**Lesson plan for the 6th Grades**

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| Module 8 Lesson 1 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | Our neighbourhoodShops. |
| Objectives according to the Curriculum | 6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers46.1.3.1-respect differing points of view |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• learn vocabulary for shops.• talk about shops I go to.**Some learners will be able to:** |
| Evaluation criteria | Identify the main information of a talk using supporting InformationRecognize the meaning of a story and extended talk with some supportApply 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. On the board, write the names of famous shops in the country in which your students live.Refer to what you have written on the board, elicit the words *shop* and *shopping*, and write them on the board. | students respond to greeting and take their places. | students respond to greeting and take their places. |  |  |
| **The middle of the lesson – 35 min** | • 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.CD 2.20• Ask students to open their books at page 87. • Put students into pairs to do the matching exercise. • Weaker students can look up the meanings of the words in a dictionary. • Play the recording for students to check their answers and repeat the words.• Read out the questions.• Put students into pairs to answer the questions.• When checking answers, ask students to name a local example for each of the shops in question.• Using the questions in Exercise 2 as a model to follow, students write 3–4 questions about the shops in Exercise 1.• Put students into pairs to ask and answer their questions• Play Pictionary using the shops vocabulary. • See Games Bank on pages 28–29.• Ask students to work in small groups to design their own shop.• Students should decide what the shop sells, how big it is, where it is located and its name.• Students present their design for the class to decide which is its favorite• Ask one student to read out the four questions and another student to read out the example answer.• Ask students to work alone to answer the questions.Stronger students need only write notes to the questions.Weaker students should write full answers to the questions as it will help them in the speaking exercise which follows.• Monitor while students do this. Help as necessary.• Put students into pairs to ask and answer the questions in Exercise 3.• Ask some students to tell the class about their partner.• To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 128 and do the exercises for Shops | Students work with the photos and answer the questions Students work in pairs and do matching exercise. Students work in pairs and answer the questions Students work in pairs and develop their speaking skills. Students follow the instructions and play a game Students work in groups and complete the task. Students read the questions and answer. Stronger students need only write notes to the questions.Students work in pairs and answer the questions  | Students work with the photos and answer the questions Students work in pairs and do matching exercise. Weaker students may use dictionaries Students work in pairs and answer the questions Students work in pairs and develop their speaking skills. Students follow the instructions and play a game Students work in groups and complete the task. Students read the questions and answer. Weaker students should write full answers to the questions as it will help them in the speaking exercise which followsStudents 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 Teacher evaluates and guides students Teacher evaluates and guides students Students evaluate each other 1 point for each correct answer 1 point for each correct answer  | Book, slide Book, slideBook, slide Book, slide BookBook, internet resources Book, slide Book, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)1, 2, 3, 4 and 5 on page 65 of the Workbook for homework.In the following lesson, students will read about the Dubai Mall. As preparation for this, ask students to research malls online. Students can find out about the biggest malls, the malls which have the largest numbers of shops, malls located in unusual places or buildings, etc. |  |  |  |  |

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| Module 8 Lesson 2 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | An English boy in Dubai |
| Objectives according to the Curriculum | 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• read a blog post about a day at the Dubai Mall. • learn extreme adjectives. • talk about shopping centres.**Some learners will be able to:** |
| Evaluation criteria | Read and identify the main idea in the blog Identify details in a text with little supportProvide a point of view in connected 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. Elicit examples of famous shopping centres in the students’ countries. (Students will talk about shopping centres where they live in Exercise 6, so don’t go into details at this point.) | students respond to greeting and take their places. | students respond to greeting and take their places. |  |  |
