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

**TERM 3 Unit 5**

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| Module 5 Lesson 1 | | **READING FOR PLEASURE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **ELEMENTS OF A STORY** | | | | | |
| Objectives according to the Curriculum | | 9.4.1.1 - understand the main points in extended texts on a range of unfamiliar general and curricular topics;  9.3.4.1 - respond with growing flexibility at both sentence and discourse level to unexpected comments 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 | | • 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. Focus attention on the photos and nominate students to describe them. They could try to match each picture with the things in Exercise 1.  Check/clarify: *thriller* (give an example of a thriller movie); *grabbed* (caught your interest); *anecdote* (a short story). To get students started on Exercise 1,  give some examples of your own. Allow students three minutes to think of an example of each of the four things. Monitor and help with vocabulary. | | students respond to greeting and take their places.  Students describe the photos and do matching | students respond to greeting and take their places.  Students describe the photos and do matching | |  |  |
| **The middle of the lesson – 35 min** | **2** SIn pairs or small groups, students compare examples. To give the task a communicative aim, ask students to try to convince their partners to  see their favourite film/thriller, etc. Alternatively, ask students to describe fairy stories without saying the name for their partner to guess.  **3** In pairs, students list as many reasons as they can. Hold a class discussion and write their ideas on the board. This will facilitate feedback on  Exercise 4.  **4** Students read and compare their ideas from Exercise 3 to those of the author. Tell them not to worry about unknown words, but to focus on getting  an overall understanding of the main points of the article and on checking which of their reasons were mentioned. Check answers in open class referring  back to the reasons listed on the board.  **5** Ask students to read the questions and underline any difficult words or phrases. Clarify these in open class.  Ask students to try to answer the questions from memory before looking back at the text to check. Encourage them to underline the key parts of the text  that gave them their answers. Students compare in pairs. During feedback, ask students to refer to the text they underlined to justify their answers  **Suggested answers**  1 films, thriller novels, jokes and anecdotes  2 The writer is showing that stories are not just for entertainment. They also have other functions, for example to warn people of dangers.  3 He wasn’t intending to entertain his friends with his story They shared their stories about remote places enabling people to learn about different places. These stories have been passed down from generation to generation.  5 Storytellers travelled a lot, bought new stories back with them and taught people about distant places.  6 They can be used to pass down wisdom and knowledge from generation to generation, and to reflect the identity of that culture or country. | | students compare examples and check each other  Students work in pairs and make a discussion  Students read and compare their ideas from Exercise 3 to those of the author  Students work individually and complete the task | students compare examples and check each other  Students work in pairs and make a discussion  Students read and compare their ideas from Exercise 3 to those of the author  Students work individually and complete the task | | 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. text  Book, slide, text. audio  Book, text |
| **The end of the lesson – 5 min** | SPEAKING (5 min)  Divide the class into pairs or small groups to discuss the questions. You may like to give some examples of your own and perhaps even tell them a story from  your childhood. While monitoring, encourage quieter students to express themselves. For feedback, make new pairs and ask students to tell their new partner the stories they heard from their previous partner. | |  |  | |  |  |

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| Module 5 Lesson 2 | | **READING FOR PLEASURE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Everybody loves stories** | | | | | |
| Objectives according to the Curriculum | | 9.4.1.1 - understand the main points in extended texts on a range of unfamiliar general and curricular topics;  9.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * 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)  Books closed. To introduce this topic, do an internet image search on book covers before the class and choose a mix of different ones to display on the  board. Ask students to guess the types of story from the images. Try to elicit some of the types of story included in Exercise 1. | | students respond to greeting and take their places.  Students do the search and guess the type of the story | students respond to greeting and take their places.  Students do the search and guess the type of the story | |  |  |
