**Lesson plan for the 6th Grades**

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| Module 4 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Action verbs. | | | | | |
| Objectives according to the Curriculum | | 6.3.4.1- respond with limited flexibility at both sentence and discourse level;  6.3.2.1- ask simple questions to get information on a limited range of familiar general and curricular topics;  6.2.1.1- understand a longer sequence of supported classroom instructions. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • understand and use action verbs.  • reconstruct a story from pictures.  **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. Write thief and steal on the board.  • Check students’ understanding of these words (a thief is someone who steals someone else’s things; the verb steal means to take something that does not belong to you).  • Check students are able to pronounce the words. Drill the pronunciation if necessary. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • Books closed. If you know any funny stories, or scary ones, briefly tell students about them and elicit the adjectives funny and scary.  • Ask students to open their books at page 42. Elicit sentences to describe the photo. If necessary introduce vocabulary such as film, hang out, comedy or joke. If students do not know that the teenagers are at the cinema, you can tell them a little about this, and perhaps ask them to talk about any funny films that they have seen or know about.  • 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 4 is drama and comedy.  • Ex1 Ask students to open their books at page 43.  • Refer students to the picture story and ask students to describe what each panel in the picture story shows.  • Ask the question and then elicit the answer from the class.  • Play the recording for students to check their answers and repeat the words.  • Ex2 Read out the verbs in the box. Check that students are able to pronounce the verbs, particularly catch, climb and throw.  • Put students into pairs to match the verbs with the pictures in the story.  • Check answers.  • Encourage students to make recordings of new words using their smartphones. They could record the word, an example of the word in a sentence and a translation of the word into their language. They could then listen to tr1.27 regularly as another way of revising new vocabulary.  Game  • Play the The mime game to practise the action verbs.  Optional activity  • Put students into small groups.  • Define the verbs in the box in Exercise 2.  • If a student in a group knows which verb is being defined, he or she puts their hand up and says the answer. If the answer is correct, award the group a point. If the answer is incorrect, give the other groups a chance to answer.  • The group with the most points at the end wins.  • Ex3 Ask one student to read out the example sentence.  • Ask students to work alone to complete the sentences with the past simple form of the verbs. Refer students to the irregular verb list on page 133 if necessary.  • Students can compare answers in pairs before you check answers with the class.  • Check that students are able to pronounce the verbs in their past simple form, particularly caught, hid and threw.  • Ex4 Read out the information about the exercise as well as the example question and answer.  • Put students into pairs to ask and answer the questions about the pictures. Make sure students are not peeking at the sentences they completed in Exercise 3.  • Once students have described each of the pictures, they can uncover them and check how accurate their descriptions were.  • Ex5 Ask students to close their books.  • Give students a few minutes to write a sentence for each of the pictures in Exercise 1.  • To extend the work on the vocabulary, you could 1 poask students to turn to the Vocabulary bank on page 125 and do the exercises for Action verbs. | | Students work with book and answer the questions.  Students can then compare their answers in pairs before you check answers with the class.  Students describe the pictures and make a story.  Students work on pronunciation and revise vocabulary.  Students follow the rule and play a game  Students work in groups and answer the questions.  Students read the examples and complete the sentences.  Students read the questions and answer them.  Students work on vocabulary and make sentences. | Students work with book and answer the questions.  Students can then compare their answers in pairs before you check answers with the class.  Students describe the pictures and make a story.  Students work on pronunciation and revise vocabulary.  Students follow the rule and play a game  Students work in groups and answer the questions.  Students read the examples and complete the sentences.  Students read the questions and answer them.  Students work on vocabulary and make sentences. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point or 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, audio  Book  Book, slide  Book, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3 and 4 on page 33 of the Workbook. | |  |  | |  |  |

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| Module 4 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Reading. A story. | | | | | |
| Objectives according to the Curriculum | | 6.4.2.1- understand independently specific information and detail in short simple texts;  6.6.15.1- understand and use infinitive of purpose, verb + Infinitive/verb –ing patterns | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read a story about a finding treasure.  • learn expressions with look.  • speculate on the story.  **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 *treasure* on the board.   • Check that students can pronounce it and that they understand its meaning (it refers to valuable objects, often in the form of money or precious objects).  • You could introduce the idea of *finding buried treasure*, which would serve as an introduction to the story in Exercise 2. | | students respond to greeting and take their places.  Students talk on a topic and work on pronunciation | students respond to greeting and take their places.  Students talk on a topic and work on pronunciation | |  |  |
