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

**TERM 2 Unit 3**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 3 Lesson 1 | | **EARTH AND OUR PLACE IN IT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A friend to native people** | | | | | |
| Objectives according to the Curriculum | | 9.3.2.1 - ask complex questions to get information on a range of general and curricular topics;  9.4.3.1 - understand the detail of an argument in extended texts 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:**  Expressing surprise  GRAMMAR present and past passive (review); past  continuous passive; future and present perfect passive  VOCABULARY verb + noun collocations; geographical features  **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)  **1** Books open. Encourage students to talk about what they see in the picture and elicit any vocabulary that might be useful for following activities. | | 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** As a lead-in, ask students: *How can you travel to … (city near the school)?* Elicit answers fromstudents in open class and make a note on the board.  Ask: *Imagine there are no roads or railways. How can you travel? How long will it take?* Ask students todiscuss with a partner before listening to some of  their ideas in open class. Students discuss the questions in pairs. If they have  access to the Internet, give them time to research their answers to the questions before discussing them.  **Speaking** (5 min)  Ask students to work with a partner to discuss the pictures and title before checking their answers by reading the text quickly. Confirm answers in open  class. Note: the highlighted state on the map is of Rondônia.  **Pre-reading** (10 min)  4 Before reading the text again, ask students to underline the key words in the statements that will help them decide if the sentence is true, false or not in the article. Students read the article again to complete the activity and correct the false statements. Check answers with the whole class. Ask students to refer to the parts of the article to explain their answers.  **Answers**  1 DS 2 T 3 F 4 T 5 DS 6 T  Speaking (10 min)  **1** Ask students to read the introduction and to consider whether they do this. Ask: *Do you ever avoid saying* *what you really think? Can you give any examples?* Students discuss with a partner. Invite students to  share their answers in open class.  Give students time to read the statements and think about what the person might be hiding. Do the first one in open class as an example if necessary. Ask  students to work in pairs to complete the exercise. Tell them to think about who could have said each  statement. Check answers in open class. Tell students that we sometimes use ‘hidden message’ language when we want to avoid being direct. For example,  statement 4 might be used as a ‘polite’ way of accusing somebody of copying | | students answer the questions and help each other  Students discuss in pairs  Students complete the task and check with the class  Students work individually and answer the questions.  They then discuss the ideas. | students answer the questions and help each other  Weaker students work with stronger students  Students complete the task and check with the class  They may read several times  Students work individually and answer the questions.  They then discuss the ideas. | | 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. audio |
| **The end of the lesson – 5 min** | Homework (5 min)  Students complete the exercise in pairs. Encourage them to practise responding in such a way that the true message is hidden. Listen to some of their responses in open class and ask the rest of the class  to decide if the answers sound authentic. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 3 Lesson 2 | | **EARTH AND OUR PLACE IN IT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **The passive (review): Past Cont. Passive** | | | | | |
| Objectives according to the Curriculum | | 9.6.1.1 - use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics;  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:**  **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)  **1** Students work on their own to complete the sentences looking back at the article. Then they compare with a partner. Have them discuss what  tense each verb is in. During whole-class feedback, check answers and then ask: Who did the action in each sentence? (we can probably guess, but we don’t  know for sure).  **Answers**  1 is being improved (present continuous passive)  2 was attacked, was injured (past simple passive)  3 is remembered (present simple passive) | | students respond to greeting and take their places.  Students complete the sentences and then check with the class | students respond to greeting and take their places.  Students complete the sentences and then check with the class | |  |  |
