**Lesson plan for the 9th Grades (Think)**

**TERM 1 Unit 1**

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| Module 1 Lesson 1 | **HOBBIES AND QUALITIES** |
| Teacher’s name: |  |
| Date: |  |
| Grade: 9 | Number of people present | Number of people absent |
| The Theme of the lesson | **Welcome back. Behind the camera.** |
| Objectives according to the Curriculum | 9.1.7.1 - develop and sustain a consistent argument when speaking or writing;9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics9.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics |
| Objectives of the lesson | **All learners will be able to:** Have a discussion on the topic with teacher’s support**Most learners will be able to:** Read text and answer the questions**Some learners will be able to:**Have a discussion on the topic with no support. |
| Evaluation criteria | * Read and identify the main idea in the text
* Identify details in a text with little support
 |
| Level of thinking skills | Low order thinking |
| **During the lesson:** |
| **The stage of the lesson/timing** | **Actions of the teacher:** | **Actions of the pupils:** | **Student actions with special educational needs** | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)The teacher greets students; students respond to greeting and take their places.*Hello, boys and girls! How are you?*Warm up Ex 1 (4 min)Students scan the article to answer the question. Set a time limit of two minutes to encourage quick scanning. Allow students to compare answers with a partner before checking in open class. Students scan the article to answer the question. Set a time limit of two minutes to encourage quick scanning. Allow students to compare answers with a partner before checking in open class.**Answers**A film director and producer | students respond to greeting and take their places.Students work in individually and scan the text. They then work in pairs and compare answers.  | students respond to greeting and take their places.Weaker Students work in pairs with stronger students and compare answers  |  |  |
| **The middle of the lesson – 35 min** | **Ex 2** (5 min)**2** Ask students to read the statements and underline key words to focus their reading. A statement is only *false* if there is information in the reading text explicitly contradicting it. If there is no information, the answer should be marked DS (*Doesn’t say*). Students must only use information given in the text and not their general knowledge. As students do the exercise, urge them to underline key text in the article that supports their answers. During open class feedback, ask students to justify their answers by referring to the text they’ve underlined in the article.**Answers**1 T 2 DS The text does say that he’s been making films for more than 30 years but we don’t know how old he was when he started. 3 F He has made a number of successful films for adults. 4 T 5 DS There’s no mention of Oscars.**BACKGROUND INFORMATION**Chris Columbus (born 1958) is an American filmmaker. As well as directing 18 films including those mentioned in the article on page seven, he has produced over 30 films including *Fantastic 4*and *Night at the Museum*. Students will have studied the present perfect beforeand should be familiar with the differences between the two tenses, but to see if this is the case, ask them to complete the exercise individually and monitor carefully. Allow students to compare answers with partner before feedback in open class. If students struggle or would benefit from further practice, follow up with the additional support activity below.**Past perfect simple** (5 min)**1** Read through the information in Exercise 1 in open class and elicit answer to the question.**Answer**Aliya finishing her homework. Read through the rule in open class and elicit the answer.**Answers**1 have been playing; for 2 still; haven’t watched3 Have … seen; yet 4 have been sitting; since5 haven’t missed; yet 6 has been saying; for**Comparisons and pair work** (10 min)**1** Books closed. To introduce this topic, show a picture of an Oscar statuette and ask students what it is. Elicit different Oscar categories. Ask: *Can you remember any* *films or people who have won Oscars?**What did they win an Oscar for?* Ask students to make a list in pairs. Listen to some of their ideas in open class and then ask them to read the article quickly to see which, if any, are mentioned. Do brief feedback on this before asking students to read again, more carefully this time, in order to complete the exercise. Ask them to underline the parts of the text that helped them find the answers. During feedback, ask students to quote the parts of the text they underlined. Ask: *Have you seen either of the films* *mentioned in the blog entry?***2** SPEAKING Students discuss the questions in pairs or small groups. Clarify any potentially problematic vocabulary before they begin speaking. Monitor and help with vocabulary as necessary. Nominate one or two students to report back to the class on their opinions and encourage further discussion.Individual work (5 min)**3** Do numbers 1 and 2 in open class and review use of *as…as* and superlatives. Students work individually to complete the exercise before comparing answers with a partner. During feedback, ask students which of the sentences feature a comparative and which a superlative. Elicit the form of regular adverbs (adjective + -*ly*). Ask students which of the sentences compare adverbs and elicit rules for doing this (Sentences 5, 7 and 8 compare adverbs. We use *more* + adverb + *than* and *as* + adverb + *as*.)**Answers**1 as cold 2 best 3 more difficult 4 most interesting 5 more easily 6 not as bad 7 more quickly 8 loudly asPractice (5 min)**4** SPEAKING Put students in pairs to discuss the statements. Monitor but avoid error correction since the focus of this task is on fluency, not on accuracy. Make a note of any nice expressions that students use during the activity. At the end, write these on the board for the whole class to copy, and praise the student(s) who used them. Giving positive feedback like this will encourage students to use more variety in similar communication tasks. Nominate one or two pairs to report back on what they discussed with the rest of the class and invite reactions and further comments from the rest of the class.Pair work (5 min)5 This activity can be set as homework or done in class as a collaborative writing task. Tell students they are going to write a short paragraph and then show it to other members of the group. This will encourage them to think carefully about what they write. Ask students to choose one of the categories and write a paragraph comparing two things or people from that category. Monitor and check students are comparing correctly. When they have completed the exercise, ask students to swap paragraphs with a partner and check it for accuracy. Encourage them to ask you for help if they are not sure if a sentence is correct | students read the statements and underline key words Students read the text and complete the task using past perfect simple tense Students work in pairs and answer the questions. They then compare their answers with each other Students work individually and complete the task. Students discuss the topic and make conclusionStudents work in pairs and complete writing | Students may work in pairs. Students may work with the grammar Weaker students may work with stronger oneStudents may use grammar references Students discuss the topic and make conclusionStudents work in pairs and complete writing | 1 point for each correct answer Teacher evaluates and guides students 1 point for each correct answer 1 point for each correct answer Teacher evaluates and guides students1 point for each correct answer  | BookBook, slide, textBook, slideBook,textBook,Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercise 5 as a hometask to finish |  |  |  |  |

