**Lesson plan for the 6th Grades**

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| Module 5 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Accidents and injuries. | | | | | |
| Objectives according to the Curriculum | | 6.3.1.1- provide basic information about themselves and others at discourse level;  6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;  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:**  • understand and use vocabulary for accidents and injuries.  • write and talk about accidents and injuries.  **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 the nouns accident and injury on the board. Explain that an accident is an unfortunate event, such as a car crash, which often occurs unexpectedly, and which results in an injury, e.g. Maria broke her arm in a car crash.  • Model the pronunciation of accident /ˈaksɪd(ə)nt/ and injury /ˈɪndʒ(ə)ri/ and ask students to repeat the words after you. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • Ask students to look at and describe the photo, which shows  a teen signing a friend’s plaster cast. Elicit or teach the noun plaster cast and the verb sign (a plaster cast is a bandage stiffened with plaster in the shape of a limb that is broken and used to support and protect it). Ask students to say what they know about accidents.  • You could also ask students if they or one of their friends have ever had an accident.  • Give students a couple of minutes to answer the three questions.  • Students can then compare answers in pairs before you check answers with the class.  • Refer students to the unit’s title and explain the importance of being healthy by being aware and taking notice to avoid accidents.  • Tell students that the themes of Unit 5 are taking care of your health and avoiding accidents and dangerous situations.  • Ex1 Ask students to open their books at page 57.  • Put students into pairs to match the words and phrases in the box with the pictures.  • You could turn this into a game by asking pairs to compete to be the first to complete the matching exercise correctly.  • Play the recording tr2.02.  • Students listen to it, check their answers and repeat the words.  • Given that students might confuse the past simple verbs felt and fell, point out that felt is the past simple of feel whereas fell is the past simple of fall. E.g. I felt terrible after my football team lost the final of the Champions League. Last week my sister fell off her bike and broke her leg.  • Game Play The mime game to practise the vocabulary for accidents and injuries.  • See Games Bank on pages 28–29(TB).  • Ex2 Read out the example sentence.  • Ask students to work alone to complete the remaining sentences with the phrases in Exercise 1 in the correct form.  • Students can compare answers in pairs before you check answers with the class.  • Ex3 Ask a student to read out the example sentences.  • Give students time to write sentences about the last time they experienced any of the accidents and injuries from Exercise 1.  • Monitor and help with vocabulary as necessary.  • Encourage stronger students to write full sentences in their answers. Weaker students can write in note form if they find that easier.  • Ex4 Put students into pairs to compare the sentences they wrote in Exercise 3.  • Ask some students to report their partner’s answers to the class.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 126 and do the exercises for Accidents and injuries. | | Students work with photo and describe it.  Students answer the questions and compare answers  Students work in pairs and do matching.  Students listen to the recording and check the answers.  Students follow the instructions and play a game.  Students work individually and complete the sentences with the phrases.  Students read the sentences and write sentences.  Students work in pairs and compare their sentences. | Students work with photo and describe it.  Students answer the questions and compare answers  Students work in pairs and do matching.  Students listen to the recording and check the answers.  Students follow the instructions and play a game.  Students work individually and complete the sentences with the phrases. They may use dictionaries  Students read the sentences and write sentences.  They may use vocabulary if needed  Students work in pairs and compare their 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  Teacher evaluates and guides students  1 point for each correct answer  1 point for each correct answer  Students evaluate each other | Slide  Book  Book, audio  Book, slide, audio  Book, slide  Book, slide  Book, slide  Bok, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  1, 2, 3, 4 and 5 on page 43 of the Workbook for homework. | |  |  | |  |  |

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| Module 5 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | An accident waiting to happen | | | | | |
