**Lesson plan for the 6th Grades**

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| Module 6 Lesson 1 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | Holiday essentials. |
| Objectives according to the Curriculum | 6.1.3.1- respect differing points of view; 6.3.3.1- give an opinion at sentence and discourse level;6.2.5.1- understand most specific information and detail of supported, extended talk. |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• learn vocabulary for holiday essentials.• talk about what I need to take on a trip.**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. Ask: *Do you ever go away on holiday? What do you take with you? Do you take a lot of things or only a few things?* | students respond to greeting and take their places.Students answer the questions and share ideas | students respond to greeting and take their places.Students answer the questions and share ideas |  |  |
| **The middle of the lesson – 35 min** | • Ex1 Ask students to open their books at page 69.• Refer students to the photos.• Read out the holiday essentials in the box and make sure that students understand them all. Students then work in pairs to match the photos with the holiday essentials.• Play the recording 2.11 for students to check their answers and repeat the words.• To extend the exercise, put students into pairs and ask them to take it in turns to cover the box and point to one of the pictures for their partner to say the right phrase.• Ex2 • Ask students to work in pairs to work out what item fromExercise 1 they need for each situation.• Students can then compare their answers in pairs before you check answers with the class.• Game Play The ball game to practise the vocabulary for holiday essentials.• See Games Bank on pages 28–29 (TB).• Ex3 Ask students to work individually to order the items from Exercise 1.• Ex4 Read out the example sentences.• Ask students to discuss their lists from Exercise 3 in pairs.• To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 127 and do the exercises for Holiday essentials. | Students work with photos and do matching Students listen to the recording and check their answers Students work in pairs and complete the exercise. Students play the game and follow the instructions Students work individually and work with vocabulary  | Students work with photos and do matching Students listen to the recording and check their answers. Students may use transcript Students work in pairs and complete the exercise. Students play the game and follow the instructions Students work individually and work with vocabulary  | 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 Book, audioBookBookBook, vocabulary  |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2 and 3 on page 53 of the **Workbook** for homework. |  |  |  |  |

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| Module 6 Lesson 2 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | An online forum. |
| Objectives according to the Curriculum | 6.1.6.1- organise and present information clearly to others; 6.4.2.1- understand independently specific information and detail in short, simple texts;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:**• do an online forum.• understand and use verbs with re-.• talk about what places I want to visit in my country.**Some learners will be able to:** |
| Evaluation criteria | Identify the main idea in extended talks with little support;Identify details in a text with little support;Interact in a pair, group and a whole class work presenting. |
| Level of thinking skills | Low order thinking |
| **During the lesson:** |
| **The stage of the lesson/timing** | **Actions of the teacher:** | **Actions of the pupils:** | **Student actions with special educational needs** | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)The teacher greets students; students respond to greeting and take their places.*Hello, boys and girls! How are you?*Warm up (4 min)• Books closed. Tell students where you wanted to go on holiday when you were young. If there were many different places you wanted to visit, tell students that. The important thing at this point is that whatever it is you have to say to the class should get them thinking about what places they want to visit on their holiday. | 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 70.• Put students into pairs to tell one another about where they want to go on holiday. Encourage students to go into as much detail as they can about their ideas.• Ask some students to report back to the class on their partner. • Ex2 Refer students to the three photos.• Ask students to work alone to read and match the photos to the replies.• Students can compare their answers in pairs. Encourage students to explain why they matched each photo to each reply.• Ex3 Tell students to look at the text again to mark the sentences true of false.• Ask students to compare their sentences with a partner.• Refer students to the information in the FACT! box. Explain that Bangkok is the capital of Thailand and one of the most popular destinations in the world. Ask students if they have ever been in Thailand and if they would like to visit one day.• Ex4 Ask students to find two verbs with re- in the text.• Put students into pairs and ask them to work out the meaning of each of the verbs with re- from the context.Weaker students can look up a definition or a translation of the verbs on their smartphones.• Ex5 Complete the first sentence as an example.• Ask students to work alone to complete the remaining sentences with the verbs in the box.• Students can compare answers in pairs before you check answers with the class.• To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 127 and do the exercises for Explore the prefix re-. • Ex6 Give students time to think about places they would like to visit in their country. Encourage students to explain why each place matches to the people in each situation.• Monitor while students write their ideas. Help as necessary.• Ex7 Put students into pairs.