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

**TERM 3 Unit 6**

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| Module 6 Lesson 1 | | **TRADITIONS AND LANGUAGE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A new family tradition** | | | | | |
| Objectives according to the Curriculum | | 9.1.3.1 - respect differing points of view;  9.1.8.1 - develop intercultural awareness through reading and discussion; | | | | | |
| 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** As a lead-in, brainstorm traditional celebrations and festivals students have in their area, as well as celebrations and festivals from other parts of Kazakhstan that they know of. Ask students: *Have you ever been to these celebrations? What did you enjoy about them? Talk about other celebrations and festivals.*  *What do people do?* Students discuss the questions in small groups. Listen to some of their answers in open class as feedback. You could also brainstorm a list of typical fancy dress costumes to gauge how familiar your students are with the vocabulary explored later on in this unit. Ask students to look at the photos and answer the questions in their groups for each photo. Elicit answers from different groups.  **Answers**  1 A Oaxaca, Mexico B Almaty, Kazakhstan  C Balmoral, Scotland  2 A They’re wearing costumes and have painted their faces.  They are taking part in a parade.  B They’re wearing traditional clothes and they’re  celebrating national games.  C They’re wearing Scottish skirts and kilts. A man’s  dancing traditional Scottish dances. Another is playing  the bagpipes.  3 Students’ own answers. | | students respond to greeting and take their places.  Students discuss the questions and check the answers | students respond to greeting and take their places.  Students discuss the questions and check the answers | |  |  |
| **The middle of the lesson – 35 min** | **2** SPEAKING Ask students to work with a partner to predict what the blog is about. Elicit students’ predictions during open-class feedback, prompting  students to expand as much as possible on their ideas, and noting them on the board to refer to after  Exercise 3.  **3** Students read to check their ideas from Exercise 2. Tell them not to worry about unknown words, but to focus on checking their ideas. The focus here is  on gist understanding. Check answers, referring back to the ideas on the board. Ask: *Did anyone guess*  *correctly?*  **4** Ask students to read questions 1–8 and underline any difficult words or phrases. Clarify these in open class before students read the blog in more detail and answer the questions. Tell them not to use dictionaries, but to try to understand difficult vocabulary from its context. Encourage them to underline the parts of the article that helped them find the answers. Students compare answers in pairs before a whole-class check. During this stage ask students to refer to the parts of the article they underlined to justify their answers.  **Answers**  1 They waved from the doorstep. 2 180 days.  3 Rain’s brother and his mum. 4 American football player; pirate. 5 $50  6 He used the family fancy-dress collection, and friends  and neighbours helped.  7 He was embarrassed at the beginning, but thought he was pretty cool in the end.  8 He’s going to get more sleep each morning.  **5** SPEAKING In pairs, students discuss the questions. Monitor and help with any difficulties, but as this is a fluency activity, do not interrupt to correct errors  unless they impede communication. Listen to some of their ideas in open class as feedback, encouraging students to react to and debate with each other.  **Changing your opinions**  **1** Ask students to read the introduction and sentences  1–3. Ask them to work with a partner to complete the  exercise. Check answers.  **Answers**  1 Rain 2 Rain’s friends 3 Rochelle | | students work in pairs and predict the content  Students read to check their ideas  Students read the questions and answer them.  Students discuss the questions and check the answers. | Weaker students work with stronger students  Students read to check their ideas  Students read the questions and answer them.  Students discuss the questions and check the answers. | | Teacher evaluates and guides students  Teacher evaluates and guides students  1 point for each correct answer  1 point for each correct answer | Book  Book. text  Book, slide, text.  Book, text |
| **The end of the lesson – 5 min** | SPEAKING (5 min)  **2**  Point out the use of *Initially* and *with*  *time*. Ask students to work in small groups to discuss how the opinions of the other people changed. Encourage them to find evidence in the article to  justify their answers. Listen to some of their thoughts in open class as feedback | |  |  | |  |  |

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| Module 6 Lesson 2 | | **TRADITIONS AND LANGUAGE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Quantifiers** | | | | | |