| **The middle of the lesson – 35 min** | 1. • Ask students to open their books at page 88. • Ask students to look at the photos of the Dubai Mall. Help weaker students answer the question by eliciting or teaching the following vocabulary: theme park, aquarium, ice rink and skating.2. • Ask students to work alone to read Liam’s blog. • Put students into pairs to check their ideas to Exercise 1 and to match the photos with the places in bold in the blog. • Check answers and then refer students to the information in the FACT! box. Ask: Which do you prefer: a small shop or an enormous shopping centre?3 • Refer students to the numbers in the box. Check students are able to say the larger numbers: 120 is read one hundred and twenty; 1,200 is read one thousand two hundred; million is pronounced /\_m\_lj\_n/.• Put students into pairs and ask them to find out what the numbers refer to in the text.• Check answers.Exploreextreme adjectives4• Teach the meaning of extreme by writing excellent on the board. Explain that the word means very good and that it is an example of an ‘extreme’ adjective, i.e. an adjective that intensifies the meaning of a ‘normal’ adjective such as good.• Read out the adjectives in the box. Check students are able to pronounce them.• Put students into pairs. Ask them to look at the adjectives in context to decide whether they mean very good or very bad.5 • Read out the information, then give students time to look for the three adjectives in the text.• Once students have found the adjectives in the text, elicit that we use absolutely with them.• Divide the board into two columns, one labelled very, the other absolutely. Elicit adjectives to go under each column, e.g. very – good, bad; absolutely – brilliant, awful.• Then elicit example sentences to check students understand the difference between the adjective types.• To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 128 and do the exercises for Explore extreme adjectives.6 • Ask a student to read out the questions. • Put students into pairs to ask and answer the questions.You can show this video as a follow-up to the Reading lesson. 8.1Video • Ask: What do you do to have fun? Elicit students’ answersand then read out the information about the video.• Play the video.• Students watch it and answer the three questions.• Check answers.• Then ask: Would you like to try snowboarding indoors?• See page 142 for further activities you can do with this video. | Students work with photos and describe them. Students work individually and check the ideas. Students work in pairs and complete the task Students work with numbers and pronounce them Students work on pronunciation and complete the task Students complete the task and evaluate each other Students read and answer the questions Students watch the video and complete the tasks  | Students work with photos and describe them. Weaker students answer the questions Students work individually and check the ideas. Students work in pairs and complete the task Students work with numbers and pronounce them Students work on pronunciation and complete the task Students complete the task and evaluate each other Students read and answer the questionsStudents watch the video and complete the tasksThey may use transcript | 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 1 point for each correct answer  | Book, slide Book, slide Book, slide, audioBook, slide, audioBook, slide BookBook, video |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercise 4 on page 66 and Exercises 1, 2,3, 4 and 5 on page 69 of the for homework |  |  |  |  |

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| Module 8 Lesson 3 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | Language focus1: Indefinite pronouns |
| Objectives according to the Curriculum | 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• learn how to use indefinite pronouns.• talk about my neighborhood.**Some learners will be able to:** |
| Evaluation criteria | Identify facts and details in extended talks with little supportFigure out the content of a conversation with some support in extended talkConsider classmates' advice and set personal learning objectives based on their feedbackDemonstrate an ability to organize and express ideas clearly |
| 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: *Someone sent me a letter.* Refer students to the underlined word. Explain that itis an example of an indefinite pronoun.• Elicit that indefinite pronouns are used to refer to people or things without saying exactly who or what they are | students respond to greeting and take their places. | students respond to greeting and take their places. |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 89. • Tell them that the sentences in Exercise 1 are from the text on page 88. • Ask students to look back at the text and then copy and complete the sentences. • Check answers. • For further information and additional exercises, students can turn to page 120 of the Grammar reference section. • Encourage students to think of the difference in grammatical forms between their language and English2 • Refer students to the information in the Get it right! Box about the use of any- in the affirmative.• Put students into pairs to choose the correct word.• Check answers.3 • Have students read the dialogue and the words in the box. • Ask students to look at the photograph and then work alone to complete the exercise. • Play the recording for students to listen and check their answers. • To extend the work on this exercise, ask students to read the complete dialogue in pairs.4 • Ask students to work alone to think about examples and make notes. • Encourage weaker students to look for the indefinite pronouns and think if they need to write about a person or a place, e.g. somebody, somewhere.Fast finishersStudents write two additional sentences using indefinite pronouns to tell a partner in Exercise 5.5 • Students work in pairs and talk about their sentences. • Encourage students to use follow up questions with the question words suggested. | Students read the text and copy and complete the sentences. Stronger students work with different grammar forms Students work in pairs and choose the correct wordStudents read the dialogue and complete the exercise. Students make notes and check each other Students make sentences and share with the class  | Students read the text and copy and complete the sentences. Students work in pairs and choose the correct wordStudents read the dialogue and complete the exercise. Students make notes and check each other. Weaker students get extra taskStudents make sentences and share with the class  | 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 BookBook, slide, audioBook, Book, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2 and 3 on page 66 of the workbook for homework |  |  |  |  |