| Objectives according to the Curriculum | | 6.4.1.1- understand the main points in a growing range of short, simple texts;  6.4.5.1- deduce meaning from context;  6.4.6.1- recognize the attitude or opinion of the writer in short texts. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read and understand an article about a man who has had lots of accidents.  • learn expressions with get.  • write true and false sentences with expressions with get.  **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 the following idiom on the board:  an accident waiting to happen.  • Explain that this is a common idiom and that it refers to a  dangerous situation in which an accident is very likely to occur, e.g. if a wheel is not properly secured on a car, then the wheel may come off, which will more than likely cause a crash. | | 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 58.  • Ask students to look at the photo of Mick as well as the other photos. Elicit the names of the animals and objects shown in Exercise 1 (horse, cat, stairs, hammer, tractor and potatoes).  • Read out the question and then put students into pairs to answer it.  • Elicit students’ ideas, but neither confirm nor reject them at this point. Students will check their ideas in Exercise 2.    • Ex2 Ask students to read the magazine quickly to check the ideas they came up with in Exercise 1.  • You could then ask students if they know of anyone who is as unlucky or as accident-prone as Mick Wilary. Students could briefly tell the class something about this person.  • Ex3 Ask students to read the magazine article again. Then ask them to work alone to do the true/false exercise.  • Students can compare answers in pairs before you check answers with the class.  • Read out the information in the FACT! box. Ask students to say how it might be possible to avoid slipping on or tripping over something, e.g. wear comfortable shoes, look where you are going, pay attention to what is in front and around you, walk more slowly.  • Ex4 Ask students to find three expressions with get in the article.  They should then look at the context of the expressions and say what the meaning of get is.  • Check answers.  • Ex5 Read out the example.  • Put students into pairs to complete the remaining sentences with get and one of the words in the box.  • Check answers.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 126 and do the exercises for Explore expressions with get.  • Ex6 Read out the example sentence. Check students’ understanding of run away, which means to escape from a person.  • Give students time to write three sentences using get and the words in the box. Make sure that students understand that some of the sentences should be true, and some false. Monitor while students write their sentences. Help as necessary.  • Ex7 Put students into pairs to read out the sentences they wrote in Exercise 6.  • Ask some students to tell the class whether they guessed which of their partner’s sentences were false.  • You can show video 5.1 Danger in our food as either a lead-in or a follow-up to the Language focus1 lesson.  • Ask: What is food poisoning? Elicit the answer and then read out the information about the video.  • Play the video.  • Students watch it and answer the three questions.  • Check answers.  • Then find out if any students have been the victims of food poisoning.  • See page 141 for further activities you can do with this video. | | Students work with photo and answer the questions.  Students share their ideas with the class.  Students do reading and compare answers in pairs.  Students look for expressions from the text and find their meanings  Students work in pairs and complete the sentences.  Students make sentences using phrasal verbs.  Students work in pairs and guess the false sentences  Students watch the video and answer the questions. | Students work with photo and answer the questions. Weaker students work with stronger students  Students share their ideas with the class.  Students do reading and compare answers in pairs.  Students look for expressions from the text and find their meanings  Students work in pairs and complete the sentences. They may ask teacher’s help  Students make sentences using phrasal verbs.  They may use examples  Students work in pairs and guess the false sentences  Students watch the video and answer the questions. | | 1 point for each correct answer  Teacher evaluates and guides students  Students evaluate each other  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Students evaluate each other  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Book  Book, slide  Book  Book, video |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercise 6 on page 44 and Exercises 1, 2, 3 and 4 on page 47 of the Workbook for homework. | |  |  | |  |  |

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| Module 5 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus1:  Present perfect affirmative and negative | | | | | |
| Objectives according to the Curriculum | | 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location;  6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns;  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:**  • understand and use the present perfect (affirmative and negative).  • understand the distinction between been and gone.  • write and talk about things I have and haven’t done in my life**.**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Apply present perfect form of verbs in the context;  Apply 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 sentences on the board: I have had an accident. She has broken two bones.  • Tell students that these sentences are in the present perfect tense.  • Ask: Are these sentences about the past, present or future?  • Elicit the fact that the present perfect is used to talk about the past. | | students respond to greeting and take their places.  Students work with the sentences and answer the questions. | students respond to greeting and take their places.  Students work with the sentences and answer the questions. | | 1 point for each correct answer | Slide |