• Ask students to compare their sentences with a partner they don’t usually work with and to try to agree on the best three ideas.• Ask some students to tell the class what is the most popular idea. | Students work in pairs and practice their speaking skills Students work with photos. They read and match the photos to their replies Students read the text and mark the sentences true of false.Students work in pairs and find the meaning of verbs Students complete the sentences and compare answers with classmates Students write their ideas and share with the class Students work in pairs and compare the sentences with each other  | Students work in pairs and practice their speaking skills Students work with photos. They read and match the photos to their replies Students read the text and mark the sentences true of false.Students work in pairs and find the meaning of verbs Students complete the sentences and compare answers with classmates Students write their ideas and share with the class Students work in pairs and compare the sentences with each other. Weaker students work with stronger one  | 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer Students evaluate each other  | BookBook, slide Book, slide BookBook, slide BookBook, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercise 6 on page 54 and Exercises 1, 2, 3 and 4 on page 57 of the Workbook for homework.Also ask students to find out where their friends (away from their English class) want to go on holiday. |  |  |  |  |

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| Module 6 Lesson 3 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | Language focus1: First conditional |
| 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; 6.6.8.1 - use future form will to make offers, promises, and predictions;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:**• learn the first conditional.• ask and answer questions using the first conditional.**Some learners will be able to:** |
| Evaluation criteria | Apply First Conditional 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 on the board: If I finish my homework, …• Ask students if they can complete the sentence. Either elicit or introduce a way of finishing the sentence, e.g. I’ll go to the cinema.• Explain that the sentence on the board is an example of the first conditional. | students respond to greeting and take their places.Students complete the sentences and check in pairs  | students respond to greeting and take their places.Students complete the sentences and check in pairs  | 1 point for each correct answer  |  |
| **The middle of the lesson – 35 min** | • Ex1 Ask students to open their books at page 71.• Tell students that the example sentences are from the text on page 70.• Students can refer to the text on page 70 to complete the sentences.• For further information and additional exercises, students can turn to page 119 of the Grammar reference section.Say it right!Ex1 Remind students that certain words in a sentence are given a particular stress to help convey meaning.• Play the recording 2.12 for students to listen to and repeat the sentences.Ex2 Play the recording 2.13 for students to mark the main stresses in the sentences.Ex3 Play the recording for students to check their answers toExercise 2 and repeat the sentences.• Ex2 Complete the first sentence as an example. Check students’ understanding of the verbs.• Ask students to work alone to complete the rest of the exercise. Encourage weaker students to check their answers against the examples in Exercise 1.• Students can compare their answers in pairs before you check answers with the class.Game• Play Expanding sentences to practise the first conditional.• See Games Bank on pages 28–29 (TB).• Ex3 Ask students to read the text.• Read out the question and elicit the correct answer.• Ex4 Put students into pairs to complete the text in Exercise 3 with the correct form of the verbs in brackets.• Play the recording 2.14 for students to check their answers. • Ex5 Complete two or three of the sentences so that they are true for you.• Ask students to work alone to complete the sentences so that they are true for them.• Monitor while students do this task. Check that students are forming their first conditional sentences correctly.• Ex6 Read out the example question and answer.• Put students into pairs to ask and answer questions based on the sentences in Exercise 5.• Ask some students to tell the class about their partner. | Students read the examples and complete the sentences Students listen and choose the correct option. Students complete the sentences and answer in pairs Students follow the instructions and play a game Students read the text and answer the questions Students work in pairs and complete the text. Students read the sentences and mark true/false. They then complete the sentences and check Students read the questions and answer  | Students read the examples and complete the sentences Students listen and choose the correct option. Students complete the sentences and answer in pairs. Weaker students wok with stronger students Students follow the instructions and play a game Students read the text and answer the questions Students work in pairs and complete the text. Students read the sentences and mark true/false. They then complete the sentences and check Students read the questions and answer  | 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer  | Book, slide Book, slide, audioBook, slide Book Book, slide Book, slide, audio Book, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)Exercises 1, 2, 3, 4 and 5 on page 54 of the Workbook |  |  |  |  |

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| Module 6 Lesson 4 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | Listening. On holiday. |
