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

**TERM 4 Unit 8**

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| Module 8 Lesson 1 | | **TRAVEL AND TOURISM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **The day people started talking** | | | | | |
| Objectives according to the Curriculum | | 9.3.2.1 - ask complex questions to get information on a range of 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;  9.4.5.1 - deduce meaning from context in extended texts on a range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **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)  As a lead in brainstorm different types of public transport and write them on the board. Divide the class into groups and assign one of the types of public transport to each group. Ask them to make a list of at least five advantages and five disadvantages of using that type of transport. Regroup students so that each type of public transport is represented within each group. Ask students to compare lists and come to an agreement on which is the best and worst way to travel. | | students respond to greeting and take their places.  Students make a list and then compare with the class | students respond to greeting and take their places.  Students make a list and then compare with the class | |  |  |
| **The middle of the lesson – 35 min** | Books open. Check/clarify: *stuff y* (lacking fresh air), *packed* (tightly filled). To check understanding, ask:  *If you were at a very busy football match on a cold*  *day*, *would you say it was packed or stuff y?* (packed);  *If you are in a stuff y classroom*, *is it easy to breathe?*  (no).  Students work together in pairs to discuss the people in the photos. To encourage them to say as much as possible, you could ask students to take  it in turns to say a sentence about a photo and to compete to continue adding details until their partner cannot think of anything else to say. You could also  ask students to come to an agreement on where the people might be feeling most and least comfortable.  Conduct feedback by nominating one or two students to share their ideas in open class.  **Speaking**  Working individually students make notes about what they imagine to be the thoughts of one of the people in the photos. Get them to think about where the person they’ve chosen might have been, where they’re going and why, etc. Students read out the person’s thoughts (this is more fun if done in the first person) for their partner(s) to guess who it is. Listen to some examples in open class.  **3** Ask students to make predictions based on the title.  Elicit some ideas in open class and write these on the board. Students read the blog to check which of the ideas on the board are mentioned.  **4** Working individually, students re-read the blog and answer the questions. Encourage them to answer any from memory before they re-read and check, and to underline the sections of the blog that support their answers. Allow them to compare answers with a partner before whole-class feedback.  **Answers**  1 20 minutes.  2 They complained about the trains.  3 Tourists’ nationality and their holiday plans/experience, a businesswoman’s mountain-climbing hobby, what an older fellow pupil from school thought about their teachers.  4 Offering each other food and drink, playing/singing music, medical assistance.  5 Because she helped a diabetic man.  6 Clapped, cheered and hugged.  7 The same as usual. People weren’t as friendly as the day before.  **Speaking**  Ask students to work with a partner and answer the questions. Monitor and help with vocabulary, but do not interrupt unless errors impede communication. Instead, note down any recurring mistakes, write them on the board, ensuring anonymity and ask students to correct them in open class. | | students work with vocabulary and discuss the photos  Students work individually and make notes on the topic  Students make predictions and check with the class | students work with vocabulary and discuss the photos  Students work individually and make notes on the topic  Students make predictions and check with the class | | Teacher evaluates and guides students  1 point for each correct answer  Teacher evaluates and guides students | Book  Book, slide, text.  book |
| **The end of the lesson – 5 min** | **Mixed-ability**  Divide the class into pairs or small groups by level for this speaking exercise. Give weaker students a minute or two to think about their answers and make notes before they begin their discussions in pairs. | | Students work in groups and complete speaking exercise | Weaker students make notes before giving answers | | Teacher evaluates and guides students |  |

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| Module 8 Lesson 2 | | **TRAVEL AND TOURISM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Exaggeration** | | | | | |
| Objectives according to the Curriculum | | 9.6.12.1 - use an increased variety of comparative degree adverb structures with regular and irregular adverbs; use a variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics;  9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics;  9.2.4.1 - understand most of the implied meaning 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 | | * 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 the topic, tell students the same story twice. The first time you tell the story, use very ordinary adjectives (*good*, *nice*, *not bad*, etc.).  *For example: I went on holiday last year. It was nice.*  *The food was OK and the weather was good. I went on a trip to some mountains and I saw some trees and a lake. It was good. I took some pictures* | | students respond to greeting and take their places.  Students work with the new topic and check as a class | students respond to greeting and take their places.  