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| Module 1 Lesson 2 | **HOBBIES AND QUALITIES** |
| Teacher’s name: |  |
| Date: |  |
| Grade: 9 | Number of people present | Number of people absent |
| The Theme of the lesson | **Extreme adjectives and modifiers. Giving advice** |
| Objectives according to the Curriculum | 9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics9.5.3.1 - write with moderate grammatical accuracy on a wide range of familiar general and curricular topics; |
| Objectives of the lesson | **All learners will be able to:** Recognize and practice gradable forms of adjectives**Most learners will be able to:** Use the new vocabulary to complete the sentences**Some learners will be able to:**Use the new vocabulary to make new sentences without support |
| Evaluation criteria | * Read and identify the new language
* Identify the use of new language
 |
| 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 Ex 1 (4 min)**Extreme adjectives and modifiers**1 Ask students to work with a partner to think of the gradable forms of the adjectives in bold, perhaps doing number 1 in open class as an example.Answers1 very exciting 2 very big 3 very cold 4 very interesting | students respond to greeting and take their places.Students work in pairs and complete the task  | students respond to greeting and take their places.Weaker Students work in pairs with stronger students and complete the task  |  |  |
| **The middle of the lesson – 35 min** | **Ex 2** (5 min)**2** Students complete the exercise in pairs. During feedback, say the adjectives for students to repeat. Pay particular attention to the pronunciation of *minute* (very small), as compared to *minute* (sixty seconds). Model enthusiastic intonation when using extreme adjectives and encourage students to copy you. Perhaps have fun with this by really exaggerating and prompting students to do likewise. Students will naturally lower their range outside of this type of controlled practice but a sufficiently wide range is crucial here to avoid sounding sarcastic so it’s worth emphasizing the point!**Answers**1 e 2 a 3 b 4 c 5 d**Individual work** (5 min)**3** Students work individually to complete the exercise, referring to the Look! box to help them. Allow them to compare answers with a partner. Elicit corrections during whole-class feedback.**Answers**1 ✓ 2 ✓ 3 ✓ 4 ✗ very funny; absolutely hilarious5 ✗ absolutely tiny; very small 6 ✓**Comparisons and pair work** (10 min)**4** Encourage students to first read the text for overall understanding by asking the questions: *What trick* *did the writer see? Did she/he enjoy the show?* Check answers. Now students read a second time and complete the spaces. Tell students that more than one answer is possible in some instances. Students compare answers in pairs before you check answers in open class.**Answers**1 great/fantastic/wonderful/brilliant/amazing2 funny/hilarious 3 enormous 4 tiny/minute5 happy/delightedFast finishers (5 min)Students close their books and try to remember as many of the extreme adjectives as they can. They should write them on a blank piece of paper, and then open their books to check they remembered all of them and also spelling.Practice (5 min)Write adjectives 1–5 from Exercise 2 on the board. But do not write the extreme adjectives. Students work in pairs and take it in turns to form exchanges of the type:A: *It was really, really good!* (*It was really, really* + adjective)B: *It was brilliant!* (*It was* + extreme adjective)Pair work (5 min)Write these words on the board: *gorgeous, frightening, ugly, pretty, hideous, terrifying, silly, ridiculous* Ask students to work with a partner and decide which of theadjectives are gradable and which are extreme. They shouldthen match each gradable adjective to an extreme adjective.**Answers**gradable: pretty, ugly, frightening, sillyextreme: gorgeous, hideous, terrifying, ridiculous | students work with adjectives and complete the task Students work individually and complete the task. They then work in pairs to check each other Students work with the text and answer the questions. They then complete the spaces.Students work individually and complete the task. Students work in pairs and take it in turns to form exchanges of the type Students work in pairs and categorize the adjectives | Weaker students work in pairs with stronger studentsStudents work individually and complete the task. Students may use the Look! box. Students work with the text and answer the questions. They then complete the spaces.Weaker students may work in pairs with stronger oneStudents may use vocabularyStudents work in pairs with stronger studentsStudents work in pairs and categorize the adjectives | 1 point for each correct answer Teacher evaluates and guides students 1 point for each correct answer 1 point for each correct answer Teacher evaluates and guides students | BookBook, slide, textBook, slide |
| **The end of the lesson – 5 min** | Homework (5 min)Ask students to make sentences using the new language from the lesson. |  |  |  |  |

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| Module 1 Lesson 2 | **HOBBIES AND QUALITIES** |
| Teacher’s name: |  |
| Date: |  |
| Grade: 9 | Number of people present | Number of people absent |
| The Theme of the lesson | **Extreme adjectives and modifiers. Giving advice** |
| Objectives according to the Curriculum | 9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics9.5.3.1 - write with moderate grammatical accuracy on a wide range of familiar general and curricular topics; |
| Objectives of the lesson | **All learners will be able to:** Recognize and practice gradable forms of adjectives**Most learners will be able to:** Use the new vocabulary to complete the sentences**Some learners will be able to:**Use the new vocabulary to make new sentences without support |
| Evaluation criteria | * Read and identify the new language
* Identify the use of new language
 |
| 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 Ex 1 (4 min)**Extreme adjectives and modifiers**1 Ask students to work with a partner to think of the gradable forms of the adjectives in bold, perhaps doing number 1 in open class as an example.Answers1 very exciting 2 very big 3 very cold 4 very interesting | students respond to greeting and take their places.Students work in pairs and complete the task  | students respond to greeting and take their places.Weaker Students work in pairs with stronger students and complete the task  |  |  |
| **The middle of the lesson – 35 min** | **Ex 2** (5 min)**2** Students complete the exercise in pairs. During feedback, say the adjectives for students to repeat. Pay particular attention to the pronunciation of *minute* (very small), as compared to *minute* (sixty seconds). Model enthusiastic intonation when using extreme adjectives and encourage students to copy you. Perhaps have fun with this by really exaggerating and prompting students to do likewise. Students will naturally lower their range outside of this type of controlled practice but a sufficiently wide range is crucial here to avoid sounding sarcastic so it’s worth emphasizing the point!**Answers**1 e 2 a 3 b 4 c 5 d**Individual work** (5 min)**3** Students work individually to complete the exercise, referring to the Look! box to help them. Allow them to compare answers with a partner. Elicit corrections during whole-class feedback.**Answers**1 ✓ 2 ✓ 3 ✓ 4 ✗ very funny; absolutely hilarious5 ✗ absolutely tiny; very small 6 ✓**Comparisons and pair work** (10 min)**4** Encourage students to first read the text for overall understanding by asking the questions: *What trick* *did the writer see? Did she/he enjoy the show?* Check answers. Now students read a second time and complete the spaces. Tell students that more than one answer is possible in some instances. Students compare answers in pairs before you check answers in open class.**Answers**1 great/fantastic/wonderful/brilliant/amazing2 funny/hilarious 3 enormous 4 tiny/minute5 happy/delightedFast finishers (5 min)Students close their books and try to remember as many of the extreme adjectives as they can. They should write them on a blank piece of paper, and then open their books to check they remembered all of them and also spelling.Practice (5 min)Write adjectives 1–5 from Exercise 2 on the board. But do not write the extreme adjectives. Students work in pairs and take it in turns to form exchanges of the type:A: *It was really, really good!* (*It was really, really* + adjective)B: *It was brilliant!* (*It was* + extreme adjective)Pair work (5 min)Write these words on the board: *gorgeous, frightening, ugly, pretty, hideous, terrifying, silly, ridiculous* Ask students to work with a partner and decide which of theadjectives are gradable and which are extreme. They shouldthen match each gradable adjective to an extreme adjective.**Answers**gradable: pretty, ugly, frightening, sillyextreme: gorgeous, hideous, terrifying, ridiculous | students work with adjectives and complete the task Students work individually and complete the task. They then work in pairs to check each other Students work with the text and answer the questions. They then complete the spaces.Students work individually and complete the task. Students work in pairs and take it in turns to form exchanges of the type Students work in pairs and categorize the adjectives | Weaker students work in pairs with stronger studentsStudents work individually and complete the task. Students may use the Look! box. Students work with the text and answer the questions. They then complete the spaces.Weaker students may work in pairs with stronger oneStudents may use vocabularyStudents work in pairs with stronger studentsStudents work in pairs and categorize the adjectives | 1 point for each correct answer Teacher evaluates and guides students 1 point for each correct answer 1 point for each correct answer Teacher evaluates and guides students | BookBook, slide, textBook, slide |
| **The end of the lesson – 5 min** | Homework (5 min)Ask students to make sentences using the new language from the lesson. |  |  |  |  |