| **The middle of the lesson – 35 min** | • Ex1 Ask students to open their books at page 44.  • Ask students to look at the pictures. Help weaker students by eliciting or teaching the following vocabulary which they can then use when thinking about what story the pictures show: passport, train carriage and police officer.  • Either elicit ideas from the class as a whole or put students into small groups to brainstorm ideas about the story.    • Ex2 Ask students to read the magazine article quickly to check the ideas they came up with in Exercise 1.  • Ex3 Refer students to the six questions.  • Put students into pairs and ask them to read the text again and answer the questions.  • Check answers. Encourage stronger students to give as much detail as possible in their answers.  • Refer students to the information in the FACT! box. Find out if any students have ever found anything that someone else had lost.  • Ex4 Books closed. Write the verb look on the board, then elicit any expressions that students know using this verb. Students may know phrasal verbs such as look for, look after or look at something/someone.  • Ask students to open their books at page 44 and find four examples of look + preposition in the text.  • Check that students have found the expressions, then go through the meaning of each. Do this by asking students to use the context of each expression in the text to determine the meaning.  • Put students in pairs to complete the sentences with the expressions with look.  • Check answers. Emphasise the importance of learning complete phrases such as look for and noticing which words commonly go together.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 125 and do the exercises for Explore expressions with look.  • Ex5 Refer students to the three questions in the text about finding objects in a park.  • Ask students to work alone to write their own answers to those questions. Emphasise that there are no correct answers to these questions.  • Ex6 Read out the example conversation.  • Put students into small groups.  • Ask students to compare the answers they came up with in  Exercise 5.  • You can show video 4.1 as either a lead-in or a follow-up to the  Language focus1 lesson.  • Ask: What do archaeologists do? Elicit that they study history and prehistory through excavating sites and studying artefacts. Use L1 if necessary to explain this.  • Read out the information about the video.  • Play the video.  • Students watch it and answer the three questions.  • Check answers.  • Then ask students if they know of any other mysteries.  • See page 140 for further activities you can do with this video. | | Students work with pictures and elicit ideas.  Students read the magazine article and check the ideas.  Students read and answer the questions. They work in pairs and answer the questions.  Students complete the tasks and check answers.  Students read the questions and answer them.  Students read the conversation and work in groups.  Students watch the video and answer the questions. | Students work with pictures and elicit ideas.  Students read the magazine article and check the ideas.  Students read and answer the questions. They work in pairs and answer the questions.  Students complete the tasks and check answers.  Students read the questions and answer them.  Students read the conversation and work in groups.  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 | Book  Book, slide  Book, slide  Book, slide  Book, slide  Book, slide  Video, book |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercise 5 on page 34 and Exercises 1, 2, 3 and 4 on page 37 of the Workbook. Ask students to look online for examples of similar ‘finds’, such as the story of the bag on page 44.  Students should write a brief summary of the story, including the following information: what happened, where it happened and what happened afterwards. | |  |  | |  |  |

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| Module 4 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus1: *Past Continuous (affirm/ negative)* | | | | | |
| Objectives according to the Curriculum | | 6.6.12.1- use variety of adverbs, including adverbs of degree;  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:**  • understand and use the past continuous.  • understand and use past continuous questions.  • pronounce correctly was/were.  • ask and answer questions in the past continuous.  **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’m reading a book.  • Ask students to put this sentence into the past. Elicit the sentence I was reading a book and put this sentence on the board.  • Draw students’ attention to the similarity of form: the am/is/are of the present continuous only needs to be changed to was/were to make the past continuous. | | students respond to greeting and take their places.  Students work in pairs and work on grammar. | students respond to greeting and take their places.  Students work in pairs and work on grammar. | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | • Ex1 Ask students to open their books at page 45.  • Tell students that the example sentences in the table are from the text on page 44.  • Ask students to look back at the text and then copy and complete the sentences.  • Check answers.  • For further information and additional exercises, students can turn to page 117 of the Grammar reference section.    • Ex2 Check that students understand that a police report is a document setting out the known facts in an incident written up by the officer sent to investigate what happened.  • Put students into pairs and ask them to complete the police report with the past continuous form of the verbs in brackets.  • Check answers.  • Ex3 Refer students to the gapped questions in the table.  • Elicit the words needed to complete the questions.  • Write the completed questions on the board and ask students to copy them into their notebooks.  • For further information and additional exercises, students can turn to page 117 of the Grammar reference section.  