| **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  **Rule revision** (5 min)  Students discuss the rule in pairs. Read the rule in open class and elicit answers. Refer to the examples in Exercise 1 to clarify.  **Rule**  1 past participle 2 by 3 action  **pair work** (10 min)  **2** If you are short on time, set this exercise for homework but do an example in class even though this is a revision task. Draw attention to the first sentence and nominate students to identify the tense in open class. Ask: *Which is going to be the subject of the passive sentence?* Invite students to answer. (telegraph lines) Students write the sentence in passive voice and compare in pairs. Check answers in open class.  **Answers**  1 Telegraph lines were extended into the Amazonian jungles  by Cвndido Rondon.  2 A skilled engineer was required.  3 Cвndido Rondon’s maps are being used to this day.  4 Many rivers were discovered along the way.  Individual work (5 min)  **3** Ask students to look through the text to find and complete the sentence (Answer: was being built). Ask a student to read out the sentence and elicit from  students what tense the verb is in. (past continuous passive) Students work in individually to complete the rule.  **Rule**  1 being 2 past participle  Practice (5 min)  **4** Ask students to read the sentences for meaning and to notice whether the subject is in singular or plural form. Then they complete with the past continuous  passive form of the verbs. During feedback, point out the pronunciation of *being* /ˈbiː.ɪŋ/.  **Answers**  1 was being made 2 were also being built  3 wasn’t being used 4 weren’t being treated  5 were only being used  Student’s Book pages 46–47  Pair work (5 min)  **1** Ask students to complete the exercise in pairs. Remind them to put the verbs into the correct form. During whole-class feedback, say the collocations for  students to repeat and check pronunciation.  **Answers**  1 made 2 made 3 take 4 played  Books closed. Draw the five columns on the board and add the four noun collocates from Exercise 1. Books open. Ask students to work with a partner  to complete the exercise. Check answers. During feedback, ask individuals to come to the board and drag and drop words into the correct column.  Elicit any further examples of noun collocates from students and add them to the table. | | students complete the task  Students work in pairs and read the rule  Students make sentences and then check in pairs  Students work individually and complete the task.  Students read the grammar rule and make sentences  Students complete the task in pairs and then complete the table. | Weaker students work with the article.  Students work in pairs and read the rule  Students make sentences and then check in pairs  Weaker students may read the rule several times  Weaker students may work in pairs with stronger one  Students read the grammar rule and make sentences  Students complete the task in pairs and then complete the table.  Weaker students may use grammar box. | | 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  Student’s Book pages 46–47 |
| **The end of the lesson – 5 min** | Homework (5 min)  In pairs, students write the next paragraph of the story. Before they start to write,  ask them to discuss what they are going to write, and then note down some collocations to include. As they write, monitor to help with any questions and to  check students are using collocations correctly. Ask students to exchange paragraphs with other pairs and to consider how similar or different their stories are, then take feedback on this in open class. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 3 Lesson 3 | | **EARTH AND OUR PLACE IN IT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Migration in nature** | | | | | |
| Objectives according to the Curriculum | | 9.6.1.1 - use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics;  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:**  **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)  SPEAKING Books closed. As a lead-in, ask students:  *Do wild animals always stay in the same place? Which animals migrate from one place to another?* Give students two minutes to discuss their answers, and make a list in pairs. Listen to some of their answers in open class and write any correct answers on the board. | | students respond to greeting and take their places.  Students discuss and share ideas with each other | students respond to greeting and take their places.  Students discuss and share ideas with each other | |  |  |
| **The middle of the lesson – 35 min** | **Matching** (10 min)  Books open. Say *wildebeest*, and nominate a student to choose the correct migration route 1–3. The rest of the class agrees or disagrees. Alternatively, students do the matching activity in pairs before a quick show  of hands in open class and tally their answers on the board. Do not give answers at this stage.  **Pair work** (5 min)  2 1.10 Tell students they are going to listen to a radio interview about animal migration. Play the recording while students check their answers  to Exercise 1. Tell them not to worry if they don’t understand every word, but to just focus on checking they’ve matched the right route with the right  animal. Confirm answers in open class.  **Answers**  A 3 B 1 C 2  **pair work** (10 min)  Ask students to work with a partner to try to remember what the numbers referred to. Play the audio again for students to check their answers. During  feedback, encourage students to answer in full sentences  by prompting them and praising those who do.  **Answers**  1 The distance in kilometres swum by grey whales every year.  2 The number of wildebeest that travel from Tanzania to Kenya every year.  3 The distance in kilometres travelled by the wildebeest.  4 The number of wildebeest that die on the journey every year.  5 The distance in kilometres flown by Arctic terns every year.  6 The distance in kilometres flown by an Arctic tern during its lifetime.  Individual work (10 min)  **4** 1.10 Give students time to read the sentences and check understanding. Clarify that all the sentences contain incorrect information. Students work together to correct the information. If necessary, play the recording  a third time for students to check their answers.  **Answers**  1 Grey whales swim to Alaska to find food.  2 Grey whales can be found near California or Mexico in the winter.  3 The Mara River is near the end of the wildebeests’ journey.  4 The Mara River is full of crocodiles.  