| **The middle of the lesson – 35 min** | • Ex1 Ask students to open their books at page 59.  • Tell students that the example sentences in the table are from the text on page 58.  • Ask students to copy and complete the sentences.  • Check answers.  • For further information and additional exercises, students can turn to page 126 of the Grammar reference section.    • Ex2 Write a series of common verbs on the board, e.g. go, do, see, be, write, read, play, fly, eat, drink, swim. Elicit the past participle forms of these verbs and write them on the board.  • Complete the first sentence as an example.  • Ask students to work alone to complete the remaining sentences by choosing the correct verb form in each case.  • Check answers.  • To extend this activity, ask students to tell their partner which of the sentences in Exercise 2 are true for them.  • Ex3 Read out the information in the Get it right! box.  Ask students to translate been and gone into their language and say if there is a similar distinction in meaning.  • Read out the example and then check students’ understanding of never, which means not ever or not once.  Point out that I’ve never done has a similar meaning to I haven’t done, e.g. I’ve never been to Iceland.  • Ask students to work alone to complete the sentences in the present perfect with the words in brackets.  • Play the recording 2.03 to check answers.  • To extend this, put students into pairs to practise reading the completed conversations.  • Ex4 Put students into pairs to write sentences using the words.  • Check answers.  • Ex5 Read out the example sentence.  • Tell the class about your own experiences using the words in the box. Make some of your sentences true and some false. Ask students to say which are true and which false.  • Ask students to work alone to write sentences about what they have and haven’t done in their life.  • Monitor while students write their sentences. Help as necessary.  • Ex6 Read out the example conversation.  • Put students into pairs to compare the sentences they wrote in Exercise 5.  • Ask some students to tell the class whether they and their  partner have done any of the same activities.  • Ex7 Ask students to write five sentences about their partner based on the conversations they had in Exercise 6. | | Students read the example sentences and copy and complete them.  Students work with grammar rule and complete the sentences individually.  Students translate the words and read examples.  Students work individually and complete the sentences.  Students work in pairs and make sentences.  Students mark sentences true/false and make sentences.  Students read the conversation and work in pairs to compare answers.  Students make sentences according to the task. | Students read the example sentences and copy and complete them. They may use rule  Students work with grammar rule and complete the sentences individually. Weaker students may work in pairs.  Students translate the words and read examples.  Students work individually and complete the sentences.  Students work in pairs and make sentences.  Students mark sentences true/false and make sentences.  They may ask teacher’s help  Students read the conversation and work in pairs to compare answers.  Students make sentences according to the task. | | 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.  Teacher evaluates and guides students | Book, slide  Book, slide  Get it right – box  Book, audio  Book, slide  Book  Book  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3, 4 and 5 on page 44 of the Workbook | |  |  | |  |  |

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| Module 5 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 | | 6.2.5.1- understand most specific information and detail of extended talk.  6.2.7.1- recognise the opinion of the speaker(s) in supported extended talk. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • understand a radio interview about accidents in the home.  • understand and use words for parts of the body.  • write and talk about parts of the body I have injured.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Recognize the content of an extended conversation using some supporting information;  Apply the rule for present perfect of 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. Brainstorm rooms in the house.  • Ask students which room they think most accidents happen in | | 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 60.  • Students look at the photos and answer the question.  • Ex2 Tell students they are going to listen to an interview with a Health and Safety expert.  • Play the recording 2.04.  • Students listen and check the ideas they came up with in Exercise 1.  • Ex3 Play the recording 2.04 again.  • Students decide which of the sentences are true and which false. Students should correct the false sentences.  • Check answers.  Optional activity  • Put students into small groups to design a Be Safe At Home guide.  • Students should write specific advice for people to follow, e.g. Be careful with sharp knives!  • Students can present their guides to the class.  • Ex4 Put students into pairs to match the parts of the body with the words in the box.  • Play the recording 2.05 for students to listen, check their answers and repeat the words.  • Ex5 Give students time to write sentences about parts of their body they have injured using the words in the box or ideas of their own.  • Ex6 Put students into pairs to guess the injuries their partner has had.  • Ask some students to report back to the class on the injuries their partner has had.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 126 and do the exercises for The body. | | Students work with photos and answer the questions  Students listen to the interview and check the ideas.  