| Objectives according to the Curriculum | | 9.5.8.1 - spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics;  9.3.1.1 - use formal and informal registers in their talk 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)  Students should have seen most of the quantifiers in these exercises before, but it is still an area in which students make a lot of errors, so certainly worth reviewing.  Ask students to try to complete sentences 1–6 before looking back at the article to check their answers. This encourages students to notice language and helps activate their curiosity around the target language. Check answers in open class. Then ask students to work with a partner to complete  the rule before checking answers. Use the sentences in Exercise 1 and further examples of your own to clarify.  **Answers**  1 many 2 all 3 loads 4 several 5 Some, most  6 little  **Rule**  1 none 2 a little 3 several 4 loads 5 all  Student’s Book pages 92–93 | | students respond to greeting and take their places.  Students complete the sentences and then check their answers. | students respond to greeting and take their places.  Students complete the sentences and then check their answers. | |  |  |
| **The middle of the lesson – 35 min** | **2** Students work with a partner to complete the  exercise. Refer them to the rule to help them decide  on and check their answers. Check answers in  open class.  **Answers**  1 loads 2 a lot of 3 most 4 Most 5 Most 6 hardly any  In pairs or small groups, students discuss the sentences. Monitor and encourage them to answer in full sentences. Make a note of any nice  expressions in English that students use during the activity. At the end write them on the board for the whole class to copy, and praise the student(s) who used them. Also ask for volunteers to report back to the class on their discussion during feedback.  **Fast finishers**  Write the following on the board:  *Loads of students … , Hardly any students … ,*  *Almost all students … , The vast majority of students …*  Ask students to complete the sentences to describe students in their school. | | Students work with a partner to complete the  exercise  Students work in pairs and discuss the sentences | Students work with a partner to complete the  exercise  Students work in pairs and discuss the sentences | | 1 point for each correct answer  Teacher evaluates and guides students | Book  Book, slide, text |
| **The end of the lesson – 5 min** | **Optional extension**  Ask students to create a table in their notebook with six columns. Ask them to write *hardly any* / *loads of* / *not many* / *a small number of / a lot of* / *a little* at the top of the columns.  Call out various categories and a letter for students to race to complete as many columns as they can in, say, one minute.  For example: *things in the classroom beginning with ‘s’*. You could set this up as a competition and get students to do this in groups, awarding points for each correct answer. | | Students work as a class and complete the task | Students work as a class and complete the task | | Teacher evaluates and guides students |  |

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| Module 6 Lesson 3 | | **TRADITIONS AND LANGUAGE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Costumes** | | | | | |
| Objectives according to the Curriculum | | Costumes  9.3.2.1 - ask complex questions to get information on a range of general and curricular topics;  9.2.5.1 - recognize the opinion of the speaker(s) in unsupported extended talk on a wide 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)  **1** Ask students to look at the photos on pages 90–92 and work with a partner to find the items. Say each item individually and nominate a student to say in which picture the object appears. Say the words for students to repeat and check pronunciation.  **Answers**  sword – 3 shield – 5 leather jacket – no picture  wig – no picture belt – 8 sunglasses – 4 helmet – 1  cape – 9 mask – 7 apron – 6 football top – 2 | | students respond to greeting and take their places.  Students work with photos and check each other | students respond to greeting and take their places.  Students work with photos and check each other | |  |  |
| **The middle of the lesson – 35 min** | **Fast finishers**  Ask students to research and write a list of festivals or other occasions around the world when people traditionally wear costumes, e.g. Hallowe’en, *Mardi Gras* or other carnivals, the Jewish festival *Purim*, etc. Are there any countries where it is particularly popular to do so?  Give students time to read the question and check understanding. Ask them to work individually for a few minutes to note down their answers. Monitor and make a note of any lexical errors to correct during feedback. Divide the class into pairs or small groups to discuss the questions. Listen to some of their answers in open class.  Books closed. As a lead-in, write the  following questions on the board:  *How often do you see your extended family (family*  *members other than your parents and brothers/sisters)?*  *Do you have a fi xed bedtime?*  *How many different languages do you speak with your*  *family at home?*  In pairs, students discuss the questions. Nominate  students to report back on their discussions in  open class.  Books open. Ask students to work in pairs to describe what they can see and to try to explain what the captions refer to. Listen to some of their ideas in open class.  Play the audio while students listen and match the countries to the pictures. Students check answers with a partner before whole-class feedback.  **Answers**  No time for bedtime – Argentina  No baby talk – Samoa  Introduce them early – France  Keep it in the family – Poland  Early to bed – Britain  Young chefs – Mexico  Point to the book cover and ask: *What kind of book do you think this is?* Elicit ideas in open class, but do not comment at this stage. Ask students to read the introduction. Tell them not to worry if they do not understand every word, but to focus on getting a general understanding of what the book is about. Check/clarify: *the Chinese Way.