**Lesson plan for the 6th Grades**

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| Module 7 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | A short biography. Reading a long extract from a novel. | | | | | |
| Objectives according to the Curriculum | | 6.3.1.1.- understand the main points in a growing range of short, simple texts; 6.3.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.1.4.1- evaluate and respond constructively to feedback from others. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**   * read and understand a short biography of George Eliot.   read and understand an extract from the *The Mill on the Floss*.  **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)  • On the board, draw a simple mill (a big house like a farm with a wheel on its side) and two stick figures; a boy and girl.  • Write the title of the book above the picture: *The Mill on the Floss*. Explain what a *mill* is (a building where they used to grind grains to make flour) and that *Floss* is the name of a river.  • Give students a minute to think about and predict the plot. Help them by asking: *What are the main characters’ names? What’s the relationship between them? What’s their life like?* etc.  • Put students in pairs or small groups to share their ideas. Monitor and help as necessary. | | students respond to greeting and take their places.  Students predict a plot and share ideas | students respond to greeting and take their places.  Students predict a plot and share ideas | | Teacher guides students |  |
| **The middle of the lesson – 35 min** | • Focus attention on the photo of the girl on page 82. Ask students to describe what they can see.  • Put students into pairs and give them a couple of minutes to answer the three questions.  • Ask two or three students to report back to the class on what their partner said about the photo. Have a class discussion about the differences between the Victorian times and today.  • You can extend the discussion by asking students to imagine they lived in the Victorian era. What would they enjoy about their life?  What would they dislike.  Ex1 Ask students to read the biography quickly to find out who wrote The Mill on the Floss.  • Elicit the answer and ask students what they found interesting about the author’s life. Make sure they understand the concept of a pen name, i.e. a name the writer uses instead of his/her real name.  • Give students two minutes to complete the fact sheet.  • Students can compare their answers in pairs before you check answers with the class on the board.  Ex2 Read out the question and discuss ideas as a class.  • Alternatively, put students in pairs to discuss their ideas. Then elicit ideas from individual students.  • If appropriate, explain why Mary Ann Evans used a male pen name sharing some or all of the information from the Background above.  Ex1 Go over students’ predictions from the Warm-up briefly.  • Ask them to read the first part of the story once and check whether their ideas about the main characters were correct.  • Check answers with the whole class.  • Ask three individual students to read out one question each.  • Set a three-minute time limit to read the passage and answer the questions.  • Pair stronger students with weaker students to compare their answers before you check answers with the class.  • When you check answers, ask students to say which part of the text gave them the answers.    Ex2 Write a list on the board:  – Tom’s reaction  – Adults’ reaction  – Other ideas  • Put students in pairs to predict how the story will continue. Read out the questions and explain that students must guess what the characters will do when they see Maggie’s hair. Encourage them to think of any other ideas about how the story will continue. Monitor and help as necessary.  • Choose individual students to share their ideas with the whole class. Write key words on the board, next to the corresponding heading in the list.    Ex3 Set a three-minute time limit for students to read the next part of the story. Tell them not to worry about words they don’t understand. They should focus on the gist (general meaning).  • Put students in pairs to discuss whether their predictions were correct.  • Discuss this as a whole class. Ask students to think about the information or language in the first part of the story that helped them make predictions. | | Students work with photos and describe them.  Students work in pairs and answer the questions.  Students discuss on the topic and correct each other  Students read the bibliography and find the answer. They then discuss and correct each other  Students read the questions and answer them.  Students make predictions and answer the questions  Students work in pairs and answer the questions. By answering the questions they predict the end of the story  Students work in pairs, read the ending of the story and answer the questions | Students work with photos and describe them.  Students work in pairs and answer the questions.  Students discuss on the topic and correct each other  Students read the bibliography and find the answer. They then discuss and correct each other  Students read the questions and answer them.  Students make predictions and answer the questions. Weaker students may use plot.  Students work in pairs and answer the questions. By answering the questions they predict the end of the story  Students work in pairs, read the ending of the story 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  Teacher evaluates and guides students | Book  Book  Book  Book  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to do some research and find one or more famous authors who wrote under pen names (e.g. Agatha Christie, Stephen King, J.K. Rowling, etc.). Encourage students to make a note of the pen names; titles they wrote with the real name and pen name; why they decided to use a pen name, etc.  • Set Exercises 1, 2 and 3 on page 63 and Exercises 4, 5, 6 and 7 on page 64 of the Workbook for homework | |  |  | |  |  |