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| Module 1 Lesson 3 | **HOBBIES AND QUALITIES** |
| Teacher’s name: |  |
| Date: |  |
| Grade: 9 | Number of people present | Number of people absent |
| The Theme of the lesson | **Reported speech** |
| Objectives according to the Curriculum | 9.2.2.1 - understand most specific information in unsupported extended talk on a wide range of general and curricular topics9.5.3.1 - write with moderate grammatical accuracy on a wide range of familiar general and curricular topics; |
| Objectives of the lesson | **All learners will be able to:** • Identify the main idea in extended talks with little support**Most learners will be able to:** **• Identify details in a text with little support****Some learners will be able to:**Interact in a pair, group and a whole class work presenting |
| Evaluation criteria | * Read and identify the new grammar
* Identify the use of new grammar
 |
| 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 Ex 1 (4 min)Read the example of reported speech: She said she spent her money on the new book. Ask *What tense is it?* Elicit students’ answers. | students respond to greeting and take their places.Students guess the topic of the lesson | students respond to greeting and take their places.Students guess the topic of the lesson |  |  |
| **The middle of the lesson – 35 min** | **Preparation** (10 min)**Reported speech****1** Books closed. To lead in to the topic, show photos of computers and computer accessories and ask students to make a list of English words for computer parts /accessories in pairs. Listen to some of their answers in open class and write any correct vocabulary on the board. Try to elicit some of the vocabulary whichstudents will see in the story, for example *screen*, *install a program*.Books open. Ask students to read the dialogue quickly, ignoring the gaps, to answer the question:*Why had the caller’s screen gone blank?* (There was no electricity); *Was Graham sympathetic?* (no). Check answers. Now they have the gist, students are readyto read the story again to answer questions 1–5. Allow them to compare answers with a partner before doing feedback in open class.**Answers**1 The caller’s computer screen had suddenly gone black.2 Graham asked the caller to check the screen was switched on, to check that the computer was plugged in and to switch the light on.3 He couldn’t switch on the lights because the electricity had gone off 5 minutes earlier.4 Graham warned the caller never to phone him again.5 He was fired.**Individual work** (5 min)**2** Focus students’ attention on the example answer, pointing out the change from present simple (*need*) to past simple (*needed*). Students complete the exercise in pairs before you check answers in open class.**Answers**1 what the problem was. 2 he couldn’t see there because it was very dark. 3 check that his computer was still plugged in. 4 he couldn’t put the light on because the electricity had gone off five minutes earlier.**Sequencing words** (10 min)**1** In pairs, students match the words with spaces 1–4 in the story. Check answers in open class. Point out that *after* and *then* have the same meaning. The only difference is: *after* + noun; *then* + clause.**Answers**1 d 2 b 3 a 4 cListening (10 min)**1** 1.02 Write *everywhere*, *somewhere* and *everything* on the board. Establish that these pronouns refer to things which are not specific or definite. Elicit further examples, for example *everybody*, *nothing*, *somewhere*.Ask students to read the dialogue quickly, ignoring the gaps, to answer the question: *What things have been organised and what things haven’t?* Check answers quickly in open class. Students complete the dialogue in pairs. Play the audio to check answers.**Answers**1 everything 2 nothing 3 anywhere 4 everywhere5 anyone 6 everyone 7 nowhere 8 something9 somewhere 10 everything Language note (5 min)Students might say sentences such as \**Everything are ready*, or \**Everybody are tired*. Indefinite pronouns are singular and are therefore followed by the singular form of a verb. *Everything is ready*. *Everybody is tired*. A common mistake is the use of double negatives (e.g. \**I don’t know nothing*) instead of a negative verbwith an indefinite pronoun (*I don’t know anything*). Students may find it useful to translate the indefinite pronouns into their own language and compare them. | students answer the questions and prepare for reading Students work individually and complete the task. They then work in pairs to check each other Students work in pairs and complete the taskStudents complete the dialogue in pairs. | students answer the questions and prepare for reading Students work individually and complete the task. Students may use the grammar box Students work in pairs and complete the taskStudents complete the dialogue in pairs. | 1 point for each correct answer Teacher evaluates and guides students 1 point for each correct answer 1 point for each correct answer  | BookBook, slide, textBook, slideAudio, book |
| **The end of the lesson – 5 min** | Homework (5 min)Ask students to make sentences using the new grammar from the lesson on the topic “hobbies” |  |  |  |  |