* Allow them to discuss their ideas with a partner before checking answers in open class. Ask: *Would you like to read the book?*  **Answer**  A story about bringing up children the ‘Chinese way’.  **2** Tell students they are going to read two different opinions on the book. Students read the two opinions and answer the questions. Ask them to underline any phrases that support their answers. Students compare  answers with a partner before whole-class feedback. Encourage students to refer to the texts when giving their answers.  **Answers**  Stephanie’s opinion is ‘against’. She believes that children should be able to enjoy their childhoods and watch TV and play computer games.  Tim’s opinion is ‘for’. He thinks parents are too soft on their children and let them do what they want. They also don’t have enough time for their children.  **3** This exercise requires a deeper understanding of the texts. Give students time to read the sentences and check understanding. Clarify who Amy, Stephanie and Tim are. Working individually, students re-read the texts to complete the exercise. Divide the class into pairs for students to compare their answers and then check answers in open class.  **Answers**  1 Tim 2 Amy 3 Stephanie 4 Tim 5 Amy  6 Stephanie | | Students answer the questions and check each other in pairs  Students read the questions and answer them  Students work individually and check the answers.  Students do reading and answer the questions. They then check in pairs.  Students read the sentences and check the answers | Weaker students work with stronger students  Students read the questions and answer them  Students work individually and check the answers.  Students do reading and answer the questions. They then check in pairs  Weaker students work with stronger students  Students read the sentences and check the answers | | 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 | Book, audio  Book, slide  Book, text |
| **The end of the lesson – 5 min** | **SPEAKING**  In pairs or small groups, students discuss the questions and make notes on their answers. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt the conversations to  correct students unless inaccuracy hinders comprehension.  Listen to some of their ideas in open class. | |  |  | |  |  |

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| Module 6 Lesson 4 | | **TRADITIONS AND LANGUAGE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Students read the sentences and check the answers** | | | | | |
| 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 - recognize typical features at word, sentence and text level in a wide range of written genres;  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 | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **1** Ask students to tick the sentences they agree with (they can choose more than one). | | students respond to greeting and take their places.  Students complete the task with the class | students respond to greeting and take their places.  Students complete the task with the class | |  |  |
| **The middle of the lesson – 35 min** | **2** SPEAKING Divide the class into groups for students to compare their choices. Monitor and help with vocabulary as necessary. Encourage students to give reasons for their choices. Listen to some of their opinions in open class.  **3** Look at the bar chart in open class and nominate individuals to describe what they can see. Working in pairs or in the same small groups as in Exercise 2, students make their own graph or chart to show how  their group feels. Ask all students to draw the chart. When they have completed the exercise, regroup students to compare their charts.  Point to the book cover and ask: *What kind of book do you think this is?* Elicit ideas in open class, but do not comment at this stage. Ask students to read the introduction. Tell them not to worry if they do not understand every word, but to focus on getting a general understanding of what the book is about.  Check/clarify: *the Chinese Way.* Allow them to discuss their ideas with a partner before checking answers in open class. Ask: *Would you like to read the book?*  **Answer**  A story about bringing up children the ‘Chinese way’. Tell students they are going to read two different opinions on the book. Students read the two opinions and answer the questions. Ask them to underline any phrases that support their answers. Students compare answers with a partner before whole-class feedback. Encourage students to refer to the texts when giving  their answers.  **Answers**  Stephanie’s opinion is ‘against’. She believes that children should be able to enjoy their childhoods and watch TV and play computer games.  Tim’s opinion is ‘for’. He thinks parents are too soft on their children and let them do what they want. They also don’t have enough time for their children.  This exercise requires a deeper understanding of the texts. Give students time to read the sentences and check understanding. Clarify who Amy, Stephanie and Tim are. Working individually, students re-read  the texts to complete the exercise. Divide the class into pairs for students to compare their answers and then check answers in open class.  **Answers**  1 Tim 2 Amy 3 Stephanie 4 Tim 5 Amy  6 Stephanie  **SPEAKING**  In pairs or small groups, students discuss the questions and make notes on their answers. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt the conversations to  correct students unless inaccuracy hinders comprehension. Listen to some of their ideas in open class. | | students work in groups and compare their answers  Students work one by one and describe the chart  Students answer the questions and check the answers  Students read the opinions and answer the questions  Students read the sentences and check understanding | Weaker students work with stronger students  Students work one by one and describe the chart  Students answer the questions and check the answers  Students read the opinions and answer the questions  Students read the sentences and check understanding | | 1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students  1 point for each correct answer | Book |
