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

**TERM 2 Unit 4**

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| Module 4 Lesson 1 | | **CHARITIES AND CONFLICT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Refugees bring new life to a village** | | | | | |
| Objectives according to the Curriculum | | 9.3.1.1 - use formal and informal registers in their talk on a range of general and curricular topics;  9.4.1.1 - understand the main points in extended texts on a range of unfamiliar 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 | | • 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 closed. As a lead-in, write the names of three countries on the board including the country in which you are teaching. Ask students: *Why might someone decide to move to these countries?* Students discuss the question in pairs. Listen to some  of their answers in open class and write some of their ideas on the board. | | 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** | Books open. Draw students’ attention to the list of reasons and ask them to discuss them in pairs. Point out that they must think of two more reasons people decide to leave their country. Monitor and help with any difficulties. Elicit students’ reasons and write them on the board. Then ask students to decide in pairs which reasons are important and which less so. Invite students to explain their decisions.  Draw students’ attention to the photos and nominate one or two students to describe briefly what they see. Then put students in different pairs to discuss the questions. Elicit ideas in open class.  3 Check/clarify: *shortage*, *workshops*, *refugees*, *renovation*. Listen to some of their ideas in open class and write them on the board, but do not comment on them at this stage.  4 Students read the article to check their ideas. To encourage students to skim-read in order to get an overall understanding of the text, set a two minute time limit for this exercise. Allow students to compare answers with a partner before doing  feedback in open class.  5 Before students read the text again, ask them to work with a partner and choose and underline the key information in the sentences that they will need to look for in the article. Students read the article and complete the exercise. Encourage them to underline parts of the text that support their answers and to correct any false information. Allow them to check answers with a partner before whole-class feedback.  a partner. Invite students to share their answers and to correct any false information. Allow them to check answers with a partner before whole-class feedback.  **Answers**  1 Many people in the 1990s left Riace because of a shortage of jobs.  2 The refugees had to work to get food and accommodation.  3 The refugees had to learn Italian.  4 The refugees lived in empty houses.  5 Between two and three hundred immigrants live in Riace now.  6 More local people are staying in Riace.  7 Many politicians have tried to use Lucano’s ideas.  8 Lucano came third in the 2010 ‘World Mayor’ award.  **6** Students work in pairs or small groups to discuss the questions. Nominate students to share their ideas during whole-class feedback. Ask: *Do you think this would be successful in your town? Why (not)?*  **Distinguishing fact from opinion**  **1** Books closed. As an introduction to this topic, write the following on the board:  *A: Drinking water is good for you.*  *B: Children eat too many sweets.*  Ask: *Are these sentences fact or opinion?* (A is fact, B is opinion). Elicit answers in open class prompting students to explain their answers and to react to each  other’s ideas.  Books open. Ask students to read the introduction and statements. Point out the use of *Does that mean that* …*?* and *What evidence is there that* …*?* to start the  questions. Elicit answers in open class.  **Answer**  The purpose of question B is to check if statement A is true. | | students answer the questions and help each other  Students work with photos and discuss in pairs.  Students work with a partner to predict the topic of the article.  Students work individually and answer the questions.  They then discuss the ideas.  Students complete reading task and then answer the questions  Students work in pairs and discuss the questions | students answer the questions and help each other  Students work with photos and discuss in pairs.  Students work with a partner to predict the topic of the article.  Students work individually and answer the questions.  They then discuss the ideas.  Students complete reading task and then answer the questions  Students work in pairs and discuss the questions | | 1 point for each correct answer  Teacher evaluates and guides students  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book  Audio  Book, slide, text. audio  Book, text  Book, text |
| **The end of the lesson – 5 min** | Homework (5 min)  **2** Ask students to read the statements and check understanding. Get students to work with a partner and think of questions to separate opinions from facts. Monitor and help if students are having difficulties thinking of questions. Listen to some of  their ideas in open class and write good answers on the board. | |  |  | |  |  |