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| Module 1 Lesson 4 | **HOBBIES AND QUALITIES** |
| Teacher’s name: |  |
| Date: |  |
| Grade: 9 | Number of people present | Number of people absent |
| The Theme of the lesson | **Me and my view of the world** |
| Objectives according to the Curriculum | 9.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;9.6.11.1 - use an increased variety of reported speech forms for statements, questions and commands, including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:** FUNCTIONS encouraging someoneGRAMMAR ways of referring to the future (review); futurecontinuous; future perfect; past perfectcontinuous; past perfect simple vs. past perfectcontinuousVOCABULARY phrases to talk about the future; phrasal verbs**Some learners will be able to:** |
| Evaluation criteria | * Read and identify the new grammar
* Identify the use of new grammar
 |
| 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 Ex 1 (4 min)**READING****1** SPEAKING Books closed. If you have an interactive whiteboard (IWB), create a pie chart of your Hobbies with rough percentages. Describe the pie chart to thestudents and give some details of when you do the activities. Ask students to draw their own pie charts, but tell them not to label the activities. Students work in pairs and take it in turns to show their pie charts to their partners, who have one minuteto guess the activities. After one minute, students explain their pie chart to their group. Listen to some of their answers in open class as feedback. You might like to give some of the students the opportunity to come to the front of the class and explain their pie chart on the IWB. Books open. Look at the pictures in open class and ask students to work with a partner to describe them. Give students three minutes to think of as many other Hobbies as they can. During whole-class feedback, write some of their ideas on the board.**Answers**playing online games playing the piano cooking/baking bird watching | students respond to greeting and take their places.Students draw a pie chart and share their ideas | students respond to greeting and take their places.Students draw a pie chart and share their ideasThey may check each other in pairs. |  |  |
| **The middle of the lesson – 35 min** | **Preparation** (10 min)**2** Read through the instructions in open class. Before asking students to make their lists, read out the example in Exercise 3 so they have an idea of reasons they should be thinking of. Then ask students to work individually and list five hobbies. Encourage them to make notes of the reasons **Individual work** (5 min)**3** SPEAKING Divide the class into pairs and ask students to compare their lists from Exercise 2.Remind them to give reasons and encourage them to ask each other any further questions. Listen to some of their ideas in open class as feedback.**Speaking** (10 min)**4** Divide the class into different pairs and ask students to discuss the questions. Remind them to give evidence from the text. Check answers.**Answers**1 To convince her friends/readers that they should have a more positive attitude in life.2 Yes, because Jim wins third prize in the photography contest and he uses the money to fix his camera.3 an optimistReading (10 min)**5** Check/clarify: *attitude*, *passion*, *skills*. Before reading, ask students to underline key words in the statements that they should look for in the text. Ask them to underline the part of the text which helped them decide and to compare their answers with a partner. Tell students that they should read the article carefully and check that the text matches the information in a sentence exactly before deciding if an answer is true. Ask students to compare answers in pairs and to come to an agreement on their answers before checking in open class.**Answers**1 T 2 F Jim’s attitude to life doesn’t change despite the accident. 3 T 4 T 5 F Jim got his camera fixed after winning the contest. 6 F The blogger feels more positiveand relaxed about performing.Language note (5 min)Students might say sentences such as \**Everything are ready*, or \**Everybody are tired*. Indefinite pronouns are singular and are therefore followed by the singular form of a verb. *Everything is ready*. *Everybody is tired*. A common mistake is the use of double negatives (e.g. \**I don’t know nothing*) instead of a negative verbwith an indefinite pronoun (*I don’t know anything*). Students may find it useful to translate the indefinite pronouns into their own language and compare them. | students work individually and make a list Students then work in pairs and compare answers.Students make a dialogue on the topic and check each otherStudents work individually and complete the task. They then work in pairs to check each other Students work in pairs and complete the taskStudents complete the dialogue in pairs. | students work individually and make a list Students then work in pairs and compare answers.Students make a dialogue on the topic and check each otherWeaker students work with stronger students. Students work individually and complete the task. Students may use the grammar box Students work in pairs and complete the taskStudents complete the dialogue in pairs. | Teacher evaluates and guides students Teacher evaluates and guides students 1 point for each correct answer 1 point for each correct answer | BookStudent’s Book page 14-15Book, slide, textBook, slideAudio, book |
| **The end of the lesson – 5 min** | Homework (5 min)Ask students to make sentences using the new grammar from the lesson on the topic “hobbies” |  |  |  |  |

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| Module 1 Lesson 5 | **HOBBIES AND QUALITIES** |
| Teacher’s name: |  |
| Date: |  |
| Grade: 9 | Number of people present | Number of people absent |
| The Theme of the lesson | **Referring to the future** |
| Objectives according to the Curriculum | 9.5.2.1 - write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics;9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |
| Objectives of the lesson | **All learners will be able to:** * Identify facts and details in extended talks with support

**Most learners will be able to:** * Identify facts and details in extended talks with little support
* Recognize the content of an extended conversation using some supporting information
* Apply the rule for compound adjectives and adjectives as participles in practice

**Some learners will be able to:**Apply regular and irregular adverbs and comparative degree structures accurately |
| Evaluation criteria | * Read and work with the texts
* Identify the use of new grammar
 |
| 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 Ex 1 (4 min)**Grammar****1** At this level, students should have quite a good awareness of the four future forms, so you could ask them to cover the rule box and divide the class intosmall groups for students to explain the uses of each one. Elicit some of their ideas in open class, but do not comment at this stage. Ask students to completethe rule. Did they manage to come up with all of the various uses for each form? Check answers in open class, referring to the example sentences and givingfurther examples for clarification, as necessary. Draw attention to the use of time expressions used in the sentences: *soon*, *tomorrow*, *three months from now*.**Rule**1 will 2 present simple 3 going to 4 will 5 going to 6 present continuous 7 present simple 8 will | students respond to greeting and take their places.Students discuss and complete the rule and have a discussion  | students respond to greeting and take their places.Students discuss and complete the rule and have a discussion  |  |  |
| **The middle of the lesson – 35 min** | **Preparation** (10 min)**2** If you’re short on time, set this exercise for homework. Consider doing number 1 in open class as an example. Students work individually to completesentences 1–8. Allow them to compare answers with a partner before feedback in open class. Where more than one answer is possible, ask students to explainany subtle differences in meaning.**Answers**1 arrives/is arriving/will arrive2 are going to spill/will spill3 will, rain4 are seeing/are going to see5 starts/is starting/is going to start6 go7 am going to buy/am buying/will buy8 is/is going to be/will be**Pair work** (5 min)**3** SPEAKING As students tend to have more difficulty with present simple/continuous as future forms, ask them to write sentencesshowing the difference between the forms, e.g. *I’m playing**football tomorrow. The game starts at 10.30*.**Phrases to talk about the future: about to, off to,****on the point of** (10 min)**1** In pairs, students match sentences 1–3 to their uses.Check answers.**Answers**1 b 2 a 3 bReading (10 min)**5** Give students time to read sentences 1–6 and check understanding. Ask them to put their pens/pencils down before they start reading to dissuade them from answering straight away. Go through the first sentence in open class as an example. Once they’ve completed the exercise, ask students to compareanswers with a partner before whole-class feedback.**Answers**1 about to 2 off to 3 about to 4 about to 5 off to6 on the point ofLanguage note (5 min)Do a teacher-student role play. Ask students to write sentences containing mistakes with future forms. Students pass their sentences to a partner. The partner has to act as the teacher, explain the problems with the sentences and elicit the correct answer from the student | students complete the task and check in pairs.Students then work in pairs and compare answers.Students do matching and check each otherStudents work individually and complete the task. They then work in pairs to check each other Students work in pairs and complete the task | students may work individually with stronger studentsStudents then work in pairs and compare answers.Weaker students work with stronger students. Students work individually and complete the task. Students may use the grammar box Students work in pairs and complete the task | Teacher evaluates and guides students Teacher evaluates and guides students 1 point for each correct answer 1 point for each correct answer | BookStudent’s Book Book, slide, textBook, slideAudio, book |
| **The end of the lesson – 5 min** | Reflecion (5 min)Ask studentsWere the lesson objectives/learning objectives realistic? What did the learners learn? What did/didn’t you like? What was difficult? |  |  |  |  |