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| Module 8 Lesson 4 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | A radio programme |
| Objectives according to the Curriculum | 6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics;6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• listen to a radio programme.• learn how to talk about places in my neighborhood.• talk about my neighborhood.**Some learners will be able to:** |
| Evaluation criteria | Identify facts and details in extended talks with little supportFigure out the content of a conversation with some support in extended talkProvide a point of view in conversations and discussions Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility |
| Level of thinking skills | Low order thinking |
| **During the lesson:** |
| **The stage of the lesson/timing** | **Actions of the teacher:** | **Actions of the pupils:** | **Student actions with special educational needs** | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)The teacher greets students; students respond to greeting and take their places.*Hello, boys and girls! How are you?*Warm up (4 min)• Books closed. Put students into pairs and ask them to tell each other what things they buy regularly.• 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** | 1 • Ask students to open their books at page 90. • Discuss the questions as a class. Encourage students to give reasons for their answers.2 CD 2.22  • Tell students they are going to listen to a radio program  • Play the recording.  • Students check their ideas from Exercise 1.3 CD 2.22 Play the recording again.• Students write the correct speaker.• Encourage stronger students to note down as much information as they can about what Angela, Ben or Lucy say for the new shopping center.• Check answers.Our neighborhood4 CD 2.23  • Explain the meaning of each word in the box.• Put students into pairs and ask them to match the words to the pictures.• Play the recording for students to listen, check their answers and repeat the sentences.• Play The memory game using the neighborhood words.• See Games Bank on pages 28–29.5 • Ask students to work alone to complete the sentences.• While checking answers, challenge stronger students by asking them to say whether there are any of the places in the list near where they live, and if they ever go there.6 • Ask students to read their descriptions of neighborhood places and people using their ideas and sentence openings from Exercise 5.• With weaker students, do this as a whole-class activity and put the completed sentences on the board.• Put students in pairs to guess and find the answers.• To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 128 and do the exercises for Our neighborhood. | Students answer the questions Students listen to the recording and answer the questions Students listen to the recording and write the correct speakerStronger students make more detailsStudents work in pairs and do matching Students follow the instructions and play a game Students work individually and complete the sentences. Stronger students have extra tasks Students work in pairs and answer the questions  | Students answer the questions Students listen to the recording and answer the questions Students listen to the recording and write the correct speakerStudents work in pairs and do matching Students follow the instructions and play a game Students work individually and complete the sentences. Stronger students have extra tasks 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 1 point for each correct answer  | Book, slide Book, audioBook, audioBook, audioBookBookBook, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2, 3, 4 and 5 on page 67 of the Workbook for homework. |  |  |  |  |

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| Module 8 Lesson 5 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | Language focus 2(don’t**)** want to, would (n’ t)like to, would prefer to |
| 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 on a growing range of familiar general and curricular topics; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• learn (don’t) want to, would(n’t) like to, would prefer to.• learn (not) enough + noun.• rewrite conversations using the new language.**Some learners will be able to:** |
| Evaluation criteria | Demonstrate the ability to ask a variety of questions using complex object. |
| 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)Identify the attitude and opinion of the authorExpress their opinion about the visited eventsUse grammatical structures in the sentences correctly | students respond to greeting and take their places. | students respond to greeting and take their places. |  |  |
