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

**TERM 1 Unit 2**

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| Module 2 Lesson 1 | | **EXERCISE AND SPORT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A dangerous sport** | | | | | |
| 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;  9.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | • identification of levels for later work  • reinforcement of learning and pupil motivation  • identification of problem areas | | | | | |
| 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)  Books closed. As a lead-in, ask students to name three extreme sports as fast as they can. Elicit ideas in open class. Next, give students two minutes to agree on the most dangerous sport, in pairs. Nominate students to share their decision in open class | | students respond to greeting and take their places.  Students share ideas and listen to each other | students respond to greeting and take their places.  Students share ideas and listen to each other | |  |  |
| **The middle of the lesson – 35 min** | **Ex 2** (5 min)  **2** Read through the sentences with students and check/ clarify: *failed*, *survive*, *crawl*, *stove*, *fuel*, *exhausted*.  Encourage students to underline the key information in the sentences that will help them place the sentences in the text (e.g. *Then* in sentence A; *him* in  sentence B). Students read the text in more detail to complete the exercise. Suggest that they underline the parts of the text that helped them find their  answers. Students check their answers with a partner before whole-class feedback. During feedback, ask individuals to refer to the parts of the text they  underlined.  **Answers**  1 C 2 F 3 A 4 H 5 B 6 E 7 G  D is the extra sentence  **Speaking** (5 min)  Give students two minutes to read the text again. Divide the class into pairs or small groups for students to discuss the questions. Monitor and  help with any questions about vocabulary but, as this is a fluency activity, do not interrupt conversations unless errors impede communication. Listen to  some of their ideas in open class for feedback and encourage further discussion  **pair work** (10 min)  Students work with a partner to discuss the question. Encourage students to think of several different feelings that Simon may have had. Listen to  some of their ideas in open class.  Speaking (10 min)  Ask students to work individually to note down their answers to questions 1–3. Remind them that they should write what they *should do* and what they *might do* in each situation. Divide the class into pairs or small groups for students to discuss the questions. Monitor and help with vocabulary as necessary. Avoid error correction unless errors really hinder comprehension. The focus of this task is on fluency, not on practice of structures or lexis. Listen to some of their ideas in open class as feedback and encourage whole-class discussion. | | students work with vocabulary and complete the task.  Students read the text and discuss the questions.  Students discuss the questions and do listening  Students work individually and answer the questions.  They then discuss the ideas. | students work with vocabulary and complete the task.  Students may use dictionary if needed  Students read the text and discuss the questions.  Weaker students work with stronger one.  Students discuss the questions and do listening  Students work individually and answer the questions.  They then discuss the ideas. | | 1 point for each correct answer  Teacher evaluates and guides students  Teacher evaluates and guides students  1 point for each correct answer | Book  Book, slide, text. audio |
| **The end of the lesson – 5 min** | Homework (5 min)  Writing about a dangerous sport (80-100 words) | |  |  | |  |  |

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| Module 2 Lesson 2 | | **EXERCISE AND SPORT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Infinitive or gerund** | | | | | |
| Objectives according to the Curriculum | | 9.5.3.1 - write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;  9.1.4.1 - evaluate and respond constructively to feedback from others;  9.1.5.1 - use feedback to set personal learning objectives; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Demonstrate respect to people’s opinions using lexical units of topic vocabulary * Analyze given feedback; Form opinion and give constructive answers to feedback * Identify facts and details in extended talks with little support | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  Verbs followed by infinitive or gerund **1** Remind students that there are a variety of verb patterns in English. Look at the sentences from the  article. Ask students to look back at the article and check which is the correct form. Students work with a partner to complete the rule before all answers are checked in open class. | | students respond to greeting and take their places.  Students work with a partner to complete the rule | 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)  Stronger students can complete the exercise before looking back at the article to check their answers. Allow weaker students to look directly at the article.  **Answers**  1 to climb 2 to lower/lowering 3 dying 4 giving  5 to cut 6 to descend/descending  **Rule**  1 a gerund 2 an infinitive 3 a gerund/an infinitive  4 an infinitive/a gerund  **Vocabulary** (5 min)  Verbs of movement  **1** Ask students to complete the sentences and then look back at the article to check their answers. During feedback, ask concept-check questions, for example:  *Do you hop on two feet or one?* (one); *When you*  *crawl, where are your hands?* (on the floor); *When you*  *descend, are you going up or down?* (down).  **Answers**  1 climb 2 descend 3 crawling, hopping  **pair work** (10 min)  **2** Divide the class into pairs and ask students to discuss the meaning of the verbs. Listen to some of their ideas in open class, but do not comment at this stage.  Ask students to match the verbs to the definitions. Allow them to use English–English dictionaries if necessary. Check answers, giving further examples or demonstrating to clarify meaning, as required.  **Answers**  a 3 b 4 c 8 d 6 e 10 f 1 g 9 h 7 i 2 j 5  Individual work (5 min)  Give students time to read sentences 1–10 and to ask about any difficult vocabulary. Check/clarify: *harbour*, *steep*, *ankle*. Students work individually to complete the gaps, being careful to put the verbs into  the correct tense. Ask them to check with a partner  before whole-class feedback.  Practice (5 min)  **1** 1.09 As a lead-in, write the following question  on the board: *What are the benefits of doing exercise*?  Divide the class into pairs for students to brainstorm ideas. Monitor and help with vocabulary and prompt students to think about people of all ages. Listen to some of their answers in open class.  B: *It was brilliant!* (*It was* + extreme adjective)  Listening (5 min)  Tell students they are going to listen to a student talking about the benefits of keeping fit. Explain that the title of her talk is *Four reasons why it’s good to be fit that maybe you didn’t know about*. Encourage students to say whether any of their ideas might be mentioned in the talk. Play the recording while students listen and make a note of the four benefits,  checking their predictions. Students can check  answers with a partner before whole-class feedback.  **Answers**  Exercise makes you happy. Exercise protects you from colds.  Exercise is good for your memory. Exercise is good for your heart | | students complete the task  Students complete the sentences and check as a class  Students work in pairs and discuss the verbs.  Students work individually and complete the task.  Students answer the questions and discuss  Students do listening and check answers with the class. | Weaker students work with the article.  Students complete the sentences and check as a class  Students work with weaker stundents  Weaker students may work in pairs with stronger one  Students answer the questions and discuss  Students do listening and check answers with the class. | | 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 | Book  Book, slide, text  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Students work individually to complete sentences 1–8. Allow them to compare answers with a partner before feedback in open class. | |  |  | |  |  |

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| Module 2 Lesson 3 | | **EXERCISE AND SPORT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Grammar Verbs which take gerund and infinitive** | | | | | |
| 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 topics;  9.3.6.1 - link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; | | | | | |
| 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 the main idea in extended talks with little support * Identify details in a text with little support * Interact in a pair, group and a whole class work presenting | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  Verbs which take gerund and infinitive with different  meanings: *remember, try, stop, regret, forget.*  Ask students *When do we use these verbs?* Elicit students’ answers | | students respond to greeting and take their places.  Students discuss and correct each other | students respond to greeting and take their places.  Students discuss and correct each other | |  |  |
| **The middle of the lesson – 35 min** | **Grammar explanation** (5 min)  **1** 1.09 Books closed. As an introduction write *to go* and *going* on the board. In open class, read out verbs from the rule on page 30 and nominate individuals to say whether they are followed by *to go* or *going* or both. This could be turned into a game with the class divided into two groups, answering questions in turn and scoring a point for each correct answer.  Books open. Remind students that certain verbs are followed by *to* + infinitive or the gerund form with no difference in meaning (give examples of *begin*, *start* and *continue* from page 30). Explain/elicit that other verbs can be followed by *to* + infinitive or the gerund form but with a change in meaning.  **Pair work** (5 min)  Ask students to work with a partner and complete the exercise. Check answers in open class. During feedback, check understanding with concept-check questions (e.g. *Which sentence is giving advice? Which*  *sentence refers to the past?