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| Module 4 Lesson 2 | | **CHARITIES AND CONFLICT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Relative clauses (review)** | | | | | |
| Objectives according to the Curriculum | | 9.6.6.1 - use relative, demonstrative, indefinite, quantitative pronouns and a variety of reflexive pronoun structures  on a range of familiar general and curricular topics;  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:**  **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)  **Relative clauses (review)**  **1** At this level, students will have seen relative clauses before, but will mostly have focused on defining clauses.  Ask students to read through the sentences and then work with a partner to complete the rule. Check answers. Read the sentences without the relative  clause to show that B and C define the noun and A and D add extra information.  **Rule**  1 B 2 C 3 A 4 D | | students respond to greeting and take their places.  Students work with the new grammar and check the answers | students respond to greeting and take their places.  Students work with the new grammar and check the answers | |  |  |
| **The middle of the lesson – 35 min** | **LANGUAGE NOTE**  Point out to students that we do not use *that* as a relative pronoun in non-defining relative clauses. Students work with a partner to  complete the sentences. Check answers in open class. Ask students to work in small groups to discuss whether or not they agree with the statements.  Monitor to help with any difficulties and to prompt students to give reasons for their answers. Listen to some of their opinions during whole-class feedback.  **Answers**  1 who/that 2 who/that 3 who/that 4 which/that  They are all defining relative clauses.  **3** If you’re short on time, set this exercise for homework but perhaps do number 1 in open class to make sure students are clear on what they have to  do. Allow them to compare answers with a partner before feedback in open class.  **Answers**  1 The locals, who were very kind, gave them food.  2 Rome, which is my favourite city, is an exciting place.  3 I’ve been reading a book by William Boyd, who is one of my favourite writers.  4 My neighbour Rubens, who is from Guatemala, has been living here for ten years.  ***which* to refer to a whole clause**  **4** Look back at sentences A and B in Exercise 1 and ask students what *which* refers to (A: Calabria; B: buildings). Explain that *which* can be used to refer to specific things or to whole clauses. Ask students to read sentences 1 and 2 and decide what *which* refers to. Check answers.  **Answers**  1 Calabria 2 Città Futura has 13 local employees | | students read the rule and work in pairs. They complete the task and check  Students work individually to complete sentences 1–4.  Student read the sentences and complete the task | Weaker students work with stronger students  Students work individually to complete sentences 1–4.  Student read the sentences and complete the task | | 1 point for each correct answer  Teacher evaluates and guides students  1 point for each correct answer | Book  Book, slide, text  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  **5** Students work in pairs or individually to complete the exercise. Check answers in open class. | |  |  | |  |  |

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| Module 4 Lesson 3 | | **CHARITIES AND CONFLICT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Groups of people** | | | | | |
| 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;  9.3.3.1 - 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:**  **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)  Books closed. To introduce this topic, write *groups of people* in the centre of the board and brainstorm names of different groups. Give one or two examples  to get them started (*footballers*, *students*, *men*, etc). Alternatively, if you have access to an IWB, do an internet search for photos of different groups and  display them on the board for students to name. Books open. Ask students to read the list and check understanding. In pairs, students complete the gaps in  sentences 1–11. Check answers in open class.  **Answers**  1 pedestrians 2 the staff 3 motorists 4 the crew  5 Inhabitants 6 employees 7 politicians 8 Refugees  9 Employers 10 residents 11 Immigrants | | 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** | **1** Books closed. As a lead-in, write *aid worker* on the board and elicit what this person does. (He/She travels to a country where there is a war, no food,  etc. and helps people.) Books open. Tell students they are going to listen to an interview with an aid worker. Have students guess in pairs where they think John works and how he helps. Write some of their answers on the board, but do not comment at this stage.  **2** 1.13 With weaker classes, play the audio for students to check which of the things they came up with in Exercise 1 are mentioned before setting up this exercise. Give students time to read the sentences. Ask them to underline the key information they will need to listen for. Play the audio while students decide if the sentences are true or false.  Let students compare answers with a partner before feedback in open class. During feedback, ask students to explain the reasons for their answers.  **Answers**  1 T 2 F (He once spent three years in the same place.)  3 F (The locals are in a bigger danger.) 4 T 5 T  6 F (He says people often ask him why he does his job.)  **3** 1.13 Ask students to work with a partner to try to answer as many of the questions as they can from memory before you play the audio again for them to  check. Get students to check answers in pairs before you do a whole-class check.  **Answers**  1 Help re-build the country and people’s lives.  2 As long as possible so he can see the results of their work.  3 The people who stay behind.  4 Taking part in a race to raise money and making a donation.  5 Because of someone’s message on social media.  **4**  Divide the class into pairs or small groups to discuss the questions. Monitor and help as necessary, encouraging students to expand on their ideas and to use any vocabulary they have learned from the text. Ask pairs or groups to feed back to the class and discuss any interesting points further. Ask: *Would you like to be a foreign aid worker? Why?*  **GRAMMAR**  **Reported questions and requests**  **1** Ask students to work in pairs to quickly decide which of the sentences are reported questions and which, requests. Check answers. Students then write  the direct questions. Remind them that they may need to change pronouns and add auxiliaries when transforming sentences from indirect to direct speech.  During feedback, draw attention to the differences between the reported questions and the direct questions. Ask students to read through the rule with a partner and fill the gaps. During whole-class feedback, refer to Exercise 1 and further examples of your own to clarify the answers.  **Answers**  1 request 2 question 3 question  a Is your job dangerous? - 2  b Can you work on this project for at least six months? - 1  c Why do you do it? – 3  **Rule**  1 yes / no questions 2 wh- questions 3 requests | | Students work with vocabulary and check the words  Students listen to the audio and mark sentences as true/false  Students answer the questions and check each other  Students work in pairs and discuss the questions.  Students work in pairs and answer the questions. They then check with the class | Students work with vocabulary and check the words  Weaker students underline the key words and listen to the audio several times  Students answer the questions and check each other  Students work in pairs and discuss the questions.  Students work in pairs and answer the questions. They then check with the class | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students  1 point for each correct answer | Book, audio  Book, audio  Book, slide, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  **2** Ask students to work individually to complete the exercise. Monitor and help with any questions. Allow students to compare answers with a partner before  whole-class feedback.  **Answers**  1 Another student asked him if/whether he’d ever been injured in his job.  2 The students asked him which charity he worked for.  3 One student asked him if/whether his job was well-paid.  4 Another student asked him where he was going next.  5 One of the students asked him what country he’d worked in was his favourite. | |  |  | |  |  |

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| Module 4 Lesson 4 | | **CHARITIES AND CONFLICT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Charity** | | | | | |
| 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;  9.3.5.1 - interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks; | | | | | |
| 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 **1** Give students time to read the text once for general understanding. Ask them to complete the text on their own and compare their answers in pairs. Encourage them to check the words are in the correct form. Check answers in open class.  **Answers**  1 support 2 raise money 3 took part 4 sponsor  5 donation 6 volunteers 7 challenge 8 charity  9 celebrity 10 social media | | students respond to greeting and take their places.  Students read the text and check the words | students respond to greeting and take their places.  Students read the text and check the words | |  |  |
