 Moving house  You can show this video as either a lead-in or a follow-up to the Language focus 1 lesson.  • Ask: Why is moving house difficult? Elicit students’ answers, 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 live in a log cabin?  • See page 139 for further activities you can do with this video. | | Students work with photos and complete the task by asking and answering questions  Students read the forum and check the ideas.  Students read the forum again and work in pairs to make a decision  Students find the examples and make sentences about themselves.  Students work individually and do an online research. Then they write a short description and share ideas.  Students work in groups and compare the ideas with each other. | Students work with photos and complete the task by asking and answering questions  Students read the forum and check the ideas  Students read the forum again and work in pairs to make a decision  Students find the examples and make sentences about themselves.  Students work individually and do an online research. Then they write a short description and share ideas.  Students work in groups and compare the ideas with each other. | | Formative assessment  Self-check  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Students evaluate each other | Book, slide  Internet resources  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercise 6 on page 24 and Exercises 1, 2, 3 and 4 on page 27 of the Workbook.  Ask students to research hotels in their town or city. Students should choose three hotels they would like to stay at and write a brief explanation of why this is the case. | |  |  | |  |  |

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| Module 3 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus1: *comparatives* | | | | | |
| Objectives according to the Curriculum | | 6.6.16.1- use conjunctions if, when, where, so, and or but, because, before, after to link parts of sentences in short texts;  6.1.10.1 use talk or writing as a means of reflecting on range of respectives on the world;  6.6.3.1 – use common participles as adjectives and order adjectives correctly. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • understand and use comparatives and superlatives.  • describe a picture of my dream hotel room.  **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. Draw a picture of two people on the board. Make the people different, e.g. one can be tall, one short.  • Give the people names and then ask students to compare them.  • Doing this will allow you to find out what students know about the comparative form. | | students respond to greeting and take their places.  Students compare people and check the ideas. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • Ex1 Ask students to open their books at page 33.  • Tell students that the example sentences in the table are from the text on page 32.  • Ask students to look back at the text and then copy and complete sentences 1–4.  • Check answers.  • For further information and additional exercises, students can turn to page 116 of the Grammar reference section.  Say it right!  Ex1 Play the recording tr1.20.  • Ask students to listen to the pronunciation of the letters in bold.  • Explain that the sound heard in the sentences is called the schwa.  Ex2 Play the recording tr1.20 again for students to listen and repeat the sentences.  Ex3 Put students into pairs to underline the schwa sounds.  Ex4 Play the recording tr1.21 for students to check their answers to Exercise 3.  • Ex2 Read out the example.  • Ask students to work in pairs to complete the sentences by putting the adjective or adverb into the comparative.  • Check answers.  • Ex3 Tell students that the example sentences in the table are from the text on page 32.  • Ask students to look back at the text and then copy and complete sentences 5–7.  • Check answers.  • For further information and additional exercises, students can turn to page 116 of the Grammar reference section.  • Ex4 Read out the example.  • Ask students to work alone to write superlative sentences.  • Ex5 Ask students to describe the photo.  • Put students into pairs to choose the correct options in the text.  • Check answers.  • Ex6 Give students time to write some notes.  • Ask students to draw a picture of their dream hotel room.  • Ex7 Put students into pairs to compare the pictures they drew in Exercise 6. | | Students read the examples and copy and complete the sentences.  Students work on pronunciation and listen to the recording.  Students work in pairs and complete the task  Students copy and complete the sentences and read them  Students describe a photo and choose the correct option  Students make notes and work with pictures | Students read the examples and copy and complete the sentences.  Students work on pronunciation and listen to the recording.  Students work in pairs and complete the task. They may use vocabularies  Students copy and complete the sentences and read them  Students describe a photo and choose the correct option  Students make notes and work with pictures. They may use dictionaries | | 1 point for each correct answer  Teacher guides students  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Audio, book  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 24 of the Workbook | |  |  | |  |  |

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| Module 3 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Listening. A radio interview. | | | | | |