*).  **Answers**  1 going, to dress 2 going, to make 3 exercising, to do  **2** Nominate individuals to describe each picture.  **Comparisons and pair work** (10 min)  Read out sentences 1–4 in turn and ask a student to match a sentence to one of the pictures A–D, giving reasons for their choice. The rest of the class agree or disagree with the answers. If they disagree, ask them to say why. Alternatively, students do the matching activity in pairs before completing the rule. Check answers in open class.  **Answers**  1 B 2 C 3 D 4 A  **Rule**  1 gerund 2 infinitive 3 gerund 4 infinitive  5 gerund 6 infinitive 7 infinitive 8 gerund  9 gerund 10 infinitive  Individual work (10 min)  **3** Students work individually to complete sentences 1–8. Allow students to compare answers  with a partner before feedback in open class.  **Answers**  1 to buy 2 telling 3 to get 4 to buy 5 playing  6 to find 7 putting 8 loving  Practice (5 min)  Write the following on the board:  *Think of:*  *• something you remember doing as a child*  *• something you often forget*  *• something you regret doing*  *• something you have tried to do but failed*  *• something you have stopped doing*  Monitor to help with vocabulary and ideas. Divide the class into pairs to discuss their answers. | | students read the verbs and discuss the rule  Students work in pairs and complete the exercise. They then answer the questions  Students do matching and complete the rule  Students work individually and complete the task.  Students work in pairs and discuss the given situations | students read the verbs and discuss the rule  Students work with weaker students  Students may work in pairs. Weaker students may work with stronger one  Students may use vocabulary  Students work in pairs and discuss the given situations  Students may use vocabulary if needed. | | 1 point for each correct answer  Teacher evaluates and guides students  1 point for each correct answer  1 point for each correct answer | Book  Book, slide, text  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to make sentences using the new grammar from the lesson. | |  |  | |  |  |

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| Module 2 Lesson 4 | | **EXERCISE AND SPORT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Sport and exercise** | | | | | |
| 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 topics;  9.1.6.1 - organise and present information clearly to others;  9.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  FUNCTIONS encouraging someone  GRAMMAR ways of referring to the future (review); future  continuous; future perfect; past perfect  continuous; past perfect simple vs. past perfect  continuous  VOCABULARY 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 and vocabulary | | | | | |
| 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)  Sport and exercise  **1** In pairs, students match the words and phrases 1–10 to their definitions. Do not let them refer to dictionaries until they have completed the exercise.  They may then use them to check their answers.  **Answers**  1 d 2 i 3 a 4 f 5 j 6 c 7 e 8 h 9 g 10 b | | students respond to greeting and take their places.  Students do matching and check the answers | students respond to greeting and take their places.  Students do matching and check the answers | |  |  |
| **The middle of the lesson – 35 min** | **Vocabulary work** (15 min)  **2** Students complete the statements with words and phrases from Exercise 1. Check answers. Then have students discuss the statements in pairs. Listen to  some of their opinions in open class.  **Answers**  1 train 2 workout 3 weight 4 stretch  5 warm up 6 keep fit 7 injure 8 physical  9 personal trainer 10 fitness  **Talking about fitness** (5 min)  **2** Focus students’ attention on the task. Then ask students to answer the questions. Ask students to read through the questions. Check understanding  **Discussion** (15 min)  Divide the class into small groups for students to discuss their answers. You may like to give some answers of your own  to act as an example. Give weaker students some time to think about and write down their answers before completing the exercise. While students are  discussing the questions, monitor and help with any vocabulary questions, but as this is a fluency exercise, do not correct errors unless students do  not understand each other. Listen to some of their answers in open class as feedback. | | students complete the task and discuss it in pairs  Students work individually and answer the questions  Students work in groups and discuss the topic. | Weaker students work with stronger students  Students work individually and answer the questions  Students work in groups and discuss the topic. | | 1 point for each correct answer | Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to make sentences using the new grammar and vocabulary from the lesson | |  |  | |  |  |

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| Module 2 Lesson 5 | | **EXERCISE AND SPORT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **An active life: Bear Grylls** | | | | | |