| **The middle of the lesson – 35 min** | • Books closed. On the board write: Do you \_\_\_\_\_ to go to the cinema? B: Yes, I do. I \_\_\_\_\_ like to see the new Pixar film.• Ask students to complete the gaps. Elicit: want, would.1• Ask students to open their books at page 91.• Tell students that the example sentences are from the listening on page 90. Ask them to copy the table and complete the sentences in pairs.• Check answers.• For further information and additional exercises, studentscan turn to page 120 of the Grammar reference section.2  CD 2.24 Read out the information in the Get it right! box.• Complete the first sentence as an example.• Ask students to work alone to complete the rest of the exercise. Encourage weaker students to check their answers against the examples in Exercise 1.(not) enough + noun3 • Books closed. Pick up two pens. Say: I need four pens, butI’ve only got two pens. Then say: I haven’t got enough pens. Write this last sentence on the board and underline enough. Check students understand that enough means the necessary amount.• Ask students to open their books at page 91.• Ask students to work alone to put enough into the correct place in the sentences.• Check answers.• For further information and additional exercises, students can turn to page 120 of the Grammar reference section/f/1 CD 2.25 Ask students to turn to page 113.• Play the recording. Students listen and repeat.2 • Put students into pairs to identify which of the words in the box have the /f/ sound.• Monitor and help as necessary.3 2.26 Play the recording for students to checktheir answers to Exercise 2.4 • Put students into pairs to write down words that have the /f/ sound. Challenge stronger students to come up with more than ten.• Monitor while students do this.5 • Put students into pairs.• Students should look back at the words in Exercise 2 and Exercise 4 and then write a list of the different ways that the /f/ sound can be spelled, e.g. f, ff, ph, ugh.• Check answers.4 • Read out the example. • Ask students to work alone to rewrite the remaining sentences with enough. • Check answers.5 CD 2.27 Put students into pairs and ask them to complete the two short conversations with the words in the box.• Play the recording for students to check their answers.• Students can practise the conversations in pairs6 • Read out the information as well as the example.• Check that students understand that they have to rewrite the conversations in Exercise 5 using the words in the box or their own ideas.• Students can practise the new conversations in pairs. | Students answer the questions and share ideas Students copy and complete the sentences Students read the information and complete the rest of the exercise. Students repeat the sentences and work on grammar Students complete the sentences and check each otherStudents listen to the recording and work in pairs to complete the task Students work in pairs and write words. Stronger students write more than 10 words Students work in pairs and make a list of words Students work individually and rewrite the sentences Students work in pairs and complete the conversation | Students answer the questions and share ideas Students copy and complete the sentences Students read the information and complete the rest of the exercise. Students repeat the sentences and work on grammar Students complete the sentences and check each otherStudents listen to the recording and work in pairs to complete the task Students work in pairs and write words.Students work in pairs and make a list of wordsStudents work individually and rewrite the sentencesStudents work in pairs and complete the conversation | 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer1 point for each correct answer Students evaluate each other 1 point for each correct answer 1 point for correct answer  Point for correct answerTeacher evaluates and guides students  Point for each correct answer  | Book, slide Book, slide Book, slideBook, slide Book, slide Book, slide BookBook, slide Book, audio |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2, 3, 4, 5 and 6 on page 68 of the Workbook for homework. |  |  |  |  |

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| Module 8 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 |  |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• watch a video about a tiger sanctuary in Thailand.• talk about how people help animals in my country.**Some learners will be able to:** |
| Evaluation criteria | Demonstrate an ability to organize and express ideas clearlyRecognize factual details in a given argument related to the topicFigure out the content of a short text with some 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 noun sanctuary on the board. Checkthat students understand the meaning of this word. (An animal sanctuary is a place where injured or unwanted animals are taken care of). Use L1 if necessary to explain its meaning | students respond to greeting and take their places. | students respond to greeting and take their places. |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 92 and look at the images. • Ask the questions and elicit answers from the class.2 CD 8.2  Ask a student to read out the three questions.• Play the video for students to answer the questions.• Students can compare answers in pairs before you check answers with the class.3 • Refer students to the animals listed in the box.• Ask students to write down which of the animals in the box are seen in the video. Encourage stronger students to notedown as much as they can about the animals that feature in the video. With weaker groups, revise the words in the box first.• Students can compare their answers in pairs before you check answers with the class.4 CD 8.2 Put students into pairs to complete the sentences about the tigers in the video with the correct words.• Check answers.5 • Read out the four questions.• Give students time to write answers to the questions.• Encourage students to use their smartphones to check if there are any sanctuaries in their own countries.6 • Put students into pairs to ask and answer the questions in Exercise 5. • Ask some students to report back to the class on what their partner said.• Put students into small groups and ask them to think of ways that animals can be protected from human beings.