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| Module 1 Lesson 6 | **HOBBIES AND QUALITIES** |
| Teacher’s name: |  |
| Date: |  |
| Grade: 9 | Number of people present | Number of people absent |
| The Theme of the lesson | **Future continuous** |
| Objectives according to the Curriculum | 9.5.3.1 - write with moderate grammatical accuracy on a wide range of familiar general and curricular topics; 9.6.8.1 - use a variety of future forms, including some passives, on a range of familiar general and curricular topics;9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |
| Objectives of the lesson | **All learners will be able to:** * Complete the sentences according to the rule with support

**Most learners will be able to:** * Complete listening skills and check with some support

**Some learners will be able to:*** Make sentences according to grammar with no support.
 |
| Evaluation criteria | * Apply the rule for infinitives in practice
* Differentiate between possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves
* Apply regular and irregular adverbs and comparative degree structures accurately
 |
| Level of thinking skills | high 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 Ex 1 (4 min)**Grammar****1** 03 Books closed. As a lead-in, ask students:*Which hobbies are the most popular with people your age in your country?* Students discuss the question with a partner. To make the question more challenging, ask them to explain why each hobby is popular. Elicit a few examples of popular hobbies in open class as feedbackand see if others in the class agree or disagree. Books open. Ask students to look at the hobbiesbefore you play the audio. You could ask them to guess which they think are going to be mentionedbefore they listen and check. Allow them to compare answers with a partner before open-class feedback.**Answers**doing sports music drawing or painting photograph modelling collecting objects computers | students respond to greeting and take their places.Students discuss the questions and compare answers with other students  | students respond to greeting and take their places.Students discuss the questions and compare answers with other students. They may work with stronger students. |  |  |
| **The middle of the lesson – 35 min** | **Preparation** (10 min)**2** 3 Students may like to work in pairs and try to do the task from memory before listening to theaudio again to check and complete their answers. After you’ve played the audio a second time, givestudents time to review and discuss details with a partner. Check answers in open class.**Answers**1 B 2 E 3 D 4 A**Pair work, speaking** (10 min)**3** S Divide the class into small groups for students to discuss the statements in Exercise 2.Allow them a few minutes to think on their own and make any notes. After their discussion, listen to some of their ideas in open class, encouraging students to give reasons and examples for their opinions.**Grammar practice** (10 min)**1 1** Put students into pairs to complete the rule. Check answers in open class. Use one of the examples in Exercise 1 and a timeline like the one below to clarifythe rule. on Tuesday afternoon My friends from school will be playing football.now**Rule**1 around 2 be 3 –*ing*Before filling the gaps, ask students to quickly read the dialogue to answer the questions: *Is Jessie going to have a busy weekend? Why?* (Yes. She is going toLondon with her father.) This will ensure students have a gist understanding of the dialogue before they start focusing on form. Students work individuallyto complete the dialogues. Let them compare answers with a partner before checking in open class. During feedback, explain/elicit that we use thefuture continuous to talk about an action happening around a specific future time and the future simple to describe one particular action which takes place in the future. Check that students are contracting *will* to *’ll* and that they are placing the main stress on the principal verb rather than equally stressing all threewords.**Answers**1 will be sitting 2 will be walking 3 will phone4 will be watching 5 will come 6 will be thinking7 will put**Future perfect** (10 min)**3** Get students to complete the rule in pairs. During whole-class feedback, use the example sentences to clarify. Again use a timeline like the one below toshow the difference between the future perfect and future continuous.by the time he’s 60 he’ll have collected thousands of stamps now.To check understanding at this point, elicit a few more examples of sentences with the future perfect and future continuous. Write some sentence stems onthe board to get students started. For example:*By this next time next week …,**At 7 o’clock tomorrow morning …* etc*.***Rule**1 will 2 have 3 past participle | students complete listening and then check their answers.Students work in pairs or in small groups and practice speaking skills.Students work in pairs and complete the rule.Students work with the dialogue and answer students. Students work in pairs and complete the rule. They then make sentences according to the rule. | students may work individually or in pairs with stronger studentsStudents may use the ideas from books.Students work in pairs and complete the rule.Weaker students work with stronger students. Students work in pairs with stronger students | Teacher evaluates and guides students Teacher evaluates speaking skills and ideas.Teacher evaluates and guides students 1 point for each correct sentence | Book, audioStudent’s Book Book, slide, textBook, slide |
| **The end of the lesson – 5 min** | Hometask (5 min)Students complete the previous task at home individually. |  |  |  |  |

