**Lesson plan for the 6th Grades**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 9 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Transport | | | | | |
| Objectives according to the Curriculum | | 6.C8 develop intercultural awareness through reading and discussion  6.L3 understand an increasing range of unsupported basic questions on general and curricular topics  6.S2 ask simple questions to get information about a limited range of general and curricular topics  6.R4 read and understand with some support a limited range of short fiction and non-fiction texts understanding of general topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn vocabulary for transport.  • listen to people talking about means of transport.  • talk about means of transport I use often.  **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. Ask: Can you name some means of transport you use every day?  • Put students into small groups and give them one minute to write a list of means of transport.  • You could make this competitive by telling students that the group which comes up with the most means of transport (and which has written them down correctly in English) wins.  • Ask a member of each group to read their list out to the class. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • Books closed. Write transport on the board and elicit the meaning of the word (the movement of people or goods from one place to another).  • Put the following means of transport on the board: car, train, aeroplane … Use them to tell students about any means of transport you use often and then ask students to tell the class about any means of transport they use too.  • Ask students to open their books at page 98 and describe the photograph. Elicit sentences and put them on the board, e.g. A cycle taxi in a city with a passenger.  • Elicit further examples of means of transport and then ask students why they think people use different means of transport and on what occasions.  • Put students into pairs and give them a couple of minutes to answer the three questions.  • Check answers.  • Tell students that the theme of Unit 9 is means of transport.  1 CD 2.30  Ask students to open their books at page 99.  • Refer students to the photos and the word box.  • Put students into pairs to match the words with the photos.  • Play the recording for students to listen, check their answers and repeat the words.  • Encourage students to learn, as a part of their homework,  each new set of vocabulary introduced in the Student’s Book. They can do this by writing translations and definitions of the words, covering up the word in English, and testing themselves to see what they can remember  Word stress  1 • Explain that words of more than one syllable carry the main stress on one of those syllables.  • Ask students to open their books at page 113.  • Refer students to the stress patterns.  • Put students into pairs and ask them to complete the table with the words on page 113.  2 Play the recording for students to listen, check their answers and repeat the words.  2 • Tell students that they are going to complete the sentences with the words in the box in Exercise 1.  • Encourage students to underline words in the sentences that can help them make their choice.  • Check answers with the class.  • Play Pictionary to practise the transport words in Exercise 1.  • See Games Bank on page 29.  3 • Give students a few minutes to write two true sentences and two false sentences with words from Exercise 1. These sentences can be about a friend or a family member.  • If students can include means of transport that aren’t in Exercise 1, they can add those things to their list.  4 • Put students into pairs to compare the sentences they wrote in Exercise 3.  • Students can guess which are true and which are false.  • Ask some students to tell the class something they found out about their partner.  • To extend the work on this vocabulary, you could ask students to turn to the Vocabulary bank on page 129 and complete the exercises for Transport. | | Students describe the photos and answer the questions  Students work in pairs and answer the questions  Students work with photos and do matching  Students work in pairs and complete the table  Students complete the task and check the answers  Students follow the instructions and play a game  Students mark statements true/false and check answers  Students guess the correct answer | Students describe the photos and answer the questions  Students work in pairs and answer the questions  Students work with photos and do matching  Students work in pairs and complete the table  Weaker students work with stronger students  Students complete the task and check the answers  Students mark statements true/false and check answers  Students guess the correct answer | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Students evaluate each other | Book, slide  Book, slide  Book, audio  Book, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 75 of the Workbook for homework.  You could also ask students to do some research at home and in school and find out which are the  most common means of transport in their area. Students can share what they find out with a partner at the beginning of the next lesson. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 9 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | A city for cyclist | | | | | |