5 Arctic terns do their journey every year.  6 People don’t know how the terns always arrive at the same place | | students complete matching and check each other  Students complete listening task and then check with the class.  Students listen again and check the answers  Students work individually and complete the task.  Students work in pairs and discuss the given situations | Weaker students work in pairs with stronger one  Students complete listening task and then check with the class.  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  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book  Book, audio  Book, slide, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to summarize the lesson and write about animal migration | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 3 Lesson 4 | | **EARTH AND OUR PLACE IN IT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Our undiscovered world** | | | | | |
| 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; | | | | | |
| 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)  10 Books closed. Elicit/explain that there were many phrases used to express surprise in the recording. Ask students if they can recall any of them, and if they can think of any other phrases used to express surprise. Write all correct expressions on the board. | | students respond to greeting and take their places.  Students work with the class and share ideas | students respond to greeting and take their places.  Students work with the class and share ideas | |  |  |
| **The middle of the lesson – 35 min** | **Vocabulary work** (15 min)  Books open. Look at the gapped sentences 1–5 with students. Play the recording again for students to listen and complete the gaps. Pause after each phrase  and ask students to repeat the phrase using suitable intonation. Encourage students to sound enthusiastic!  Repeat the phrases several times chorally and  individually.  **Answers**  1 That’s quite a distance. 2 Unbelievable! Good heavens.  3 It’s amazing, isn’t it? 4 Wow. That’s phenomenal.  5 That’s incredible.  **Talking about fitness** (5 min)  **2** Divide the class into AB pairs to create dialogues.  Give some examples of your own to get them started.  For example:  *A: My brother can run 100m in 10.3 seconds.*  *B: Wow. That’s phenomenal! Is he going to be at the*  *next Olympics?*  Or *A: I have been to 37 different countries.*  *B: That’s incredible. Which was your favourite?*  Monitor to make sure students are asking followup questions and encourage them to continue the conversation where possible. If space allows, this activity also works well as a mingle with students swapping partners after each exchange. Listen to some examples in open class as feedback  **Reading** (15 min)  **READING**  1 Ask students to name the places in the photos. If any students have been to any of the places, or any similar places, ask if they can describe for the class what it was like there.  2 To encourage students to read the article quickly, set a four-minute time limit to read and check their answers to Exercise 1. Allow students to compare  answers with a partner before a whole-class check.  Refer back to students’ ideas on the board to check if anyone guessed correctly.  **Answers**  Voronya Cave, Mariana Trench, Amazon rainforest, deserts  **3** Give students time to read the questions and deal with any questions about vocabulary. Students reread the article and answer the questions. Ask them  to underline the parts of the text that gave them their answers. Allow them to compare answers  **Answers**  1 Because it is so inaccessible and inhospitable to humans.  2 Because caving is very popular in those places.  3 Freezing temperatures and high water pressure.  4 98%  5 Because there might be new species there to discover.  6 They have developed to survive in very high temperatures  and with very little water. | | students listen to the task and complete the gaps.  Students work in pairs and make a dialogue  Students work with pictures and read the article | students listen to the task and complete the gaps.  Weaker students work in pairs with stronger students  Students work with pictures and read the article | | 1 point for each correct answer  Teacher evaluates and guides students  1 point for each correct answer | Book, audio |
| **The end of the lesson – 5 min** | Revision (5 min)  **4** Put students into small groups to discuss the questions. Monitor but do not interrupt unless errors hinder comprehension. Make sure all students  are contributing to the discussion and encourage quieter students to voice their opinions too. To facilitate the involvement of quieter students, you  could assign them the role of group secretary. They are then tasked with making detailed notes on the group’s answers. Regroup students and ask them to  share their ideas with their new groups. Nominate two or three students to report back on their discussions in open class. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 3 Lesson 5 | | **EARTH AND OUR PLACE IN IT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Passive: future, present perfect** | | | | | |
| 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;  9.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings | | | | | |
| 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)  **1** Ask students to work individually to complete the exercise. They can either do this from memory and then go back to the article to check, or go straight  to the article to find the sentences and complete the exercise. Students compare answers with a partner before feedback in open class.  **Answers**  1 been explored 2 been recorded 3 be understood  4 be found | | students respond to greeting and take their places.  Students work individually and complete the task. | students respond to greeting and take their places.  Students work individually and complete the task.  Weaker students check the answers with stronger students.  . | |  |  |