• Students should write a short list of ideas (three or four items) and then share their list with the class.• Decide with the class as a whole, which of the ideas the students came up with are the best. | Students answer the questions and checkStudents watch the video and answer the questions Students make notes and check. Stringer students make detailed notes Students complete the sentences in pairs. Students read and answer the questions. Students work in groups and share ideas  | Students answer the questions and checkStudents watch the video and answer the questions Students make notes and check. Stringer students make detailed notes Students complete the sentences in pairs. Students read and answer the questions. Weaker students work in pairs with stronger students Students work in groups and share ideas  | 1 Point for each correct answer 1 point for each correct answer Teacher evaluates and check students 1 point for each correct answer 1 point for each correct answer Students evaluate each other  | Book, slide Book, slide, videoBook, videoBook, slide Book, slide Internet resources  |
| **The end of the lesson – 5 min** | Homework (5 min)For homework, ask students to imagine that they work as a volunteer in the tiger sanctuary featured in the video. Students can write a brief description of their daily routine. Collect and check students’ work in the next lesson. |  |  |  |  |

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| Module 8 Lesson 7 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | Red nose day |
| Objectives according to the Curriculum | • read an article about the Red Nose Day charity event in the UK.• learn adjective prefixes.• talk about charity events. |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**Read an article and identify the general informationInteract in a pair, group and a whole class work presentingWrite about the events they participated in**Some learners will be able to:** |
| Evaluation criteria |  |
| Level of thinking skills | Low order thinking |
| **During the lesson:** |
| **The stage of the lesson/timing** | **Actions of the teacher:** | **Actions of the pupils:** | **Student actions with special educational needs** | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)The teacher greets students; students respond to greeting and take their places.*Hello, boys and girls! How are you?*Warm up (4 min)• Books closed. Write the noun charity on the board. Checkstudents understand the meaning of the word. (A charity is an organisation established to offer financial and other help to people in need.) Use L1 to explain this concept if necessary and give local examples of charities if possible. | students respond to greeting and take their places. | students respond to greeting and take their places. |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 93.• Put students into pairs to look at the photos and say what they think happens on Red Nose Day.2 Ask students to read the text to check their answers to Exercise 1.3 • Give students time to read through the text again.• Students then work alone to decide whether the sentences are true or false. They correct the sentences they think are false.• Encourage students to highlight the words in the exercise which help them find the information in the text. In the first statement in this exercise, students should highlight everyyear and then look for that phrase, or at least the word every, in the text. Students should, however, be aware of ellipsis. In the second statement we read the phrase give the same money, but this is referred to in the text as say how much they would like you to give with the word money to be inferred by the reader.• Ask students to compare their answers in pairs before youcheck answers with the whole class.• Read out the information about Red Nose Day in the FACT! box. Ask students if they donate money to charities or if they would like to donate money to a charity.Fast finishersStudents who finish quickly can write some more true or false sentences based on the text. You can then use these with the class as further practice.4• Tell students that a prefix is a something that goes before a word and which changes that word’s meaning, e.g. unhappy, with un- being the prefix that we put before some positive adjectives to make them negative.• Ask students what the opposite of usual is, elicit the answer, then ask them to find the word in the text.5 • Ask students to work in pairs to complete the sentences with the negative forms of the adjectives in the box.• Check answers.• To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 128 and do the exercises for Explore prefixes.• Play Could you spell that, please? using the negative adjectives in Exercise 5.• See Games Bank on pages 28–29.6 • Read out the questions.• Put students into pairs to ask and answer the questions.• Ask some students to tell the class about which events their partner would like to do on Red Nose Day.• Put students into small groups to design their own charity day.• Students give their charity day a name, explain what charities it supports, come up with a program of events and design a poster advertising their charity day using software such as PowerPoint, Poster My Wall, Picasa or Photoshop.• Students present their poster to the class.• Display the posters on the wall and ask the class to vote for its favorite. | Students read the text and answer the questions Students read the text again and mark sentences true/false Students compare answers in pairs Students make sentences according to the taskStudents complete the task and work in pairsStudents complete the sentences and check with each other Students follow the instructions and play a game Students work in pairs and answer the questions Students work in groups and make a project.  | Students read the text and answer the questions Students read the text again and mark sentences true/false Students compare answers in pairs Students make sentences according to the taskStudents complete the task and work in pairsStudents complete the sentences and check with each other Students follow the instructions and play a game Students work in pairs and answer the questionsStudents work in groups and make a project. | 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 Teacher evaluates and guides students  | Book, slide Book, slide Book, slide Book, slide Book, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercise 7 on page 68 of the Workbook for homework. Ask students to write a profile of a charity event in their country. Students can include the following information in their profiles: the name of the event, where it takes place, what charities it supports.Students can read out their profile to a partner in the next class. |  |  |  |  |

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| Module 8 Lesson 8 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | Shopping |
| Objectives according to the Curriculum | • watch teenagers taking about how they spend their money.• listen to a teenager talking to a shop assistant.• practise giving my opinion. |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**Identify facts and details in extended talks with little supportFigure out the content of a conversation with some support in extended talkProvide a point of view in conversations and discussions Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility**Some learners will be able to:** |
| Evaluation criteria |  |
| Level of thinking skills | Low order thinking |
| **During the lesson:** |
| **The stage of the lesson/timing** | **Actions of the teacher:** | **Actions of the pupils:** | **Student actions with special educational needs** | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)The teacher greets students; students respond to greeting and take their places.*Hello, boys and girls! How are you?*Warm up (4 min)• Books closed. Elicit the money verbs that students know and write them on the board: earn, sell, borrow, buy, save, spend.• Briefly define the verbs in turn and ask students to say which one is being defined in each case. | students respond to greeting and take their places. | students respond to greeting and take their places. |  |  |
| **The middle of the lesson – 35 min** | Real Talk: How do you spend your money?1DVD  8.3 Ask students to open their books at page 94.• Tell students they are going to watch some teenagers answering the following question: How do you spend your money?• Refer students to the speakers as well as the words in the box.• Tell students that they are going to match the words with the speakers 1–6.• Play the video or the recording.• Students work alone to complete the exercise. They can compare answers in pairs before you check answers with the class.2 Put students into pairs to ask and answer the question.Encourage them to ask additional questions, e.g. Do you spend a lot of money on clothes?• Ask some students to report back to the class on what their partner said3 CD 2.28 Tell students they are going to listen to Matt talking to a shop assistant.• Read out the question. Check that students understand that trainers are sports shoes that are worn casually.• Play the recording.• Students listen and answer the question.• Check answer.4 CD 2.28 Refer students to the phrases in the Useful language box. Check students’ understanding of the language, particularly the phrasal verb try on (which means putting an item of clothing on to see if it is the right size) and the phrase I’ll take them (which means I’ll buy them).• Students can work alone to complete the conversation using the phrases in the Useful language box.• Ask stronger students to try to complete the gaps in the conversation without looking back at the phrases in the Useful language box.• Play the recording for students to check their answers.Fast finishersStudents can write a short gapped conversation based on the one in Exercise 4. You can then use this as further practice with the class.5 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.6 Put students in pairs to practice their conversations.• Monitor while students are practicing their conversations.Check that they are using the phrases from the Useful language box• Put students into groups of three (A, B, C).• Students A and B role play a conversation in a shop.• Student C records the conversation on their smartphone.• Students can then swap roles and record two further role plays.• Students can then watch back what they recorded and analyze their performance. | Students do watching and answer the questions Students work in pairs and make a conversation Students listen to the conversation and answer the questions Students complete the conversation and check with other students Students act out an dialogueStudents work in groups and make a role-play  | Students do watching and answer the questions Students work in pairs and make a conversation Students listen to the conversation and answer the questions Students complete the conversation and check with other students Students act out an dialogueStudents work in groups and make a role-play | 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  | Book, slide, videoBook, slide Audio, book Book, slide, audio BookBook, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)For homework, students take a photograph of an object they bought that means the most to them. This could be anything from an expensive tablet computer to a cheap pair of shoes. At the beginning of the next lesson, students can tell their partner about the object, explaining where and when they bought it, and why it means so much to them. |  |  |  |  |