Ex4 Read out the example in the conversation.  • Put students into pairs and ask them to complete the conversation using the past continuous forms of the verbs in brackets.  • Play the recording tr1.28 for students to check their answers  Say it right!  • Ex1 Ask students to turn to page 112.  • Play the recording of the conversation.  • Students listen and then say how was and were  are pronounced.  • Ex2 Play the recording again  • Students listen and repeat each line of the  dialogue. If necessary, drill the pronunciation  of was and were.  • Ex3 Ask students to work in pairs to practise reading the dialogue.  • Monitor to check that students pronounce was and were correctly.  • Ex5 Read out the example questions.  • Elicit another example from the class and write this example on the board.  • Ask students to work alone to write the remaining questions.  • Monitor and help as necessary.  • Ex6 Read out the example question and answer.  • Put students into pairs to ask and answer the questions from Exercise 5. | | Students read the sentences and read the text. Then they copy and complete the sentences.  Students work in pairs and complete the police report using past continuous and check the answers.  Students fill in the gaps and complete the questions.  Students read the examples and work in pairs. They complete the conversation and listen and check  Students listen to the conversation and work on pronunciation  Students listen and repeat each line.  Students work in pairs and read the dialogue.  Students make examples and write the questions.  Students read the questions and answer. | Students read the sentences and read the text. Then they copy and complete the sentences.  Students work in pairs and complete the police report using past continuous and check the answers. They can use grammar box  Students fill in the gaps and complete the questions.  Students read the examples and work in pairs. They complete the conversation and listen and check  Students listen to the conversation and work on pronunciation  Students listen and repeat each line.  Students work in pairs and read the dialogue.  Students make examples and write the questions.  Students read the questions and answer. | | 1 point for each correct answers  1 point for each correct answer  1 point for each correct answers  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, slide  Book  Book, slide  Book, audio  Book, slide, audio  Book, slide |
| **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 4 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Listening. A funny story. | | | | | |
| 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 extended talk.  6.1.9.1- use imagination to express thoughts, ideas, expresses and feelings. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • listen to someone telling a funny story.  • understand and use adverbs of manner.  • practise using adverbs of manner in a conversation.  **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. Tell students something about you that is not true. Make the story believable. Then tell students that the story is not true.  • Teach the phrase trick/fool someone and put it into a sentence, e.g. I tricked/fooled you into believing my story. | | 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 46.  • Read out the status update and ask students to look at the pictures.  • Elicit ideas about the meaning of the message from the class as a whole.  • Ex2 Tell students they are going to listen to Liz telling a story about something funny that happened to her.  • Play the recording tr1.29.  • Students listen and check the ideas they came up with in Exercise 1.  • Ex3 Play the recording again.  • Ask students to listen and then work alone to decide whether the sentences are true or false. Tell students to correct the false ones.  • Check answers.  • Ex4 Put students into pairs to answer the questions.  • When checking answers, explain that adverbs of manner tell us how someone does something, e.g. She sings beautifully.  • Read out the information in the Get it right! box about irregular forms.  • Ex5 Read out the example.  • Ask students to work alone to complete the remaining sentences by putting the adjectives in brackets into their adverbial form.  • Check answers. Explain that adjectives ending in –y (e.g. lucky, happy) take -ily (e.g. luckily, happily).  • Ex6 Ask students to work alone to answer the questions.  • Monitor and help as necessary.  • Ex7 Put students into pairs to ask and answer the questions from Exercise 6.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 125 and do the exercises for Adverbs of manner. | | Students work with pictures and make examples.  Students listen to the recording and make ideas on a topic.  Students listen to the recording and make sentences true/false.  Students work in pairs and answer the questions.  Students read the examples and complete the sentences.  Students work individually and answer the questions. | Students work with pictures and make examples.  Students listen to the recording and make ideas on a topic.  Students listen to the recording and make sentences true/false.  Students work in pairs and answer the questions.  Students read the examples and complete the sentences.  Students work individually and answer the questions. | | 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 | Book, slide, audio  Book slide, audio  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 35 of the Workbook | |  |  | |  |  |

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| Module 4 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 2**:** *Past Simple vs. Continuous* | | | | | |
| Objectives according to the Curriculum | | 6.2.1.1- understand a longer sequence of supported classroom instructions;  6.6.12.1- 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:**  • understand and use past simple and continuous.  • understand and use could(n’t).  • write and talk about what I could and couldn’t do at primary school.  **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. Write the phrases past continuous and past simple as headings on the board.  • Elicit example sentences in these tenses and put the sentences under the correct heading.  • Ask students to say what the difference between the tenses is. Elicit ideas | | students respond to greeting and take their places.  Students answer the questions and follow the instructions | students respond to greeting and take their places.  Students answer the questions and follow the instructions | |  |  |