Students listen to the recording and mark sentences as true/false.  Students work in groups and design a guide.  Students work in pairs and do matching task.  Students make sentences and check each other  Students work with the class and develop their speaking skills | Students work with photos and answer the questions  Students listen to the interview and check the ideas.  Students are given transcript.  Students work in groups and design a guide.  Students work in pairs and do matching task.  Students make sentences and check each other  Students work with the class and develop their speaking skills  They may write answer before speaking | | 1 point for each correct answer  Teacher guides students  Students evaluate each other  1 point for each correct answer    Students evaluate each other  Teacher evaluates and guides students | Slide  Book, audio  Book, audio  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3 and 4 on page 45 of the Workbook | |  |  | |  |  |

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| Module 5 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 2: Present Perfect questions | | | | | |
| Objectives according to the Curriculum | | 6.3.5.1- keep interaction going in longer exchanges on a range of general and curricular topics;  6.3.7.1- use appropriate subject-specific vocabulary and syntax. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • understand and use present perfect questions.  • understand the difference between the past simple and the present perfect.  • ask and answer questions in the present perfect.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Apply the rule for present perfect and past forms to talk about past events in practice;  Differentiate between present perfect and past simple forms of verbs;  Apply present perfect interrogative form 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 He’s been to New York on the board.  • Ask: *Can you make a question out of the sentence on the board?* Elicit or introduce the question*: Has he been to New York?* | | students respond to greeting and take their places.  Students answer the questions and share experiences. | students respond to greeting and take their places.  Students answer the questions and share experiences. | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | • Ex1 Ask students to open their books at page 61.  • Tell students that the example sentences are from the listening on page 60. Ask them to copy the sentences and complete them with have, haven’t, has or hasn’t.  • Check answers.  • For further information and additional exercises, students can turn to page 118 of the Grammar reference section.  • Ex2 Read out the example.  • Ask students to work alone to write questions with the correct form of the present perfect and ever. Check students’ understanding of ever, which means at any time.  • Check answers.  • Ex3 Put students into pairs to ask and answer the questions in Exercise 2.  • Tell students to respond to the questions by using short answers, e.g. Yes, I have / No, I haven’t. If a student answers  Yes, I have, their partner can ask them further questions. Point out that these additional questions will need to be in the past simple as the conversation will then be about definite rather than indefinite time.  • Ask some students to tell the class something they found out about their partner.  • Ex4 Refer students to the example sentences.  • Put students into pairs to copy and complete the rules.  • Check answers.  Say it right!  Ex1 Tell students that have and has are usually used in their contracted forms in informal English.  • Play the recording 2.06 for students to listen and decide which sentence they hear.  Ex2 Play the recording 2.06 for students to listen, check their answer and repeat the sentences.  • Ex5 Complete the first sentence with the class as an example.  • Ask students to work alone to choose the correct words in the remaining sentences.  • Check answers.  • Ex6 Refer students to the photo and ask them to describe it.  • Put students into pairs to complete the text with the present perfect or past simple form of the verbs in brackets.  • Play the recording 2.06 for students to check their answers.  • Ex7 Read out the example question.  • Give students time to write questions with the present perfect and ever.  • Ex8 Read out the example question and answer.  • Put students into pairs to ask and answer the questions they wrote in Exercise 7. | | Students complete the sentences and check each other  Students work individually and make questions according to grammar.  Students work in pairs and answer the questions using prompts.  Students copy and complete the rules.  Students listen to the recording and make decisions.  Students complete the sentences and check answers  Students work with photos and describe them.  Students complete the text and check the answers  Students make questions and answer them. | Students complete the sentences and check each other  Students work individually and make questions according to grammar. They may use grammar reference  Students work in pairs and answer the questions using prompts.  Students copy and complete the rules.  Students listen to the recording and make decisions.  Students complete the sentences and check answers  Students work with photos and describe them.  Students complete the text and check the answers  Students make questions and answer them. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book  Book, slide, audio  Book  Book, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3 and 4 on page 46 of the Workbook | |  |  | |  |  |