| **The middle of the lesson – 35 min** | Books open. Focus attention on the book covers and ask students to match them to numbers 1–9 in pairs.  Play the audio for students to check their answers. You could play it again for them to repeat. Pay attention to the /ʧ/sound of the second ‘t’ in *literature* and the elision of the /t/ on *short* in *short stories*.  **Answers**  A 3 B 8 C 7 D 5 E 4 F 6 G 1 H 9 I 2  **2** Check/clarify: *fiction*/*non-fiction*. In pairs, students  discuss the question. Check answers.  **Answers**  (auto)biography; travel literature  **SPEAKING**  **1** Give an example to demonstrate the task. While monitoring, prompt students to use the second conditional in their answers. Elicit some of their  choices and encourage reactions from the rest of the class.  **2** Tell students they are going to prepare a short talk on reading. They should make notes on the two different points and give examples of the types of things they read. Monitor and help with any vocabulary  questions. Before they begin speaking out loud, ask students to rehearse their talks for one minute (silently) in their heads.  **Mixed-ability**  Weaker students can write a set of simple sentences. Stronger students should develop their ideas and attempt to present their information in an interesting way (perhaps using rhetorical questions to draw in the listener.)  Divide the class into small groups by level. Where possible, make the groups of ‘weaker’ students larger, so that all groups finish the activity at roughly the same time. Students take it in turns to give their talks. To give them a reason to listen, ask students to think of one question to ask each speaker once they’ve finished.  **LISTENING**  **1** Books closed. Find out how much students know about Stephen King. Write these questions on the board and elicit answers in open class:  *Where was he born?*  *What did he do before becoming a writer?*  *What was his fi rst book?*  *How many books has he written?*  Books open. Students check their answers by reading  the fact fi le. Ask: *Do you know any other authors who*  *have written as many books as Stephen King? Have you*  *read any of his books or seen any of the films of his books?* | | students do matching and listen to the recording  Students share ideas on the topic and check each other  Stronger students should develop their ideas and attempt to present their information in an interesting way  Students do listening and answer the questions | students do matching and listen to the recording  Students share ideas on the topic and check each other  Weaker students can write a set of simple sentences.  Students do listening and answer 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 | Book  Book, slide, text  Book, slide |
| **The end of the lesson – 5 min** | Listening (5 min)  Tell students they are going to listen to  a conversation about a Stephen King story. Check/ clarify: *word processor* (a computer). Before you play the audio, tell students not to worry about  understanding every word but just to focus on answering the question. Allow students to compare answers with a partner before whole-class feedback.  **Answer**  overload | |  |  | |  |  |

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| Module 5 Lesson 3 | | **READING FOR PLEASURE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Gulliver’s travels** | | | | | |
| Objectives according to the Curriculum | | 9.4.5.1 - deduce meaning from context in extended texts on a range of familiar general and curricular topics;  9.4.7.1 - recognise typical features at word, sentence and text level in a wide range of written genres; | | | | | |
| 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 | | * 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)  Ask students if they have heard of Jonathan Swift or *Gulliver’s Travels*. They may have watched the film version. Write any ideas on the board in note form. Use the information in the *About the author* box to provide  an introduction. Depending on the class, it may be appropriate to use L1 at this stage. | | 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** | Organise the class into pairs. Set a time limit of a few minutes for students to discuss the questions. Then ask students for their opinions. Encourage them to back up their answers with examples (e.g., ‘To fit in in a different country, you can try to learn the language, try the local food and talk to people who live there.’).  **2** Focus students’ attention on the images. Ask them to describe what they see and what they think the story  is about.  Draw students’ attention to the text at the top right hand side of the page which ‘sets the scene’ and clarify understanding. Play the audio.  **3** When students have read the text once, allow time to match the words in bold to the definitions. Tell them they may need to change the part of speech (form of verb, noun, etc.) to the base form to fit the glossary.  Point out that making a glossary of unknown words in a text is a good way to learn vocabulary. Ask individual students for answers.  **Answers**  1 (be) inclined 2 astonishment 3 spy 4 posture  5 vessel 6 happen to 7 perceive 8 reckon  9 struggle 10 manner  **4** Students read through the questions. Check for understanding and remind them to refer closely to the text to find the answers.  **Answers**  1 a rock 2 distance 3 died 4 well 5 heard a noise  6 looked  S Students read the text again. They choose which sentence cannot be true. Ask them to justify their answer by saying why sentence 1 isn’t true but the others are.  **Answers**  1 the Antelope was in the Northern Hemisphere. (In the Southern Hemisphere it is summer in November, but in the Northern Hemisphere it is winter.)  