| **The middle of the lesson – 35 min** | • Ex1 Ask students to open their books at page 47.  • Tell students that the example sentences are from the listening on page 46. Ask them to complete the rules in pairs.  • Check answers.  • Focus attention on the essential difference between the tenses: the past simple is used to describe the main action or event in a story, whereas the past continuous is used to give background detail, something which is incidental to the main action or event but which adds some colour to the story.  • For further information and additional exercises, students can turn to page 117 of the Grammar reference section.  • Ex2 Read out the information in the Get it right! box.  • Write the first sentence out on the board as an example.  • 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. Explain that more than one answer is possible.  • Check answers.  • Ex3 Ask a student to read out the example.  • Remind weaker students how questions are formed in the past simple tense.  • Put students into pairs and ask them to complete the remaining sentences with the either the past continuous or the past simple form of the verbs in brackets.  • Check answers.  • Ex4 Read out the example question and answer.  • Put students into pairs to ask and answer the questions from Exercise 3.  • Ask some students to report back to the class on their partner.  • Ex5 Complete the examples from the listening with the class.  • Point out that could is a modal verb and that it is used to refer to past abilities. Explain that it is different from non-modal verbs like go, play and read in that it doesn’t take to (I could swim not I could to swim) and has a negative formed with not rather than did not (he couldn’t do it not he didn’t could do it).  • For further information and additional exercises, students can turn to page 117 of the Grammar reference section.  • Ex6 Read out the example sentence.  • Ask students to work alone to write sentences about the things they could and couldn’t do at primary school using could or couldn’t, adverbs, and the phrases in the box.  • Ex7 Read out the example question and answer.  • Put students into pairs to ask and answer the questions from Exercise 6.  • Ask some students to report back to the class on their partner | | Students work with the sentences and complete the sentences,  Students read the box and complete the rest of the exercise.  Students read the examples and complete the sentences.  Students read and answer the questions.  Students do listening and complete the sentences.  Students read the examples and writhe the sentences. | Students work with the sentences and complete the sentences,  Students read the box and complete the rest of the exercise. Weaker students check their answers.  Students read the examples and complete the sentences.  Students read and answer the questions.  Students do listening and complete the sentences.  Students read the examples and writhe the sentence | | 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, slide, audio  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 36 of the Workbook | |  |  | |  |  |

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| Module 4 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 | | 6.1.3.1- respect different points of view;  6.5.3.1- write with some support about personal feelings and opinions;  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 a discovery made in Japan.  • talk about life in cities and on islands.  **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. Write Atlantis on the book. Ask students if they know anything about the place. Explain that Atlantis is the name  of a legendary island, first mentioned by the Greek philosopher  Plato in his dialogues Timaeus and Critias, which was supposed to have sunk under the Atlantic Ocean.  • Ask students if they know any stories about other lost civilisations. | | students respond to greeting and take their places.  Students answer the questions and talk on a topic. | students respond to greeting and take their places.  Students answer the questions and talk on a topic. | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | • Ex1 Ask students to open their books at page 48 and look at the images.  • Ask the questions and elicit answers from the class.  • Ex2 Play the first part of the video 4.2 for students to check their answers to Exercise 1 and note down the names of the two places.  • Check answers.  • Ex3 Refer students to the gapped text about Kihachiro Aratake.  • Play the rest of the video.  • Students watch the video and then work in pairs to complete the text.  • Check answers.  • Ex4 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 answers with the class.    • Ex5 Read out the summaries.  • Put students into pairs and ask them to choose the summary they think best fits the video 4.2.  • Check answers.    • Ex6 Read out the questions.  • Put students into pairs to ask and answer the questions.  • If students do not know of any mysterious places in their country, ask them to use their smartphones to do some research online. Point out that mysterious in this context is to be understood as places most people don’t know of. Alternatively, you could ask them if they know any mysterious places in other countries.  • Ask some students to report back to the class on what their partner said. | | Students answer the questions and work with the class.  Students watch the video and answer the questions.  Students watch the second part of video and work in pairs to complete the text.  Students work individually and mark sentences true/false.  Students read the text and choose the best summary.  Students work in pairs and answer the questions.  Students may work in groups and make an online research | Students answer the questions and work with the class.  Students watch the video and answer the questions.  Students watch the second part of video and work in pairs to complete the text.  Students work individually and mark sentences true/false.  They may use dictionaries.  Students read the text and choose the best summary.  Students work in pairs and answer the questions.  Students may work in groups and make an online research | | 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, video  Book, slide, video  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to find out as much as they can about the discovery that the diver Kihachiro Aratake made in the 1980s. Students should then come to a decision as to what they think the stones are. | |  |  | |  |  |