Students work with the new topic and check as a class | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | When you repeat the story, use language of exaggeration, as follows, stressing the adjectives:  *I went on the best holiday of my life last year. It was absolutely fantastic. The food was delicious and the weather was incredible. I went on a trip to some really beautiful mountains and saw the tallest trees I’ve ever*  *seen. They were touching the clouds. There was also a massive lake. It all felt like a dream. I took some amazing pictures!*  Ask students: *What was the difference between the two stories?* Elicit that the second included more exaggeration and was possibly more interesting to listen to, as a result, though it might have not been any truer an account of my holiday than the first one.  Divide the class into pairs for students to discuss and  answer the questions in Exercise 1. Check answers in open class.  **Answers**  1 five  2 journey was terrible; worst journey of my life; stopped for ages; middle of nowhere; so bored I thought I was going to go mad  3 journey was terrible = journey was annoying/inconvenient worst journey of my life = it wasn’t a good journey stopped for ages = stopped for quite a long time middle of nowhere = not at a station/in the countryside so bored I thought I was going to go mad = impatient with having to wait on a train.  **Speaking**  Give pairs time to come up with an idea for a story, make notes and think about how they will exaggerate their story. Also, allow them time to take turns to practise telling it. Regroup students with different partners to tell each other their stories. Listen to some examples in open class as feedback.  **GRAMMAR**  **Comparatives (review)**  **1** Working in pairs, students match the sentence halves before referring back to the text to check their answers. You could elicit the comparative forms in each sentence and ask students to underline them before they go on and complete the rule. To check understanding of these uses of comparatives during feedback, say some sentences and ask students to  decide if they are true or false. For example *Spain is not nearly as big as China.* (true); *The more you eat*, *the thinner you get.* (false) etc.  **Answers**  1 c 2 d 3 e 4 a 5 b  **Rule**  A 2 B 3, 4 C 5 D 1  **2** You could do the first sentence in open class to clarify the task. Students work individually to complete the exercise before checking with a partner.  Refer them to the rule to help them decide on their answers before doing feedback in open class.  **Answers**  1 nowhere near as difficult 2 practise, the better 3 more and more expensive 4 the less | | Students read the sentences and complete the task  Students discuss the task as a class and check each other  Students make notes on the topic and check each other  Students match the sentences and check the rule  Students complete the task and correct each other | Students read the sentences and complete the task  Weaker students work with stronger students  Students make notes on the topic and check each other  Students match the sentences and check the rule  Students complete the task and correct each other | | 1 point for each correct answer  Teacher evaluates and guides students  Teacher evaluates and guides students  1 point for each correct answer | Book  Book, slide, text |
| **The end of the lesson – 5 min** | **Fast finishers**  Ask students to write five sentences comparing themselves to a member of their family using some of the comparative structures in the rule box. | |  |  | |  |  |

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| Module 8 Lesson 3 | | **TRAVEL AND TOURISM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Using intensifying comparatives** | | | | | |
| Objectives according to the Curriculum | | 9.3.2.1 - ask complex questions to get information on a range of 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;  9.4.5.1 - deduce meaning from context in extended texts on a range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **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)  **Fast finishers**  Ask students to write five sentences comparing themselves to a member of their family using some of the comparative structures in the rule box. | | students respond to greeting and take their places.  Students write the sentences and compare with each other | students respond to greeting and take their places.  Students write the sentences and compare with each other | |  |  |
| **The middle of the lesson – 35 min** | **2** Ask students to work individually and make a list of recommendations for visitors to their country. Divide the class into pairs for students to compare ideas. Encourage students to say whether they agree or disagree with each piece of advice and to agree on five ‘top tips’ as a pair. Monitor to make sure they are using intensifying comparatives. During feedback, nominate two or three students to each share their favourite piece of advice with the class and encourage reactions from the rest of the class.  **Ways of speaking**  **1** Books closed. As a lead-in, read out the following sentences and elicit the communicative purpose of each one, in L1 if necessary, and using the first one  as an example:  *You could buy a new computer. (to suggest)*  *My neighbours make a lot of noise. (to complain)*  *The concert will begin in five minutes. (to announce)*  *Hello, I’m Brian. (to introduce)*  *I told him your secret. (to confess)*  *What time is it? (to enquire)*  Write correct answers on the board.  Books open. With a partner, students answer the question. Do whole-class feedback prompting students to justify their answers.  **Answer**  6  **2** In pairs, students match the verbs to the sentences in Exercise 1. During feedback, say the verbs for students to repeat and check pronunciation.  **Answers**  to suggest 2 to introduce 4 to announce 5  to confess 6 to enquire 1 to complain 3  **Language note**  While this exercise does not focus on reported speech, you might like to point out to stronger classes that some of these verbs can be used to report what has been said. You could elicit/give the following sentences and draw attention to the verb patterns in each:  *He enquired about the train.* (to enquire about + noun)  *She suggested visiting Manchester.* (to suggest + -*ing*)  *He complained about the lack of free seats.* (to complain  about + noun)  *She introduced herself and her friend*. (to introduce yourself)  *They announced a problem.* (to announce a problem)  *He confessed to eating the last piece of cake.* (to confess to + -*ing*)  **3** Look at the example with students and explain that we can form nouns from the verb roots using the suffixes in the list. Also point out that we can make verb phrases using *make* or *give* + noun, e.g. *make*  *an enquiry*. Ask students to work with a partner and choose the correct suffix to make nouns. Check answers in open class.  **Answers**  2 confession 3 introduction 4 enquiry 5 announcement 6 complaint  **4** Give students time to write three sentences. In pairs, students take turns to read out their sentences and identify the function.  **LISTENING**  **1** Books closed. To lead into the topic, elicit the names of the continents in open class. When a student says *Asia*, elicit the names of countries in Asia until a  student says *Japan*. Books open. Ask students to work with a partner and match the words to the photos.  **Answers**  A underground B sushi, chopsticks C bowing, kimono  Speaking  Give students three minutes to make a list of everything they know about Japan, in pairs.  Invite feedback from students and build up a mind map on the board. Alternatively, if you have access to the Internet, do an image search for Japanese stereotypes and display some images. Ask: *Do you think these things are all true or are some of them stereotypes?*  3 1.28 | | Work individually and complete the task. They then check the answers  Students read the sentences and brainstorm the ideas  Students do matching and complete the task  Students complete the task in pairs and check the answers  Students make examples with the words and check as a class  Students complete listening task and check the answers | Work individually and complete the task. They then check the answers  Students read the sentences and brainstorm the ideas  Students do matching and complete the task  Students complete the task in pairs and check the answers  Students make examples with the words and check as a class  Students complete listening task and check the answers | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answers  Teacher evaluates and guides students  1 point for each correct answer    1 point for each correct answer | Book  Book, text  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Tell students they are going to hear someone describing a trip to Japan. Tell them not  to worry if they don’t understand everything the speaker says. This is normal. Students should just focus on listening for the words from Exercise 1 and their ideas on the board. Allow them to compare answers in pairs before whole-class feedback.  **Answers**  bowing, sushi, chopsticks | |  |  | |  |  |

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| Module 8 Lesson 4 | | **TRAVEL AND TOURISM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **From London to Lyon** | | | | | |
| Objectives according to the Curriculum | | 9.4.7.1 - recognise typical features at word, sentence and text level in a wide range of written genres;  9.4.8.1 - 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 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)  **Speaking**  Divide the class into small groups and ask students to make a list of stereotypes for their own country or region. They should discuss why  these stereotypes exist and decide how many of them are true. During feedback, nominate one group to read their list to the class while other groups cross off these items on their lists. Invite students to add  to the list with any other stereotypes that haven’t yet been mentioned before a whole-class discussion on questions 2 and 3. You could also ask: *Do you think any of the stereotypes used to be true, but aren’t now?* | | students respond to greeting and take their places.  Students work in groups and complete the task as a class | students respond to greeting and take their places.  Students work in groups and complete the task as a class | |  |  |
| **The middle of the lesson – 35 min** | **2** Working individually, students complete the exercise.  For variety, put students with different partners for them to compare lists prior to open class feedback.  **3** To get students thinking about stereotypes of teenagers, give them some examples (making it clear that *you* don’t really believe these things!)  Suggestions: *I think all teenagers are rude and lazy!*  Ask students: *Is this true or not?* Invite reactions from around the class. Put students in small groups to list stereotypes people have about teenagers.  Monitor to ensure students are on task. Nominate students to read out some of their ideas in open class and hold a group discussion on people’s attitudes  towards teenagers.  **1** Books closed. As a lead-in, ask: *If you could live in a foreign country, where would you live? Why?* Give students one minute to think of their answers and make notes. Divide the class into small groups for  students to compare answers. During feedback, hold a class vote to find out which country would be the most popular destination and why.  Books open. Ask students to work individually and make notes on the questions.  **Answers**  1 She’s in France. 2 She’s from the UK / England.  3 It’s about living abroad.  **2** Ask students to read the blog and check their ideas. Tell them not to worry if they do not understand every word, but to focus on finding the answers to  the questions. Allow students to compare answers with a partner before feedback in open class. | | students work individually and complete the task  students answer the questions and discuss as a class  Students complete the task and check as a class. They then check in pairs | students work individually and complete the task  students answer the questions and discuss as a class  Weaker students work with stronger students | | 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** | **3** Give students time to read the questions and check understanding. Check/clarify: *deal with*, *homesickness*. Students re-read the blog and answer the questions, then compare with a partner before feedback in open  class.  **Answers**  1 She’s studying.  2 Because some films give that impression of living  abroad. / Because she has to do lots of things you  wouldn’t do on holiday.  3 Because she has to speak French all day.  4 Some were unhappy and wanted to leave.  5 Keep going because it won’t last forever.  6 She tries to ignore them and concentrate on nice people  she meets. | | Students read and answer the questions and check the answers | Students read and answer the questions and check the answers | | 1 point for each correct answer |  |

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| Module 8 Lesson 5 | | **TRAVEL AND TOURISM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Phrasal verbs** | | | | | |
| Objectives according to the Curriculum | | 9.6.17.1 - use if only /wish [that] clauses [past reference]; use a variety of relative clauses including prepositions from where, to whom 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 * Apply the rule for compound adjectives and adjectives as participles in practice * Apply regular and irregular adverbs and comparative degree structures accurately | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **Phrasal verbs (2)**  **1** Divide the class into pairs. Ask students to cover the blog and try to complete sentences 1–8. When the majority of the class have completed the sentences, students can look back at the text to check answers.  Ask students to discuss the meaning of the phrasal verbs and to try to deduce their meanings from context. During whole-class feedback, elicit/clarify the meaning of each phrasal verb with further examples as necessary. | | students respond to greeting and take their places.  Students work in pairs and complete the sentences | students respond to greeting and take their places.  Students work in pairs and complete the sentences | |  |  |
| **The middle of the lesson – 35 min** | **Mixed-ability**  Divide students roughly according to level. Ask stronger students to cover both the blog and the list of phrasal verbs and try to complete the sentences before looking at the list of phrasal verbs to check.  Weaker students can complete the exercise with any verbs (phrasal or otherwise) that fit the context. They then try to match with phrasal verbs from the list before checking in the blog. This approach will help them more quickly grasp the meaning of the target phrasal verbs.  **Answers**  1 pick up 2 go through 3 put up with 4 caught up on 5 wears, out 6 turning out 7 ran into 8 bring about  **Fast finishers**  Ask students to close their books and write down as many of the eight phrasal verbs as they can remember. Students then open their books to check.  **2** Students work with a partner to match the phrasal verbs to their meanings. Check answers in open class. During whole-class feedback, clarify the meaning of the phrasal verbs by giving/eliciting further  examples, as necessary.  **Answers**  1 run into 2 pick up 3 put up with 4 go through  5 turn out 6 catch up on 7 bring about  **Optional extension**  This activity could be done as a game of pelmanism, allowing for extra focus on the meanings of the verbs. Write each of the phrasal verbs and definitions on separate cards. Give one set of cards to each group of three or four students. Ask students to put all the cards face down on the table and take turns to turn over two cards until they find a matching pair  (phrasal verb/definition). The winner is the player with most matching pairs at the end of the game. | | Students work in groups and complete the sentences together  students work with vocabulary and do matching  Students read the sentences and complete the task | Weaker students can complete the exercise with any verbs (phrasal or otherwise) that fit the context  Weaker students work with stronger students  Students read the sentences and complete the task | | 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** | **3** Ask students to read questions 1–6 and check understanding. Students discuss the questions in pairs or small groups. Monitor to encourage students to use the phrasal verbs in their answers and to check they are being used correctly. Make a note of any particularly good usage and nominate these individuals to repeat their answers during wholeclass feedback. | | Students read the questions and answer | Students read the questions and answer | |  |  |

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| Module 8 Lesson 6 | | **TRAVEL AND TOURISM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Learning from other cultures** | | | | | |
| 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  9.4.8.1 - 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 | | * Apply the rule for infinitives in practice * Differentiate between possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves * Apply regular and irregular adverbs and comparative degree structures accurately | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **1** Refer back to the blog on page 126. Give students two minutes to rank the five things, individually.  **2** Give students a minute to read sentences 1–5 and check understanding. Working individually, students complete the exercise. | | students respond to greeting and take their places.  Students work individually and read the sentences | students respond to greeting and take their places.  Students work individually and read the sentences | |  |  |