| 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;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:**• use vocabulary for people and activities connected with holidays.• understand four conversations about holidays.• talk about different types of holidays.**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. Write *camping* on the board. Remind students that this type of holiday refers to spending time (often) in a natural environment and sleeping in a tent. | 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 72.• Complete the first sentence as an example. Ask students to work alone to complete the remaining sentences with the words in the box.• Students can compare answers in pairs before you check answers with the class.• Students listen to the recording 2.15 and check their answers. • Ex2 Tell students to think about their answers to the questions in Exercise 1 and write notes.• Monitor and help as necessary. • Ex3 Put students into pairs to compare their sentences from Exercise 2.• To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 127 and do the exercises for On holiday.• Ex4 Books closed. Write on holidays on the board. Check that students understand that a holiday can take place in different parts of the world and different settings.• Ask students to open their books at page 72 and talk about what words in the box they think they might hear. • Ex5 Play the recording 2.16 to listen and check their answers.• Monitor and help as necessary. • Ex6 Give students a little time to read through the statements.• Play the recording 2.16 again.• Ask students to check their answers in pairs before doing class feedback. | Students complete the sentences and compare answers Students work in pairs and compare answers. They then work on vocabulary Students listen and check their answers Students listen to the recording and answer the questions  | Students complete the sentences and compare answers Students work in pairs and compare answers. They then work on vocabulary Students listen and check their answers Students listen to the recording and answer the questions  | 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer  | BookBookBook, audioBook, slide, audio  |
| **The end of the lesson – 5 min** | Homework (5 min)Exercises 1, 2, 3 and 4 on page 55 of the **Workbook**  |  |  |  |  |

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| Module 6 Lesson 5 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | Language focus 2**:** *Defining relative clauses* |
| Objectives according to the Curriculum | 6.2.1.1- understand a longer sequence of supported classroom instructions;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:**• know how to use defining relative clauses.• use definitions about people, places and things**Some learners will be able to:** |
| Evaluation criteria | Apply the rule for relative clauses to give definitions to words in practice;Differentiate between who, whose, where, and which relative pronouns;Apply relative clauses 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 following on the board: I read a book last week. This is the book.• Ask students if they can join the sentences. Either elicit or introduce a way of joining the sentences by using who, e.g. This is the book which/that I read last week. | 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 73.• Tell students that the example sentences are from the listening on page 72. Read through the sentences with the class and elicit which words go in the gaps 1–4.• Check answers.• For further information and additional exercises, students can turn to page 119 of the Grammar reference section. • Ex2 Complete the first sentence as an example.• Ask students to work alone to choose the correct defining relative clause. Fast finishers can write the sentences in Exercise 2 as two sentences without the relative clause.• Ex3 Read out the two sentences and ask the students to join them. Elicit the correct answers from the class. Guide weaker students to the correct answers by asking them to look for the person, place or thing in each sentence. • Ex4 Read out the information in the Get it right! box. Ask students to translate who, which and that into their language and say if there is a similar distinction in meaning.• Students complete the text individually.• Check answers. • Ex5 Refer students to the rules and examples in Exercise 1.Students can look up professions, places or things on the dictionary. If students are unable to provide any examples, give them a few minutes to use their smartphones to do a search for information online.• Ask students to work alone to write sentences with defining relative pronouns and their own ideas.• Students should write up to five definitions.• Monitor and help as necessary. • Ex6 Read out the example dialogue.• Put students into pairs to play the game.• Ask some students to report back to the class with their partner. | Students read the sentences and fill in the gaps Students complete the sentences and choose the correct clause. Students read the sentences and choose the correct answers Students complete the text individually and check with the class. Students read the examples and make sentences. Students read the dialogue and play a game  | Students read the sentences and fill in the gaps Students complete the sentences and choose the correct clause. Students read the sentences and choose the correct answers Students complete the text individually and check with the class. Students read the examples and make sentences. Students read the dialogue and play a game  | 1 point for each correct answer1 point for each correct answer 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer  | BookBookBookBookBookBook  |
| **The end of the lesson – 5 min** | Homework (5 min)Exercises 1, 2, 3, 4 and 5 on page 56 of the Workbook |  |  |  |  |