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| Module 4 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Reading. An article. | | | | | |
| 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 an article about William Shakespeare.  • understand and use nouns with -er.  • talk about William Shakespeare and the theatre  **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. Put students into small groups.  • Give students one minute to make a list of theatre plays they know.  • Make this competitive by telling students that the group which comes up with the most plays wins. | | students respond to greeting and take their places.  Students work in small groups and make a list of words. | students respond to greeting and take their places.  Students work in small groups and make a list of words. | |  |  |
| **The middle of the lesson – 35 min** | • Ex1 Ask students to open their books at page 49.  • Put students into pairs to look at the photos and to answer the three questions.  • Check answers.  • Ex2 Look at the photo.  • Ask students to read the text and then match the words with the parts of the theatre in the photo.  • Encourage students to look for the key words in the text, e.g. the key words for pit are area in the middle and open to the sky.  • Check answers.  • Ex3 Give students time to read through the text again.  • Students then work alone to answer the questions.  • Ask students to compare their answers in pairs before you check answers with the whole class. Try to vary how you ask students to give you answers. On this occasion, for instance, have students get into pairs and compare their answers. Ask them to say if they agree or disagree with their partners.  • Ex4 Remind students that suffixes refer to something that goes after a word and which changes that word’s meaning, e.g. footballer, with -er being the suffix that we put after some nouns to make names of professions.  • Refer students to the table and then ask them to complete it in pairs by looking for the nouns with -er in the text.  • Ask students to complete items 2–4 first, which are in the text. Check the answers to these, before students move on to items 5–8.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 125 and do the exercises for Explore nouns with -er.  Game  • Play Could you spell that, please? to practise the nouns ending in -er.  • Ex5 Read out the questions.  • Put students into pairs to ask and answer the questions.  • Ask some students to report back to the class on what their partner said. | | Students work in pairs and look at photos to answer three questions.  Students read the text and do matching.  Students read the text again and answer the questions.  Students compare their answers and correct each other  Students complete the answers and correct the sentences.  Students follow the instructions and play a game  Students read and answer the questions | Students work in pairs and look at photos to answer three questions.  Students read the text and do matching.  Students read the text again and answer the questions.  Students compare their answers and correct each other  Students complete the answers and correct the sentences.  Students follow the instructions and play a game  Students read 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 | Bok, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 6 on page 36 of the Workbook.  Ask students to research famous theatres around the world. They should find out about some facts about each of the theatres, e.g. who designed it, when it opened, where it is located. | |  |  | |  |  |

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| Module 4 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Telling someone your news. | | | | | |
| Objectives according to the Curriculum | | 6.2.5.1- understand most specific information and detail of supported. extended talk;  6.3.7.1- use appropriate subject- specific vocabulary to talk about the topic;  6.3.5.1- keep interaction going in longer exchanges on a range of general and curricular topics. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch teenagers taking about an interesting or unusual thing that has happened to them recently.  • listen to one teenager telling another an interesting story.  • practise telling someone my news.  **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 50.  • Tell students they are going to watch some teenagers answering the following question: *What’s an unusual or interesting thing that happened to you recently?*  • Refer students to the list of sentences.  • Tell students that they are going to put the sentences in the correct order.  • Play the video **4.3.**  • 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 Alice telling Lisa an interesting story.  • Read out the question.  • Play the recording **1.31**.  • 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 adjective *weird* (which is used to describe something or someone that is very strange) and the fact that *really* tends to be said when someone is surprised by what has been said (with a high pitch).  • 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 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. | | Students do watching and answer the questions.  Students work in pairs and answer the questions  Students do listening and answer the questions  Students make sentences and use vocabulary. | Students do watching and answer the questions.  Students work in pairs and answer the questions  Students do listening and answer the questions  Students make sentences and use vocabulary. | | 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, slide, audio  Boo, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Revise Grammar reference and Vocabulary bank. | |  |  | |  |  |