| 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. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • listen to an interview with a ranger at Yellowstone National Park.  • understand the information about the countryside.  • talk about looking after the countryside.  **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. Tell students about a national park you have visited or would like to visit. Then ask students to tell the class about a national park or similar place they know. | | 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 34.  • Students look at the photos and answer the questions.  • Ex2 Tell students they are going to listen to an interview with Dave.  • Play the recording tr1.22 for students to listen and check the ideas they come up with in Exercise 1.  • Ex3 Give students time to read through the sentences.  • Play the recording again.  • Students listen and mark the sentences.  • Students can compare answers in pairs before you check them with the class.  • Ex4 Refer students to the words and phrases in the box.  • Students look at the pictures and complete the texts.  • Play the recording tr1.23 for students to listen, check their answers and repeat the words.  Game  Play Could you spell that, please? to practise the words for The countryside.  • Ex5 Ask students to work alone to draw a picture of a landscape.  • Encourage stronger students to include more than four things from the list in Exercise 4 and more than one person.  • Ex6 Put students into pairs to describe the pictures they drew in Exercise 5.  • Ask some students to tell the class about their partner’s picture.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 124 and do the exercises for The countryside. | | Students answer the questions  Students do listening and check the ideas.  Students read the sentences and listen and mark the sentences  Students work with words and phrases and complete the text.  Students follow the instructions and play a game  Students draw pictures and include elements.  Students work in pairs and make a description of other student’s picture. | Students answer the questions  Students do listening and check the ideas.  Students read the sentences and listen and mark the sentences  Students work with words and phrases and complete the text.  Students follow the instructions and play a game  Students draw pictures and include elements.  Students work in pairs and make a description of other student’s picture. | | 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 evaluate each other | Book, audio  Book, audio, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3, 4 and 5 on page 25 of the Workbook | |  |  | |  |  |

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| Module 3 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 2**:** *must/ mustn’t, should/shouldn’t* | | | | | |
| 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; 6.6.14.1- use an increased variety of prepositions of time, location and direction. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **•** understand and use must/mustn’t and should/shouldn’t.  • write sentences about my obligations.  **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 obligations on the board. Check that students understand the meaning of this word (an obligation is something you do out of duty). Ask students if they know how obligation is expressed in English. Elicit or introduce the verbs must, e.g. You must study for your exam.  • Elicit the negative form of the verb (mustn’t) and write it on the board.  • Explain that mustn’t is used to say that you are not allowed to do something. Put an example on the board, e.g. We mustn’t wear jeans to school. | | 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 35.  • Tell students that the example sentences are from the listening on page 34.  • Ask them to copy the sentences into their notebooks and complete them with must or mustn’t.  • Check answers.  • Ex2 Complete the rules with the class as a whole.  • Check that students understand the distinction between the words. You can do this by eliciting example sentences with must and mustn’t.  • For further information and additional exercises, students can turn to page 116 of the Grammar reference section.  • Ex3 Ask students to work alone to choose the correct word in each sentence.  • Check answers.  • Ex4 Tell students that the example sentences are from the listening on page 34.  • Ask them to copy the sentences and complete them with should or shouldn’t.  • Check answers.  Language note  Must is used to express an order or a command, something obligatory rather than negotiable, whereas should is used to express advice. However, if you wish to give a command but believe that must is too direct, you can use should and pronounce it in such a way as to make it clear that you are doing more than giving advice.  • Ex5 Complete the rules with the class and then check that students understand the distinction between the words.  • For further information and additional exercises, students can turn to page 116 of the Grammar reference section  • Ex6 Read out the example.  • Ask students to work in pairs to complete the sentences.  • Check answers.  • Ex7 Read out the information in the Get it right! box.  • Write laws and advice on the board and check that students understand the meaning of both words.  • Read out the example sentence and ask students whether it is a law or a piece of advice (it’s a law).  • Put students into pairs to complete the remaining sentences with must/mustn’t or should/shouldn’t. Explain that sometimes more than one answer is correct.  • Check answers with the class. | | Students copy the sentences into their notebooks and complete with must or mustn’t  Students complete the rules and check their answers.  Students complete the sentences.  Students copy and complete the sentences with should/shouldn’t  Students read the examples and work in pairs to complete the sentences  Students make sentences and check the answers. | Students copy the sentences into their notebooks and complete with must or mustn’t  Students complete the rules and check their answers.  Students complete the sentences. They may use grammar bank  Students copy and complete the sentences with should/shouldn’t  Students read the examples and work in pairs to complete the sentences  Students make sentences and check the answers. | | 1 point for each correct answer  Teacher guides and evaluates students  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide, audio  Book  Book  Book  Book  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3, 4 and 5 on page 26 of the Workbook | |  |  | |  |  |