| **The end of the lesson – 5 min** | **Optional extension**  This topic is likely to lead to quite a lot of discussion. It will be even more productive if you divide your class into teenagers and strict parents. Ask them to work initially with members of the same group and make notes on their opinions on Amy Chua’s parenting methods. Then re-group into groups of four with two parents and two teenagers for students to discuss  their opinions. Assigning roles and giving preparation time in this way often leads quieter students to interact more and voice their opinions. Monitor and encourage all students to speak. Develop the conversation into a whole-group discussion. | |  |  | |  |  |

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| Module 6 Lesson 5 | | **TRADITIONS AND LANGUAGE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | So and such | | | | | |
| Objectives according to the Curriculum | | 9.6.3.1 - use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics;  9.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify facts and details in extended talks with little support * Recognize the content of an extended conversation using some supporting information * Apply 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)  Ask students to complete sentences 1–2 before finding the sentences in the text to check their answers. Ask students to work with a partner to complete the rule. Check answers in open class. Refer to the examples in Exercise 1 to clarify and add further examples if necessary.  **Answers**  1 so 2 such  **Rule**  1 such 2 so | | students respond to greeting and take their places.  Students complete the sentences and check the answers | students respond to greeting and take their places.  Students complete the sentences and check the answers | |  |  |
| **The middle of the lesson – 35 min** | Students fill the gaps and complete the sentences with their own ideas. Divide the class into pairs for students to compare answers. Listen to some  examples in open class as feedback.  ***do* and *did* for emphasis**  **3** To promote noticing, ask students to fill the gaps, and then find the sentences in the text to check their answers. Before they look at the rule, you could ask them to consider the effect of *do* and *did* in the example sentences.  **Answers**  1 do 2 did  **4** Students work individually to complete the exercise, then check their answers with a partner before whole-class feedback. During feedback refer to the rules and Look! box for clarification.  **Answers**  1 did like 2 do think we shouldn’t  **FUNCTIONS**  **Emphasising**  **1** Books closed. As a lead-in, ask students: Which words can we use to make sentences more emphatic?  Elicit answers in open class and write *so*/*such*/*do*/ *did* on the board. If students have difficulty, write the following on the board and point out where the words should go in each sentence.  *He is (such) a nice man.*  *I am (so) tired.*  *I (do) like swimming in the sea.*  *I (did) do my homework.*  Books open. Students work with a partner to complete the exercise. During whole-class feedback, say the sentences for students to repeat and check  pronunciation. Encourage them to be emphatic!  **Answers**  1 He’s such a good father.  2 She gets on so well with children.  3 She’s so patient.  4 My dad did try his best.  5 My parents did make some mistakes.  6 She’s so soft on her children.  7 He’s such a strict father.  8 Parents do get it wrong sometimes.  **2** In pairs or small groups, students talk about the person they’ve chosen. Monitor to encourage students to use emphatic structures where possible.  During feedback, ask for volunteers to share their descriptions with the class. | | Students fill the gaps and complete the sentences with their own ideas  students fill in the gaps and check their answers  Students work individually to complete the task  Students answer the questions and check in pairs | Students fill the gaps and complete the  students fill in the gaps and check their answers  Students may work in pairs  Students answer the questions and check in pairs | | 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, text  Student’s Book |
| **The end of the lesson – 5 min** | **VOCABULARY**  **Bringing up children**  **1** Before filling the gaps, ask students to read the text to answer the question: *Does the text suggest that parenting is easy or difficult?* (The aim of this is to encourage students to read a text first for gist understanding and then only on a second read, to complete the task assigned.) Divide the class into pairs for students to complete the exercise. Check answers. Draw attention to the expressions: *do their best*; *get ahead in life*; *bring up*; *grow up*; *do well* and give further examples to clarify meaning as necessary.  **Answers**  1 do 2 get 3 bring 4 childhood 5 grow 6 do 7 strict 8 soft | | Students work in groups and share ideas according to the topic. | Weaker students work with stronger students | |  |  |