| **The middle of the lesson – 35 min** | **Rule Preparation** (5 min)  Ask students to complete the rule in pairs. Remind them to use the sentences in Exercise 1 to help them.  **Rule**  1 be 2 past participle 3 present perfect  4 past participle  **Rule practice** (10 min)  **2** To make sure students understand why we would want to use the passive in these sentences (to emphasise the object of each sentence), ask students  to decide what *they*/*people*/*someone* refer to in each one. In open class feedback, confirm that these all refer to unknown or unimportant people (in these  contexts). Students rewrite the sentences.  **Answers**  1 The documentary about caves will be shown on TV  tonight.  2 A new cave in China will be explored in April.  3 New things will be learnt about the ocean floor.  4 2,000 different species have already been discovered in  the Amazon.  5 Some species haven’t been recorded yet.  6 The deserts haven’t been studied (much/by many people) because they’re dangerous.  **Fast finishers** (10 min)  Ask students to write the negative and question forms of each  of the sentences in Exercise 3.  **3** Encourage students to read the text once for overall understanding, ignoring the spaces, by asking them to answer the question: *What’s the new documentary*  *series about?* (unexplored caves and oceans) Students read again and complete the text. Ask them to check answers in pairs before whole-class feedback.  **Answers**  1 will be filmed 2 will be shown 3 will be presented  4 won’t be joined 5 will be chosen 6 will also be joined  7 will be covered 8 won’t be shown 9 will be offered  10 will be watched  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 work in pairs and complete the rule  Students rewrite the sentences using the rule  Students read the text and make sentences  Students work individually and complete the task. They then work in pairs to check each other | Weaker students work with stronger students  Students rewrite the sentences using the rule  Students read the text and make sentences  They may use the rule if needed  Students work in different groups and complete the task | | 1 point for each correct answer  Teacher evaluates and guides students  1 point for each correct asnwer | Book  Student’s Book  Book, slide, text |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to work with a partner to decide which of the eight features they would most like to visit and rank them from 1 to 8. Hold a class vote to find out which is the most popular geographical feature. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 3 Lesson 6 | | **EARTH AND OUR PLACE IN IT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Geographical features** | | | | | |
| Objectives according to the Curriculum | | 9.2.6.1 - deduce meaning from context 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 | | * 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)  **1** Ask students to cover the words and work with a partner to try to name each of the things. After two minutes, ask students to uncover the words and match the words to the pictures, in pairs. Check answers in open class and take the opportunity to say the words for students to repeat and check  pronunciation. Pay attention to the long vowel sounds in *bay*; *volcano* and the short vowel sound in *glacier*.  **Answers**  1 D 2 F 3 G 4 B 5 E 6 A 7 H 8 C | | students respond to greeting and take their places.  Students work with vocabulary. | students respond to greeting and take their places.  Students write new vocabulary with translation | |  |  |
| **The middle of the lesson – 35 min** | **Vocabulary** (10 min)  **2** Use the images to check/clarify: *surface*; *erupts*.  Ask students to work individually to complete the  sentences, then compare answers with a partner  before feedback in open class.  **Answers**  1 mountain range 2 dune 3 waterfall 4 reef  5 volcano 6 glacier 7 bay 8 canyon  **Fast finishers** (10 min)  Ask students to think of adjectives to describe each of the places in the photos.  Group work (15 min)  Divide the class into small groups to  complete the exercise. Make the activity into a  competition by setting a three-minute time limit and counting down every 30 seconds. When time is up, regroup students so that they can compare their lists.  This can also be turned into a quiz, with students asking each other where the geographical features are. Listen to some of their answers in open class. | | **Mixed-ability**  Stronger students can cover the words in Exercise 1 and  attempt to complete the sentences from memory before they  uncover the words and check.  Students share ideas with the class  Students work in groups and complete the task | Students complete the sentences  Students share ideas with the class  Students work in groups and complete the task  Weaker students work with stronger one | | 1 point foreach correct answer  Teacher evaluates and guides students | Book  Student’s Book, slides |
| **The end of the lesson – 5 min** | **Optional extension** (5 min)  Ask students to work with a partner to decide which of the eight features they would most like to visit and rank them from 1 to 8. Hold a class vote to find out which is the most popular geographical feature. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 3 Lesson 7 | | **EARTH AND OUR PLACE IN IT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Culture. Stop! Before it’s too late** | | | | | |