| 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 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 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 * Apply regular and irregular adverbs and comparative degree structures accurately | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  BACKGROUND INFORMATION  Edward ‘Bear’ Grylls (born 7 June 1974) is a British television  presenter, famous around the world for his television series such  as *Born Survivor*, *Man vs Wild* and *Running Wild with Bear Grylls*.  As well as teaching survival techniques, the shows involve stunts  such as parachuting, ice climbing, fighting wild animals and so  on. Among his other death-defying feats, he has climbed Mount  Everest, spent 30 days circumnavigating the British Isles on jet  skis and crossed the North Atlantic in an inflatable boat. | | students respond to greeting and take their places.  Students scan the text and prepare for the lesson | students respond to greeting and take their places.  Students scan the text and prepare for the lesson  . | |  |  |
| **The middle of the lesson – 35 min** | **Preparation** (10 min)  **2** Give students a three-minute time limit (or longer with weaker classes) to read the text and check their predictions. Tell them not to worry about  understanding every word and to just focus on checking their predictions. Allow students to compare with a partner before whole-class feedback.  **Answers**  how to build a fire ✓  how to build a shelter in the wild ✓  how to survive outdoors in bad weather ✓  how to tie knots ✓  **Group work** (5 min)  **3** Divide the class into pairs or small groups for students to discuss the questions. Encourage them to underline the parts of the text that support their answers. Listen to some of their ideas in open class as feedback.  **Speaking** (10 min)  Ask students to work in pairs and make a list of films, books or television dramas which deal with people surviving in the wild. Regroup students into different groups for them to compare their lists, discuss what happens in each one, and make recommendations. *How adventurous are you?*  Reading (10 min)  **1** SPEAKING Ask students to work individually to make a list of four or five adventurous activities. If students have difficulty coming up with ideas, brainstorm activities in open class and create a group list on the board. Ask students to work with a partner to discuss which activities they have tried or would like to try. Encourage them to go into detail and give  reasons for their answers. Listen to some examples in open class as feedback | | Students read the text and check their predictions  Students work in pairs and discuss the questions  Students work in different groups and complete the task  Students work individually and complete the task. They then work in pairs to check each other | Students read the text and check their predictions  Students work in pairs and discuss the questions  Students work in different groups and complete the task  Students work individually and complete the task. | | Teacher evaluates and guides students  Teacher evaluates and guides students | Book  Student’s Book  Book, slide, text |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to write about favorite adventurous activities. | |  |  | |  |  |

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| Module 2 Lesson 6 | | **EXERCISE AND SPORT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Culture. Sport events.** | | | | | |
| Objectives according to the Curriculum | | 9.4.9.1 - recognise inconsistencies in argument in extended texts on a range of general and curricular topics  9.3.8.1 - recount extended stories and events on a 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 | | * 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 | | 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)  Keeping fit and healthy – stories from around  the world  **1** Write the following questions on the board.  *How often do you … run?*  *Where do you … swim?*  *Why do you … do martial arts?*  Ask students to work in small groups and discuss  the questions. Listen to some of their ideas and  encourage open class discussion. | | students respond to greeting and take their places.  Students discuss with the class and complete the task. | students respond to greeting and take their places.  Students discuss with the class and complete the task. | |  |  |