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| Module 1 Lesson 7 | **HOBBIES AND QUALITIES** |
| Teacher’s name: |  |
| Date: |  |
| Grade: 9 | Number of people present | Number of people absent |
| The Theme of the lesson | **Billy Elliot. Bend it like Beckham** |
| Objectives according to the Curriculum | 9.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics9.6.15.1 - use infinitive forms after a growing number of adjectives and verbs; use gerund forms after a growing variety of verbs and prepositions; use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics; |
| Objectives of the lesson | **All learners will be able to:** Have a discussion on the topic with support**Most learners will be able to:** Have a discussion on the topic with some support**Some learners will be able to:**Have a discussion on the topic with no support |
| Evaluation criteria | * Identify facts and details in extended talks with little support
* Recognize the content of an extended conversation using some supporting information
* Convey fantasy ideas including emotions and senses
* Identify the correct form of a word, appropriate sentence structure and text layout
 |
| Level of thinking skills | high 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 Ex 1 (4 min)**Grammar****1** 0 If you’re short on time, set this exercise for homework but perhaps do number 1 in open class. Students complete the exercise individually and check their answers with a partner before open-class feedback. During feedback, ask students to explain why they chose their answers and why another formis not a possible answer in each case.**Answers**1 have finished 2 have found 3 be sleeping4 be flying 5 have spent 6 be teaching7 have watched 8 be touring | students respond to greeting and take their places.Students complete the task and check with the class.  | students respond to greeting and take their places.Students complete the task and check with the class.  |  |  |
| **The middle of the lesson – 35 min** | **Speaking** (10 min)**1** Write *65 years old* on the board. Ask students whether they think this is old or relatively young. Read the situation and the examples. Have students close their eyes for a few seconds and picture themselves at 65. Then have them open their eyes and discuss how they will be different and what they will have achieved. Elicit a few ideas in open class.**Group work, speaking** (10 min)**2** S Put students in large groups. Ask them to think about their classmates and where they will be at 65. Read out the examples and ask students to make notesabout as many classmates as they can.**Grammar practice** (10 min)**3** Have students share their ideas in their groups. Encourage them to say if they agree with their classmates’ predictions about them. Invite students toshare correct predictions in open class.**Reading** (10 min)**1** Ask students to read the questions and underline key words. Divide the class into two groups (A andB). Tell As that they should read about ***Billy Elliot*** and Bs that they should read about ***Bend It Like******Beckham***. Students read individually writing their answers in note form. Monitor and once the majority of students have answered all of the questions, ask them to compare with another student from their group.**Answers**1 A: Billy Elliot B: Jess Bhamra2 A: doing ballet B: playing football3 A: his father B: her parents4 A: his ballet teacher, Georgia B: her friend Jules andher coach, Joe5 A: Billy becomes a professional ballet dancer B: Jessgoes to university in California on a soccer scholarship. | students answer the questions and share ideas.Students work in groups and make examples.Students share their ideas and discuss with the classStudents read the questions and find the answers in the text.  | students answer the questions and share ideas.Students may work with stronger studentsStudents share their ideas and discuss with the classStudents read the questions and find the answers in the text.  | Teacher evaluates and guides students Teacher evaluates speaking skills and ideas.Teacher evaluates and guides students  | Student’s Book Book, slide, text |
| **The end of the lesson – 5 min** | Hometask (5 min)As well as underlining the phrasal verbs, ask students to work out the meaning and think of different ways of saying of each of them, using context to help them. You might like to do feedback on what the phrasal verbs are before students focus on how they mightparaphrase them.**Answers**1 look after 2 takes off 3 came round 4 hang out |  |  |  |  |

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| Module 1 Lesson 8 | **HOBBIES AND QUALITIES** |
| Teacher’s name: |  |
| Date: |  |
| Grade: 9 | Number of people present | Number of people absent |
| The Theme of the lesson | **Encouraging someone** |
| Objectives according to the Curriculum | 9.2.2.1 - understand most specific information in unsupported extended talk on a wide range of general and curricular topics9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |
| Objectives of the lesson | **All learners will be able to:** Read the texts and answer the questions**Most learners will be able to:** Identify details in a text with little support**Some learners will be able to:**Discuss the topic with no support |
| Evaluation criteria | * Identify details in a text with little support
* Identify the correct form of a word, appropriate sentence structure and text layout
* Clarify the meaning of the word in a dictionary or other digital references
* Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences
 |
| Level of thinking skills | high 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 Ex 1 (4 min)As a lead-in, ask for volunteers to talk about one something they are worried or nervous about. Other students encourage them and tell them not toworry. Write any interesting vocabulary on the board and try to elicit some of the expressions from the exercise. | students respond to greeting and take their places.Students complete the task and check with the class.  | students respond to greeting and take their places.Students complete the task and check with the class.  |  |  |
| **The middle of the lesson – 35 min** | **Speaking** (10 min)**1** Give students time to read sentences 1–5 and complete them with the words from the list. Play the audio for students to listen and check their answers.Allow them to compare answers with a partner before feedback in open class. Write answers on the board and ensure students are clear on what the fullexpressions are: *Cheer up! Things will seem better after/**when …*; *Hang in there*; *Don’t let it get you down*; *It’s**not the end of the world*; *Look on the bright side*; *There is light at the end of the tunnel*. Say each expression for students to repeat and check pronunciation. Ask them to cover the expressions to discourage them from reading and to ensure they repeat with feeling.**Answers**1 Cheer 2 Hang 3 down 4 bright 5 light**2** Ask students to complete the exercise in pairs. Encourage them to give reasons for their answers rather than just using an expression to encouragethem. Listen to some of their ideas in open class.**Think values** (10 min)**2** S Read through the instructions in open class. Check/ clarify: *passionate*, *give up hope*. Ask students to work individually and complete the exercise. Encourage them to think of reasons for their choices. Monitorand help with any difficulties.**Think values** (10 min)**3** Divide the class into pairs or small groups. Students compare their answers to Exercise 1. Quickly listen to some of their ideas in open class as feedback.**Think values** (10 min)3 Ask students: *Which of the sentences is**most important to you?* Students should give reasonsfor their answers. Listen to some of their ideas in openclass as feedback and encourage further discussion. | students listen and complete the task. they then check each otherStudents work individually and complete the task.Students work in pairs with stronger students and share ideasStudents read the questions and discuss the topic with the class | students listen and complete the task. they then check each otherStudents work individually and complete the task.Students share their ideas and discuss with the class with stronger studentsStudents read the questions and discuss the topic with the class | Teacher evaluates and guides students Teacher evaluates speaking skills and ideas.Teacher evaluates and guides students  | Student’s Book Book, slide, text |
| **The end of the lesson – 5 min** | Role-play (5 min)Students might enjoy creating a role play involving two friends. Divide the class into pairs and assign a role to each student – one is a very active person and the other just wants to sit on the sofa and play computer games. The active person should give advice to the less active person using some of the language in Exercise 1. The less active person should disagree with everything! Monitor and praise the use of correct English. For feedback, nominate pairs to describe their conversation. |  |  |  |  |