| **The middle of the lesson – 35 min** | **3** SPEAKING Divide the class into small groups for students to compare their answers. During feedback, hold a class vote and create a class ranking on the board. To develop discussion further, this exercise can be done as a mingle with students comparing their answers with different students until they find a student with the same, or very similar answers to themselves.  **Optional extension**  Divide the class into pairs or small groups. Ask students to make a list of the things that immigrants to their own country would find difficult to get used to. Write some general topics on the board to guide students if necessary e.g. *food*; *weather*; *working hours*; *daily timetable*; *transport*; *noise*, etc.  During feedback, elicit and write up a list of things students have come up with on the board and ask students to work in pairs to rank them in order of difficulty to adapt to.  **GRAMMAR**  **Third conditional**  **1** In open class, read through the examples from the text with students. Elicit answers to the questions. Ask: *Is the situation in the past or the present?* (past) Now ask them to look at the verbs used and elicit how to form the third conditional. Elicit or explain that the sentences are showing the person imagining how things might have been different in the past and this is when we use the third conditional.  Students then read and complete the rule. Check answers.  **Answers**  1 no, yes 2 no, no  **Rule**  1 past perfect 2 past  **2** Students work individually to match the beginnings and endings of the sentences. Let them compare answers with a partner before checking answers in open class. During feedback, point out that the *if* clause and *would* clause can be reversed and give examples of this, e.g. *The test would have been a lot easier for me if I had studied harder*.  **Answers**  1 d 2 a 3 b 4 f 5 c 6 e  **3** Read through sentences 1–4 in open class and check any problems. Go through the example if necessary. Students complete the exercise, working  individually. Remind them how to form the third conditional before they begin. Allow students to compare answers with a partner before whole-class feedback. If you’re short on time, set this exercise for homework.  **Answers**  1 hadn’t invited; would have been 2 had entered; would have won 3 would have gone; hadn’t forgotten 4 wouldn’t have won; hadn’t scored | | Students work in small groups and complete the task.  Students work in groups and complete the task.  Students read the examples and complete the task  Students work individually to complete the task.  Students read the sentences and complete the task. They then check as a class | Students work in small groups and complete the task.  Weaker students work with stronger students  Students read the examples and complete the task  Weaker students may use dictionaries  Students work individually to complete the task.  Students read the sentences and complete the task. They then check as a class | | 1point foreach correct answer  1 point foreach correct answer  1 point for each correct answer  1 point for each correct answer | Book  book |
| **The end of the lesson – 5 min** | **4** Read the instructions in open class and write the statement on the board. Elicit third conditional sentences to imagine a different past.  e.g. *If they hadn’t met, they wouldn’t have had children.*  *If they hadn’t had children* …  Ask students to work in pairs and continue writing third conditional sentences as in the example. Monitor and help with any difficulties and to check students are using the third conditional correctly. Listen to some of their ideas in open class as feedback. | | Students read the instructions and make statements | Students read the instructions and make statements | |  |  |

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| Module 8 Lesson 7 | | **TRAVEL AND TOURISM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **The new seven wonders of the world** | | | | | |
| 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  9.5.3.1 - write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;  9.5.7.1 - use independently appropriate layout at text level on a growing range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify facts and details in extended talks with little support * Recognize the content of an extended conversation using some supporting information * Convey fantasy ideas including emotions and senses * Identify the correct form of a word, appropriate sentence structure and text layout | | | | | |
| Level of thinking skills | | high order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **1** Put students into small groups to discuss the question. Elicit answers in open class and make a list on the board. If you have access to the Internet  in the classroom, search for images of any ‘wonders’ mentioned by students and discuss why they might be on the list. | | students respond to greeting and take their places.  Students work in groups and discuss the questions | students respond to greeting and take their places.  Students work in groups and discuss the questions | | Teacher evaluates and guides students |  |