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| Module 7 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Get reading. | | | | | |
| Objectives according to the Curriculum | | 6.3.1.1.- understand the main points in a growing range of short, simple texts; 6.3.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**   * read and understand an extract from the *The Mill on the Floss*. * practise scanning and reading for details.   **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 Mary Ann, George, Maggie, Tom, Mrs Tulliver on the board. Check that students remember who these names refer to.  • Put students into small groups and ask them to write down a description of the people.  • Ask students from each group to read out their notes to the class. Tell students they can look up the necessary information in their pupil’s books. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | Ex4 Before students do the task, read out the information in the Get Reading box. Tell students that reading a text quickly (in any order) to find specific information is called scanning. Elicit why it is such an important skill – because we do not always have time to read slowly; being able to scan and find information quickly is particularly useful in exams when time is limited.  • Ask students to read the questions and answers once. Check their understanding and set a three-minute time limit for this exercise. You may need to explain the difference between shocked and frightened, and the phrase turn to somebody.  • When time is up, students can compare their answers in pairs before you check answers with the class.  • Ask individual students to read a question and answer, and explain which part of the text helped them decide.    Ex5 Focus attention on the seven words from the text. Explain that students are going to match them with their meanings. They must first find them in the text and read around each word. The context (the whole sentence) will help them decide what each word means even if it’s an unfamiliar word.  • Allow weaker students to work together for this exercise.  • Students can compare their answers in pairs or with another pair before you check answers with the class.  • Drill the pronunciation of the words tremble /ˈtrem.bəl/ and naughty /ˈnɔː.ti/.  • To extend this vocabulary work, ask students to find three more unfamiliar words in the story. They can look at both parts of the story on pages 83 and 84.  • Ask them to guess the meaning of the words in pairs and then use a dictionary to check.    Ex6 Explain that students are going to focus on Maggie’s feelings. Ask them to go through the first or second text quickly and find a line that shows how Maggie was feeling. Check answers.  • Ask students to look at Exercise 6 and focus attention on the adjectives/phrases a–f. Check students’ understanding. You may need to explain hurt, upset, embarrassed and confidence.  • Students can do the task alone or you could pair stronger students with weaker students.  • Check answers. Discuss what helped students find the answers. They probably used their own knowledge and experiences. For example, students themselves might get red cheeks when they feel shy or embarrassed about something.    Ex7 Point to the six photos and explain that students must talk about each photo comparing the children to Maggie and Tom.  • Do an example with the first photo. Say: The girl looks a bit upset and angry like Maggie. Why do you think she’s feeling this way? Elicit ideas, e.g. Somebody had said something nasty to her. The boy isn’t like Tom because he is trying to talk to her and make her feel better. As you do the example, write key vocabulary on the board. | | Students read the information and read the text  Students read the questions and answer them.  Students compare their answers with weaker students  Students read the questions and answer the questions according to the text  Students do matching and check in pairs.  Students work on pronunciation  Students read the texts and find information about character.  Stronger students work alone.  Students work with photos and compare and contrast characters. | Students read the information and read the text  Students read the questions and answer them.  Students compare their answers with weaker students  Students read the questions and answer the questions according to the text  Students do matching and check in pairs.  Weaker students work with stronger students  Students work on pronunciation  Students read the texts and find information about character.  Weaker students may work in pairs  Students work with photos and compare and contrast characters. | | Teacher guides students  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  1 point for each correct answer  Teacher evaluates and guides students | Book  Book  Book  Book  Book  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  • Ask students to do some research and find one or more stories of the author. Encourage students to find a summary of the story.  • Set Exercises in the Workbook for homework | |  |  | |  |  |

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| Module 7 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Children’s literature. Hansel and Gretel | | | | | |