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| Module 1 Lesson 9 | **HOBBIES AND QUALITIES** |
| Teacher’s name: |  |
| Date: |  |
| Grade: 9 | Number of people present | Number of people absent |
| The Theme of the lesson | **Culture. Birdwatching** |
| Objectives according to the Curriculum | 9.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;9.3.3.1 explain and justify their own point of view on a range of general and curricular topics; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:** • watch teenagers taking about the worst party they have ever been to.• listen to teenagers organising a birthday party.• practise offering to do something and making requests.**Some learners will be able to:** |
| Evaluation criteria | * Identify facts and details in extended talks with little support
* Recognize the content of an extended conversation using some supporting information
* Interact in a pair, group and a whole class work presenting
* Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences
 |
| Level of thinking skills | high 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 Ex 1 (4 min)Ask students to revise vocabulary and the word “Birdwatching”. Elicit students’ answers. | students respond to greeting and take their places.Students discus and share ideas | students respond to greeting and take their places.Students discus and share ideas |  |  |
| **The middle of the lesson – 35 min** | **Speaking** (5 min)**1** Students discuss in pairs. Allow them to do a quick online search if possible. Elicit ideas as an open class. Then ask students to skim read the text and find outmore about the hobby of birdwatching.**Think values** (10 min)**2** Read out the question and have students discuss it in pairs before they read the text again to check. Elicitanswers.**Answers**Birdwatching extended Phoebe Snetsinger’s life becauseshe was doing something that she loved.**Discussion** (10 min)**3** Read through the instructions in open class. Students should read the sentences carefully and decide which key information they need to read for. They should be particularly careful to check if sentences are positive or negative when answering. Give students time to read through the sentences. **Pair work** (10 min)Ask students to underline the parts of the text which helped them find the answer. Students can compare answers in pairs before whole-class feedback. During feedback, ask students to explain which parts of the text helped them decide on their answers.**Answers**1 A 2 B 3 B 4 B 5 B 6 B 7 B 8 A | Students discuss in pairs and share ideas.Students read the text and answer the questions.Students read the article and complete the exercise.Students work in pairs and compare the answers | Students discuss in pairs and share ideas.Weaker students may read the text for several times.Students read the article and complete the exercise.Students work in pairs and compare the answersWeaker students work with stronger students in pairs | Teacher evaluates and guides students 1 point for each correct answerTeacher evaluates and guides students  | Student’s Book Book, slide, text |
| **The end of the lesson – 5 min** | Revision (5 min)**4** SPEAKING Students work in pairs to correct the incorrect statements in Exercise 3. Monitor and help with any difficulties. Check answers in open class.**Answers**2 As soon as she got the bad news, she started travelling.3 After travelling for about ten years, her illness came back.4 No one was as successful with their bird spotting asPhoebe.5 She was very worried about the environment.6 Phoebe died in a car accident.7 Her book was published four years after she died. |  |  |  |  |

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| Module 1 Lesson 10 | **HOBBIES AND QUALITIES** |
| Teacher’s name: |  |
| Date: |  |
| Grade: 9 | Number of people present | Number of people absent |
| The Theme of the lesson | **My life in the future** |
| Objectives according to the Curriculum | 9.6.8.1 - use a variety of future forms, including some passives, on a range of familiar general and curricular topics;9.5.1.1- plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:** • read a description of a family party.• learn about the use of so and too with adjectives.• write a description of a celebration.**Some learners will be able to:** |
| Evaluation criteria | * Plan, write, edit and proofread work at text level
* Use punctuation marks correctly
 |
| Level of thinking skills | high 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 Ex 1 (4 min)**My life in the future****1** As a brief introduction to the topic, ask students to work in pairs or small groups and talk about what job they would like to do in the future. Ask students to read the text quickly in order to think about the question: *How will your future be similar or different to the writer’s?* Put them in pairs to discuss their ideas and get feedback in open class.**Answers**Students’ own answers. | students respond to greeting and take their places.Students answer the questions and discuss the ideas | students respond to greeting and take their places.Students answer the questions and discuss the ideas |  |  |
| **The middle of the lesson – 35 min** | **Pair work** (5 min)**2** Focus attention on the verbs and elicit/point out that they are all future forms. Ask students to findexamples individually and then compare in pairs. Check answers in open class.**Suggested answers**1 I don’t think I’m going to get married.2 I’ll try to make it a better place for them.3 As soon as I save up enough money, I’ll buy my ownhouse.4 I’ll be living on my own.5 By the time I’m about 50, I’ll have travelled in manycountries.**Speaking** (10 min)**3** Ask students to work in pairs and discuss the topic of each paragraph. During whole-class feedback, ask them to give examples from the text to support their answers.**Answers**The first paragraph is about her professional life, whereas the second is about her personal life.**Discussion** (10 min)**4** The planning for this exercise can be done in class and the writing set for homework. Tell students todiscuss the questions in pairs and make notes of interesting vocabulary they will need. Elicit a fewideas in open class before giving students a couple of minutes to organize their ideas into paragraphs.Monitor and help with ideas. The focus here is on content rather than accuracy so don’t worry aboutcorrect language at this point.**Pair work** (10 min)**5** Ask students to write a draft of their text using their ideas from Exercise 4. Encourage them to include a variety of future forms to increase the level and variety of their writing, before writing a final version.On completion, ask pairs to swap texts and read and evaluate each other’s writing on the basis of **content** (How interesting was the text?); **organisation** (Did the text follow the organisation of the model text?); and **language** (Did they use a variety of future forms?) | Students complete the task and compare answers with the class.Students work in pairs and discuss the topic.Students work in pairs and make notes. They then share ideas with each otherStudents write a draft and check with the teacher. | Students complete the task and compare answers with the class.Students work in pairs and discuss the topic.Students work in pairs and make notes. They then share ideas with each otherStudents write a draft and check with the teacher.Students may use dictionary if needed | Teacher evaluates and guides students 1 point for each correct answerTeacher evaluates and guides students  | Student’s Book Book, slide, text |
| **The end of the lesson – 5 min** | Homework (5 min)Ask students to complete writing and prepare a speech. |  |  |  |  |