| **The middle of the lesson – 35 min** | **2** First, ask students to read the questions and spend two minutes thinking about their answers and making notes. Then ask them to work in small groups and discuss the questions. As they speak, monitor to help with vocabulary and ideas. Make a note of any interesting answers and refer to these during whole-class feedback.  **READING**  **1** Ask students to discuss the two questions in pairs.  Take some feedback in open class and write students’ ideas on the board but don’t give anything away at this stage.  **Answers**  1 They are throwing buckets of water over their heads.  2 They are probably doing it to raise money for charity.  **2** Students quickly read the article to check their answers. The article contains some quite difficult language. Tell students not to worry if they don’t understand every word but to just focus on checking their ideas. Refer them to the ideas on the board at this point. Allow them to compare answers with a partner before whole-class feedback.  **Answers**  ‘Cool’ refers to both the popularity of the challenge and the icy water.  **3** Give students time to read sentences 1–6 and underline key words. Check/clarify: *challenge*, *refused*, *donated*. Ask students to read the article again to answer the questions. Encourage them to underline the parts of the text that give them their answers and correct any false statements. Students compare  answers with a partner before whole-class feedback.  **Answers**  1 T 2 DS 3 F (You had to pay $10) 4 F (He refused to do the challenge. He gave $100 to charity) 5 F (They felt it put pressure on people) 6 F (only 10% of participants gave money to charity)  **FUNCTIONS**  **Issuing and accepting a challenge**  **1** Look at the eight phrases. Students work with a partner to decide which are used to issue a challenge and which to accept or turn one down. Check answers. Say the phrases for students to repeat and check pronunciation.  **Answers**  1 issue a challenge 2 accept a challenge  3 issue a challenge 4 accept / turn down a challenge  5 issue a challenge 6 accept a challenge  7 issue a challenge 8 accept a challenge | | students read the questions and answer in small groups  Students read the article and check their answers.  Students work with vocabulary and answer the questions | Weaker students work with stronger students  Weaker students work in pairs with stronger students  Students work with vocabulary and answer the questions  Students may work with dictionaries | | 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)  Check/clarify: *doughnut*, *licking your lips*. Students work with a partner to write short dialogues, then practise acting them out. Encourage them to sound enthusiastic when issuing or accepting challenges. Listen to some examples in open class as feedback. Ask: *Why would these challenges be difficult?* Students discuss in pairs. | |  |  | |  |  |

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| Module 4 Lesson 5 | | **CHARITIES AND CONFLICT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Linkers of contrast** | | | | | |
| Objectives according to the Curriculum | | 9.1.4.1 - evaluate and respond constructively to feedback from others;  9.1.5.1 - use feedback to set personal learning objectives;  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:**  **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** Draw attention to the words in bold and elicit/ explain that they are used to join, or link, contrasting information. Divide the class into pairs for students  to read the sentences and complete the rule. Monitor and help with any difficulties. During whole-class feedback, refer to sentences 1–6 and give further  examples for clarification if required. Stress the importance of the position (beginning, middle or end of sentence) of the linker and the correct use of  pronunciation.  **Rule**  1 in spite of 2 even though 3 nevertheless | | 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** | **LANGUAGE NOTE**  *In spite of* and *despite* can be followed by a negative gerund,  for example:  *In spite of/Despite not having an umbrella, he walked home in*  *the rain.*  **2** If you’re short on time, do number 1 as an example in open class, then set the rest of the exercise for homework.  Remind them to check the position of the linker and punctuation with the rule. Students check answers  with a partner before whole-class feedback.  **Answers**  1 Despite studying hard for the test, I failed it.  2 He doesn’t earn a lot of money. However, he gives a lot of it to charity.  3 Although I’d seen the film before, I still really enjoyed it.  4 In spite of starting to eat less, I didn’t lose any weight. / I didn’t lose any weight, in spite of starting to eat less.  5 It wasn’t very warm. Nevertheless, we had a good time  at the beach.  6 Even though I don’t speak a word of Chinese,  I understood what he said. / I understood what he said, even though I don’t speak a word of Chinese.  **Fast finishers**  Ask students to rewrite the sentences using different linkers of contrast.  **Optional extension**  Divide the class into small groups. Write the following mixed up sentences on the board one at a time. If you’re using an IWB, write each word in a separate text box and drag and drop to order. Alternatively, you could dictate them. Ask students to race to be first to correctly order the words. Give a point for each correct answer.  1 a Despite managed the finish having she to finger race broken.  