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| Module 6 Lesson 6 | | **TRADITIONS AND LANGUAGE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Nomadic people** | | | | | |
| 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 - recognize typical features at word, sentence and text level in a wide range of written genres;  9.3.8.1 - recount extended stories and events on a range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Apply the rule for infinitives in practice * 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)  **CULTURE**  **1** Draw students’ attention to the photos and nominate individuals to say what they have in common.  **Answer**  They all have a nomadic way of life. | | students respond to greeting and take their places.  Students work with photos and discuss as a class. | students respond to greeting and take their places.  Students work with photos and discuss as a class. | |  |  |
| **The middle of the lesson – 35 min** | **2** Students read the article. Tell students not to worry if they don’t understand every word; they should just focus on answering the question. Ask students to check their answer with a partner before feedback in  open class.  **3** Give students a minute or two to read the sentences and circle the key information that they need to look for. Students read the text again to complete the exercise. Tell them to underline information in the text that helped them answer each question.  Students check answers with a partner before whole class feedback. During feedback, ask students to justify their answers by quoting the text they have  underlined.  **Answers**  1 The Shahsavan 2 Aborigines 3 Aborigines, the Tuareg 4 Aborigines 5 The Tuareg 6 The Tuareg, the Shahsavan  **4** VOCABULARY Ask students to cover the definitions.  Give them two minutes to find the highlighted words in the article and to try to deduce meaning from context. Get them to discuss what they think each word means with a partner. Students uncover the definitions to check their ideas and complete the exercise. Check answers in open class, giving further explanations to clarify meaning as necessary.  **Answers**  1 national borders 2 destination 3 diet 4 droughts  5 principally 6 possessions 7 annual 8 remain | | Students read the article  Students read the sentences and complete the task  Students work with vocabulary and complete the task. They then check as a class | Students read the article  Students read the sentences and complete the task  Students work with vocabulary and complete the task. They then check as a class | | 1 point foreach correct answer  1 point foreach correct answer  1 point for each correct answer | Book  book |
| **The end of the lesson – 5 min** | **SPEAKING**  In pairs or small groups, students discuss the questions. Monitor and make a note of any nice expressions in English that students use during the activity. At the end write them on the board for the whole class to copy,  and praise the student who used them. For feedback, ask for volunteers to report back to the class on their discussion. | | Students work in pairs and make notes on the topic | Weaker students work with stronger students | |  |  |

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| Module 6 Lesson 7 | | **TRADITIONS AND LANGUAGE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **An informal email** | | | | | |
| Objectives according to the Curriculum | | 9.5.2.1 - write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics;  9.5.3.1 - write with moderate grammatical accuracy on a wide range of familiar general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify 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)  Tell students they are going to read an informal email from a girl who is staying with the Inuit people.  Check/clarify *Inuit*. Students read the article to answer the questions. Set a two-minute time limit to encourage them to read quickly for gist and focus on the questions. Allow them to compare answers with a partner before checking in open class.  **Answers**  1 10 days 2 A couple of days ago. 3 She’s learning  about patience, because Inuit hunting involves a lot of  waiting in the cold. | | students respond to greeting and take their places.  Students read the email and complete the task. They then check as a class | students respond to greeting and take their places.  Students read the email and complete the task. They then check as a class | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | **2** Divide the class into pairs for students to complete  the exercise. Monitor and help with any difficulties.  Check answers in open class.  **Answers**  1 loads 2 Well, here I am at last 3 said I could go along with them 4 I’m over the moon 5 how I’m getting on with things 6 a couple of days ago  **3** Give students a minute to discuss the question in pairs before checking in open class.  **Answer**  They are too formal for an email to a friend.  **4** Working individually, students make notes in preparation for writing an email. Encourage them to use some of the vocabulary and expressions from the article, adapting larger chunks of language as necessary.  