| Objectives according to the Curriculum | | 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  6.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an article about Amsterdam.  • learn nouns with the suffix -ist.  • talk about similarities and differences of my town compared to other towns.  **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 article on the board and elicit its meaning (a text in a magazine, newspaper or on a website, which informspeople about a person, place or event.  • Ask: Do you ever read articles? | | 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 100.  • Students look at the photos and say which city they think  this is and what is unusual about it.  2 • Ask students to read the article to check their answers to Exercise 1.  • Find out if any students in the class ride a bike to school  3 • Give students time to read through sentences 1–5. Help weaker students by guiding them to the part of the text where they will find the information they need to choose the correct answers.  • Ask students to work alone to read the text again and choose the correct answers.  • Check answers.  • Read out the information in the FACT! Box. Ask students to guess what percentage of secondary school students ride bikes to school. Then ask students what other means of transport they use to get to school.  • Write the following statement on the board: The most efficient way to travel across town is by bike.  • Check understanding of efficient (fast and convenient).  • Elicit phrases used in discussions, e.g. I think, I agree,I disagree, In my opinion.  • Put students into small groups to discuss the statement on the board.  4  • Refer students to the nouns in the text with the suffix -ist.  • Ask students to work alone to find two other nouns with the suffix -ist.  • Check answers.  • To extend the work on this vocabulary, you could ask students to turn to the Vocabulary bank on page 129 and complete the exercises for Explore the suffix - ist.  5 • Ask students to read the underlined words in each sentence.  • Put students into pairs to make nouns using the suffix -ist.  • Check answers.  6 Read out the questions.  7 • Put students into pairs to ask and answer the questions.  • Ask some students to tell the class about the discussion they had with their partner.  You can show this video as a follow-up to the Reading lesson, on the subject of transport solutions.  CD 9.1 Pizza problems  • Ask: How can technology help us solve problems?  Elicit students’ answers and then read out the information about the video.  • Play the video.  • Students watch it and answer the three questions.  • Check answers.  • Then ask students: What do you think of the robot the men built?  • See page 143 for further activities you can do with this video. | | Students read the article and answer the questions  Students work individually and read the text. They then choose the correct answer  Students discuss the statements and share ideas  Students work individually and find nouns  Students work with vocabulary and complete the task  Students read the sentences and make nouns  Students ask and answer the questions  Students watch the video and answer the questions | Students read the article and answer the questions  Students work individually and read the text. They then choose the correct answer  Students discuss the statements and share ideas  Students work individually and find nouns  Students work with vocabulary and complete the task  Students read the sentences and make nouns  Students ask and answer the questions  Students watch the video and answer the questions | | 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  Teacher evaluates and guides students  Point for each correct answer | Book, slide  Book, slide  Book  Book, slide  Book, slide  Book, slide  Book, slide  Book, slide, video |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercise 6 on page 76 and Exercises 1, 2,3, 4 and 5 on page 79 of the **Workbook** for homework | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 9 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 1 /Present Simple Passive | | | | | |
| Objectives according to the Curriculum | | 6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups  6.L1 understand a sequence of supported classroom instructions | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn the present simple passive.  • learn past simple passive question forms.  • practise using the present simple passive to talk about holidays.  **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 following two sentences on the board:  A: People drive cars to work.  B: Cars are driven to work.  • Ask: What is the difference between the sentences? Elicit or introduce the idea that A is an active sentence and B a passive. | | 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 101.  • Explain that the gapped sentences in Exercise 1 are all from the text on page 100.  • Put students into pairs to complete the sentences.  • Check answers.  • For further information and additional exercises, students can turn to page 121 of the Grammar reference section.  2 • Read out the first sentence as an example.  • Tell students to complete the sentences by choosing the correct word.  • Students can compare answers in pairs before you check answers with the class.  3 CD 2.32  • Check that students understand that sentences 2 and 3 are in the passive because neither the cars nor the door do the actions of driving or closing.  • Ask students to read the text and work in pairs to complete it with the correct words.  • Play the recording for students to check their answers.  Present simple passive questions  4 • Put students into pairs to read the questions and complete the rule.  • Check the answer.  5 • Ask students to work alone to make questions.  • Students can compare answers in pairs before you check answers with the class.  6 • Ask students to work in pairs to answer the questions.  • Check answers with the class. | | Students read the sentences and complete the task.  Students complete the sentences and choose the correct words  Students read the text and complete the correct words  Students read the questions and complete the rule  Students make questions and compare answers | Students read the sentences and complete the task.  Students complete the sentences and choose the correct words  Students read the text and complete the correct words  Students read the questions and complete the rule  Students make questions and compare answers | | 1 Point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 76 of the **Workbook** for homework | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 9 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Listening A Conversation | | | | | |