2 raining tennis at Even hard, we went though park it was to play the.  3 before met. had really Nevertheless on never, they They got well.  4 the was we Although meeting the late, arrived train at.  5 a friends doesn’t big., he have family has He a lot However of.  **Answers**  1 Despite having a broken finger, she managed to finish the race.  2 Even though it was raining hard, we went to play tennis at the park.  3 They had never met before. Nevertheless, they got on really well.  4 Although the train was late, we arrived at the meeting.  5 He doesn’t have a big family. However, he has a lot of friends. | | Students work individually to rewrite the sentences.  Students work in groups and order the words in the sentences | Students work individually to rewrite the sentences. They may use rule box if needed  Weaker students work with stronger students | | 1 point for each correct answer  1 point for each correct answer | Book, text  Student’s Book |
| **The end of the lesson – 5 min** | **Doing good**  **1** Divide the class into groups of four to complete this task. Monitor to help with vocabulary and ideas. As students are going to present their ideas to the class,  you may like to ask them to consider using visual cues as part of their presentation. Depending on what’s available in the classroom, you could ask  them to produce a PowerPoint presentation.  Ask each group to decide who is going to present which part of their presentation and give them some time to practise. Groups take it in turns to present their ideas to the class. Ask students to think of one question to ask the group presenting. Allow time for questions after each presentation. Hold a class vote to decide on the best charity idea.  **Optional extension**  Before students vote on the best charity, ask them to work with their original group of four and discuss the other presentations. Ask them to discuss the positive and negative points of each charity idea and discuss ways they might have done things differently. When students vote, nominate individuals to give reasons for their choices. | | Students work in groups and share ideas according to the topic. | Weaker students work with stronger students | |  |  |

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| Module 4 Lesson 6 | | **CHARITIES AND CONFLICT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Culture. The day life changed forever** | | | | | |
| 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;  9.3.6.1 - 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 | | * 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)  Books closed. As a lead-in to this topic, ask students to work with a partner and discuss things that they have lost or found. Listen to some of their stories in open class and find out who has found the most valuable or interesting items.  Books open. Students discuss the situation with a partner and list four things they could do with the ring. Nominate pairs to share their suggestions with  the class. Write their ideas on the board. | | students respond to greeting and take their places.  Students work in pairs and share the ideas on the topic. | students respond to greeting and take their places.  Weaker students work with stronger students | |  |  |
| **The middle of the lesson – 35 min** | **2** Tell students they are going to read a story about a man and a valuable ring. Students read to see if any of the suggestions they made are mentioned and to  see what Billy did. Ask students to compare answers in pairs before whole-class feedback.  **Answer**  He took it to the jeweller’s, and then kept it and gave it back to its owner.  **3** Before students read the story again, elicit the names of the characters in open class. Point out  that the words do not appear in the text, they are sentences that the characters *could* say.  **Answers**  1 Billy Ray Harris 2 Billy Ray Harris 3 The jeweler 4 Billy Ray Harris 5 Sarah Darling 6 Sarah Darling 7 Sarah’s husband 8 Billy’s sisters  To get students started, brainstorm possible actors and explain/elicit the meaning of a *Hollywood ending* (a very happy ending) in open class. Put students in small groups to plan their film.  Monitor and make a note of any mistakes but do not interrupt unless errors hinder comprehension. Instead, write these on the board, ensuring anonymity, to review at the end. | | Students read the story and find the answers  In pairs, students try to predict which character said each thing  Students work in groups and complete the task | Students read the story and find the answers  Weaker students work with stronger students  Students work in groups and complete the task  Weaker students work with stronger one | | 1point foreach correct answer  Teacher evaluates and guides students | Book  Student’s Book, slides |
| **The end of the lesson – 5 min** | **Optional extension** (5 min)  **5** When students have completed the exercise, listen to their ideas in open class. Praise students who have original ideas as well as those with good English.  Giving positive feedback like this will encourage students to be more adventurous in future tasks. | |  |  | |  |  |