| **The middle of the lesson – 35 min** | **2** First, ask students to look at the photos and guess the answers. Students read the article to check their predictions. Ask students to check their answers with a partner before feedback in open class.  **Answers**  Petra is the oldest.  Christ the Redeemer is the newest.  **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 in order to answer the questions. Tell them to underline information in  the text that helped them. Students check answers with a partner. During feedback, ask students to justify their answers by quoting the text they have underlined.  **Answers**  1 Petra 2 Taj Mahal 3 The Colosseum  4 Great Wall of China 5 Machu Picchu  6 Christ the Redeemer 7 Chichen Itza  **4** VOCABULARY Ask students to cover the definitions.  Give them two minutes to find the highlighted words in the article and discuss their possible meanings with a partner, using the context provided by the article to help them. Students uncover the definitions to check their ideas and complete the exercise. Check answers in open class.  **Answers**  1 abandoned 2 bury 3 flourished 4 hostile  5 icon 6 spectacles 7 succession 8 carved | | Students work with photos and predict the answers. They then check the answers  Students read the sentences and find the key information.  Students justify their answers  Students work with vocabulary and complete the task | Students work with photos and predict the answers. They then check the answers  Students read the sentences and find the key information  Students work with vocabulary and complete the task | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book  Student’s Book |
| **The end of the lesson – 5 min** | **SPEAKING**  In pairs or small groups, students discuss the questions. 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 for you  to praise the student who used them. Invite students to report back to the class on their discussions. Also focus on any recurring errors and elicit corrections during feedback. | | Students work in small groups and discuss the questions | Students work in small groups and discuss the questions | | Teacher evaluates and guides students |  |

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| Module 8 Lesson 8 | | **TRAVEL AND TOURISM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Essay** | | | | | |
| 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  9.6.17.1 - use if only /wish [that] clauses [past reference]; use a variety of relative clauses including prepositions from where, to whom 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 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)  **Essay**  **1** Draw students’ attention to the photo. Ask: *What do you know about the Simplon Tunnel? Why do you think it is special? When and how do you think it was built?* Get students to speculate in pairs before they read and check. Set a two-minute time limit to  encourage students to read the essay quickly to check predictions and answer the questions. Allow students to compare answers in pairs before whole-class feedback.  **Answers**  Because they were the longest tunnels in the world when they were built. / They were a big engineering achievement at the time. | | students respond to greeting and take their places.  Students read the questions and discuss in small groups | students respond to greeting and take their places.  Weaker students work with stronger students | | Teacher evaluates and guides students |  |
| **The middle of the lesson – 35 min** | **2** Ask students to work in pairs and try to find the five mistakes. This can be done as a class competition with pairs competing to be first to find the mistakes.  Check answers.  **Answers**  • a spelling mistake – 9  • a mistake with the verb tense – 4  • a mistake which is the wrong choice of connecting  word – 6  • a preposition mistake – 1  • a mistake which is a missing word – 2  **3** Students work in pairs to correct the mistakes. Check  corrections in open class.  **Answers**  1 in 2 the 4 took 6 during 9 than  **4** This exercise is designed to get students thinking about the mistakes they make when writing. Ask students to work individually to note down their answers to each question. If available, ask students to refer to pieces of writing they have recently produced  to help them create a checklist. When students have completed the exercise, make small groups for students to compare ideas and checklists.  **5** Ask students to choose a modern wonder and make notes on reasons for their choice. Monitor to help with vocabulary and ideas. Get them to share ideas in pairs or small groups. *Can they add any ideas or reasons for why it would be a good choice for a modern*  *wonder of the world?*  **6** Encourage students to make a plan before they begin writing their essays and to organise their writing as outlined in the instructions. They should also refer to their checklist of past mistakes once they’ve written it.  Alternatively, this could be done as a collaborative writing activity in class with pairs of students writing their essays together. On completion, ask students to exchange their essays with another pair for them to read and correct any grammatical errors, using the  checklists they created earlier. | | students work in pairs and find mistakes.    Students work in pairs to correct the mistakes  Students work individually and make notes on the topic  Students make notes and answer the questions  Students complete the task and check as a class | students work in pairs and find mistakes.  Weaker students work with stronger students  Students work in pairs to correct the mistakes  Students work individually and make notes on the topic  Students make notes and answer the questions  Students complete the task and check as a class | | 1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students  Teacher evaluates and guides students | Book, slide  Book |
| **The end of the lesson – 5 min** | **Optional extension**  Ask students to work in pairs to create a peer feedback checklist and use it to comment on each other’s writing so they’re also feeding back on things like content and organisation, as well as accuracy | |  |  | |  |  |

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| Module 8 Lesson 9 | | **TRAVEL AND TOURISM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Bektau – Ata** | | | | | |