| 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;  9.3.8.1 - 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 | | * 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)  **Stop! Before it’s too late**  You could set a homework research task for students to find out about the following items before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | **Preparation** (10 min)  You could search to find out how endangered individual animals are. Ask:  *Are there any endangered animals in your country?* Ask students to name the animal on page 52.  **Answer**  Student’s own answer (for reference, it’s a golden lion  tamarin)  **Reading** (10 min)  **2** Tell students they are going to read a text about environmental damage and endangered species. Ask them to read it though quickly and to focus on  answering the question without worrying about any difficult vocabulary. Check answers in open class.  If students have access to the Internet, ask them to search for information about one of the animals and report back to their classmates.  **Answer**  tiger, rhino, snow leopard, freshwater fish, golden lion  tamarin, jaguar, giant tortoise, Galapagos penguin,  Galapagos sea lion, birds, turtle  **Individual work** (10 min)  **3**  Students answer the questions and check answers with a partner before whole-class feedback.  **Answers**  b 350: tribes in the Amazon in Brazil c 17: percentage of the Amazon forest lost d 1,000: distance in kilometres from Ecuador to the Galapagos Islands e 2,000: length in kilometres of the Great Barrier Reef f 70: percentage of  coral we could lose in the next 40 years  **Group work** (5 min)  **4**  In pairs or small groups, students discuss the question. If students have access to the Internet, ask them to do some online research to find out which areas of the world suffer from environmental damage and why certain areas of the world are in danger. Listen to some of their ideas. Point out the underlined words in the  article. Read through the definitions and check students understand the language used. Students work with a partner to match the words with the definitions. If they are unsure about some of the vocabulary, allow them to look back at the text and guess the meaning from its context. If time allows, they could check their answers in a dictionary. During feedback, say the words and ask  students to repeat them.  **Answers**  1 global warming 2 organism 3 fear 4 fragile  5 deforestation 6 endangered 7 tiny 8 threat | | students answer the questions and share ideas with the class  Students read the text and answer the questions  Students answer the questions and check answers with a partner  Students work in groups and complete the task. | students answer the questions and share ideas with the class  Students read the text and answer the questions  Students answer the questions and check answers with a partner  Weaker students work with stronger students. | | Teacher evaluates and guides students  Teacher evaluates speaking skills and ideas.  1 point for each correct answer | Book  Student’s Book  Book, slide, text |
| **The end of the lesson – 5 min** | Hometask (5 min)  Research task | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 3 Lesson 8 | | **EARTH AND OUR PLACE IN IT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **An article for the school magazine** | | | | | |
| Objectives according to the Curriculum | | 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;  9.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings | | | | | |
| 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)  **1** Ask students: *Have you ever written an article for a school magazine? What was it about?* | | 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** | 1 Read through the instructions and questions with the whole class. Students read the article and answer the questions. Let them compare their answers with a  partner before whole-class check.  **Answers**  1 To encourage people to help clean up a river.  2 The water is polluted, there are hardly any fish left, it  smells terrible and the banks are covered in litter.  3 Factories nearby and people throwing waste.  4 Factories should stop polluting, stricter laws should be made, and people should get together to help clean up the river banks.  2. Working in pairs, students order the words to make sentences. Check answers in open class and write the sentences on the board. Ask students to read the article again and underline evidence for each of the statements.  Allow them to compare answers with a partner before whole-class feedback.  **Answers**  1 The Quiller River was once so beautiful.  2 The situation is alarming.  3 And just look at the river banks.  Evidence:  1 There is even a song about it.  2 Newspapers have recently reported that the water of the river is totally polluted. There are hardly any fish left, and the water itself smells terrible.  3 They are covered in litter.  **3** Read through the questions in open class. Students complete the exercise with a partner and underline the language in the text that helped them choose their answers. Check answers in open class.  **Answers**  a 4 b 1 c 3 d 2  Student’s Book pages 54–55  **4** Divide the class into small groups so that they can share ideas before writing individually at home. Students make notes in preparation for writing  their article. Monitor and help with any difficulties. Alternatively, you could ask students to work together to produce a piece of writing in class.  5 Students can do the preparation in class, and complete the writing at home. They should organize their work to follow the same format as the article  in Exercise 4. Remind students to refer back to the model text if necessary. They should use words and phrases from Unit 6. | | students answer the questions and share ideas.  Students complete the task and check the answers.  Students complete the task and check each other  Students work in groups and complete the task. | students answer the questions and share ideas.  Students complete the task and check the answers.  Weaker students may work with stronger one  Students work in groups and complete the task.  Students may work in pairs. | | Teacher evaluates and guides students  1 point for each correct answer.  1 point for each correct answer | Student’s Book  Book, slide, text |