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| Module 8 Lesson 9 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | An email |
| Objectives according to the Curriculum |  |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• read an email in which one friend asks another for helporganizing an event.• learn the use of countable and uncountable nouns.• write an email in which I ask someone to help organize an event.**Some learners will be able to:** |
| Evaluation criteria | Consider classmates' advice and set personal learning objectives based on their feedbackDemonstrate an ability to organize and express ideas clearlyProvide a point of view in conversations and discussions Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility |
| 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:Would you like to help?Maybe you can bring some food.• Introduce the idea of organizing an event and asking for help, i.e. suggestions that someone helps for a particular purpose. Use L1 to explain the concept if necessary. | students respond to greeting and take their places. | students respond to greeting and take their places. |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 95. • Ask students to look at the photo, read Joey’s response to Annie’s question, and say what Joey is asking Annie to do. • Check the answer.2 • Give students time to read Joey’s email again. • Ask students to work in pairs to order the information in the list in Exercise 2 according to how it appears in Joey’s email. • Check answers.3 • Read out the example. • Put students into pairs to find the words Joey uses to do the things in Exercise 2. • Check answers.4 • Read out the information in the Useful language box.• Ask students to work alone to find examples of countable and uncountable nouns in the text in Exercise 1.• Check answers.5 • Students add some, any, a or an in the right place.• Check answers.Get WritingPLAN6 • Students should do their planning in class. The writing can either be done in class or at home.• Tell students they are going to write an email to Danny offering him help with to organise an event.• Refer students back to the example email in Exercise 1 and the order of information in Exercise 2. Students should use this information when working alone to plan the content of their emails.WRITE7 • Tell students to use Joey’s email as a model to follow.Encourage them to add information, e.g. a description of their event and how they can help organizing it.• Give students ten minutes to complete the writing task. Students should write around 100 words.• Monitor while students are writing. Help with grammar and vocabulary as necessary.• Encourage students to produce at least two drafts of their description. If students are doing this at home, ask them to write their descriptions on their computers as it will allow them to change the text more easily.CHECK8 • 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 descriptions and check them against the points here.• Collect students’ descriptions 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.) Also remember to share good sentences from students’ work with the rest of the class.• Put students into pairs to take it in turns to be event organizers and helpers.• The student who is the organizer texts the name of an event for a charity.• The student texts back their recommendation, e.g.We could invite all of our friends from school! | Students work with photos and describe them. Students read the text and order the information in the list Students work in pairs and complete the task Students work individually and complete the task Students follow the instructions and complete writing tasks  | Students work with photos and describe them. Students read the text and order the information in the list Students work in pairs and complete the task Students work individually and complete the task Students follow the instructions and complete writing tasks  | 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer Teacher evaluates and guides students  | Book, slide Book, slide Book, slide Book, slide Book, slide, internet resources  |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2, 3 and 4 on page 70 andExercises 5, 6, 7, 8, 9 and 10 on page 71 of the Workbook for homework. |  |  |  |  |

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| Module 8 Lesson 10 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | Math Percentages |
| Objectives according to the Curriculum |  |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• learn about percentages.• calculate the percentage of chocolates that different people eat.**Some learners will be able to:** |
| Evaluation criteria | Discuss a problem in groups and suggest a solution for a problem Give feedback to others orally Demonstrate the ability to participate in a conversation 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. Ask students whether they usually do sums in their head or whether they work them out using a calculator. You could tell students that doing calculations in your head is referredto as mental arithmetic.• You could then ask students to list advantages and disadvantages of using a calculator, e.g. advantages: can calculate quickly, can calculate using large numbers; disadvantages: you don’t think for yourself.• At this point, it is a good idea to fi nd out who in the class enjoys Maths and who is less keen on it, as you can then pair those that like the subject with those that don’t in the pair work exercisesbelow. | students respond to greeting and take their places. | students respond to greeting and take their places. |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 96.