| 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:**  **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)  **Plan**  **Beautiful Bektau-Ata-A secret worth keeping**  **1** PRE-READING Have students find the Bektau-Ata region on a map. Elicit what they know about this area and whether they have visited it, heard or seen anything about it. | | students respond to greeting and take their places.  Students prepare for reading and check their predictions | students respond to greeting and take their places.  Students prepare for reading and check their predictions | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | **2** Give the students time to read the text silently. Go through each paragraph checking the meanings of words or phrases they may not know. Also check phrasal verbs taught in the unit, such as *turned out* and *worn us out*. Then let them work silently to mark  the sentences. They can compare answers in pairs before you check with the whole class. Ask them to say how they got the answers by referring to sentences in the text.  **Answers**  1 T 2 F 3 ? 4 ? 5 T 6 T  **GRAMMAR**  ***I wish* / *if only* + past perfect**  **1** Focus attention on the sentences and ask students:  *Is the speaker wishing about an event happening now or in the past?* (in the past). Ask students to try to complete the sentences before they refer back to the text to check their answers. This will promote noticing. Check answers in open class. Next, ask students to complete the rule with a partner and then do a whole-class check. Elicit that the past perfect is made up of *had* (*’d*) + past participle. Consider contextualising this by reminding students that we use *if only* / *I wish* + past simple to describe wishes about the present. You could do this by showing a photo (or drawing a picture on the board) of a man dreaming about being on the beach. Elicit: *I wish* / *if only I was on the beach*.  **Answers**  1 I’d heard 2 I’d met 3 I’d brought 4 I’d packed  **Rule**  1 *only* 2 past perfect  **2** Go through the example in open class. Students work with a partner to complete the exercise. Encourage them to use contractions. During whole-class feedback, focus on students’ pronunciation of *wish*.  **Answers**  1 I wish / If only I’d gone to bed early.  2 I wish / If only I’d asked her for her phone number.  3 I wish / If only I’d studied last weekend.  4 If only / I wish Dad hadn’t forgotten (had remembered)  Mum’s birthday.  5 If only / I wish my friends hadn’t fallen asleep  **Optional extension**  To draw attention to weak forms and contractions, read the following sentences at natural speed and ask students to write them down word-for-word. Ask them how many words  they heard in each sentence. Tell them that a contraction e.g. *I’d* counts as two words. Say the sentences again for students to check their answers – again at natural speed. Ask them to  compare with a partner before revealing the sentences on the board. This stage is the key part of the activity. Give students a minute to compare the sentences with what they’ve written and allow them to ask questions and/or make observations either in pairs or in open class.  *I wish I’d bought a better computer.*  *If only he’d brought his boots.*  *I wish I’d had my phone.*  *If only we’d gone to France last year.*  *I wish you’d remembered my birthday.*  **3** Working individually, students write down some of their regrets. Monitor to help with vocabulary and to check students are using *I wish* / *If only* correctly. Invite students to share one or two regrets with the class during feedback. | | students read the text and check the meaning of the words  Students work on grammar and complete the task.  Students work with a partner to complete the exercise.  students complete the task as a class and check each other | students read the text and check the meaning of the words  Students work on grammar and complete the task.  Weaker students work with stronger students  students complete the task as a class and check each other | | Teacher evaluates and guides students  1 point for each correct answer.  Teacher evaluates and guides students | Book, slide  Student’s Book |
| **The end of the lesson – 5 min** | **Expressing regret**  **1** Students order the dialogue in pairs. Check answers and draw attention to the advice given by Oliver (*you should lie down*). Remind students that we can use *should* + infinitive to give advice.  **Answers**  3, 1, 5, 4, 6, 2. | |  |  | |  |  |

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| Module 8 Lesson 10 | | **TRAVEL AND TOURISM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Project. Transport in Kazakhstan** | | | | | |
| 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 | | * Plan, write, edit and proofread work at text level * Use punctuation marks correctly | | | | | |
| Level of thinking skills | | high order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **PROJECT**  **1** Ask students to look at the photos and identify the places (first photo: Valley of Balls, Caspian Depression desert; second photo: Bukhtarma valley; third photo: Astana (Nur-Sultan)). Elicit what they know about each place and which they would like to visit or have visited.  Write Seven Wonders of Kazakhstan on the board and explain that there have been various lists of Seven Wonders of ... For example, Seven Wonders of the Ancient World; New Seven Wonders of the World;  Seven Wonders of Nature, etc. Put students in groups and ask them to decide what seven places they would include in their Seven Wonders of Kazakhstan. Explain that these places can be listed for various  reasons, e.g. their natural beauty, their historical importance, etc. | | students respond to greeting and take their places.  Students work with photos and discuss the places with the class | students respond to greeting and take their places.  Students work with photos and discuss the places with the class | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | **2** Ask students to choose their seven places for a leaflet and research further information 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.  **3** Ask students to create a tourist leaflet 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 leaflet with pictures and drawings. They can also prepare a digital presentation if they wish to. | | students prepare for a project and make a leaflet  Students read the information and complete the task | students prepare for a project and make a leaflet  Students read the information and complete the task | | Teacher evaluates and guides students  Teacher evaluates and guides students | Book, slide  Student’s Book, video |