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| Module 3 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;  6.3.3.1- give an opinion at sentences and discourse level;  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 a video about living in Coober Pedy.  • compare living in my country in the summer and winter.  **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 students to make a list of environments in which it could be very difficult to live in, e.g. in the desert or in the Arctic.  • Elicit students’ ideas and write them on the board. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • Ex1 Ask students to open their books at page 36 and look at the images.  • Put students into pairs to answer the questions.  • Ex2 Play the video 3.2 for students to check their answers from Exercise 1.  • Ex3 Ask students to look at the words in the box.  • Put students into pairs to decide which of the things referred to in the box can be seen in the video.  • Check answers.  • To extend this activity, ask students to say something about the context in which each of the things is shown.  • Ex4 Play the video again.  • Put students into pairs to complete the sentences with the correct words. Make sure that students understand that they can use up to, but not more than, three words to fill each gap.  • Check answers.  • Ex5 Ask students to work alone to decide whether the sentences are true or false. They should correct the sentences they think are false.  • Students can compare answers in pairs before you check them with the class.  • Play the video again if necessary.  • Ex6 Refer students to the words in the box and then read out the example sentences.  • Ask students to work alone to write sentences comparing life in their town in winter and in summer.  • Ex7 Put students into pairs.  • Ask students to compare the sentences they wrote in Exercise 6 and then say whether they prefer living in their town in the winter or in the summer. | | Students work in pairs and answer the questions  Students watch the video and check answers.  Students work in pairs and make a decision according to the video  Students work in pairs and complete the sentences with the correct word by watching video  Students correct the sentences and compare their answers.  Students read the examples and write sentences.  Students work in pairs and compare the sentences with each other. | Students work in pairs and answer the questions  Students watch the video and check answers.  Students work in pairs and make a decision according to the video  Students work in pairs and complete the sentences with the correct word.  Students correct the sentences and compare their answers.  Students read the examples and write sentences.  Students work in pairs and compare the sentences with each other. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer.  Students evaluate each other | Book, video  Book, video  Book, slide, video  Book, slide  Book slide  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to research mines and caves in their country and find out if anyone lives in them. | |  |  | |  |  |

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| Module 3 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 | | 6.4.4.1- read independently a limited range of short simple fiction and non-fiction 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 an article about a town in Alaska.  • learn verbs with up or down.  • talk about best and worst things about living in my town.  **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 to name some of the most remote places to live in their country. Students could briefly describe these places, focusing on the following: location, typical weather experienced there, any festivals or celebrations the places are known for. Students could also say whether or not they have ever visited these places or whether they would one day like to visit.  • Alternatively, write Alaska on the board and elicit everything that students know about the US state. | | 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 37.  • Put students into pairs to look at the photos and answer the two questions. Do not confirm or reject students’ ideas at this point. Students will check their answers in Exercise 2.  • Ex2 Ask students to read the blog to check their answers to Exercise 1.  • Ex3 Give students time to read through the text again.  • Put students into pairs to choose the correct answer in each sentence.  • Check answers.  • Read out the information in the FACT! box. Ask students to say the coldest temperature they have ever experienced and where it was they experienced it. Students could also say whether they would rather live in extreme cold or extreme heat.  • Ex4 Ask students to finds two phrasal verbs in the text with up or down. Then ask students if they can work out the meaning of these verbs by looking at the context.  • Check answers and then remind students that phrasal verbs are a common feature of informal spoken and written English.  • Ex5 Read out the example sentence.  • Ask students to work in pairs to complete the sentences with the verb in brackets and up or down.  • Check answers.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 124 and do the exercises for Explore verbs with up or down.  • Game Play Correct the sentence to practise the phrasal verbs with up and down.  • Ex6 Read out the question and the example.  • Ask students to work alone to write sentences about their town using the words in the box or their own ideas.    • Ex7 Put students into small groups.  • Students can use the sentences they wrote in Exercise 6 while discussing the question of whether they would prefer to live in their own town or somewhere else.  • Ask one student from each group to report back to the class. | | Students work in pairs and answer the questions.  Students do reading and check their answers.  Students read the text again and choose the correct answer.  Students work with phrasal verbs and answer the follow-up questions.  Students read the examples and work in pairs to complete the sentences.  Students follow the instructions and play a game  Students answer the questions individually  Students work in small groups and discuss the topic. | Students work in pairs and answer the questions.  Students do reading and check their answers.  Students read the text again and choose the correct answer.  Students work with phrasal verbs and answer the follow-up questions.  Students read the examples and work in pairs to complete the sentences. They may use dictionaries.  Students follow the instructions and play a game  Students answer the questions individually  Students work in small groups and discuss the 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  1 point for each correct answer  Teacher evaluates and guides students | Book  Book  Book, slide  Book, slide  Book, slide, dictionaries. |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercise 6 on page 26 of the Workbook.  Ask students to find out about the settlement of Oymyakon (referred to in the FACT! box as the coldest inhabited place on Earth). | |  |  | |  |  |

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| Module 3 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Asking for and offering help. | | | | | |
| Objectives according to the Curriculum | | 6.2.5.1- understand most specific information and details of supported extended talk;  6.3.3.1- give an opinion at sentences and 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 teenagers talking about whether they prefer houses or flats.  • listen to a teenager talking to his dad about housework.  • practise asking for and offering help.  **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 houses and flats on the board.  • Put students into small groups and give them one minute to write a short list comparing flats and houses.  • Ask one member of each group to report back 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** | Real talk  • Ex1 Ask students to open their books at page 38.  • Elicit a description of the photo, e.g. A father and son are in their kitchen. The father is cooking. The son is laying the table.  • Tell students they are going to watch some teenagers answering the following question: Which do you prefer – flats or houses?  • Tell students that they are going to note down which speakers prefer flats, which houses, and which like both.  • Play the video.  • Students can compare answers in pairs before you check answers with the class.  • 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 Josh talking to his dad about housework.  • Read out the question.  • Play the recording tr1.24.  • 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 idioms to give someone a hand (which means to help someone with something) and to do someone a favour (which means to do something for someone because you want to help them rather than  because there will be any benefit to you in doing it).  • 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 Read through the instructions and make sure that students understand what they have to do.  • Put students in pairs to practise their conversations.  • Monitor while students are practising their conversations. Check that they are using the phrases from the Useful language box.    • 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 make a description of a photos and discuss it. Then they do watching and make notes on the topic.  Students work in pairs and answer the questions.  Students listen to the recording and answer the questions.  Students work individually and complete the conversation using the given phrases.  Students work in pairs and act out a conversation.  Students read the instruction and practice their conversation.  Students change a partner and practice speaking skills. | Students make a description of a photos and discuss it. Then they do watching and make notes on the topic.  Students work in pairs and answer the questions.  Students listen to the recording and answer the questions.  Students work individually and complete the conversation using the given phrases.  Students work in pairs and act out a conversation.  Students read the instruction and practice their conversation.  Students change a partner and practice speaking skills. | | 1 point for each correct answer  1 point for each correct answer.  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students  Teacher evaluates and guides students. | Book, slide, video  Book, slide  Book, audio  Book, audio  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to keep a diary in which they record all the household tasks they will perform between this lesson and the next one. | |  |  | |  |  |

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| Module 3 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 favourite walk. | | | | | |