| Objectives according to the Curriculum | | 6.3.1.1.- understand the main points in a growing range of short, simple texts; 6.3.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**   * read and understand the fairy-tale *Hansel and Gretel*. * practise reading for details   **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 fairy-tale on the board.  • Ask students to explain the meaning of the word or introduce the theme by demonstrating a book of fairy tales.  • Ask students to name as many as they can (you can put them into two groups and do the task in form of competition). You can also ask Which’s your favourite? | | 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.  • Pre-teach the vocabulary: stepmother/ˈstepmʌðə/, cruel /krʊəl/, wicked /ˈwɪkɪd/, disappeared /ˌdɪsəˈpɪəd/.  • Introduce the fairy-tale called Hansel and Gretel.  • Ask students to look at the pictures and say what the story is about. Help them by asking them leading questions. • They then check their answers by reading the text.    Ex2 Pupils answer the questions, referring back to the text.  Ask students to work in pairs to complete the exercise.  • Students check answers in small groups.  • Check the activity by asking pairs of students to read out the questions and their answers to the class.    Ex3 Say Now it’s your turn. Think of a fairy-tale you know. Students ask and answer about a fairy-tale they know, using the questions: Who is in the story? What happens in the story? Is it a funny, sad or scary story?  • Alternatively they can make up their own story, deciding on the characters and the main events in the story.  • Students can then write the story in their notebooks. They can use the text Hansel and Gretel as a model.  • They can then read their stories to the class. If they have chosen a well-known fairy-tale, the students listening can guess what story it is. | | Students work on vocabulary and read the text.  Students look at the pictures and guess what the story is about  Students read the questions and find answers.  Students ask and answer the questions and share ideas | Students work on vocabulary and read the text.  Students look at the pictures and guess what the story is about  Students read the questions and find answers.  Weaker students may work with stronger students  Students ask and answer the questions and share ideas | | 1 point for each correct answer  Teacher evaluates students  1 point for each correct answer  Teacher evaluates and guides students | Book  Book, slide  Book  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to choose one of the tasks in Independent task and prepare it for the next class. | |  |  | |  |  |

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| Module 7 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | My favourite book. *The Chateau d’If* | | | | | |
| Objectives according to the Curriculum | | 6.1.7.1- develop and sustain a consistent argument when speaking or writing;  6.2.5.1- keep interaction going in basic exchanges on a growing range of general and curricular topics;  6.3.4.1.-read independently a limited range of short simple fiction and non-fiction texts. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**   * identify their favorite book. * describe the book they like.   describe characters, settings, and major events in a story *The Chateau d’If*.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Apply the rule for past forms to talk about past events in practice;  Apply past forms and time expressions accurately. | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books closed. On the board write: Books in our life  • Ask Why do people read books?  • Give students some minutes to think then elicit the answers. | | students respond to greeting and take their places.  Students answer the questions and predict the topic of the lesson | students respond to greeting and take their places.  Students answer the questions and predict the topic of the lesson | |  |  |
| **The middle of the lesson – 35 min** | Ex1 Elicit description of the photos.  • Have students discuss their ideas in pairs.  • Ask a few to tell the class their order, but don’t give the correct answer yet.  • Encourage students to read quickly. Give a short time limit, e.g. one minute and tell them just to focus on key words such as boat, soldiers, prison cell.  Ex2 Ask students to read and answer the questions.  • Students check their answers in pairs before the class check.  Optional activity  Students work in pairs and write two more comprehension questions about the text.  Ex3 Play the game Hangman to recap on the vocabulary from the text.  Ex4 Students discuss the questions in groups. Encourage them to ask each other questions about the stories and why they like them.  Ex4 I would like to talk about Arthur, It’s Only Rock ‘n’ Roll. In this book, my  Ex5 Write up the sentences from the Sentence Builder on the board. Ask students to translate them, then ask a few to read out their translations.  • Comment and point out which versions are the best, and why.  Ex6 Give students a few minutes to make notes before they make dialogues.  Ex7 Quickly elicit what students can remember about the characters and the story so far. Ask them to predict what they think will happen next. | | Students discuss the ideas and read the text  Students answer the questions and check their answers in pairs.  Students follow the instructions and play a game  Students discuss the topics and answer the questions  Students read the sentences and translate them.  Students make notes and practice their speaking skills | Students discuss the ideas and read the text  Students answer the questions and check their answers in pairs.  Students follow the instructions and play a game  Students discuss the topics and answer the questions  Students read the sentences and translate them.  Students make notes and practice their speaking skills | | 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  1 point for each correct answer | Book  Book  Book  Book  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to write a short essay about their favourite book | |  |  | |  |  |

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| Module 7 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | My favourite character. | | | | | |