| Objectives according to the Curriculum | | 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  6.L4 understand the main points of supported extended talk on a range of general and curricular topics  6.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • listen to a conversation about a photo.  • learn some prepositional verbs and phrasal verbs.  • talk about the things I am interested in, excited about or worried about.  **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)  A conversation  • Books closed. Elicit sightseeing and go abroad and ask students to name examples of either in their region or country. | | 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 102.  • Put students into pairs to ask and answer the question.  • Discuss the answers with the class.  2 CD 2.33  Tell students they are going to listen to a conversation.  • Play the recording for students to listen and answer the question in Exercise 1.  3 CD 2.33  Play the recording again.  • Students listen and complete the sentences.  • Check answers.  Prepositional and phrasal verbs  4 СD 2.34  Read out the information in the Get it right! box.  • Test students’ understanding of prepositional verbs and  phrasal verbs and how they are inseparable  • Put students into pairs to match the verbs in bold with their meanings.  • Play the recording. Students listen, check their answers and repeat.  5 • Refer students to the verbs in Exercise 4 and their meanings.  • Ask students to work alone to replace the underlined words.  • Check answers.  6 • Ask students to work alone to answer the questions.  • Students can compare answers in pairs before you check answers with the class.  7 • Put students into pairs to ask and answer the questions.  • Ask some students to tell the class about the discussion they had with their partner.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary bank on page 129 and complete the exercises for Prepositional and phrasal verbs. | | Students work in pairs and answer the questions  Students listen to recording and answer the questions  Students listen and complete the sentences  Students do matching and answer the questions  Students work individually and replace the underlined words  Students answer the questions and compare answers  Students discuss the ideas and check each other | Students work in pairs and answer the questions  Students listen to recording and answer the questions  Students listen and complete the sentences  Students do matching and answer the questions  Students work individually and replace the underlined words  Students answer the questions and compare answers  Students discuss the ideas and check each other | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, audio  Book, audio  Book, audio, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 77 of the **Workbook** for homework. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 9 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 2 /Present Continuous for Future | | | | | |
| Objectives according to the Curriculum | | 6.L1 understand a sequence of supported classroom instructions  6.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topic  6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn the present continuous for future arrangements.  • complete a diary and talk about future arrangements.  **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 following on the board: I’m playing tennis tomorrow.  • Elicit the tense used in sentence (Answer: the present continuous) and then ask students whether the sentence refers to the present or the future. Elicit the fact that it refers to the future. | | 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 103.  • Tell students that the example sentences are from the listening on page 102. In order for the students to complete the sentences, you could either play the listening again or write the words that they will need to fill the gaps on the board. Once students have completed the sentences, ask them to answer the question.  • Check answers.  • For further information and additional exercises, students can turn to page 121 of the Grammar reference section.  2 CD 2.35  Ask a student to read out the example.  • Ask students to work alone to complete the conversations with the present continuous.  Students can write an additional gapped line of dialogue to two of the conversations in Exercise 2. You can then collect these sentences, write them on the board and use them as further practice with the class.  3 • Read out the two questions and elicit the correct answers from the class. Guide **weaker students** to the correct answers by asking them to look for time phrases such as *next week*, which will indicate which sentences refer to the future.  Game  • Play The chain game to practise the present continuous for future.  • See Games Bank on pages 28–29.  4 • Ask student to look at the photo and say what job they think the young woman does. To help weaker students with this you could put the following sentence beginning on the board: I think she’s a/an ….  • Do not confirm or reject students’ ideas at this point. They will read the text in Exercise 5 to fi nd out about the woman in the photo.  5 • Ask students to read the text to check their ideas to Exercise 4.  • Check answer.  6 • Put students into pairs and ask them to complete the text in Exercise 5 with the present continuous form of the verbs in brackets.  • Check answers.  Your turn  7 • Refer students to the diary and the example entry. Students can either copy the diary into their notebooks or use one on their smartphones.  • Ask students to work alone to complete their diaries for next week using the phrases in the box or their own ideas.  • Students should only write fi ve activities in the diary.  • Monitor and help as necessary.  8 • Read out the example question and answer.  • Put students into pairs to talk about their plans for next week.  • Ask some students to report back to the class on their partner. | | Students complete the sentences and check by listening  Students read examples and complete the conversation  Students may write more lines in a dialogue  Students read the questions and answer  Students follow the instructions and play a game  Students complete the task and share ideas  Students work in pairs and complete the task  Students follow the instructions and complete the task | Students complete the sentences and check by listening  Students read examples and complete the conversation  Students may write more lines in a dialogue  Students read the questions and answer  Students follow the instructions and play a game  Students complete the task and share ideas  Students work in pairs and complete the task  Students follow the instructions and complete the task | | 1 point for each correct answer  1 point for each correct answer  Students evaluate each other  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide, audio  Book, audio, slide  Book, slide  Book, slide  Book, slide  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 78 of the **Workbook** for homework. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 9 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Discover culture | | | | | |
| Objectives according to the Curriculum | | 6.L4 understand the main points of supported extended talk on a range of general and curricular topics  6.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch a video about the calendar system used by the ancient Mayan people of Mexico.  • talk about good days and bad days and whether it is possible to predict either.  **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. Ask: Do you have a favourite and a least favourite day of the week?  • Put students into pairs to ask and answer the question.  Encourage students to give reasons for their answers, e.g. Sunday is my least favourite day of the week because it is such a quiet day. | | 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 104 and look at the photos.  • Read out the four questions and then put students into pairs to answer them.  2 CD 9.2 Play the first part of the video for students to check their answers to Exercise 1.  3 DVD 9.2 Play the first part of the video again and then put students into pairs to answer the two questions.  • Check answers.  4 9.2 Give students time to read through the gapped text.  Help weaker students by eliciting or suggesting the sort of words or numbers that you would expect to put in each gap.  • Play the next part of the video.  • Students watch and complete the text.  • Students can compare answers in pairs before you check answers with the class.  5 • Read out the four sentences. Tell students that the sentences describe images seen in the video.  • Ask students to put the images in the order in which they appear in the video.  • Students can compare their answers in pairs.  6 Put students into pairs to complete the short text by choosing the correct words.  7 DVD 9.2 Play the video again for students to check their answers to Exercises 5 and 6.  8 • Read out the questions.  • Put students into pairs to ask and answer the questions.  • Ask some students to report back to the class on the opinions of their partner. | | Students work with photos and answer the questions  Students watch the video and check the answers  Students work in pairs and answer the questions  Students watch the complete the text  Students order the pictures and compare their answers  Students complete the text  Students work in pairs and answer the questions | Students work with photos and answer the questions  Students watch the video and check the answers  Students work in pairs and answer the questions  Students watch the complete the text  Students order the pictures and compare their answers  Students complete the text  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  1 point for each correct answer | Book, slide  Book, video  Book, slide, video  Book, video  Book, video  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to do a survey among their friends at school to find out what the most and least popular days of the week are. Students can share the results of their survey with the class at the beginning of the next lesson. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 9 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Superstitions! Who needs them? | | | | | |
| Objectives according to the Curriculum | | 6.L1 understand a sequence of supported classroom instructions  6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  6.R7 recognize typical features at word, sentence and text level in a limited range of written genres | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an article about superstitions.  • learn adjective opposites.  • talk about superstitions in my country  **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. Check students’ understanding of the noun superstition (an irrational belief that something will either bring you good luck or bad, e.g. Friday the 13th is believed to be an  unlucky day in some countries).  • Elicit or introduce the adjective superstitious.  • Drill the pronunciation of superstition /su\_p\_\_st\_\_(\_)n/ and superstitious /su\_p\_\_st\_\_\_s/. | | 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 105.  • Focus attention on the pictures.  • Put students into pairs and ask them to identify the superstitions pictured.  2 • Check understanding of the following:  ladder (noun): a piece of equipment used for climbing up and down something, consisting of steps between two long lengths of wood, rope or metal. magpie (noun): a bird with a long tail and a noisy call.  • Ask students listen to read the text to check their answers to Exercise 1.  • With the whole class, discuss the question of whether any of the superstitions referred to in the article are a feature of life in the students’ country.  3 • Ask students to read the text again and work alone to decide whether the sentences are true or false. Tell students to correct the false sentences.  • Check answers with the class.  • Read out the information in the FACT! box. Go through  the pronunciation of the word triskaidekaphobia  /tr\_sk\_\_d\_k\_\_f\_\_b\_\_/ with the class. Tell students that  the word comes from the Greek for thirteen, which is  treiskaideka.  Explore opposite adjectives  4  • Refer students to the list of adjectives. Help weaker students by checking they understand the meaning the adjectives in the list. Do this by asking questions and eliciting the appropriate word, e.g. Which adjective describes someone who wears a scarf when it’s cold? (sensible) Which adjective describes someone who loses their keys and breaks their computer on the same day? (unlucky)  • Put students into pairs and ask them to match the adjectives in the list with their opposites highlighted in the text.  • Check answers.  • To extend the work on the vocabulary, you could ask  students to turn to the Vocabulary bank on page 129 and complete the exercises for Explore opposites.  Optional activity  • Ask students to work in pairs (A and B).  • Student A defines an adjective highlighted in the text or one of the ones in the list in Exercise 4 for their partner to guess.  • Once Student B has guessed the word, Student A then asks them to name that word’s opposite.  • Student swap roles until all the adjectives have been described.  5 • Ask students to work alone to write brief descriptions of three common superstitions in their country.  • Monitor while students do this. Help with vocabulary as necessary  6 • Put students into pairs to compare the superstitions they wrote about in Exercise 5. Students can tell one another whether they pay attention to any of the superstitions they wrote about or whether they ignore them.  • Give students some time to discuss the question of whether people make their own luck and then continue the discussion with the class as a whole. | | Students work with pictures and identify superstitions pictured  Students listen and read the text and answer the questions  Students read the text and mark statements true/false  They then check the answers  Students work individually and work with vocabulary  Students work in pairs and check each other  Students work individually and write descriptions for their country  Students work in pairs and compare their ideas | Students work with pictures and identify superstitions pictured  Students listen and read the text and answer the questions  Students read the text and mark statements true/false  They then check the answers  Students work individually and work with vocabulary  Weaker students may translate and find the meaning of adjectives before the task  Students work in pairs and check each other  Students work individually and write descriptions for their country  Students work in pairs and compare their idea | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Students evaluate each other  1 point for each correct answer  1 point for each correct answer | Slide  Audio, book  Book, slide, audio  Book, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercise 6 on page 78 of the Workbook for homework. You could also ask students to find out about some unusual superstitions from around the world. Students can look online for this information. At the beginning of the next lesson, students share what they found out with the class | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 9 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Expressing surprise | | | | | |
| Objectives according to the Curriculum | | 6.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  6.L4 understand the main points of supported extended talk on a range of general and curricular topics  6.W5 link without support sentences using basic coordinating connectors | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch teenagers talking about what they are afraid of.  • listen to two friends talking about a friend who doesn’t like sailing.  • practise expressing surprise.  **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 surprise on the board and check understanding of the noun: surprise is a feeling of shock caused by an unexpected event.  • Ask students if they know any ways of expressing surprise in English, e.g. I’m shocked, I’m surprised, I don’t believe it, I can’t believe it, No way!  • Write any phrases that students come up with 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** | Real talk: What are you afraid of?  1DVD 9.3 Ask students to open their books at page 106.  • Tell students they are going to watch some  teenagers answering the following question:  What are you afraid of?  • Give students some time to look at the three questions and then play the video.  • Students work alone to answer the question.  • Students can compare answers in pairs before you check answers with the class  2 Put students into pairs to ask and answer the question.  • Ask some students to report back to the class on what their partner said.  3 CD 2.36 Tell students they are going to listen to Jack and Rosa talking about their friend Mike.  • Play the recording for students to listen and answer the question.  4 • Give students time to look through the conversation.  • Ask students to work alone to complete the conversation with the words in the Useful language box. Stronger students can try to complete the conversation without looking at the phrases in the box.  • Students can compare answers in pairs.  5 CD 2.36 Play the recording for students to check their answers to Exercise 4.  • Ask students to pay particular attention to the intonation used by the speakers on the recording.  6 Ask students to work in pairs to act out the conversation in Exercise 4. They can act it out twice, taking a different part each time.  7 Ask students to work with a partner to practise the language for expressing surprise.  • Students use the conversation in Exercise 4 as a model to follow, changing the words in bold to the information in Situation 1 and Situation 2.  • Encourage students to take their time when speaking, to think about what they want to say and how they want to say it.  • Pair stronger students with weaker students to do this task. | | Students do watching and answer the questions.  Students work in pairs and answer the questions  Students do listening and answer the questions  Students work with conversation and complete it with the given words  Students work in pairs and act out a conversation  Students make their own dialogue and act it out | Students do watching and answer the questions.  Students work in pairs and answer the questions. They work with stronger students  Students do listening and answer the questions  Students work with conversation and complete it with the given words  Students work in pairs and act out a conversation  Students make their own dialogue and act it out | | 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  Students evaluate each other | Book, video  Book, slide  Book, audio  Book, slide  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to video English speaking friends and family members answering  the question: What are you afraid of? At the beginning of the next lesson, students can play their videos to a partner and say whether they share the fears expressed in the videos. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 9 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 6 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | An email to a friend | | | | | |
| Objectives according to the Curriculum | | 6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups  6.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an email about a plans and a problem.  • learn ways of introducing news and explaining things.  • write an email to a friend.  **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. Ask: Do you ever look for advice online?  • Put students into pairs to ask and answer the question.  • Ask some students to report back to the class on what their partner said. | | students respond to greeting and take their places.  Students work in pairs and answer the questions | students respond to greeting and take their places.  Students work in pairs and answer the questions | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 107.  • Ask students to read Stefani’s email and say what she is worried about.  • Check the answer with the class.  Optional activity  • Put students into small groups.  • Ask students to read Stefani’s email again and then think of some advice to help her with her problem.  • Ask one member of each group to report their group’s advice to the class.  • You can choose the piece of advice you think is best.  2 • Ask students to work in pairs to put the information in Stefani’s email in the correct order.  • Check answers.  3 • Refer students to the Useful language box.  • Ask students to work alone to find two other examples of introducing something in Stefani’s email.  • Students can compare answers in pairs before you check answers with the class.  4 • Read out the example.  • Ask students to work alone rewrite the remaining sentences using the phrases in brackets. Help weaker students by  showing that the phrase in brackets goes at the beginning of the sentence and that it is always followed by is that.  • Check answers with the class  Get writing  PLAN  5 • 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 a friend which will include their news and explain a problem they have. Tell students that the problem should be connected to their news, e.g. I’m going to play for the school football team, but I’m worried I won’t be very good. Students can invent the news and the problem, if they prefer.  • Give students times to make notes on the information from Exercise 2 that they will include in their emails.  WRITE  6 • Tell students to use Stefani’s email as a model to follow and encourage them to add extra information to their own emails, e.g. mention someone else with the same problem.  • Give students ten minutes to complete the writing task. Students should write about 120 words.  • Monitor while students are writing. Help with grammar and vocabulary as necessary.  • Encourage students to produce at least two drafts of their email. Point out that while email is considered an informal form of communication, care should still be taken to use capitals, punctuation and full sentences.  CHECK  7 • Give students a few minutes to look through their emails and check them against the points here.  • Collect students’ emails and mark them.  Optional activity  • Students swap their emails with a partner and write a response to their partner’s email.  • Monitor while students do this and help with vocabulary as necessary | | Students read the text and answer the questions  Students work in groups and give an advice.  Students put the information in the correct order  Students work individually and answer the questions.  Students work individually and use the phrases in brackets to complete the sentences  Students plan their writing and check with teacher  Students complete the writing task | Students read the text and answer the questions  Students work in groups and give an advice.  Students put the information in the correct order  Students work individually and answer the questions.  Students work individually and use the phrases in brackets to complete the sentences  Students plan their writing and check with teacher  Students complete the writing task | | 1 point for each correct answer  Students evaluate each other  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students  Teacher guides students | Book, slide  Book, slide  Book, slide  Book, slide  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 80 and Exercises 5, 6, 7, 8, 9, 10 and 11 on page 81 of the Workbook for homework.  You could also ask students to find out whether their friends or family members have any ‘big  news’. At the beginning of the next lesson, students can share what they found out with a partner, e.g. My uncle’s big news is that he’s moving to Australia. | |  |  | |  |  |