| **The middle of the lesson – 35 min** | **Preparation to reading** (10 min)  Tell students they are going to read about three  sports events. Students work in pairs or small groups  to look at the pictures and answer the question.  Students quickly read the article to check their  answers. Set a three-minute time limit on the reading  to encourage students to skim the text quickly  and not to focus on every word. Check answers in  open class.  **Answers**  top picture: Arizona, USA middle picture: China  bottom picture: Kazakhstan or Finland  **Pair work** (5 min)  **2** Read through the questions with the class. Check/  clarify: *charity*, *overcome stress*, *immune system*.  Students read the text again and answer the  questions. Ask them to compare answers in pairs  before open class feedback.  **Answers**  1 It improves blood circulation and strengthens the body’s  immune system.  2 No. It’s only for people who are already fit and healthy.  3 You start wearing something white, and at every kilometre people spray and paint you in different colours.  4 Travis Snyder – he wanted to organise a fun run where professionals and amateurs could run together.  5 It helps overcome stress, improves concentration and helps you feel happy and relaxed.  6 Everyone.  VOCABULARY (10 min)  **3** Read through the definitions quickly in open class. Ask students to complete the activity, reading the text again to find the words or phrases that match the descriptions. Check answers and during feedback, say the words for students to repeat and check pronunciation.  **Mixed-ability**  Stronger students may like to attempt the activity without re-reading the text. With weaker classes, point out that the words appear in the correct order in the text. You could even give students the first letter of each word to guide them.  **Answers**  1 annually 2 overcome 3 nearby 4 popular 5 brave.  Group work (10 min)  **4** SPEAKING Divide the class into pairs or small groups.  Students discuss the questions. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the unit. Ask pairs or groups to feedback to the  class and discuss any interesting points further. | | students read the text and answer the questions  Students then work in pairs and compare answers.  Students read the definitions and complete the task  Stronger students can go through the questions in the box and discuss all of them. | students read the text and answer the questions  Students then work in pairs and compare answers.  Weaker students work with dicstionary  Weaker students can choose one question to discuss. | | Teacher evaluates and guides students  Teacher evaluates and guides students  1 point for each correct answer  1 point for each correct answer | Book  Student’s Book  Book, slide, text  Book, slide |
| **The end of the lesson – 5 min** | Reflecion (5 min)  Ask students  Were 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 2 Lesson 7 | | **EXERCISE AND SPORT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Writing. A story** | | | | | |
| Objectives according to the Curriculum | | 9.1.6.1 - organise and present information clearly to others;  9.1.7.1 - develop and sustain a consistent argument when speaking or writing  9.5.5.1 - develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar 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 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)  **A story**  **1** As a brief introduction to the topic, ask students: *Have you ever been camping or stayed at a holiday camp?* Listen to some of their answers.  Tell students they are going to read a story about a girl’s experiences on holiday. Students read the story then check answers with a partner before feedback in open class.  **Answers**  1 They couldn’t go on their mountain trip because of bad weather. 2 Student’s own answer 3 Student’s own answer | | students respond to greeting and take their places.  Students answer the questions and prepare for reading | students respond to greeting and take their places.  Students answer the questions and prepare for reading | |  |  |
| **The middle of the lesson – 35 min** | **Preparation** (10 min)  In open class, point out the words in bold in the story. Read through the instructions and check  understanding. Divide the class into pairs for students to complete the exercise. During whole-class feedback, elicit further examples of words to add to each group.  **Answers**  talk about the time when things happened – last summer, on the last day, lunchtime, all morning talk about the order in which things happened – already, at first, then, five minutes later make the story more interesting – suddenly, luckily  **Pair work, speaking** (10 min)  **3** Tell students that there is a basic format which can be followed when writing a story. Read through the instructions and ask students to work in pairs and answer the questions. During whole-class feedback, ask them to give examples from the text in their answers.  **Answers**  1 past continuous (ongoing/background action in the past), past simple (shorter action or state in the past), past perfect continuous (situation or action in the past  continuing until another point in the past)  2 Paragraph 1 sets the scene; Paragraphs 1 and 2 explain the group’s plan for that day; Paragraph 3 talks about a dramatic situation; Paragraph 4 talks about the solution to the problem  **Writing preparation** (10 min)  **4** Tell students they are going to write a story about a sports event. In pairs or small groups, students make notes on what to include in their story. As feedback, discuss in open class the type of things students have  decided to include.  **Writing** (5 min)  **5** Ask students to write their story. Encourage them to organise their writing as outlined in Exercise 3 and to use a variety of past tenses.  