| 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 a description of a favourite walk.  • learn about the order of adjectives.  • write a description of my favourite walk.  **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. Briefly describe your favourite walk, but do not begin the description by telling students that that is what you are about to do.  • When you finished, ask students what they think you have just described.  • Elicit the fact that you described your favourite walk. | | 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 39.  • Ask students to look at the picture, read Kevin’s description of his favourite walk, and say whether they would like to do it.  • Ex2 Give students time to read Kevin’s description again.  • Ask students to work in pairs to answer the questions.  • Check answers.  • Ex3 • Read out the information in the Useful language box.  • Ask students to work alone to find examples of adjectives in the text in Exercise 1.  • Students can compare answers in pairs before you check answers with the class.  • Ex4 Read out the example.  • Put students into pairs to complete the box with the adjectives in the box.  • Check answers.  • Ex5 Ask a student to read out the example sentence.  • Ask students to work alone to rewrite the sentences using the adjectives in brackets.  • Encourage weaker students to check each of their sentences against the information in the box in Exercise 4.  • Check answers.  Fast finishers  Students can write two sentences, both of which should contain at least two adjectives referring to opinion, size, age or colour. Collect these sentences and check that students have put the adjectives in the correct order.  Game  • Play Correct the sentence to practise the order of adjectives.  Get writing  • Ex6 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 their favourite walk.  • Refer students back to the example description in Exercise 1 and the questions in Exercise 2. Students should use this information when working alone to plan the content of their descriptions.  • Ex7 WRITE Tell students to use Kevin’s description as a model to follow. Also encourage them to add extra information to their own descriptions, e.g. the colour of the trees, biggest/smallest animals, etc.  • 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.  • Ex8 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 work with the picture and describe it.  Students read the text and answer the questions.  Students do reading and find examples. They then compare answers in pairs.  Students complete the sentences.  Students read the examples and rewrite the sentences.  Students make sentences and use adjectives. They then listen and repeat the sentences.  Students practice their writing skills and follow the instructions. | Students work with the picture and describe it.  Students read the text and answer the questions.  Students do reading and find examples. They then compare answers in pairs  Students complete the sentences.  Students read the examples and rewrite the sentences.  Students make sentences and use adjectives. They then listen and repeat the sentences.  Students practice their writing skills and follow the instructions. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher evaluates students  1 point for each correct answer  Teacher evaluates and guides students  1 point for each correct answer | Book, slide  Book, slide  Book, slide.  Book, slide  Book, slide  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3, 4, 5 and 6 on page 28 and Exercises 7, 8, 9, 10 and 11 on page 29 of the Workbook | |  |  | |  |  |

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| Module 3 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | CLIL**:** Lifecycle of a plastic bag | | | | | |
| Objectives according to the Curriculum | | 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics;  6.4.8.1 – use independently familiar paper and digital reference resource to check meaning and extend understanding. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **•** understand the information about plastic bags.  • listen to an interview with an expert on plastic.  • talk about alternatives to plastic and what I do to help the  environment.  **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 plastic on the board.  • Put students into groups. Ask them to brainstorm objects that are made of plastic, e.g. bags, bottles, pens or toys.  • Make this competitive by telling students that the group which comes up with the most number of objects wins. | | students respond to greeting and take their places.  Students answer the questions and share the ideas. | students respond to greeting and take their places.  Students answer the questions and share the ideas. | | 1 point for each correct answer | Slide |
| **The middle of the lesson – 35 min** | Ex1 Ask students to open their books at page 40.  • Explain that a raw material is what a material is before it is processed or used to make something, e.g. Wood is a raw material that is used to make paper.  • Ask students to look at the photos and decide which shows a raw material used in the manufacturing of plastic bags.  • Ex2 Tell students they are going to listen to the first part of an interview with an expert on plastic.  • Play the recording tr1.25.  • Ask students to check their answers to Exercise 1.  • Ex3 Before students listen to the interview again, check they can pronounce polyethylene , which is a substance used in plastic bags. Also check students understanding of the verb extract, which means to remove something from somewhere, usually by force.  • Play the interview again.  • Students listen and complete the diagram by putting the words and phrases in the right order.  • Check answers.  • Ex4 Play the second part of the recording tr1.26.  • Students listen and choose the correct answer in each of the five sentences.  • Check answers.  • Ex5 Read out the questions.  • Put students into pairs to ask and answer the questions.  • Ask some students to tell the class about their discussion.  • VIDEO 3.4  • See page 144 (TB) for activities you can do with this video. | | Students work with photos and decide which photos show a raw material.  Students complete listening task and check their answers.  Students do listening again and work on pronunciation.  Students listen and complete the diagram by putting the words and phrases in the right order.  Students read and answer the questions and tell the class.  Students watch the video and answer the questions. | Students work with photos and decide which photos show a raw material.  Students complete listening task and check their answers.  Students do listening again and work on pronunciation.  Students listen and complete the diagram by putting the words and phrases in the right order.  Students read and answer the questions and tell the class.  Students watch the video and answer the questions. | | 1 point for each correct answer  1 point for each correct answer  Teacher corrects students  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, audio  Audio  Book, slide  Book, video |