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| Module 5 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | *Discover culture. A deadly job.* | | | | | |
| Objectives according to the Curriculum | | 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.5.2.1- write with some support about real and imaginary past events, activities and experiences;  6.2.5.1- understand most specific information and detail of supported, extended talk. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • understand the information about snake catchers in Australia.  • talk about dangerous jobs.  **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 dangerous animals on the board. Elicit examples of dangerous animals, e.g. the polar bear or African lion.  • Then ask students if they can think of any jobs that involve working with dangerous animals, e.g. zookeeper. | | 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 62 and look at the photos.  • Put students into pairs to answer the questions. Do not confirm or reject ideas at this stage. Students will check their ideas in Exercise 2.  • Ex2 Play the video 5.2 for students to check their answers to Exercise 1.  • Students can then work in pairs to answer the two questions.  • Check answers.    • Ex3 Check students’ understanding of the verb yawn (which is the involuntary opening of the mouth due to boredom or tiredness). Also make sure that students can pronounce the verb /jɔːn/.  • Put students into pairs to match the animals with the actions.  • Ex4 Play the video for students to check their answers to Exercise 3.  • Play the recording again for students to choose the best options to complete the sentences.  • Check answers.    • Ex5 Read out the example sentence and check students know each of the jobs in the box. You could discuss what each job involves to give students some ideas for the writing of their sentences.  • Give students time to write about whether or not they would like to do each of the jobs.  • Ex6 Put students into small groups to compare the sentences they wrote in Exercise 5 and find out if they agree with each other. | | Students work in pairs and answer the questions.  Students work in pairs and answer the questions  Students work in pairs and match the animals.  Students watch the video and check the answers. They then chose the best option to complete the sentences.  Students make and compare sentences. They then check each other | Students work in pairs and answer the questions.  Students work in pairs and answer the questions  Students work in pairs and match the animals.  Students watch the video and check the answers. They then chose the best option to complete the sentences.  Students make and compare sentences. They then check each other. Weaker students may work in pairs. | | 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, video, audio  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to find out about a dangerous animal. Brainstorm the kind of information students could look for, e.g. its habitat and size, what it eats, what makes it so dangerous. | |  |  | |  |  |

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| Module 5 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 | | 6.4.5.1- deduce meaning from context;  6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts;  6.1.3.1- respect differing points of view. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read and understand an article about tigers in Bangladesh.  • use compound nouns.  • talk about dangerous animals in the country.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify details in a text with little support;  Identify the correct form of a word, appropriate sentence structure and text layout;  Clarify the meaning of the word in a dictionary or other digital references. | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books closed. Write big cats on the board. Elicit or explain that the phrase refers to the larger members of the cat family. Elicit examples, e.g. lion, tiger, leopard, jaguar.  • Find out if any students have seen big cats in the wild or in zoos. | | 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 63.  • Put students into pairs to look at the photo and answer the 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 text to check their answers to Exercise 1.  • Ex3 Give students time to read through the text again.  • Students then work alone to answer the questions. Encourage stronger students to offer as much detail as they can in response to the questions.  • Ask students to compare their answers in pairs before you check answers with the whole class.  • Read out the information about tigers in the FACT! box.  Tell students that when there are so few animals left in a particular species that species is said to be endangered /ɪnˈdeɪndʒəd/, which means that could it could become extinct /ɪkˈstɪŋkt/, i.e. disappear altogether.  • Ex4 Tell students that a compound noun is formed from two words, which can either be separated (e.g. charity workers) or joined (e.g. wildlife).  • Ask students to look at the compound nouns in the article, which are picked out in bold.  • Put students into pairs and ask them to use the context to work out the meaning of each of the compound nouns. Pair stronger and weaker students for this task.  • Ask students to share their definitions of the compound nouns with the class. Do not confirm or reject students’ ideas at this point. Students will read definitions of the compound nouns in Exercise 5.  • Ex5 Read out the words in the box.  • Ask students to work in pairs to match the words with the definitions.  • Check answers.