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| Module 4 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Writing. A story. | | | | | |
| Objectives according to the Curriculum | | 6.5.2.1 write with some support about real and imaginary past events. activities and experiences;  6.5.5.1- develop with support coherent arguments supported when necessary by examples and reasons;  6.5.8.1 – spell most high-frequency vocabulary accurately. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read a story about something unusual that happened to  someone.  • learn about sequencing language.  • write a story about something unusual that happened to me.  **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 urban legend on the board. Explain the meaning of the phrase, and then ask students if they know any urban legends that they can tell the class.  Preparation. Bring one piece of paper for each student in the class. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • Ex1 Ask students to open their books at page 51.  • Ask students to look at the picture, read Stacey’s story, and say who the man in the picture is and what he is doing.  • Check the answer. Explain that the story is an urban legend.  • Ex2 Read out the questions.  • Give students time to read Stacey’s story again.  • Ask students to work in pairs to answer the question.  • Check answers  • Ex3 Read out the information in the Useful language section.  • Explain that sequencing words provide stories with a structure that is easy to follow.  • Ask students to work alone to find examples of sequencing words and phrases in Stacey’s story in Exercise 1.  • Ex4 Read out the example.  • Put students into pairs to complete the text.  • Check answers.  Get writing  • Ex5 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 story about something strange or unusual that happened to them recently. It does not have to be true.  • 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 their stories.  • Ex6 WRITE Tell students to use Stacey’s story as a model to follow. Also encourage them to add extra information to their own stories, e.g. describe the place or the weather.  • Give students ten minutes to complete the writing task. Students should write about 100 words.  • Ex7 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 stories and check them against the points here.  • Collect students’ stories 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 read the story. They then answer the questions and check answers.  Students read the story again and answer the questions  Students read the information and find examples  Students work in pairs and complete the text  Students follow the plan and do writing. | Students work with the picture and read the story. They then answer the questions and check answers.  Students read the story again and answer the questions  Students read the information and find examples  Students work in pairs and complete the text  Students follow the plan and do writing | | 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, 4 and 5 on page 38 and Exercises 6, 7, 8, 9 and 10 on page 39 of the Workbook.  Ask students to find out some examples of urban legends that are common in their country. | |  |  | |  |  |

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| Module 4 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;  6.6.12.1- use variety of adverbs;  6.6.15.1- use common verbs followed by infinitive/ verb-ing; | | | | | |
| 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)  Revise all the themes of the Units 3-4, answer the students’ questions.  Explain how to work on the tasks, time limits and requirements. | | 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 3-4, 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 revision. | Students complete the tasks and make a revision. | | 1 point for each correct answer | Audio, book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Revise curricular vocabulary. | |  |  | |  |  |

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| Module 4 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | CLIL**.**Making a comic. | | | | | |
| Objectives according to the Curriculum | | 6.4.3.1- understand the detail of an argument on the topic;  6.5.2.1- write with some support about real and imaginary past events, activities. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • understand the information about making a comic.  • design my own comic.  **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 comic on the board.  • Elicit or introduce the meaning of the word. Use L1 if necessary.  • Ask students if they read comics and then find out which are their favourites. Encourage students to tell the class a little bit about any comic they read, e.g. the title, the main characters, what the comic is about.  • Encourage students to think about what makes comic books enjoyable, e.g. the stories are usually exciting, the artwork is often interesting and the characters memorable, you can read a comic quickly. | | students respond to greeting and take their places.  Students answer the questions and talk on a topic. | students respond to greeting and take their places.  Students answer the questions and talk on a topic. | |  |  |