This can be done as a collaborative writing activity in class with pairs of students working together to complete the exercise. On completion, you could ask students to exchange their texts with another pair for them to read and correct any grammatical errors. If you have space, display the texts on the walls of the classroom. | | students complete the task and then discuss in pairs  Students read the instructions and answer the questions  Students prepare for writing.  Students complete writing activity | students complete the task and then discuss in pairs  Students read the instructions and answer the questions  Students prepare for writing.  They may write some supportive sentences  Weaker students work with stronger students. | | Teacher evaluates and guides students  Teacher evaluates speaking skills and ideas.  Teacher evaluates and guides students | Book  Student’s Book  Book, slide, text |
| **The end of the lesson – 5 min** | Hometask (5 min)  Alternatively, students could do the writing for homework. In a subsequent lesson, give them the opportunity to read each other’s descriptions and decide which is the most interesting | |  |  | |  |  |

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| Module 2 Lesson 8 | | **EXERCISE AND SPORT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A stronger sports community** | | | | | |
| Objectives according to the Curriculum | | 9.4.9.1 - recognise inconsistencies in argument in extended texts on a range of general and curricular topics  9.5.3.1 - 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:**  **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 * 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)  **Grammar**  Ask students *What’s your favorite sport?* Elicit students’ answers | | students respond to greeting and take their places.  Students discuss as the class | students respond to greeting and take their places.  Students discuss as the class | |  |  |
| **The middle of the lesson – 35 min** | Tell students that there is a basic format which can be followed when writing a story. Read through the instructions and ask students to work in pairs and answer the questions. During whole-class feedback,  ask them to give examples from the text in their answers.  **Answers**  1 past continuous (ongoing/background action in the past), past simple (shorter action or state in the past),  past perfect continuous (situation or action in the past continuing until another point in the past)  2 Paragraph 1 sets the scene; Paragraphs 1 and 2 explain the group’s plan for that day; Paragraph 3 talks about a dramatic situation;  Paragraph 4 talks about the solution to the problem  **4** Tell students they are going to write a story about a sports event. In pairs or small groups, students make notes on what to include in their story. As feedback, discuss in open class the type of things students have  decided to include.  **5** Ask students to write their story. Encourage them to organise their writing as outlined in Exercise 3 and to use a variety of past tenses.  This can be done as a collaborative writing activity in class with pairs of students working together to complete the exercise. On completion, you could ask students to exchange their texts with another pair for  them to read and correct any grammatical errors. If you have space, display the texts on the walls of the classroom. | | students answer the questions and share ideas.  Students work in groups and make notes  Students start to write a story and make a plan | students answer the questions and share ideas.  Students may work with stronger students  Students start to write a story and make a plan | | Teacher evaluates and guides students  Teacher evaluates speaking skills and ideas. | Student’s Book  Book, slide, text |
| **The end of the lesson – 5 min** | Hometask (5 min)  Alternatively, students could do the writing for homework. In a subsequent lesson, give them the opportunity to read each other’s descriptions and decide which is the most interesting. | |  |  | |  |  |

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| Module 2 Lesson 9 | | **EXERCISE AND SPORT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Project. Unusual sport in Kazakhstan** | | | | | |
| Objectives according to the Curriculum | | 9.5.4.1 - use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics;  9.1.7.1 - develop and sustain a consistent argument when speaking or writing | | | | | |
| 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)  **1** PRE-READING Books closed. To lead into the topic, write the word *Sports* + *Kazakhstan* on the board.  Ask students to work in pairs and make a list of popular sports in Kazakhstan. Give them a couple of minutes for this and then elicit a few ideas in open class. | | students respond to greeting and take their places.  Students talk about popular sports in KZ | students respond to greeting and take their places.  Students talk about popular sports in KZ | |  |  |