| **The end of the lesson – 5 min** | Hometask (5 min)  When they have finished ex 4, ask  them to read their article to the class or to a partner. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 3 Lesson 9 | | **EARTH AND OUR PLACE IN IT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Tigers return to Kazakhstan. First conditional** | | | | | |
| 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; | | | | | |
| 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 1** Ask students to look at the title and guess what the text is about. Invite them to suggest  possible answers to the two pre-reading questions. Then let them read the first two paragraphs to check their answers. | | students respond to greeting and take their places.  Students predict the content and check with the class | students respond to greeting and take their places.  Students predict the content and check with the class | |  | Student’s Book pages 56–57 |
| **The middle of the lesson – 35 min** | **Reading** (15 min)  **2** Give the students time to read the rest of the text silently. Explain or elicit the meanings of words that they may not know. Let them answer the questions in pairs. Then ask them to explain their answers by referring to the text and the map.  **Answers**  1 T 2 DS 3 T 4 F 5 DS 6 T  **Grammar work** (10 min)  **First conditional (review); *unless* in first**  **conditional sentences**  **1** Read through the example sentences with students and ask them to offer suggestions to complete the gaps. Ask them what they notice about the verb following *unless* in the sentence and elicit that it is positive. Students then turn to the text on page 55 again and check  their answers. Remind students how to form the first conditional by asking them: *Which verb goes in each half of the sentences?* Students read through the rule box and complete it using the examples to help them.  **Answers**  1 will be 2 won’t happen 3 will disappear  **Rule**  1 possible 2 if not  **GRAMMAR** (10 min)  **Language note**  1 Remind students that the *if* phrase can come first or second in the sentence but the present simple tense always goes with the *if* phrase.  2 Remind students to use contracted forms in conditional sentences. It is more natural in English to say *If the weather is good tomorrow, I’ll go to the beach*. than … *If the weather*  *is good tomorrow, I will go to the beach*.  3 Students may produce incorrect sentences like *If I will go* … , *I will* … . Ask them to think about how these sentences work in their own language.  4 Remind students that *unless* means *if not*.  5 Students may produce statements like *Unless I don’t work,*  *I will* … Remind them that *unless* is always followed by a positive verb.  Students read through sentences 1–5. Go through the example sentence if necessary. Students work with a partner to complete the exercise. While checking answers in open class, say each sentence for students to repeat and work on pronunciation.  **Answers**  1 If I give this phone to charity, they’ll find someone who needs it.  2 If this tap doesn’t stop dripping, how much water will we waste in a day?  3 The situation will become worse if they don’t change their behaviour.  4 Look – battery full! If you don’t disconnect the charger, you’ll waste energy | | students do reading and complete the task  Students read the sentences and complete the gaps. They then complete the rule  Students complete the rules and revise the new language | students do reading and complete the task  Students read the sentences and complete the gaps. They then complete the rule  Students complete the rules and revise the new language | | 1 point for each correct answer  Teacher guides students  Teacher evaluates and guides students | Student’s Book  Book, slide, text |
| **The end of the lesson – 5 min** | Hometask (5 min)  Students read through questions 1–4. Go through the example if necessary, pointing out the word order in questions. Students complete the exercise. Remind them to use the correct question forms and to look for the *if*/*unless* phrase carefully since it may not always be at the start of each question. Check answers. If you’re short on time, set this exercise as homework.  **Answers**  1 don’t study; won’t … get 2 is; ’ll go 3 invites; will … buy 4 won’t help; asks | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 3 Lesson 10 | | **EARTH AND OUR PLACE IN IT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Project. Endangered animals in Kazakhstan** | | | | | |