| **The middle of the lesson – 35 min** | Ex1 Ask students to open their books at page 52.  • Put students into pairs to match the comic words with the definitions.  • Ex2 Play the recording.  • Students listen to the recording, read the text and check their answers in Exercise 1.  • Ex3 Give students time to read the six sentences.  • Ask students to read the text again and decide if the sentences are true or false. Students should correct the false sentences.  • Students can then compare answers in pairs before you check answers with the class.  • Ex4 Put students into pairs to design their own comic.  • Before students begin, they will need to decide what their comic will be called, who the character are, and what the story is.  • The idea here should be for students to produce a short comic strip which tells a complete story.  • As they will design their comics by hand rather than on computers, remind students not to start inking until they are satisfied with what they have done in pencil.  • Monitor and help as necessary.  • Students can display their finished comics on the classroom wall.  • Behind the scenes.  See page 147(TB) for activities you can do with video 4.4. | | Students work in pairs and do matching.  Students do listening and check the answers.  Students read the sentences and read the text. Then they correct the false statements.  Students work in pairs and practice their speaking skills.  Students watch the video and complete the tasks | Students work in pairs and do matching  Students do listening and check the answers.  Students read the sentences and read the text. Then they correct the false statements.  Students work in pairs and practice their speaking skills. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students | Book, slide  Book, audio  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Revise Grammar reference and Vocabulary bank. | |  |  | |  |  |

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| Module 4 Lesson 12 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Mid-year test. | | | | | |
| Objectives according to the Curriculum | | 6.5.8.1- spell most high-frequency vocabulary accurately;  6.6.12.1- use variety of adverbs;  6.6.15.1- use common verbs followed by infinitive/ verb-ing; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | |  | | | | | |
| 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)  Revise all the themes of the Units 3-4, answer the students’ questions.  Explain how to work on the tasks, time limits and requirements. | | 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 3-4, 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 revision. | Students complete the tasks and make a revision. | | 1 point for each correct answer | Audio, book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Revise curricular vocabulary. | |  |  | |  |  |

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| Module 4 Lesson 13 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Making movies. | | | | | |
| Objectives according to the Curriculum | | 6.4.2.1- understand independently specific information and detail in texts on a topic;  6.3.8.1 – recount some extended stories and events;  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 a text about Kazakh director Timur Bekmambetov.  • decide if information about the text is true or false.  • discuss the job of a film director.  **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 the two opening questions on the board: Do you often go to the cinema? What kind of films do you like? Drill them around the class focusing students’ attention on the intonation.  • Ask students to take a pen/pencil and notebook. Explain they will walk around the classroom and discuss the two questions with as many classmates as they can. While they mingle, they must write their classmates’ names down and key words to remember their answers.  • Set a three-minute time limit for this. While students mingle, monitor and make a note of any good use of language or errors to focus on with the whole class.  • When time is up, ask students to sit down and compare their notes in pairs.  • Invite different students to share information about one or two of their classmates.  • Alternatively, if you have a small class, ask students to discuss the questions in pairs. Then ask them to share their opinions and have a brief class discussion. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • Ex1 Check students’ understanding of the film industry and TV commercials before they read the text.  • Ask students to open their books at page 53. Focus attention on the photos.  • Elicit ideas about who the people are in the photos and whether students have heard of the film in the poster, Night Watch.  • Ask students to work alone to read the text and then refer them to sentences 1–7, making sure students understand them.  • Ask students to work alone or in pairs to do the task. Encourage them to read the text carefully to find the answers and correct the false sentences.  • Allow students to compare their answers in pairs before you check answers with the whole class.  • Ex2 Students work in pairs. They use the Internet to research further facts about Timur Bekmambetov, using the suggestions in the Student’s Book as a starting point.  • Set a ten-minute time limit for this task. You may wish to suggest suitable websites in advance.  • Ex3 Students work on their own. Ask them to first scan the text  to find the best place for each new fact. They should think about both chronology and theme.  • Students write sentences for their facts, and indicate where in the text each should go. You could provide a photocopy of the text for students to mark, or they could rewrite the whole text. | | Students talk on a topic and read the text.  Students work with photos and answer the questions.  Students read the text and complete the task  Students make facts and work online.  Students read the text and make sentences. | Students talk on a topic and read the text.  Students work with photos and answer the questions.  Students read the text and complete the task  Students make facts and work online.  Students read the text and make 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 |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to research another Kazakh film director or actor/actress (e.g. Akan Satayev). Ask them to try to find out information like that in the text about Timur Bekmambetov: where they come from, what films they have made, what they are doing now. | |  |  | |  |  |