2 is correct (‘I often let my legs drop, and could feel no bottom …’)  3 is correct (‘I felt something alive moving on my left leg …’)  4 is correct (‘and one of them, who ventured so far as to get a full sight of my face, lifting up his hands and eyes by way of admiration, cried out …’)  Student’s Book pages 82–83  **6**  Read through the sentences one  at a time to check comprehension of any unknown vocabulary. Students complete the sentences with the words in the glossary. Ask students for answers.  **Answers**  1 happened to 2 manner 3 vessel 4 astonishment  5 posture 6 spied  instruction and check that students understand what they are going to do. Ask two students to read the first part of the conversation. Brainstorm ideas and phrases on the board. Set students a time limit of 5–10 minutes to prepare their role plays. Monitor and offer support and encourage students to write their scripts. Encourage as many pairs as possible to perform their role plays. Consider asking groups to perform to each other. The ‘audience’ group can monitor language use and make corrections if necessary. This can also be done as a full-class exercise. | | Students work in pairs and discuss the questions  Students work with pictures and describe them  Students read the text and do matching  Students read the questions and answer them  Students work individually and check the answers. | Weaker students work with stronger students  Students may use dictionaries  Students read the text and do matching  Students read the questions and answer them  Students work individually and check the answers. | | 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, text  Book, slide, audio  Book, slide |
| **The end of the lesson – 5 min** | WRITING (5 min)  Read through the Writing skills box. Ask students to give examples of phrases used to start and end letters in English (*Dear …*, *Hi …*, *Love from …*, *Best wishes*). Remind them to choose the phrases carefully as some  are formal and some are informal. Ask students to brainstorm ideas for each paragraph and make notes. They could compare their ideas in pairs. Students  can then write their letter in class or for homework. Students then swap their letter with a partner. They read each other’s work and highlight any mistakes.  They assess whether the student has answered the question fully and whether they have followed the steps. They then return the letter to the original student who looks at the comments and redrafts their work. Ask some students to read their letters out loud  to the class. | |  |  | |  |  |

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| Module 5 Lesson 4 | | **READING FOR PLEASURE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A nation of storytellers** | | | | | |
| Objectives according to the Curriculum | | 9.4.8.1 - use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding;  9.4.9.1 - recognise inconsistencies in argument in extended texts on a range of 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 | | * 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 | | | | | |
| 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** In open class, ask students what they know about Ireland. Elicit as much information as possible. If you have access to the Internet, you could do a video search for an *Ireland tourism video* and show a short clip to students to give them a feel for what it is like.  After the video, ask students to discuss in pairs which parts of Ireland they would most like to visit and what they’d like to do there.  Write these stems for speculating on the board: *the person could be*/*might be* …; *perhaps he’s* … . Focus attention on the photos and ask students to discuss the questions in pairs, prompting them to use the stems. Nominate pairs to share their ideas with the class and write these on the board. | | students respond to greeting and take their places.  Students watch the video and discuss with the class | students respond to greeting and take their places.  Students watch the video and discuss with the class | |  |  |
| **The middle of the lesson – 35 min** | **2** Students read the article to check their predictions.  Refer to the ideas on the board during feedback.  Student’s Book pages 84–85  **3** Check/clarify: *influences*, *hospitality*. Students read the text again and answer the questions. Ask them to underline key parts of the text which support their answers. Once students have finished, ask them to  compare answers in pairs before open class feedback.  **Answers**  1 T 2 F There was no written language tradition.  3 T 4 F In recent years this tradition has been  revived. 5 T  **4 Speaking** Where possible, put students in similar ability pairings or groups for this activity. Monitor and encourage students to express themselves in English and to use any vocabulary they have learned  from the unit to tell their stories. During feedback, ask pairs/groups to report back to the class on what they discussed and then go through any new/ problematic language in open class.  **5 Vocabulary**  Students work out the meaning of the highlighted words from the text. Check answers. | | students read article and answer the questions. They may work in pairs  Students discuss the topic with each other and work with vocabulary | Weaker students work with stronger students  Students discuss the topic with each other and work with vocabulary  Weaker students may use dictionaries | | 1 point for each correct answer  Teacher evaluates and guides students | Book |