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| Module 6 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 | 6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 6.2.6.1- deduce meaning from context in supported extended talk;6.3.3.1- give an opinion at sentence and discourse level. |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• understand the information about a plan for a gap year.• talk about what people can do on a gap year in my country.**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. Tell students which countries you are most interested in visiting and why.• Put students into pairs to talk about which countries they are most interested in visiting. | 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 74 and look at the images.• Put students into pairs to ask and answer the questions. • Ex2 Put students into pairs to write down three things they think they will see in the three countries in the video.• The answers students will give here are dependent on their knowledge of the countries in question. If students do not know much about the countries, they can use their smartphones to do some research online. • Ex3 Play the video 6.1 without sound.• Students watch the video to check their answers to Exercise 2.• Find out how many images students correctly predicted would appear in the video.• Ex4 Read out the activities in the box.• Ask students to work alone to put the activities in the correct place in the table.• This exercise is a test of students’ memory and some will do better at it than others. Help guide those students who struggle with this to the correct answers. • Ex5 Play the recording again, this time with the sound on, for students to check their answers to Exercise 4.• Ex6 Read out the summaries.• Put students into pairs and ask them to choose the summary they think best fits the video.• Check answers.• Ex7 Ask students to work alone to write down three things that young people can do on a gap year in the students’ country.• Encourage students to think of things that are particular to their country and which young people might only be able to do there.• Ex8 Put students into small groups to compare the ideas they wrote down in Exercise 7.• Once students have chosen the three best ideas, ask a member of each group to report them to the class. | Students work in pairs and answer the questions Students work in pairs and make a list according to the task. Students watch the video and check their answers Students work individually and complete the task. Students read summaries and choose the best option Students work individually and make a list. They then share ideas with each other Students work in groups and compare ideas.  | Students work in pairs and answer the questions. Weaker students work with stronger Students work in pairs and make a list according to the task. Students watch the video and check their answers Students work individually and complete the task. They may use vocabularyStudents read summaries and choose the best option Students work individually and make a list. They then share ideas with each other Students work in groups and compare ideas.  | 1 point for each correct answer 1 point for each correct answer Students evaluate each other 1 point for each correct answer 1 point for each correct answer Teacher evaluates and guides students Students evaluate each other  | BookBook, videoBook, videoBookBookBook |
| **The end of the lesson – 5 min** | Homework (5 min)For homework, ask students to choose one of the countries featured in the video and plan a trip there. Students should write about where they will go, who they will go with and what they will see. |  |  |  |  |

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| Module 6 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;6.4.7.1- recognise typical features at word, sentence and text level;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 volunteering in Goa.• use verbs with prepositions.• plan a trip to work on a project in India.**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 volunteer and volunteering on the board. Teach or elicit the meaning of these words and then ask if anyone has ever done any volunteering. If any students have had any experience of volunteering, ask them to briefly tell the class about what they did. If no one has done any volunteering, you could ask students to say if there are any volunteering projects that they would like to take part 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 75.• Students look at the photos and map and say where Goa is. Do not confirm or reject students’ answers at this point. They will read the text and check their answers in Exercise 2. • Ex2 Ask students to read the magazine article to check their answers to Exercise 1. • Ex3 Read out the six questions.• Ask students to read the text again.• Put students into pairs to answer the six questions.• Check answers. Encourage stronger students to give as much detail as they can in their answers.• Read out the information in the FACT! box. Check that students are able to pronounce curry /ˈkʌri/ and then ask students if they have ever eaten curry, which dishes they have tried, and what they thought of them. • Ex4 Ask students to look at the text again to find out which prepositions are used with the verbs wait and learn.• Check answers.• Ex5 Complete the first sentence as an example.• Put students into pairs and ask them to complete the remaining sentences by choosing the correct preposition ineach case.• To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 127 and do the exercises for Explore verbs with prepositions. • Ex6 Put students into pairs and ask them to imagine that they are going to take a year out to work on a project in India.• Students can use the ideas in the box, or their own ideas, to write a list of the things that they will need to do before they go to India.• Monitor while students write their lists. Help with vocabulary as necessary.• Ex7 Put students into small groups.• Ask students to compare the lists they wrote with a partner in Exercise 6.• With the class as a whole, discuss how important it is to make plans before you go on a trip. Find out which students like to be very organised and which are more relaxed about such things. | Students work with photos and talk on a topic Students read the article and answer the questions. Stronger students give more details in answers Students read the text and work with prepositions Students complete the sentences and work with vocabulary Students work in pairs and share their ideas on the topic Students work in small groups and compare their answers with each other  | Students work with photos and talk on a topic Students read the article and answer the questions Students read the text and work with prepositions Students complete the sentences and work with vocabulary. They may use dictionaries Students work in pairs and share their ideas on the topic Students work in small groups and compare their answers with each other  | Teacher guides students 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer Teacher evaluates and guides students Students evaluate each other  | Book BookBookBookBook |