Students can either write the email individually or in pairs, as an exercise in collaborative writing in class. On completion, ask students to exchange their emails with another pair. If students have access to the Internet in the classroom, this could be done electronically for added authenticity. Ask them to focus on **content** (were all points included? How interesting were the ideas?); **organisation** (did each paragraph include a clear and distinct idea like the model answer?); **communicative purpose** (were you convinced by it?); and language. | | Students work in pairs and complete the exercise.  Students make a discussion in pairs and check  Students work individually and make notes on the topic | Students work in pairs and complete the exercise.  Students make a discussion in pairs and check  Students work individually and make notes on the topic | | Teacher evaluates and guides students  Teacher evaluates speaking skills and ideas. | Book  Student’s Book |
| **The end of the lesson – 5 min** | If you mark the writing yourself, focus on how clear and easy students’ writing is to follow and whether they wrote about relevant details. Avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to de-motivate learners than to make them try harder next time. | |  |  | |  |  |

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| Module 6 Lesson 8 | | **TRADITIONS AND LANGUAGE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Project. Languages in Kazakhstan** | | | | | |
| Objectives according to the Curriculum | | 9.4.7.1 - recognize typical features at word, sentence and text level in a wide range of written genres;  9.4.8.1 - use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding | | | | | |
| 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)  **Embedded and indirect questions**  **1** Students should be familiar with reported speech and they may have seen indirect questions before, but it is still an area in which students make a lot of errors, so certainly worth reviewing. Ask students to read sentences 1–5 and elicit what the difference between the first two sentences and the rest of the sentences is. This encourages students  to think about the different uses of indirect and embedded questions. Check answers in open class.  (Sentences 1 and 2 are questions in reported speech – indirect questions. Sentences 3-5 are direct speech but include more polite questions – embedded questions.)  **Answers**  1 I 2 I 3 E 4 E 5 E | | students respond to greeting and take their places.  Students read the sentences and complete the task | students respond to greeting and take their places.  Students read the sentences and complete the task | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | Ask students to work with a partner to complete the rule. Use the sentences in Exercise 1 and further examples of your own to clarify meaning and use as well as omission of auxiliaries and word order. Also  point out the use of *if*/*whether* in *yes*/*no* questions and the *wh-* question words in open-ended questions.  **Answers**  Rule  1 more 2 don’t use 3 after  **3** Students work with a partner to find the extra word in each sentence. Refer them to the rule to help them decide on and check their answers. Check answers in open class.  **Answers**  1 if 2 does 3 do 4 the first ‘is’ 5 do | | students work in pairs and complete the rule. They then check each other  Students work in pairs and complete the task | students work in pairs and complete the rule. They then check each other  Students work in pairs and complete the task | | Teacher evaluates and guides students  1 point for each correct answer. | Book, slide  Student’s Book |
| **The end of the lesson – 5 min** | **4** SPEAKING Draw students’ attention to the four different topics and elicit possible subtopics they can discuss. In pairs or on their own, students think of questions to complete the prompts. Monitor  and provide help if necessary. Make a note of any relevant problems to address with the whole class at the end of the task. When they are ready students work with a new partner (if they worked in pairs before) and take turns to ask and answer questions. | | 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 | |  |  |

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| Module 6 Lesson 9 | | **TRADITIONS AND LANGUAGE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Project. Languages in Kazakhstan** | | | | | |
| Objectives according to the Curriculum | | 9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics;  9.3.8.1 - recount extended stories and events on a range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • 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** List the official languages spoken in Kazakhstan on the board. Check which ones students can speak and put a tick next to them. Discuss the questions in the Student’s Book for each language | | students respond to greeting and take their places.  Students discuss the questions on the topic | students respond to greeting and take their places.  Students discuss the questions on the topic | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | **2** Explain that students are going to work on a project about one of the languages used in Kazakhstan. Put them in groups and ask them to decide which language they know more about or which they would like to know more about. You could exclude Kazakh from the list. Read out the first two questions and give students a minute to discuss their ideas. Ask students to research further information about the language they chose. They can do this online, in books, and by asking other people at school or at home. Encourage them to make notes of everything they hear and find. Allow them to work individually or in pairs if they prefer, and then bring together the information as a group.  **3** Ask students to create a poster using the information they gathered. You can set time aside in a lesson for students to do this in class. Alternatively, assign it for homework. Encourage students to decorate their  poster with pictures and drawings. If necessary, help students decide which words/phrases to include and what everyday topics they can cover with their dialogues. They can also prepare a digital presentation if they wish to. | | students make a project and prepare a speech  Students create a poster and show their works to each other | students make a project and prepare a speech  Students create a poster and show their works to each other | | Teacher evaluates and guides students  1 point for each correct answer. | Book, slide  Student’s Book |
| **The end of the lesson – 5 min** | In a future lesson, have students present their poster in groups or to the whole class. Provide feedback to each group on their language and performance. | |  |  | |  |  |

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| Module 6 Lesson 10 | | **TRADITIONS AND LANGUAGE** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Get it right! Unit 6 Photostory: episode 2b** | | | | | |
| Objectives according to the Curriculum | | 9.3.3.1 - explain and justify their own point of view on a range of general and curricular topics;  9.3.6.1 - link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • 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)  **Writer’s block**  **1** Look at the title and elicit/explain the meaning. Ask students to try to remember the names of the  teenagers (Emma, Liam, Justin and Nicole) from episode 1. Students look at the photos and read  the questions. Ask them to predict answers to the questions based solely on the photos. Write some of their ideas on the board | | students respond to greeting and take their places.  Students discuss the questions on the topic | students respond to greeting and take their places.  Students discuss the questions on the topic | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | **2** 1.43 Play the audio for students to listen and check their answers from Exercise 1. During whole class feedback, refer to students’ ideas on the board.  Ask: Who guessed correctly?  **Answers**  1 To write a story. 2 She’s anxious about it.  3 No, he isn’t being helpful.  **3** Ask students: *What do you think happens next?* Get them to brainstorm possible endings. 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** EP2b Play the video for students to watch and check their answers. During whole-class feedback,  refer to students’ ideas on the board. *Who guessed correctly?*  **5** Ask students to complete the exercise in pairs.  Monitor and help with any difficulties. Play the video again, pausing as required for clarification.  Check answers with the whole class.  **Answers**  1 c 2 e 3 g 4 a 5 f 6 d 7 b  **PHRASES FOR FLUENCY**  **1** Ask students to locate expressions 1–6 in the story  on pages 173–174 and underline them. To encourage speed-reading, 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**  1 Emma 2 Justin 3 Nicole 4 Emma  5 Nicole 6 Liam  **2** Working in pairs, students complete the  dialogues. Check answers. If you’d like to do some pronunciation work with your students, focusing  on intonation, drill the dialogues in open class (for students to repeat together).  **Answers**  1 again 2 can’t be serious 3 Calm down  4 give it a rest, out of order 5 That’s just it  **Optional extension**  Disappearing sentences: you’ll need to write out the dialogues on the board or project them on the IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversations from Exercise 2 in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful lexical chunks.  **Word Wise**  **Expressions with *good***  **1** Books closed. To introduce this activity, write *good* in the centre of the board. Divide the class into pairs and ask students to make a list of as many expressions with *good* as they can in three minutes. Elicit and write any correct answers on the board. Books open. Ask students which of the expressions on the board appear. Next, ask them to work with a partner and complete the exercise. Check answers in  open class.  **Answers**  1 not very good at 2 So far, so good. 3 It’s all good.  4 It’s no good 5 It’s a good thing | | students listen to the recording and complete the task  Students answer the questions and check the ideas  Students watch and check their answers  Students complete the task in pairs | students listen to the recording and complete the task  Students answer the questions and check the ideas  Students watch and check their answers  Weaker students work with stronger students | | Teacher evaluates and guides students  1 point for each correct answer  1 point for each correct answer. | Book, slide  Student’s Book, video |
| **The end of the lesson – 5 min** | **2** Students work individually to match the phrases from Exercise 1 with the meanings. During whole class feedback, say the phrases for students to repeat and check pronunciation. Give further examples to outline meaning of the phrases if necessary.  **Answers**  1 for good 2 It’s no good. 3 It’s all good.  4 So far, so good. 5 not very good at 6 It’s a good thing | |  |  | |  |  |