| Objectives according to the Curriculum | | 6.1.7.1- develop and sustain a consistent argument when speaking or writing;  6.2.5.1- keep interaction going in basic exchanges on a growing range of general and curricular topics;  6.3.4.1.-read independently a limited range of short simple fiction and non-fiction texts. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **•** identify their favorite character in a book.  • use personality adjectives to describe the character.  • describe characters, settings, and major events in a story, using key details.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Apply the rule for past forms to talk about past events in practice; Differentiate between positive and negative personalities;  Apply past forms and time expressions accurately. | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books closed. On the board write: brave and aggressive?  • Check students understand the meaning of the words and can differentiate them into groups of positive and negative personality adjectives.  • Put students into small groups to make lists of some positive and negative personality adjectives.  • Ask one student from each group to read the words aloud. | | students respond to greeting and take their places.  Students work in groups and make a list of words and work with them | students respond to greeting and take their places.  Students work in groups and make a list of words and work with them | | Teacher guides students |  |
| **The middle of the lesson – 35 min** | Ex1 Put students into pairs or small groups. Then ask them to read the adjectives and classify them as positive or negative adjectives: ambitious, arrogant, calm, cruel, decisive, honest, dishonest, generous, intelligent, mean, violent, wise.  • Check the answers with the whole class.  Ex2 Tell students that today they are going to talk about favorite characters. A favorite character is the character in a story that you like the best. It can be a person, an animal, a small part, or a big part. As long as they play a role in the book, they can be your favorite character! Usually, you make some sort of connection with the character that makes them your favorite.  • Ask students to think of main characters from the books they have read and describe them using the personality adjectives.  • To extend the exercise, put students into pairs and ask them to take it in turns to listen to the partner’s description of a character from a story and guess it.  Ex3 Ask students to open their books.  • Refer students to the photos of main characters from books by Arthur Conan Doyle and ask Do you recognize the characters on the cover? Elicit the answers e.g. Yes, we see Sherlock Holmes and Doctor Watson. Ask students to say what they think of the personality of the characters hey have recognized. e.g. I think Doctor Watson is honest and intelligent.  • Some characters can be unfamiliar, because they do not regularly appear in the author’s books.  Ex4 I would like to talk about Arthur, It’s Only Rock ‘n’ Roll. In this book, my  Ex4  Ask students to read the description of a favourite character.  “I would like to talk about my favorite character from the Backstreet Boys. His name is Nick. In real life, he was born in the same town as me! He is also very brave, ambitious and talented, and is a very nice person.”  • Ask students to use the description as example to write some sentences about their favourite character.  • Students then work in pairs to tell what they have written about their favourite characters.  • Swap the pairs and ask students to exchange the information about their partner’s favourite character. | | Students work in pairs or small groups. They read the adjectives and classify them  Students talk about their favorite characters and complete the exercise  Students describe the photos and characters.  Students read the descriptions and answer the questions | Students work in pairs or small groups. They read the adjectives and classify them  Students talk about their favorite characters and complete the exercise  Students describe the photos and characters.  Students read the descriptions and answer the questions | | 1 point for each correct answer  Students evaluate each other  1 point for each correct answer  1 point for each correct answer | Book, vocabulary  Book, slide  Book  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to add the information about their character. Tell them that they can use the Internet resources. Alternatively, they can write about other characters they like. | |  |  | |  |  |

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| Module 7 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Oscar Wild. | | | | | |
| Objectives according to the Curriculum | | 6.1.7.1- develop and sustain a consistent argument when speaking or writing;  6.2.5.1- keep interaction going in basic exchanges on a growing range of general and curricular topics;  6.3.4.1.-read independently a limited range of short simple fiction and non-fiction texts. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **•** identify their favorite character in a book.  • use personality adjectives to describe the character.  • describe characters, settings, and major events in a story, using key details.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Apply the rule for past forms to talk about past events in practice;  Apply past forms and time expressions accurately. | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Ask students if they have heard of Oscar Wilde or The Importance of Being Earnest. Write any ideas on the board in note form. Use the information in the About the author box to provide an introduction. Depending on the class, it may be appropriate to use L1 at this stage. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | Ex1 Draw students’ attention to the film at the top right of the worksheet. Elicit responses to the questions: Do you know the actors? (Colin Firth and Rupert Everitt) Do they look rich or poor? (rich) Are they friends or enemies? (friends)  • Organize the class into pairs or small groups. Set a time limit of a few minutes for students to discuss the questions. Then ask students for their opinions. Encourage them to back up their answers with reasons (in L1 if necessary). For example, ‘It is important to have a best friend so you can tell them your problems.’  Ex2 Draw students’ attention to the text above the film still which ‘sets the scene’ and clarify understanding. When students have read the text once, allow time to check unfamiliar words in the glossary.  