| **The end of the lesson – 5 min** | Homework (5 min)Exercises 6 on page 56 of the Workbook.Ask students to research India online. Encourage them to look into the culture and history of the country. Students should find three places in India that they would like to visit, e.g. this could be anything from a city to a monument |  |  |  |  |

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| Module 6 Lesson 8 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | Agreeing and disagreeing. |
| Objectives according to the Curriculum | 6.3.3.1- give an opinion at sentence and discourse level; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers. |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• understand teenagers talking about what they are going to do when they leave school.• understand a conversation between a teenager and a reporter.• express their agreeing and disagreeing.**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 leaving school on the board.• Elicit examples of things people do when they leave school and write them on the board, e.g. go to university, get a job, leave home. | 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 76.• Tell students they are going to watch some teenagers answering the following question: What are you going to do when you leave school?• Refer students to items a–j.• Tell students that they are going to decide which of the things the students are going to do when they leave school.• Play the video 6.2 or the recording.• Students work alone to complete the exercise. They can compare answers in pairs before you check answers with the class.• Put students into pairs to ask and answer the question. Encourage them to ask additional questions and to develop a conversation.• Ask some students to report back to the class on what their partner said. • Ex3 Tell students they are going to listen to a teenager talking to a reporter.• Read out the question.• Play the recording 2.17.• 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 verb suppose, which means to think or assume something is true without proof or knowledge.• Students can work alone to complete the conversation using the phrases in the Useful language box.• Play the recording for students to check their answers. • Ex5 Ask students to work in pairs to act out the conversation in Exercise 4.• Students can act out the conversation twice, taking a different part each time. • Ex6 Refer students to the statements.• To help weaker students, you could brainstorm ideas and put these on the board. Students could then use these ideas in their conversations.• Give students time to form their opinions with regard to the statements. Monitor while students write their opinions. Help with vocabulary as necessary.• Ex7 Put students into pairs to practise conversations based on three ideas from Exercise 6.• Monitor while students are practising their conversations. Check that they are using the phrases from the Useful language box.• Choose the statement you find most interesting and encourage a further debate on it with the whole class.  | Students do watching and answer the questions Students work in pairs and answer the questions Students do listening and answer the questions Students complete the conversation and check their answers Students work in pairs and act out a dialogue Students read the statement and share their opinions. Students work in pairs and practice conversations and check each other  | Students do watching and answer the questions Students work in pairs and answer the questions Students do listening and answer the questions Students complete the conversation and check their answers. They may use Students work in pairs and act out a dialogue. Weaker students work with stronger Students read the statement and share their opinions. Weaker students may brainstorm ideas. Students work in pairs and practice conversations and check each other | 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer Teacher evaluates and guides students Teacher evaluates and guides students Students evaluate each other  | Book, videoBookBook, audio Book, audioBook Book |
| **The end of the lesson – 5 min** | Homework (5 min)Ask students to find out what their friends plan to do after leaving school. Students should keep a record of what their friends say. |  |  |  |  |

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| Module 6 Lesson 9 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | A thank you email. |
| Objectives according to the Curriculum | 6.5.3.1- write with some support about personal feelings and opinions; 6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors; 6.5.7.1- use with some support appropriate layout at text level. |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• understand a thank you email.• know verb patterns.• write a thank you email.**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. Tell students about a present you received for your last birthday.• Put students into pairs to tell one another about the best present they received for their last birthday.• Ask some students to report back to the class on their partner. | students respond to greeting and take their places. | students respond to greeting and take their places. |  |  |