| **The end of the lesson – 5 min** | In a future lesson, have students organise an exhibition to share their leaflets with the school. Different groups can write emails to the school  director asking for permission to use a suitable space, create posters to advertise the exhibition, write invitations for teachers and students, etc. Other groups can organise the school vote for the Seven Wonders of Kazakhstan. | |  |  | |  |  |

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| Module 8 Lesson 11 | | **TRAVEL AND TOURISM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Photostory: episode 2c** | | | | | |
| Objectives according to the Curriculum | | 9.1.7.1 - develop and sustain a consistent argument when speaking or writing;  9.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Plan, write, edit and proofread work at text level * Use punctuation marks correctly | | | | | |
| Level of thinking skills | | high order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **The competition**  **1** Get students to try to recall what happened in previous episodes of the photostory. Next, ask them to guess answers to the questions, based on the photos. Write some of their ideas on the board. | | students respond to greeting and take their places.  Students complete the task as a class | students respond to greeting and take their places.  Students complete the task as a class | | Teacher evaluates and guides students |  |
| **The middle of the lesson – 35 min** | **2** 1.44 Play the audio for students to listen as they read, and check their answers from Exercise 1. During whole-class feedback, refer to students’ ideas on the board. Ask: *Who guessed correctly?*  **Answers**  1 He wants to win a photo competition. 2 She thinks it’s a bad idea.  **3** Ask students: *What do you think happens next?* Ask them to brainstorm possible endings for the story.  Students work in groups, with one student in each group acting as secretary and taking notes. During whole-class feedback, write students’ ideas on the board to refer back to once they have watched the  video. Don’t give away answers at this stage.  **4** EP2c 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** Give students time to read the statements. Students complete the exercise in pairs. Play the video again, pausing as required for clarification, for students to check their answers.  Check answers with the whole class. Ask students to correct any false statements.  **Answers**  1 T 2 T 3 T 4 F 5 T 6 F  **PHRASES FOR FLUENCY**  **1** Ask students to locate expressions 1–6 in the story on page 176 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 feedback in open class.  **Answers**  1 Liam 2 Emma 3 Justin 4 Emma 5 Emma 6 Nicole  **2** Students work with a partner to complete the exercise. Check answers. Say each of the phrases for students to repeat and check pronunciation.  **Answers**  a 5 b 4 c 3 d 6 e 2 f 1  **3** Ask students to complete the dialogues. Go through number 1 with them in open class as an example, if necessary. During feedback, say the sentences for students to repeat.  **Answers**  1 for a start; Fair enough 2 go for it; get your hopes up  3 make a fool of myself; Anyway  **WordWise**  **Expressions with *so***  **1** Books closed. As a lead-in, write *so* on the board and ask students to give different examples of its use in open class. Write any correct examples on the board. Books open. Ask students to work with a partner and complete the exercise.  During whole-class feedback, elicit or explain the meaning of the five phrases and give further examples as necessary to clarify meaning.  **Answers**  1 I told you so 2 So 3 I’m afraid so 4 I guess so 5 or so 6 so far | | students listen to the recording and answer the questions  Students work in groups and complete the task  Students watch the video and check their answers  Students read the statements and complete the task.  Students complete the tasks and check as a class | students listen to the recording and answer the questions  weaker students work with stronger students  Students watch the video and check their answers  Students read the statements and complete the task.  Students complete the tasks and check as a class | | 1 point for each correct answer  Teacher evaluates and guides students  Teacher evaluates and guides students  1 point for each correct answer  1 point for each correct answer | Book, slide, audio  Student’s Book, video |
| **The end of the lesson – 5 min** | **2** Students work individually to complete the sentences. Encourage them to refer to the sentences in Exercise 1 to help them choose the correct phrase.  Students compare answers with a partner before whole-class feedback. During feedback, work on pronunciation and intonation of the sentences.  Finally, ask students to work in pairs and practice the dialogues. You could adopt the ‘disappearing sentences’ approach here if you didn’t do it earlier.  **Answers**  1 So 2 I’m afraid so 3 or so 4 so far 5 I guess so  6 I told you so | | Students work individually to complete the sentences | Students work individually to complete the sentences | | Teacher evaluates and guides students |  |