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| Module 4 Lesson 7 | | **CHARITIES AND CONFLICT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Writing. An essay** | | | | | |
| Objectives according to the Curriculum | | 9.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings;  9.5.6.1 - write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **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)  **1** To lead in to this activity, ask students: *When did you last write an essay? What was the topic?* Elicit answers in open class. Ask: *What do you need to do to write a very good essay?* Brainstorm ideas. You can then use students’ answers to inform you as to their existing knowledge of essay writing and adapt your input accordingly. Students read the essay and answer the question. Let them compare their answers with a partner before checking in open class.  **Answer**  The author agrees. | | students respond to greeting and take their places.  Students answer the questions and compare their answers | students respond to greeting and take their places.  Students answer the questions and compare their answers | |  |  |
| **The middle of the lesson – 35 min** | **2** Ask students to work with a partner to complete the exercise. Point out that in a well-structured piece of writing, each paragraph should have its own purpose,  which is exactly why it is written as a separate paragraph. Check answers in open class.  **Answers**  1 D 2 B 3 C 4 A  **3** Ask students to complete the sentences, and then check their answers in the essay. During feedback, elicit other linkers that could also fit into the sentences. If students find any of the linkers difficult, take the opportunity to go back to page 70 and review them.  **Answers**  1 However 2 As a consequence 3 Furthermore 4 As a result 5 Nevertheless 6 Therefore  Student’s Book pages 70–71  **4** If you’re short on time, students can do the preparation in class and complete the writing at home. Alternatively, this could be done as a collaborative writing activity in class with pairs of students of a similar level working together.  Ask students to make a note of any vocabulary they could use in their essays and to include linkers of contrast. Remind them that they should leave their  own opinion until the conclusion.  5 Students expand their notes into an essay. On completion, you could ask students to swap their essays with a partner (or another pair where you  opted for a collaborative writing approach) for them to read and give each other feedback on **content** (Is it interesting and engaging to read?) and **coherence**  (Are linkers used? Are they used accurately? Have they followed the structure of the model answer?).  Alternatively, you may prefer to collect their writing in for marking. When you mark their essays, check for the above points. The main focus should be on how  successful you feel each piece is as an informative essay to read – not on particular grammar or lexical errors. Write short feedback for each student, saying first what you liked about each essay, and two or three things they may like to improve on in the future. | | 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** | revision (5 min)  Make a note of any persistent errors that occur in the class, then go over these points (and bring in extra practice for them) in a subsequent lesson. | |  |  | |  |  |

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| Module 4 Lesson 8 | | **CHARITIES AND CONFLICT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **The best experience ever** | | | | | |
| Objectives according to the Curriculum | | 9.4.7.1 - recognise typical features at word, sentence and text level in a wide range of written genres;  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 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** PBooks closed. To lead into the topic, write *What foreign visitors like about Kazakhstan* on the board. Ask students to work in pairs and make  a list of things foreign visitors might like about 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 discuss as the class | students respond to greeting and take their places.  Students discuss as the class | |  |  |
| **The middle of the lesson – 35 min** | Focus attention on the photos and the title of the article. Have students guess in pairs what this ‘best experience’ could be. Ask students to skim read the  article and check their ideas. Allow them to compare answers with a partner before a whole-class check.  Student’s Book pages 72–73  **2** Students work on their own first to think about the answers to the questions referring back to the article. 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 He wasn’t pleased because he didn’t want to spend his summer holiday there.  2 Help with English lessons, play with the students, and take part in after-school activities.  3 His friends by telling him that it was a great opportunity.  