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 126 and do the exercises for Explore compound nouns.  • Ex6 Read out the questions.  • Ask students to work alone to answer the questions.  Students can research the answer to the first question on their smartphones.  • Ex7 Put students into small groups to compare the answers they gave to the questions in Exercise 6.  • Ask some students to tell the class about a bad experience their partner may have had with an animal. | | Students work in pairs and answer the questions.  Students read the text and answer the questions.  Students work in pairs and find meaning of each compound noun.  Students work in pairs and do matching.  Students answer the questions  Students work in small groups and compare answers with each other | Students work in pairs and answer the questions. Weaker students work with stronger students  Students read the text and answer the questions.  Students work in pairs and find meaning of each compound noun. Weaker students work with stronger students  Students work in pairs and do matching.  Students answer the questions. They may use dictionaries  Students work in small groups and compare answers with each other | | 1 point for each correct answer  Students evaluate each other  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book  Book  Book  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 5 and 6 on page 46 of the Workbook. Ask students to find out more about the Sundarbans region. Students should research the geography, climate, people and culture of the region. | |  |  | |  |  |

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| Module 5 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Speaking. Reacting to news. | | | | | |
| Objectives according to the Curriculum | | 6.3.4.1- respond with limited flexibility at both sentence and discourse level to unexpected comments;  6.3.6.1- communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges;  6.3.3.1- give an opinion at sentence and discourse level. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • understand teenagers talking about whether they have ever had an accident.  • understand two people talking about their news.  • react and reply to 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. Tell students if you have ever had an accident. Briefly explain how and where it happened, and what the consequences were for you. | | 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 64.  • Tell students they are going to watch some teenagers answering the following question: Have you ever had an accident?  • Refer students to the table.  • Tell students they are going to complete the table with the information they hear in the video.  • Play the video 5.3.  • Students work alone to complete the exercise. They can compare answers in pairs before you check answers with the class.  • Ex2 Put students into pairs to ask and answer the question.  Encourage students to ask additional questions to develop a conversation, e.g. Where did it happen? How did it happen? Who were you with? How did you feel? What happened afterwards?  • Ask some students to report back to the class on what their partner said.  • Ex3 Tell students they are going to listen to Holly talking to Theo.  • Read out the question.  • Play the recording 2.08.  • Students listen and answer the question.  • Check answer  • Ex 4 Refer students to the phrases in the Useful  language box.  • Check students’ understanding of the language.  • Explain that the phrase What have you been up to? is an informal way of asking the question What have you done recently?  • You could also explain that phrases such as Oh no! and What a shame! tend to be delivered emphatically so as to emphasise the speaker’s emotional involvement with whatever it is that they have heard.  • Students can work alone to complete the conversation using the phrases in the Useful language box.  • Play the recording 2.08 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 Point out that each photo in the exercise is accompanied by three situations, good ones alongside the first photo, bad ones alongside the second.  • Put students in pairs and ask them to use these situations to practise conversations in which they tell each other good and bad news.  • Monitor while students are practising their conversations. Check that they are using the phrases from the Useful language box. | | Students watch the video and answer the questions.  Students complete the table and exercise.  Students work in pairs and answer the questions.  Students do listening and answer the questions  Students complete the conversation and check answers.  Students work in pairs and act out the conversation  Students work in pairs and practice conversation | Students watch the video and answer the questions.  Students complete the table and exercise.  Students work in pairs and answer the questions.  Students do listening and answer the questions  Students complete the conversation and check answers.  Students work in pairs and act out the conversation  Students work in pairs and practice conversation | | Teacher evaluates and 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  Teacher evaluates and guides students  Teacher evaluates and guides students | Book, slide, video  Book, slide, video  Book, slide  audio  Book, audio  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to find out from friends and family members the best news they have had recently. | |  |  | |  |  |

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| Module 5 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | An email refusing an invitation | | | | | |