| Objectives according to the Curriculum | | 9.1.6.1 - organise and present information clearly to others;  9.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings  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:**  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?* | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | **Practice** (35 min)  **1** Ask students to think on their own about an endangered animal in Kazakhstan. Put students in groups to share their ideas and discuss the questions for each animal.  **2** Ask students to choose one endangered animal and  do research. Read out the questions and elicit what kind of key words and phrases students can search for. Prompt them to also look in books in the library and ask their Science teacher.  **3** Have students prepare an informative poster. If possible, show them an online example or prepare an example poster of your own. Give students time to work on their poster, selecting the information and organizing it into paragraphs. Ask them to decorate their poster and practise presenting it.  Set time aside in a future lesson for groups to present their posters in class. Provide written feedback to each group. After students’ presentations, display  their posters in the classroom or school. Invite students to look through the display. Monitor as they look through each other’s posters and ask and answer questions about them. | | Students discuss in pairs and answer the questions  Students make posters and then check each other | Students discuss in pairs and answer the questions  Students make posters and then check each other | | Teacher evaluates and guides students  1 point for each correct answer | Student’s Book |
| **The end of the lesson – 5 min** | Revision (5 min)  Students make sentences about endangered animals | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 3 Lesson 11 | | **EARTH AND OUR PLACE IN IT** | | | | | |
| 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 1с** | | | | | |
| 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;  9.6.1.13 - use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn’t have to express regret and criticism on range of familiar 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?*    **The nerd**  **1** Pairs should try to answer the questions by looking at the photos, without reading the conversation. Give them a couple of minutes for this prediction stage.  Write prompts on the board to support students (e.g. *Maybe they think* …, *Her problem might be* / *could be that*…). During feedback, write students’ predictions  on the board. These can then be referred to during feedback on Exercise 2. | | students respond to greeting and take their places.  Students answer the questions and check with the class | students respond to greeting and take their places.  Students answer the questions and check with the class | |  |  |
| **The middle of the lesson – 35 min** | **Practice** (35 min)  **2** 1.38 Play the audio. Students read and listen to check their answers. Allow students to compare in pairs before feedback in open class. During feedback,  refer to students’ predictions from Exercise 1.  **Answers**  They’re all talking about the boy with the laptop who Jeff and Leo think is a nerd and he spends all his time on his computer and doesn’t do fun, sociable things.  Flora has a problem with her computer.  **3** Ask students what they think happens next. Ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting  as secretary and taking notes. During whole-class feedback, write students’ ideas on the board to refer back to once they have watched the video. Don’t give  away answers at this stage.  **4** EP1c Play the video for students to check their predictions from Exercise 1. During feedback, refer to students’ ideas on the board. Who guessed correctly?  **5** Check/clarify: *fixes*, *climbing*. Students complete this exercise in pairs. Monitor and help with any difficulties. You could do feedback by playing the  video again, pausing for clarification.  **Answers**  1 Richie 2 Richie 3 Mia 4 Jeff 5 Richie  **PHRASES FOR FLUENCY**  **1** Ask students to locate expressions 1–6 in the story on pages 164–165 in order to identify who says them. Encourage them to try to work out the meaning of  the expressions using the context before they try to think of how to say them in their own language.  Students compare answers with a partner and discuss possible translations. Monitor to try to avoid discussions slipping into L1 completely.  **Answers**  1 Jeff 2 Flora 3 Leo 4 Leo 5 Leo 6 Leo  **2** Ask students to read the conversation quickly, ignoring the spaces, to answer these questions:  *Where’s the dad going?* (shopping); *What are Tom and Mike going to do?* (tidy up the house). Check answers. Students read again and complete the conversation  before a whole-class check.  **Answers**  1 Pack it in 2 Got it in one 3 I’m with you on this one 4 good point 5 don’t get me wrong 6 Don’t mention it  **Word Wise**  **Phrases with *all***  **1** Students work with a partner to complete the exercise. You could ask pairs to discuss a possible context for each sentence before choosing an  expression, for example for number 1: *the speaker’s brother spends too much time on his phone*. During feedback, elicit or explain the meaning of the six  phrases and be prepared to give further examples.  **Answers**  1 all day 2 After all 3 all we’re saying 4 for all I know  5 all the same 6 once and for all  **2** Students work individually to complete the sentences and compare answers with a partner before whole class feedback.  **Answers**  1 all day 2 For all I know 3 after all 4 All we’re saying  5 all the same 6 once and for all | | Students listen to the audio and check their answers.  Students brainstorm the ideas and discuss with the class  Students watch the video and check their predictions  Students complete the task and check with the class | Students listen to the audio and check their answers.  Students brainstorm the ideas and discuss with the class  Students watch the video and check their predictions  Students complete the task and check with the class  Weaker students may work with each other | | Teacher evaluates and guides students  1 point for each correct answer    1 point for each correct answer | Student’s Book |
| **The end of the lesson – 5 min** | Revision (5 min)  Students make sentences about endangered animals | |  |  | |  |  |