4 He says they were friendly and kind.  5 Because he was too busy to think about home.  6 He learned to ride a horse and to cook local recipes. He also learned some boxing moves and some basic phrases in the local language.  7 He felt bad because he reacted in a negative way.  8 You have to be open for good things to happen in your life.  **VOCABULARY**  **Reporting verbs**  **1** Books closed. Write the words *say, tell* and *ask* on the board. Remind students that we use many other verbs to report speech as this is more interesting than always using *say, tell* and *ask*. Books open. Ask students to discuss the meaning of each of the verbs in pairs. Go through them in open class and check understanding. Next, students work with a partner to choose a verb to complete each sentence and put it into the correct form. Students refer to the article to check.  **Answers**  1 explained 2 refused 3 encouraged 4 invited  5 agreed 6 demanded 7 persuaded 8 recommend  **2** Encourage students to refer back to the sentences in Exercise 1 to help them with this exercise. Also get them to work in pairs. Check answers, giving further examples to clarify meaning if required.  **Answers**  1 c 2 f 3 a 4 e 5 b 6 d | | students guess the words and compare answers  Students work in pairs and share the ideas with each other  Students work with vocabulary and discuss the meaning of the verbs.  Students work in pairs or groups and complete the task. | Weaker students work with stronger students  Students work in pairs and share the ideas with each other  Students work with vocabulary and discuss the meaning of the verbs.  Weaker students may use dictionary if needed  Weaker students work with stronger students | | 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** | Revision (5 min)  **3** Write the words from Exercise 1 on the board and elicit that the word that follows *persuade* in number 1 is an object, and that the object is followed by *to*  + infinitive. Ask students: *Do we write* persuade *next to 1, 2, 3 or 4 in the rule box?* (2). Do the same for number 2, if necessary, before students complete the  rule. Go through answers in open class. Tell students that they should think about these structures when they learn any new reporting verbs to ensure they are using them correctly.  **Rule**  1 refuse 2 invite, encourage, persuade 3 explain,  demand, recommend | | Students work with the rule and complete the task | Students work with the rule and complete the task | |  |  |

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| Module 4 Lesson 9 | | **CHARITIES AND CONFLICT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Project. Volunteering programs in Kazakhstan** | | | | | |
| Objectives according to the Curriculum | | 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:**  • 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** Ask students to think about volunteering programs in Kazakhstan and discuss ideas in small groups. If necessary, allow them time to do some initial research. | | students respond to greeting and take their places.  Students work on a task and discuss the ideas | students respond to greeting and take their places.  Students work on a task and discuss the ideas | |  | Student’s Book |
| **The middle of the lesson – 35 min** | **2** Ask students to look at the different programs and discuss which one they would like to take part in. Encourage them to discuss the pros and cons of each program.  When students decide on one program, ask them to research the answers to the questions on page 73, then to think about: What is going to be interesting about the program? Are they going to have to travel? Are they going to meet interesting people?  Are they going to learn useful life skills? Explain that they have to convince other students to sign up for their program. Monitor and help as necessary.  (Make sure that each group is working on a different  volunteering program.)  **3** When they are ready, have students present their program to the class. Ask students to make notes while they are listening. At the end, students discuss in their groups again which of the other programs they would consider taking part in. Have a class vote to find out the most popular program  **Optional extension**  The following optional activities can be used to engage students in the topic of young people and the law in Kazakhstan.  1. Ask students to work in pairs to research laws relating to teenagers and employment in Kazakhstan. Students find out what types of work they can do at their age and what the rules on working hours and pay are. They then discuss in their pairs: *Do you have a part-time job? What do you do?*  *When do you do it? How will this help you to achieve your dreams in the future?* | | Students discuss the topic and find advantages and disadvantages  Students present their programs and listen to each other  Students work in pairs and discuss the questions | Students discuss the topic and find advantages and disadvantages  Students present their programs and listen to each other  Students work in pairs and discuss the questions | | 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** | Discussion (5 min)  2. Ask the class: *From what age is a person legally responsible*  *for their actions in Kazakhstan?* (14) Check that students understand the phrase *legally responsible*. Then put students into groups to discuss whether they agree with this law or not, and why. Ask groups to feedback any arguments for and against, and record these on the board, then hold a class vote. | |  |  | |  |  |