Ex3 Students read through the questions. Check for understanding and remind them to refer closely to the text to find the answers.  Optional activity  Ask some comprehension questions to check general understanding of the text: How many characters are mentioned in the text? (7: Jack, Algernon, Cecily, Miss Prism, Ernest, Bunbury, Gwendolen) Which two characters don’t really exist? (Ernest, Bunbury) What is Algernon’s nickname?(Algy)  Ex4 I would like to talk about Arthur, It’s Only Rock ‘n’ Roll. In this book, my  Ex4 Students read the text again. Discuss the questions and answers with the class.  Ex5 Read through the sentences one at a time to check comprehension of any unknown vocabulary. If necessary, refer to the information in the About the author box for more detail on Queen Victoria and Victorian society. Working individually, students complete the sentences with the correct form of the  words in the glossary. Ask individual students for answers.  • Ask students which facts they find interesting or surprising  and why. Point out that these facts all relate to life in Victorian society in England. Ask students to make another sentence for each item in the glossary. Explain that writing new vocabulary items in context is a good way to remember them.  Ex6 Organise the class into groups of three. Read the instruction and check that students understand what they are going to do. Ask two students to read the first part of the conversation. Brainstorm ideas and write the ideas on the board (the country / London;  parties; why he’s got two names). Set a time limit of 5–10 minutes and then when they have finished, ask a group of three to perform their role play to the class.  Optional activity  Ask students to read the text again and to underline five more words that are new to them. Ask them to write the words in sentences. They then read their sentences in pairs and correct each other’s mistakes. | | Students watch the video and answer the questions  Students read the text and find unfamiliar words  Students read and answer the questions.  Students read the text and answer the questions  Students read the sentences and find the correct answer  Students work in groups and answer the questions | Students watch the video and answer the questions  Students read the text and find unfamiliar words  Students read and answer the questions.  Weaker students may work with stronger students  Students read the text and answer the questions  Students read the sentences and find the correct answer  Students work in groups and answer the questions.  They may use dictionaries if needed | | 1 point for each correct answer  Teacher guides students  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, video  Book  Book  Book  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students if they know any other Oscar Wilde quotations, or any famous witty quotations. They may know some translated into their L1. Ask them to explain what the quotations mean. | |  |  | |  |  |

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| Module 7 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Writing. An argumentative essay | | | | | |
| Objectives according to the Curriculum | | 6.1.7.1- develop and sustain a consistent argument when speaking or writing;  6.5.4.1-write with some support topics with some paragraphs to give basic personal information;  6.5.5.1-develop with support coherent arguments supported when necessary by examples and reasons. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **•** write a dialogue between two people.  • write an argumentative essay.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Recognize the content of an extended conversation using some supporting information; Apply the rules for developing argumentative speech. | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books closed. Write young heroes on the board.  • Ask students if they know any young people who have done extraordinary things. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | Ex10 Read out the five situations and elicit possible pairs of people, e.g. mum and dad; grandma and granddad; teacher and student; two friends; two strangers on a bus; a celebrity and an interviewer; etc. Write them on the board.  • Look at the example with the class. If necessary, do one more example with a situation students suggest.  • Give students time to choose a situation and make notes for each person. They can work alone or in pairs.    Ex11 Ask students to write a dialogue between two people using their notes from Exercise 10. Explain that they must show the differences between the two people, e.g. what they feel and say, how they react, etc. • Put students in pairs to take turns reading out their dialogues.  • Collect students’ dialogues and mark them.  • Use students’ written work as a means of finding common errors.  • Tell students they are going to write an argumentative essay.  • Refer students back to the Exercise 10 and 11. Students should use this information when working on the content of their essay.  • Ask students to use the plan:  1 Paragraph 1: Introduce the topic. End the paragraph with your initial opinion.  2 Paragraph 2: Give arguments that support your opinion. Give clear examples and evidence.  3 Paragraph 3: Think about the opposite opinion. Give examples. Say why the argument is weak.  4 Paragraph 4: Summarize your essay and restate your opinion in your first paragraph.  • 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 | | Students work with vocabulary and make sentences  Students work in pairs and read the dialogue.  Students write an argumentative essay | Students work with vocabulary and make sentences  Students work in pairs and read the dialogue.  Students write an argumentative essay | | 1 point for each correct answer  1 point for each correct answer | Book  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to finish and/ or check their writing. | |  |  | |  |  |