| **The end of the lesson – 5 min** | Revision (5 min)  Stronger students just use the context provided by the article, without looking at the exercise, to try to work out meaning. They then look at the definitions in the exercise to check their ideas. Weaker students work in pairs to match the definitions to words from the article. You could even give students the first letter of each word to guide them.  **Answers**  1 handed down 2 bend over 3 knew … by heart  4 revive 5 record 6 cast a spell 7 appreciated  8 shelter | |  |  | |  |  |

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| Module 5 Lesson 5 | | **READING FOR PLEASURE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Grammar Verbs which take gerund and infinitive** | | | | | |
| Objectives according to the Curriculum | | 9.4.3.1 - understand the detail of an argument in extended texts on a range of familiar general and curricular topics, including some extended texts;  9.4.4.1 - read a range of extended fiction and non-fiction texts on familiar and 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 | | * 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)  **1** read the background information with the students and check with the class. | | 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** | **WRITING**  **A fairy tale**  This exercise can be set as homework or done as a collaborative activity in class with students writing in pairs. To help students come up with ideas, have a class discussion about the main elements of classic fairy tales  (good vs. evil; love; princes saving princesses; people becoming rich by doing good, etc.) Write students’ ideas on the board for them to refer to. You could input the typical fairy tale ending *And they all lived happily ever*  *after.* Encourage students/pairs to plan before writing. Get them to write down the main points of their story in note form. At this stage they will become aware of any unfamiliar vocabulary they’ll need. They should  also think about using a variety of narrative tenses and adjectives and adverbs to make their story more interesting. They could include examples of these in their plans. Monitor to input vocabulary and check that  students are writing a plan rather than writing straight away. If time allows, encourage students to use images to make their stories look interesting. When students have finished, make small groups for students to read  each other’s stories and comment on how interesting/ easy to follow they were. Ask students to count the number of narrative tenses used in each story – praise those who managed to include more than two. Finally,  display the texts on the walls of the classroom for the rest of the class to read | | Students share ideas and prepare for writing  Students complete writing and work with the class | Students share ideas and prepare for writing  Weaker students may ask teacher to help | | 1 point for each correct answer  Teacher evaluates and guides students | Book, text  Student’s Book |
| **The end of the lesson – 5 min** | **Checking**  Students read their works and check as a class | | Students work in groups and share ideas according to the topic. | Weaker students work with stronger students | |  |  |

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| Module 5 Lesson 6 | | **READING FOR PLEASURE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Telling a story** | | | | | |
| 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;  9.2.7.1 - recognize typical features at word, sentence and text level of a wide range of spoken genres; | | | | | |
| 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 * 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)  **Telling a story**  **1** 1.16 First, students should read the  conversation, ignoring the gaps, to get an overall understanding. Ask: *What happened to Annie the other day?* (a song she couldn’t stop singing all day was on the radio when she got home); *Why was this strange?*  (because it wasn’t a current song that you’d expect to hear on the radio). Next, students work with a partner to match the expressions to the correct places in the conversation. Check answers in open class.  **Answers**  1 The strangest thing happened to me the other day.  2 That was the annoying thing. 3 Well, let me finish …  4 you’ll never believe what 5 What are the chances? | | students respond to greeting and take their places.  Students read the conversation and answer the questions. | students respond to greeting and take their places.  Students read the conversation and answer the questions. | |  |  |
| **The middle of the lesson – 35 min** | **2** Give students a minute to come up with an idea for a story before they discuss in pairs. Next, tell students to think about how they can tell their  story. Encourage them to make notes. Monitor to help with vocabulary and ideas.  Prompt them to use expressions from Exercise 1. When students have completed their notes, put them into small groups for them to tell each other their stories. Monitor and praise students who are using the expressions, as well as those making an effort to make their stories  interesting and engaging.  To give them a reason to listen, students could be tasked with writing down the expressions from Exercise 1 that they hear as they listen. | | Students share ideas about the story and make notes | Students share ideas about the story and make notes | | 1point foreach correct answer | Book |