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| Module 4 Lesson 10 | | **CHARITIES AND CONFLICT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Test yourself 3-4** | | | | | |
| Objectives according to the Curriculum | |  | | | | | |
| 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 4, 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** | UNITS 3 & 4  **VOCABULARY**  **1**  **Answers**  1 volcano 2 refugees 3 encouraged 4 sponsor  5 reef 6 took 7 set off 8 residents 9 staff 10 raise  **GRAMMAR**  **2**  **Answers**  1 was 2 unless 3 would be 4 are  5 was 6 Although  **3**  **Answers**  1 The marathon will have be shown live on TV.  2 I really like that man which who/that plays Tamerlan on the TV.  3 Botagoz always does well in tests, although never studying despite/in spite of never studying / although he never studies.  4 She’s the runner what who/that won the gold medal.  5 Nevertheless Although/Even though Amir’s French isn’t great, he understood a lot of the film.  6 My brother broke my phone, what which means he has to buy me a new one.  **FUNCTIONAL LANGUAGE**  **4**  **Answers**  1 quite a, amazing 2 phenomenal, incredible  3 bet, can’t 4 will, dare | | Students complete the tasks and check each other | Students complete the tasks and check each other | | 1 point for each correct answer |  |
| **The end of the lesson – 5 min** | Revision (5 min)  Students make sentences on the topic | |  |  | |  |  |

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| Module 4 Lesson 11 | | **CHARITIES AND CONFLICT** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Photostories: episode 1d** | | | | | |
| 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:** 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?*    **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 encourage them to practise using modal verbs of deduction (e.g. *maybe he’s happy because* …, *they might not be so happy at the*  *end because* …). During whole-class feedback, write students’ predictions on the board. These can then be referred to during feedback on Exercise 2. Don’t  confirm answers at this stage. | | 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** | **2** 1.41 Play the audio. Students read and listen to check their answers. Allow them to compare answers with a partner. During feedback, refer to students’ predictions from Exercise 1. Did they guess correctly?  **Answers**  Jeff has found some money on the street outside. They’re looking at the woman because they think they may have spent her money.  **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** EP1d Play the video for students to watch and check their answers from Exercise 3. During whole class feedback, refer to students’ ideas on the board.  Who guessed correctly?  **5** Students complete the exercise in pairs. Monitor and help with any difficulties. You could play the video again, pausing as required for clarification.  **Answers**  1 d 2 f 3 a 4 g 5 b 6 c 7 e  **Optional extension**  Shadow reading: Students try to speak the lines from the photo-story on pages 167–168 in time with the audio. This is a great way for students to practise producing features of connected speech such as rhythm and intonation. It’s also  lots of fun.  **PHRASES FOR FLUENCY**  **1** Students first match each expression to the person who said them and then use the context provided by the story to help them work out meaning. Next, pairs think about how they would say each of these expressions in their own language. Monitor to avoid discussions slipping into L1 completely.  **Answers**  1 Mia 2 Jeff 3 Jeff 4 Jeff 5 Mia 6 Jeff  **2** Do number 1 in open class as an example. Ask students to complete the exercise in pairs. During feedback, drill sentences to ensure correct pronunciation.  **Answers**  1 B: don’t look at me C: is on me  2 A: Hi, you lot B: same as usual  3 B: It’s not my fault/Don’t look at me C: that’s all | | Students listen to the audio and check their answers.  Students predict the content and make notes  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 predict the content and make notes  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 | SB, audio  Student’s Book |
| **The end of the lesson – 5 min** | Revision (5 min)  **WordWise**  ***by***  **1** You could lead into this by asking which text from the unit each sentence comes from. This will give students more context which will help them decide what/who  each phrase in bold refers to. Encourage students to work in pairs. Check answers in open class.  **Answers**  1 d 2 c 3 a 4 b | |  |  | |  |  |