| **The middle of the lesson – 35 min** | • Ex1 Ask students to open their books at page 77.• Ask students to read Tom’s email and answer the questions.• Check answers. • Ex2 Read out the questions.• Give students time to read Tom’s email again.• Ask students to work in pairs to answer the question.• Check answers.• Ex3 Read out the information in the Useful language box.• Ask students to work alone to find examples of the two verb patterns in Tom’s email in Exercise 1.• Ex4 Read out the example.• Put students into pairs to complete the sentences with the verbs in brackets and the correct verb pattern.• Check answers.Get writing• Ex5 PLAN Students should do their planning in class. The writing can either be done in class or at home.• Ask students to imagine that they have received a present from someone in their family and to think of something they are going to do with the present they have received, e.g. My uncle gave me a new pair of trainers. I am going to wear them when I play tennis next week.• Tell students they are going to write an email to this family member, thanking them for the present they received. • 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.• Ex6 WRITE Tell students to use Tom’s email as a model to follow.• Give students ten minutes to complete the writing task.Students should write about 100 words.• 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’ stories and mark them.• Find good examples of each key point/section in students’ thank you emails. Copy them onto separate sheets and stick the sheets onto the board in random order. Ask students to put them in order to create a model thank you letter. | Students read the text and answer the questions Students work in pairs and answer the questions Students find examples and complete the exercises students work in pairs to complete the sentencesStudents follow the plan and complete the tasks for writing  | Students read the text and answer the questions Students work in pairs and answer the questions Students find examples and complete the exercises students work in pairs to complete the sentencesStudents follow the plan and complete the tasks for 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 Teacher revaluates and guides students  | BookBook, slide BookBookBook, internet resources  |
| **The end of the lesson – 5 min** | Homework (5 min)Exercises 1, 2, 3 and 4 on page 58 and Exercises 5, 6, 7, 8, 9, 10 and 11 on page 59 of the Workbook for homework. |  |  |  |  |

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| Module 6 Lesson 10 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | CLIL.The Bauhaus movement. |
| Objectives according to the Curriculum | 6.4.5.1- deduce meaning from context;6.4.2.1- understand independently specific information and detail in short, simple texts;6.2.6.1- deduce meaning from context in supported extended talk. |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• learn about the Bauhaus movement.• talk about buildings in my town or city.**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 architecture and architects on the board.• Check that students understand the meaning of the words and then ask: Are there any buildings in your country or around the world that you are interested 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 78.• Read out the adjectives in the box and make sure that students can pronounce them: old-fashioned /ˌəʊldˈfæʃənd/, practical /ˈpræktɪkəl/, comfortable /ˈkʌmftəbl/, functional /ˈfʌŋkʃənəl/ and attractive /əˈtræktɪv/.• Students can check the meaning of the adjectives by looking them up online using their smartphones.• Put students into pairs and ask them to decide which of the adjectives in the box can be used to describe the buildings in the photos. Check answers.• Ex2 Ask students to read and listen (recording 2.18) to the text about the Bauhaus movement.• Put students into pairs to answer the question.• Check answers. Encourage students to give reasons for the answer they give.• Ex3 Form and function are not only important words when it comes to architecture, but vital when it comes to understanding Bauhaus. Check that students understand the distinction between these words. Form refers to the shape of a building whereas function refers to what the building is used for.• Give students time to read the four sentences.• Ask students to work alone to read the text again and decide if the sentences are true or false. They should correct the false sentences.• Students can compare answers in pairs before you check answers with the class. • Ex4 Give students time to read the four sentences.• Play the recording 2.19.• Students listen and choose the correct answer in each of the four sentences.• Students can compare answers in pairs before you check answers with the class. • 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 their partner.DISCOVERY EDUCATION. 6.3 The seventh wonder of the world See page 149 for activities you can do with this video. | Students read the adjectives and work on pronunciations. Students work in pairs and answer the questions Students listen and read the text. They then work in pairs and answer the questions Students read the sentences and mark them true/false Students listen and choose the correct answer Students work in pairs and answer the questions  | Students read the adjectives and work on pronunciations. Students work in pairs and answer the questions Students listen and read the text. They then work in pairs and answer the questions Students read the sentences and mark them true/false Students listen and choose the correct answer. They may use transcript Students work in pairs and answer the questions  | 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer Teacher evaluates and guides students  | BookBook, vocabulary Book, audioBook, audio Book, audioBook |
| **The end of the lesson – 5 min** | Homework (5 min)Ask students to read about a city with a distinctive or unusual style of buildings. They can research the history of the style and find some examples of specific buildings. |  |  |  |  |

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| Module 6 Lesson 11 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | Reading.The pearl of Kazakhstan |