| **The end of the lesson – 5 min** | Homework (5 min)  Revise vocabulary with Vocabulary Bank and grammar with Grammar references. | |  |  | |  |  |

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| Module 3 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Reading.Protecting nature. | | | | | |
| 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;  6.3.3.1 – give an opinion at sentences and discourse level. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read and understand an article about endangered species in Kazakhstan.  • match numbers and figures to the information they refer to.  • talk about different animals, their features and conservation status.  **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)  Preparation Bring (colourful) A3 sheets of paper (one for each group of students).  • Books closed. Write endangered species on the board. Check students’ understanding of these words.  • Ask students for a few examples of endangered species and then discuss whether any of these are found in Kazakhstan. Do they know of any specific animals, birds or plants in Kazakhstan that are in danger? Add their ideas on the board.  • Ask students to open their books at page 41 and look at the photos. Ask them to say the names of the animals and help with the pronunciation of leopard /ˈlepəd/, eagle /ˈiːɡəl/, lynx /lɪŋks/  and ibex /ˈaɪbeks/.  • If students didn’t mention these animals previously, invite them  to say what they know about each one. | | students respond to greeting and take their places.  Students answer the questions and discuss the topic. | students respond to greeting and take their places.  Students answer the questions and discuss the topic. | | Point for each correct answer |  |
| **The middle of the lesson – 35 min** | Ex1 Ask students to skim read the article to find out what it says about the animals in the photos.  • Check answers with the whole class. (They’re all endangered species and they live in the Almaty Nature Reserve.)  • Write 7 on the board. Ask students to scan the text and find what this number refers to. Make sure they do this as fast as possible. Elicit the answer and where they found it in the text. (seven important nature reserves; first paragraph)  • Set a two-minute time limit for students to do the rest of the task. Remind them that they don’t have to read every single word of the text. They can scan the text in any direction – left to right and vice versa, downwards or upwards. You could explain that this type of reading (scanning) is a useful skill for exams.  • Allow weaker students to work in pairs and split the items up between them, e.g. Student A looks at items 2–5 and Student B does items 5–8.  • When the time is up, ask students to compare their answers in pairs before you check answers with the class.  • Check students’ understanding of the following key vocabulary from the article: nature reserve, hectares, permission, attractions.  • As an extension to the task, ask students to make sentences for each item. For example, 1 Kazakhstan has seven important nature reserves. To make this more challenging, ask them not to look at the article while they work on the sentences.  • Ex2 Ask students to read the text again on their own.  • Students write five true or false sentences about the text. You could write one on the board as an example.  • Ex3 Students work in pairs. They take turns to read a sentence  to their partner, who must say whether the sentence is true or false and correct the false sentences.  • Ask students to try answering without referring to the text at first. They can then check their answers by scanning the text.  Digital activity  • Ask students to choose one of the animals in the photos and research online for more information about it. You could write the following prompts on the board: Size, Description, Diet, Habits and Abilities, Babies, Dangers.  Explain that dangers refers to why they are endangered and what can be done to help them. Encourage them to make notes.  • Students can share what they find out with a partner, before they share some of the information with the class as a whole. | | Students do reading and answer the questions.  Students read the text again and decide true-false  Students work in pairs and read the sentences. They then answer the questions  Students make an online research and share their ideas with the class. | Students do reading and answer the questions.  Weaker students work in pairs with stronger students.  Students read the text again and decide true-false  Students work in pairs and read the sentences. They then answer the questions  Students make an online research and share their ideas with the class. | | 1 Point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students | Book  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to write an email to a friend giving him/her information about one of the animals from the lesson. They should give a description of the animal and express their concern about its endangered status. They should also suggest a way they could help the animal. | |  |  | |  |  |