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| Module 1 Lesson 11 | **HOBBIES AND QUALITIES** |
| Teacher’s name: |  |
| Date: |  |
| Grade: 9 | Number of people present | Number of people absent |
| The Theme of the lesson | **Tobets of Kazakhstan. Project. A legend from Kazakhstan** |
| Objectives according to the Curriculum | 9.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;9.6.7.1 - use a variety of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:** • learn about Independence Day in the USA.• talk about re-enacting historical events.**Some learners will be able to:** |
| Evaluation criteria | * Identify details in a text with little support
* Clarify the meaning of the word in a dictionary or other digital references
* Raise awareness about cultural diversity through reading and discussion
* Convey fantasy ideas including emotions and senses
 |
| Level of thinking skills | high 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 Ex 1 (4 min)1 PRE-READING Find out students’ attitudes to dogs and what they know about this particular breed. Discuss the second question. (They can find the answer in the first paragraph if they are not sure.) | students respond to greeting and take their places.Students answer the questions and discuss the ideas | students respond to greeting and take their places.Students answer the questions and discuss the ideas |  |  |
| **The middle of the lesson – 35 min** | **Reading** (5 min)2 Give the students time to read the text silently. Go through each paragraph checking the meanings of words or phrases they may not know. Also checkwords taught in the previous units, such as *fall out* and *let you down*. Then let them work silently to answer the questions. They can compare answersin pairs before you check with the whole class. Ask them to say how they got the answers by referring to sentences in the text.**Answers**1 wolves 2 working 3 fought 4 friends 5 fight6 some meat 7 lost **Past perfect continuous** (10 min)**1** Read the instruction and ask students to complete thesentences.**Mixed-ability**Stronger students can attempt to complete the exercise from memory before checking in the text. Weaker students can look back at the text and find the answers. Check answers in open class. If necessary, clarify the answers with a timeline showing the past perfect continuous action continuing up to a specific point in the past.**Answers**1 had been looking after 2 had been talking 3 hadbeen makingRule: Read through the rule in open class and elicit answers. You could ask students to match each of the three points in the rule with each of the three example sentences.**Rule**1 past 2 past 3 how long**Individual work** (10 min)**2** Ask students to work individually and complete the exercise. Students compare answers with a partner before feedback in open class. If you’re short on time, set this exercise as homework.**Answers**1 had been waiting 2 had been walking 3 hadn’t beenpaying 4 had been trying 5 had … been climbing **Pair work** (10 min)**3** Write the following examples on the board (or someof your own):1 *I’d been looking forward to the holiday for months!*2 *I had an ice cream every day. By the end of the**holiday, I’d spent all my money, but I’d eaten fourteen**ice creams!*Elicit the names of the tenses in each sentence.Explain that the past perfect continuous (sentence 1) often shows that an action started in the past and continued until a later point in the past (she’d been waiting until she went on holiday), and the past perfect simple (sentence 2) is used when an action started in the past but ended before a later point in the past (she’d spent all her money before she went home). The past perfect continuous is often used when we want to stress the activity and the duration of the activity more than the result of the activity, whereas the past perfect simple is often used when we want to stress the completed result of the activity (e.g. *I was tired because I’d been working hard all day*. vs. *I was tired because I’d painted three bedrooms in ten hours*. Or *I’d eaten fourteen ice creams* (*in sentence 2*).Read through the instructions and do the first sentence with the whole class if necessary. Divide theclass into pairs for students to complete the exercise. Check answers with the whole class.**Answers**1 had … been playing 2 had been raining 3 had broken4 had been studying 5 had been | Students read the text and answer the questions.Students work individually and complete the sentences.Students work individually and complete the task. They then work in pairs and compare answers.Students talk about the new grammar and complete the exercise.  | Students read the text and answer the questions.Students work individually and complete the sentences.Students work individually and complete the task. They then work in pairs and compare answers.Students talk about the new grammar and complete the exercise.  | Teacher evaluates and guides students 1 point for each correct answer1 point for each correct answer. | Student’s Book Book, slide, text |
| **The end of the lesson – 5 min** | Homework. Project(5 min)Ask students to choose a legend for a project and research further information online, in books, and by asking other people at school or at home. Encourage them to make notes of everything they hear and find. Allow them to work individually or in pairs if theyprefer. |  |  |  |  |

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| Module 1 Lesson 12 | **HOBBIES AND QUALITIES** |
| Teacher’s name: |  |
| Date: |  |
| Grade: 9 | Number of people present | Number of people absent |
| The Theme of the lesson | **Get it right! Unit 1 Photostory: episode 1a** |
| Objectives according to the Curriculum | 9.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics; 9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:** **Some learners will be able to:** |
| Evaluation criteria | * Identify details in a text with little support
* Identify the correct form of a word, appropriate sentence structure and text layout
* Clarify the meaning of the word in a dictionary or other digital references
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| Level of thinking skills | high 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 Ex 1 (4 min)1 **Future continuous vs. future simple****Focus:** Students at this level frequently use the future simple when the future continuous is more appropriate.Books closed. Ask students: *What will you be doing this time on Saturday?* Elicit two or three responses and write them on the board in students’ own words (i.e. as noun phrases), e.g. sleeping; watching TV; playing video games. Ask students: *Are we talking about the past, present or future?* (future). Ask them to put their example into the correct form and elicit a sentence in the future continuous, for example *This time on Saturday I’ll be sleeping.* Books open. Focus students on theexample sentences, do number 1 in open class and thenask students to continue the exercise in pairs.**Answers**1 This time next week we’ll be at university and we’ll be living away from home. 2 correct 3 This time next week I’ll be doing my final exams. Scary! 4 correct5 I’ll be playing hockey when you arrive at the stationbut Chloe can meet you. 6 correct | students respond to greeting and take their places.Students answer the questions and discuss the ideas | students respond to greeting and take their places.Students answer the questions and discuss the ideas |  |  |
| **The middle of the lesson – 35 min** | **Reading** (5 min)**1** Tell students they are going to read and listen to a story about a group of friends called Flora, Leo, Jeff and Mia. Ask students to look at the photos and guess what they’re talking about in each one. Students readthe questions and speculate in pairs, just from the photos. Clarify that Mia is the girl standing up with a yellow bag in the first photo and that Jeff is the boy with the dark hair and grey jumper. During feedback, elicit and write students’ ideas on the board. These can be referred to later on.**Past perfect continuous** (10 min)**2** 1.32 Students read and listen to check their answers, then compare with a partner. During wholeclass feedback, refer to students’ ideas from Exercise1 to see if they predicted correctly.**Answers**The problem is that no one has seen Mia for a while. She’s very busy and never has any free time.Mia wants to give up playing the violin because she doesn’tenjoy it. She only plays it to keep her mum happy.**Watching** (10 min)**4** EP1a Play the video for students to watch and check their answers. The notes on the board willhelp them remember their suggestions. Who guessed correctly?**Answers**1 Mia keeps playing the wrong note on the violin and then walks out. 2 Mia wants to give up the violin because it takes up too much time and because she doesn’t really like the orchestra teacher, Mr Wales, very much. 3 Mia thinks her mum changed her mind because her dad spoke to her.4 Mia is learning the guitar by watching videos on the Internet. 5 She enjoys playing the guitar because she’s just doing it for herself and there isn’t any pressure.**Pair work** (10 min)**1** Students work in pairs to first match each of the expressions to the person who said them and then to use context to help them match each one with the correct meaning. Conduct whole-class feedback on this. Then ask pairs to discuss how they would say the expressions in L1 before a second feedback stage.**Answers**1 Leo 2 Leo 3 Mia 4 Mia 5 Chloe 6 Mia **2** Do number 1 in open class as an example if necessary. Students complete the remaining gaps individually then compare answers in pairs. You could ask pairs to practise the dialogue together, and get one or two pairs to perform in front of the class. | Students read and listen to a story and then share ideas with each otherStudents check their answers and listen againStudents watch the video and check guessing.Students work in pairs and discuss the topic | Students read and listen to a story and then share ideas with each otherStudents check their answers and listen againStudents watch the video and check guessing.Students work in pairs and discuss the topic | Teacher evaluates and guides students 1 point for each correct answer1 point for each correct answer. | Students book, audioStudent’s Book Book, slide, text |
| **The end of the lesson – 5 min** | Homework. (5 min)To revise the unit. |  |  |  |  |