| Objectives according to the Curriculum | | 6.5.1.1- plan, write, edit and proofread work at text level with some support;  6.5.9.1- punctuate written work at text level;  6.5.6.1- link with minimal support sentences into coherent paragraphs using basic connectors. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read and understand an email refusing an invitation.  • use polite language for refusing.  • write an email refusing an invitation.  **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. Ask students how they usually invite friends to special occasions, e.g. by email, by calling them, by texting them, by talking to them face-to-face.  • Elicit or teach the verbs accept and reject, both of which are used with the noun invitation | | 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 65.  • Ask students to look at the photo, read Gemma’s email and answer the question.  • Check the answer.  • You could then teach the noun crutches, which Gemma can be seen in the photo having to use to get about and explain that it is used in the phrase to be on crutches.  • Ex2 Give students time to read Gemma’s email again.  • Ask students to work in pairs to answer the four questions.  • Check answers. Encourage stronger students to give as much information as they can when offering answers to the questions.  Optional activity  • Put students into small groups.  • Ask students to write a list of the least convincing reasons people might give for refusing an invitation.  • Ask one member of each group to report their ideas to the class.  • You could then ask if any students have friends who are always refusing invitations.  • Ex3 Read out the information about polite language for refusing in the Useful language box.  • Put students into pairs to add the phrases in the box to the Useful language.  • Check answers.  Get writing  • Ex4 PLAN Students should do their planning in class. The writing can either be done in class or at home.  • Ask students to read the email from their friend. Ask: What is Lisa inviting you to? (Answer: her birthday party).  • Tell students they are going to write an email refusing this invitation.  • 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 email.  • Ex5 WRITE Tell students to use Gemma’s email as a model to follow.  • Give students ten minutes to complete the writing task. Students should write about 100 words.  • Encourage students to produce at least two drafts of their emails. If students are doing this at home, ask them to write their emails on their computers rather than in their notebooks as it will allow them to change the text more easily.  • Ex6 CHECK Tell students that it is very important that they check their writing in order to look for ways to improve its content,  style and structure.  • Give students a few minutes to look through their emails and check them against the points here.  • Collect students’ emails 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 photo and answer the questions.  Students read the text and answer the questions.  Stronger students give more information  Students work in groups  Students work in pairs and complete the task  Students follow the instructions and do writing task | Students work with photo and answer the questions.  Students read the text and answer the questions.  Students give general information on the topic  Students work in groups  Students work in pairs and complete the task  Students follow the instructions and do writing task | | 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  Teach evaluates and guides students | Book, slide  Book, slide  Book  Book  Book  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  1, 2, 3, 4 and 5 on page 48 and Exercises 6, 7, 8, 9 and 10 on page 49 of the Workbook for homework.  Ask students to write a response from Lisa to the email in which you refused her invitation. Encourage students to use some of the language from the Useful language box on page 65, e.g. What a shame!, Oh no!, I’m sorry to hear that | |  |  | |  |  |

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| Module 5 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | CLIL. Foodborne illness | | | | | |
| Objectives according to the Curriculum | | 6.2.5.1- understand most specific information and detail of supported, extended talk;  6.3.3.1- give an opinion at sentence and discourse level. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • understand about foodborne illnesses.  • understand a Food Technology teacher talking about food safety.  • talk about the ways bacteria and infections can spread.  **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. Elicit the phrase food poisoning.  • Briefly tell students if you have ever been made ill by eating something and then tell students they are going to learn about foodborne illness. | | 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 66.  • Put students into pairs to ask and answer the questions.  • Ex2 Tell students look up definitions of the words in the box on their smartphones.  • Ask students to work in pairs to complete the text.  • Play the recording 2.09 for students to check their answers.  • Focus on the pronunciation of the words, particularly raw/rɔː/, surface /ˈsɜːfɪs/, intestine /ɪnˈtestɪn/ and spread /spred/.  • Ex3 Ask students to read the text again to decide if the sentences are true or false. Students should correct the false sentences.  • Check answers.  • Ex4 Tell students they are going to listen to a Food Technology teacher talking about food safety.  • Play the recording 2.10 for students to listen to it and put the food safety terms in the order in which the teacher mentions them.  • Check answers.  • Ex5 Play the recording again for students to make a note of what the teacher says about each of the food safety terms in Exercise 4.  • Check answers.  • Ex6 Put students into pairs to think of other ways that bacteria  and infections can go from person to person, e.g. by coughing and sneezing, touching when hands are dirty.  • Students may struggle to think of ways bacteria and infections can be spread from person to person. If they do, encourage them to do some research online.  DISCOVERY EDUCATION. 5.4 Medical myths  See page 148 for activities you can do with this video | | Students work in pairs and answer the questions  Students work in pairs and complete the text.  Students read the text and mark true/false.  Students do listening task and order the safety terms  Students make notes on listening task and check answers  Students work in pairs and generate ideas on the topic. | Students work in pairs and answer the questions  Students work in pairs and complete the text.  They may use transcript if needed  Students read the text and mark true/false.  Students do listening task and order the safety terms. They may use transcript if needed  Students make notes on listening task and check answers  Students work in pairs and generate ideas on the topic.  They may use internet resources | | 1 point for each correct answer  1 point for each correct answer  Point for each correct answer  Point for each correct answer  Point for each correct answer  Teacher evaluates and guides students | Book  Book, audio  Book  Book, audio  Book, audio  Book, internet resources |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to take a look at the website of the Centre for Computing History, a museum based in Cambridge: http://www.computinghistory.org.uk/ There are a number of things of interest on the site, from adverts for computers from the 1980s to a list of significant dates in the history of computer technology. | |  |  | |  |  |

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| Module 5 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Reading. Favourite food. | | | | | |
| Objectives according to the Curriculum | | 6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts;  6.4.5.1- deduce meaning from context;  6.3.5.1- keep interaction going in longer exchanges. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read and understand an article about a traditional Kazakh dish.  • find abbreviations and specific words in the article.  • explain another Kazakh recipe or a recipe from a different cuisine.  **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)  Using the photo, elicit the Kazakh dish Besbarmak and write it on the board. Do students think this is a healthy dish or not? Why?  • Give students one minute to call out as many Kazakh and international dishes as they can. Invite them to write the dishes on the board or write them yourself.  • Write ... is delicious/disgusting! on the board. Invite students to stand up and give their opinion about a dish using the prompt. | | 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 following vocabulary from the text: beef, flour, dough, add, mix, roll, broth, sliced.  • Once students have read the text, refer them to Exercise 1. Check they understand what an abbreviation is and look at the example with the whole class.  • Ask students to scan the text and find the abbreviations.  • Students can compare answers in pairs before you check them with the class.  • Ex2 Focus attention on definitions a–d. Set a two-minute time limit for students to do the task.  • You can give further support to weaker students by telling them the paragraph where they will find each word. (word a – Paragraph 1; word b – Paragraph 2; word c – Paragraph 4; word d – Paragraph 5)  • Students can compare answers in pairs before you check them with the class.  • Check answers and help students with the pronunciation of dough /dəʊ/ and broth /brɒθ/. Make sure that students understand dish can be used to describe a specific type of food, as well as the physical object.  Optional activity  • Focus attention on the photo of the people having a meal. Elicit ideas from the whole class as to what they might be talking about, e.g. the food, the weather, their animals, a funny incident, etc.  • Put students in pairs or small groups. Ask them to imagine they are each a person from the photo. They work together and make up a short dialogue of about three turns each. Ask them to write it down. Monitor and help with vocabulary.  • Students practise their dialogue in pairs or groups before performing it for the whole class. | | Students read the text and complete the exercise  Students work on definitions and compare answers with classmates  Students work in groups and make a dialogue | Students read the text and complete the exercise  Students work on definitions and compare answers with classmates. They may use dictionaries  Students work in groups and make a dialogue | | Point for each correct answer  1 Point for each correct answer  Students evaluate each other | Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  • Ask students to research a traditional dish from a different  cuisine, e.g. Chinese, Japanese, Mexican, etc. Students should find a recipe and make a note of the ingredients and basic steps. They should also find photos of the end result (i.e. the dish) to show to class.  • Alternatively, ask students to write a description of the dish  they have chosen based on the text on page 67. Their text should be much shorter, e.g. two paragraphs. | |  |  | |  |  |