| **The end of the lesson – 5 min** | **Feedback** (5 min)  During feedback, ask students to report back to the class on who told the most interesting story in their group. | |  |  | |  |  |

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| Module 5 Lesson 7 | | **READING FOR PLEASURE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Zheke-Batyr’s search of happiness;**  **Project. A biography of a Kazakhstani author** | | | | | |
| Objectives according to the Curriculum | | 9.4.3.1 - understand the detail of an argument in extended texts on a range of familiar general and curricular topics, including some extended texts;  9.6.10.1 - use present continuous forms and past continuous, including a growing variety of passive forms, 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 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** Tell students to look at the pictures of Burabay and see if they can answer the pre-reading questions. They can check their answers by reading the first paragraph of the text. Find out if anyone in the class has been there. | | students respond to greeting and take their places.  Students answer the questions and check their predictions | students respond to greeting and take their places.  Students answer the questions and check their predictions | |  |  |
| **The middle of the lesson – 35 min** | **2** Give the students time to read the rest of the text silently and to complete the task. Let them compare answers in pairs and discuss any difficulties. Check answers with the whole class. If time allows, ask them about any similar stories that they may know.  **Answers**  1 No.  2 He was afraid it would be forgotten.  3 They fought against enemies and against each other.  4 Happiness.  5 He thought only about himself and his own happiness.  6 He learned that nobody can find happiness alone.  **GRAMMAR**  **Narrative tenses (review)**  **1** Books open. Draw students’ attention to the words in bold (1–5) and ask them to match them to the correct tenses (a–d). Conduct brief whole-class feedback on this before students complete the rule in pairs. Check  answers in open class. Use the example sentences to  clarify the rules.  **Answers**  1 c 2 a 3 b 4 d 5 c  **Rule**  1 past simple 2 past continuous 3 past continuous  4 past perfect 5 past perfect continuous  **Alternative approach to the grammar**  If you need an alternative approach to reviewing narrative  tenses, choose one or all of the following ideas for clarifying  the differences between tenses.  For past continuous vs. past simple, write on the board:  *I saw a parrot while I was waiting for the bus*. To provide a  context for the sentence (by getting the students to come up with one) and to check meaning, ask: *Where was I? Where was I going on the bus? What did I think when I saw the parrot?*  Elicit answers in open class, encouraging students to be as inventive as possible and accepting all answers. Next, ask students: *Which action began first?* (waiting for the bus);  *Which action interrupted that action?* (I saw a parrot.); *Which action continued after the interruption?* (waiting for the bus).  Remind students/elicit that we use the past continuous to give background information and the past simple to describe specific past actions.  For past perfect vs. past simple, write on the board: *John*  *was very sad because his girlfriend had left him*. Ask students  to identify which event happened first (*his girlfriend left him*).  Get students to write the two events in the correct order on a time line.  **2** Before students begin, check they understand that they need to use either the past simple or past continuous but not the past perfect. Monitor and help any students who are struggling. Also let students compare answers with a partner. During feedback, refer to the rules in Exercise 1 and use timelines to clarify differences between tenses.  **Answers**  1 realised, took, left 2 was riding, met  3 were searching, became 4 was fighting, fell, appeared  In this type of gap-fill exercise, it is always a good idea for students to read the whole text first for gist understanding and then to read a second time to complete the spaces. To encourage them to just focus on reading for gist, ask: *What was happening in Ian’s house?* Students read the text quickly to answer the question. Set a time limit of 30 seconds  before brief feedback. (His brother had been doing a science experiment that went wrong.) Next, students complete the spaces. Students compare answers with a partner before a whole-class check. | | Students read the text and complete the task.  Students work with grammar and complete the task. They then check with the class  Students work as a class and answer the questions | Students read the text and complete the task.  Students work with grammar and complete the task. They then check with the class  Students work as a class and answer the questions | | 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** | **Mixed-ability**  To provide more staging for weaker students: Once they’ve got the gist of the text, they read a second time to decide which verb goes in each gap before reading again and deciding on tense.  **Answers**  1 was walking 2 saw 3 Was … burning 4 ran  5 opened 6 was sitting 7 had been doing 8 had gone | |  |  | |  |  |