| Objectives according to the Curriculum | 6.4.2.1- understand independently specific information and detail in short, simple texts;6.4.5.1- deduce meaning from context;6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about general topics. |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• read and understand text about Burabai National Park.• answer comprehension questions about the text.• act out a roleplay about visiting Lake Burabai.**Some learners will be able to:** |
| Evaluation criteria | Identify details in a text with little support;Identify the correct form of a word, appropriate sentence structure and text layout;Clarify the meaning of the word in a dictionary or other digital references. |
| Level of thinking skills | Low order thinking |
| **During the lesson:** |
| **The stage of the lesson/timing** | **Actions of the teacher:** | **Actions of the pupils:** | **Student actions with special educational needs** | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)The teacher greets students; students respond to greeting and take their places.*Hello, boys and girls! How are you?*Warm up (4 min)• Books closed. Write the question on the board in jumbled order: What do you think is the most beautiful place in Kazakhstan?• Have students work in pairs and race to unjumble the question. The first pair to get the question right decides which pair of students is going to answer it. Then, they pick another pair to answer the question, and so on.• Continue this way until all students have given their answer. You could write the places mentioned on the board | students respond to greeting and take their places. | students respond to greeting and take their places. |  |  |
| **The middle of the lesson – 35 min** | • Ex1 Ask the students to guess what place they are going to read about. Elicit ideas and ask them to look at page 79 and check.• Before students read the text, explain or elicit the meaning of the following vocabulary: average, pine trees, birch trees, lie on a beach, view, cliffs, bricks.• Ask students to read the text once and say whether they agree with the last statement or not. Make sure they understand the phrase ‘pearl of Kazakhstan’ (the most beautiful place).• Focus attention on the questions. Allow a minute or two for students to read the questions and think about their answers alone.• Help weaker students by giving them the following prompts to use when answering the questions:1 You shouldn’t go there in the winter because ... 2 ... grow in the forests of Burabai. 3 You can see ...4 Because it’s got ...• Put students in pairs or small groups to discuss the questions. Monitor and make sure students are giving full answers and aren’t reading off the page.• After you have checked the answers to the exercise, you can extend the task by asking students to give three reasons why they would like to visit Burabai National Nature Park. Give them the following prompt:I’d like/love to visit Burabai National Nature Park because ...First, ...Also, ...And, ...Students can either think about their answers and/or write them down.• Put students in pairs to compare their reasons before inviting individual students to share their ideas. • Ex2 Students scan the text to find the adjectives in the box. You could provide a photocopy for students to mark.• Students use dictionaries to find an alternative for each adjective occurrence. You could ask weaker students to work in pairs.• Ex3 For each adjective in the box, ask several students for examples of alternatives and write them on the board.• For each adjective occurrence in the text, students vote on the adjective that works best in that sentence. Remind them that not every adjective will be suitable for each situation, even if the meaning is very similar. They should think about context, levels of formality and how common the adjective is.Optional activity• Write on the board: Hi! Would you like to go to Lake Burabai with me next weekend? Drill this around the class focusing on intonation.• Put students into pairs (A and B) and ask them to write a short dialogue starting with the turn on the board. Monitor and help as necessary.• Give students time to practise reading out their dialogues. Monitor and correct any pronunciation difficulties.• Invite pairs of students to act out their dialogues for the whole class. Comment on their performance.• To extend this task, ask each pair of students to swap their dialogue with another pair and act it out | Students guess the places and share ideasStudents read the text and work with vocabulary.Students read the text and discuss the last statement.Students read the questions and answer.Students work in pairs and discuss the questions/Students work in groups and share ideas Students work in pairs and compare their answers Students read the text and work with the adjectives Students find examples and make sentences. Students work in pairs and act out a dialogue  | Students guess the places and share ideasStudents read the text and work with vocabulary.Students read the text and discuss the last statement.Students read the questions and answer. Weaker students work with the prompts Students work in pairs and discuss the questions/Students work in groups and share ideas Students work in pairs and compare their answers Students read the text and work with the adjectives Students find examples and make sentences. Students may work in groups or use transcript Students work in pairs and act out a dialogue. Stronger students may work with weaker students  | 1 point for each correct answer 1 point for each correct answerTeacher evaluates and guides students Students evaluate each other 1 point for each correct answer Teacher evaluates and guides students 1 point for each correct answer 1 point for each correct answer Teacher evaluates and guides students  | BookBookBookBookBookBookBookBook |
| **The end of the lesson – 5 min** | Homework (5 min)Ask students to research another place of natural beauty in Kazakhstan or in a different country. Ask them to prepare a one-minute presentation about the place with photos and main information about sights, reasons why it’s popular, etc. Explain that you will collect their writings, but they will give their presentations orally, so they should spend some time practising. |  |  |  |  |