| **The middle of the lesson – 35 min** | **Speaking** (15 min)  Books open. Focus attention on the photos and ask students to discuss the question in pairs. Give pairs two or three minutes then elicit as many ideas as you can in open class. Accept all plausible suggestions. Ask students to skim read the blog post and check their ideas. Allow them to compare answers with a partner before a whole-class check.  Student’s Book pages 39–40  **Pair work** (10 min)  **2** Students work on their own first to think about the answers to the questions referring back to the blog post. They then discuss ideas with a partner. Nominate pairs to share their ideas for a question with the class and write key words on the board for reference. Invite other students to challenge the answers or add to them.  **Answers**  1 to write about new sports that are becoming popular in Kazakhstan  2 to show that sport and exercise have always been  important for Kazakhstani people  3 through professional sportspeople and their achievements  4 four medals  5 They have become very important in the boxing world.  6 In the 2014 Sochi Games when Kazakhstan’s national team came fifth in the 5,000-metre relay final.  7 It’ll become as popular as horse riding and boxing.  8 Because they’re helping make the sports community in  Kazakhstan stronger.  **GRAMMAR** (10 min)  **1** Books closed. To lead into this grammar point, refer back to the blog post and ask: *Why is the author writing this blog post? Why does the author mention the achievements of the Kazakhstan women’s boxing team?* Elicit and reformulate factually correct answers by writing them on the board as follows: *The author is writing this blog post because he/she wants to discuss new sports gaining popularity in Kazakhstan. The author mentions the Kazakhstan women’s boxing team because that helps to show the importance of Kazakhstani women*  *in boxing.*  Next, erase the because-clauses from each sentence (*because he/she wants and because that helps*) and ask: *Is the meaning still clear?* (yes, since the word to on its own expresses purpose). Books open. Focus students on the sentences and ask them to complete the rule. During feedback, point out that to on its own means the same as so as to and in order to.  They are all used to express purpose.  **Rule**  in order to; so as to | | students complete the task and compare answers  Students work in pairs and share ideas with each other  Students work in pairs with stronger students and answer the questions | students complete the task and compare answers  Students work in pairs and share ideas with each other  Weaker students work with stronger students  Students work in pairs with stronger students and answer the questions | | 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)  To make 10 sentences using the new grammar | |  |  | |  |  |

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| Module 2 Lesson 10 | | **EXERCISE AND SPORT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Get it right! 2 Photostory: episode 1b** | | | | | |
| 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:**  Consonant – vowel word linking  Aim: Following on from Unit 1, students extend their knowledge of connected speech patterns. They identify and practise linking consonant endings to words starting with all vowel sounds.  **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 (4 min)  Encouraging students to become aware of linking between  words has additional benefits for students’ receptive skills; it can otherwise be difficult to hear where one word ends and  another begins.  ●● Note that the actual sound may not be the same as the letter that ends the word. The final *e* in a word can be silent  (*believe I*). Also, the letter *s* can have the /z/ sound (*was only*). | | students respond to greeting and take their places.  Students listen and make notes on the topic | students respond to greeting and take their places.  Students listen and make notes on the topic | |  |  |
| **The middle of the lesson – 35 min** | **Practice** (35 min)  **1** 1.36 Focus students on the gist question before  they listen and read the text for the first time: *What*  *did Lisa say that was unkind? What does Henry think*  *she should do now?* (Lisa said that a girl looked like a  boy with her new haircut. Henry thinks she should  apologise but be honest about her opinion and say  she preferred the girl’s hair long.)  **2** 1.36 Ask students to identify the linked words in  each sentence (*was only* /wǝz’ǝʊnli/; *but I*  /bǝ’taɪ/; *wish I* /wɪ’ʃaɪ/; *said it* /se’dɪt/; *was unkind of*  /wǝ’zʌnkaɪn’dǝv/; *believe I* /bɪ’li:vaɪ/; *like a*  /laɪ’kǝ/; *came out* /’keɪmaʊt/; *should I* /’ʃʊdaɪ/; *First,*  *I’d apologise* /’fɜ:staɪdǝ’pɒlǝ’dʒaɪz/, *Then I’d admit*  /’ðenaɪdǝd’mɪt/; *that I prefer it* /ðǝ’taɪprǝ’fɜ:rɪt/;  *Actually, I* /’æktʃǝli’jaɪ/; *looks amazing*  /lʊksǝ’meɪzɪŋ/).  **3** 1.37 Students listen and repeat. | | Students discuss in pairs and answer the questions  Students read the sentences and find the linkers  Students listen and repeat. | Students discuss in pairs and answer the questions  Students read the sentences and find the linkers  They ,ay use books if needed  Students listen and repeat. | | Teacher evaluates and guides students  1 point for each correct answer  Teacher evaluates and guides students | Student’s Book  Book, slide, text |
| **The end of the lesson – 5 min** | Revision (5 min)  Students make sentences using linkers. | |  |  | |  |  |