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| Module 5 Lesson 8 | | **READING FOR PLEASURE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Get it right! Unit5 Photostory: episode 2a** | | | | | |
| Objectives according to the Curriculum | | 9.2.8.1 - begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects  9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify details in a text with little support * Identify the correct form of a word, appropriate sentence structure and text layout * Clarify the meaning of the word in a dictionary or other digital references   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)  **The challenge**  **1** To remind students of the concept of challenges, which they encountered in Unit 4, say *I bet you can’t say the alphabet in 15 seconds*. Tell students that you are issuing a challenge. You could ask for volunteers to accept the challenge and say the alphabet quickly  in open class, to change the pace and add an element of fun to the lesson.  Tell students they are going to read and listen to a story about a group of students. Students look at the title and photos and read the questions. Ask them to guess answers to the questions. Write some of their  ideas on the board.  **Answer**  2 To not use their phones at all during the whole weekend. | | students respond to greeting and take their places.  Students complete the challenge and prepare for the lesson | students respond to greeting and take their places.  Students complete the challenge and prepare for the lesson | |  |  |
| **The middle of the lesson – 35 min** | Play the audio for students to read, listen and check their answer to Exercise 1. During wholeclass feedback, refer to students’ ideas on the board.  Ask: *Who guessed correctly?*  Ask students what they think happens next. Get them to brainstorm possible endings to the story, 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** EP2a Play the video for students to watch and check their answers. During whole-class feedback, refer to students’ ideas on the board. Ask: *Who guessed correctly?*  **5** Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. Play the video again, pausing as required for clarification. Check answers with the whole class.  **Answers**  1 He thinks she doesn’t want him to overhear what she’s  saying.  2 She watched YouTube videos on her phone.  3 He didn’t last one night without using his phone.  4 Three hours.  5 She spoke to her friend Julia on the phone.  **PHRASES FOR FLUENCY**  **1** Ask students to locate expressions 1–6 in the story on page 170 and underline them. To encourage speedreading, you could do this as a race and ask students to find the expressions as quickly as possible. Ask students to compare their answers with a partner before whole-class feedback.  **Answers**  Nicole says phrases 1–5. They all say phrase 6.  **2** Working in pairs, students complete the dialogues. Check answers. Drill the dialogues in open class (for students to repeat together), paying attention to the intonation of sentences and questions. Give students  time to practise saying the dialogues with a partner.  **Answers**  1 d 2 c 3 a 4 b  **2** Students work individually to complete the sentences. You could also ask them to match each sentence to a–d from Exercise 1. Allow students to compare answers with a partner before a whole-class check. During feedback, point out the frequent use of *by* with the future perfect. If you’re short on time, set this exercise for homework.  **Answers**  1 by the end of class 2 by the football club  3 by the entrance 4 by selling | | students listen to the recording and answer the questions  Students watch the video and check the answers  Students work in pairs and complete the task  Students compare the answers and check each other  Students work in pairs and complete the dialogue  Students work individually and complete the sentences. | students listen to the recording and answer the questions  Students watch the video and check the answers  Students work in pairs and complete the task  Weaker students work with stronger students  Students compare the answers and check each other  Students work in pairs and complete the dialogue  Students work individually and complete the sentences. | | Teacher evaluates and guides students  1 point for each correct answer.  1 point for each correct answer  1 point for each correct answer | audio  Student’s Book, audio  Book, slide, text |
| **The end of the lesson – 5 min** | **Sympathising**  **1** Books closed. To introduce this topic, make a sad face and tell students about something bad that has happened to you, for example your pet goldfish has died! Ask students to suggest ways of sympathising  and try to elicit some of the expressions from the exercise. Write any correct answers on the board. Books open. Either encourage students to look back at the photostory to complete the exercise or challenge them to try to complete the exercise from memory then refer back to the photostory to check.  Students compare answers in pairs before open class  feedback.  **Answers**  1 That’s a shame/What a pity 2 I’m really sorry  3 What a pity/That’s a shame 4 Never mind  5 How awful | | Students complete the task and compare answers with each other | Students complete the task and compare answers with each other  Weaker students work with stronger students | |  |  |