• Read out the words from the fi]\7]7rst box and check that students are able to prono unce them: minus /\_ma\_n\_s/, divide /d\_\_va\_d/, plus /pl\_s/, per cent /p\_ \_s\_nt/, equals /\_i\_kw(\_)ls/, multiply /\_m\_lt\_pla\_/.• Ask students to copy the second box into their notebooks.Students then complete it with the correct mathematical name for each of the symbols.• Check answers.2 CD 2.29 Tell students they are going to read a text about percentages.• Ask students to read the text and then make a note of which mathematical symbols are used to calculate a percentage.• Students can compare answers in pairs before you checkanswers with the class3 • Before students read the text again, check their understanding of fraction /\_frak\_(\_)n/, which means a numerical quantity that is not a whole number, e.g. Ѕ.Use L1 if necessary.• Give students time to read the six questions.• Ask students to read the text again.• Put students into pairs to answer the six questions.• Check answers.4 • Read out the information.• With weaker students, do the first one as an example, slowly taking students through the steps described in the text for the calculating of percentages.• Put students into pairs to complete the exercise. Studentscan use the calculators on their smartphones to work out the percentages.• Check answers. Write 33.3. on the board and explain that this can be read in two ways: thirty-three point three or thirty-three and a third. | Students copy the sentences and correct them Students read the text and make notes Students read the questions and answer the questions Students work in pairs and complete exercise  | Students copy the sentences and correct them Students read the text and make notes Students read the questions and answer the questions Students work in pairs and complete exercise  | 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer1 point for each correct answer  | Book, slide Book, slideBook, slide Book, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)For homework, ask students to try the fractionsactivities here:http://www.bbc.co.uk/schools/teachers/ks2\_activities/maths/percentages.shtml |  |  |  |  |

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| Module 8 Lesson 11 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 6 | Number of people present | Number of people absent |
| The Theme of the lesson | A new capital |
| Objectives according to the Curriculum | • match questions and answers about the text.• plan an afternoon/evening out in Astana. |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**Identify facts and details in extended talks with little supportFigure out the content of a conversation with some support in extended talkConsider classmates' advice and set personal learning objectives based on their feedbackDemonstrate an ability to organize and express ideas clearly**Some learners will be able to:** |
| Evaluation criteria | • Pre-teach the word landmark. Ask students to look at the photos on page 97 and without reading the text, name the buildings/ landmarks. Write them on the board.• Books closed. Put students in pairs and ask them to discuss what they know about each building/landmark.• Invite students to share their ideas and write key words/facts on the board. |
| 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)• Pre-teach the word landmark. Ask students to look at the photos on page 97 and without reading the text, name the buildings/ landmarks. Write them on the board.• Books closed. Put students in pairs and ask them to discuss what they know about each building/landmark.• Invite students to share their ideas and write key words/facts 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** | 1 • Ask students to read the text once and check the ideas they brainstormed on the board.• Check students’ understanding of the following vocabulary: population, reconciliation, religious, base, hall, attractive.• Point out the questions and answers. Give students a three minute time limit to do the task referring back to the text.• Students can compare answers in pairs before you check answers with the class.2 • Students scan the text to find the numbers listed. They note what the numbers refer to.• Draw students’ attention to the fact that the numbers are not given in the order that they are mentioned in the text• Put students in pairs. Ask them to research online and find out what’s on at the Palace of Peace and Reconciliation and/or at the Central Concert Hall.• Alternatively, you could find out this information before the lesson and provide it on the board.• In their pairs, ask students to discuss which event or show they would like to attend. Encourage them to act out a dialogue as if they were really planning to go to the event or show. Monitor and help as necessary.• Ask pairs of students to say which event or show they chose and why.• If you want to extend the task, put pairs of students in groups of four. Ask them to have the dialogue again, this time deciding on what to do as a group. | Students read the text and check the ideas Students answer the questions and fill in the gaps Students read the text and make notes Students discuss the ideas and share with each other  | Students read the text and check the ideas Students answer the questions and fill in the gaps Students read the text and make notes Students discuss the ideas and share with each other  | 1 point for each correct answer Teacher evaluates and guide students 1 point for each correct answer  | Book, slide Book, slide Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)Dictate the following:Hi! My parents and I are visiting your country next month! We’re going to spend a few days in Astana. Where should I stay? What sights do you recommend? Is there anything else I need to know?Email me soon.Helen |  |  |  |  |