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

**TERM 4 Unit 9**

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| Module 9 Lesson 1 | | **SCIENCE AND TECHNOLOGY** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Smart screens?** | | | | | |
| 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;  9.3.4.1 - respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * 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 | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **1** Books closed. As a lead-in, ask: *On an average day*, *how long do you spend looking at a screen (e.g. TV*, *PC*, *mobile phone)?* Ask students to write their answer on a piece of paper, then divide the class into small groups to compare answers and find out who spends the longest and who, the least amount of time looking at screens. Encourage students to detail how long they spend looking at different types of screen.  Take feedback in open class. Books open. Nominate a student to describe one of the pictures. Give students two minutes to think of as many different types of screen as they can in pairs.  During feedback, elicit and write a list of different types of screen on the board. | | students respond to greeting and take their places.  Students answer the questions and check as a class | students respond to greeting and take their places.  Students answer the questions and check as a class | |  |  |
| **The middle of the lesson – 35 min** | **2** Students discuss in pairs or small groups. Make sure they are thinking about the advantages and  disadvantages of so much screen time in general, rather than discussing individual screens, by eliciting one advantage and one disadvantage in open class.  You could encourage groups to compete with each other to come up with the most advantages and  disadvantages. During feedback, elicit and list advantages and disadvantages on the board, possibly  by asking the group with the most items to read their list to the class.  **3** Tell students they are going to read three texts about screens. Tell them to just focus on checking which of the advantages and disadvantages listed on the board are mentioned, and not to worry if they don’t understand every word. Allow students to compare answers with a partner before whole-class feedback. Refer back to the lists on the board at this stage.  **4** Ask students to try to match the titles to the paragraphs individually, before re-reading the texts  to check. Allow them to compare answers with a partner, giving reasons for their choices before  conducting feedback in open class.  **Answers**  A 3 B (extra title) C 1 D 2  **5** Check/clarify: *harmful, irritable, unavailable*. Students read the article again to match the questions with the answers. Ask students to underline the parts of the text that helped them find the answer. Students can compare answers in pairs before whole-class feedback. During feedback, ask students to explain which parts of the text helped them decide on their answers. | | students discuss in pairs and check the answers  Students read the text and answer the questions. They then compare answers  Students do matching and then compare answers  Students work with vocabulary and complete the task | students discuss in pairs and check the answers  Students read the text and answer the questions. They then compare answers  Students do matching and then compare answers  Students work with vocabulary and complete the task | | 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** | **6 SPEAKING** Give students time to reflect and make notes. Divide the class into pairs or small groups for students to discuss their answers. Monitor and help as necessary, encouraging students to express themselves at length, expanding on and justifying their opinions, in English. Ask pairs or groups to feed back to the class and discuss any interesting points further. | | Students work in pairs and practice speaking skills | Weaker students make notes before giving answers | | Teacher evaluates and guides students |  |

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| Module 9 Lesson 2 | | **SCIENCE AND TECHNOLOGY** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Obligation, permission and prohibition** | | | | | |
| Objectives according to the Curriculum | | 9.6.15.1 - use infinitive forms after a growing number of adjectives and verbs; use gerund forms after a growing variety of verbs and prepositions; use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Demonstrate respect to people’s opinions using lexical units of topic vocabulary * Analyze given feedback; Form opinion and give constructive answers to feedback * Identify facts and details in extended talks with little support | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **1** Books closed. As a simple introduction, write the letters *l*, *m*, *s*, *n t* and *n a t* on the board. Tell students that they are the initial letters of five modals and semimodal forms (*let*, *must*, *should*, *need to* and *not allowed to*). Elicit the forms in open class and once they are  written on the board, give students one minute to silently reflect on their knowledge of the form and meaning of each verb. This will focus students on the verbs and ready them for the exercise. | | 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** | Ask students to work in pairs to read the three sentences and try to complete them before looking back at the article to check. During feedback, remind students that modal verbs are followed by an infinitive without *to*. This is of course not the case for semi-modal verbs. In pairs, students then complete the rule. Elicit answers in open class giving further  examples to clarify the usage of each modal verb, as necessary.  **Answers**  1 should 2 must 3 let  **Rule**  1 must 2 should 3 need to 4 let 5 not allowed to  **Language note**  Students may be confused by the difference between *have to* and *must*. A simple distinction is that we use *must* when the obligation comes from the speaker [*their parents*], as in sentence 2 in Exercise 1 (*… their parents say they must switch their electronic devices off*).  If the speaker is describing a rule or obligation imposed by somebody else, they use *have to*, for example: *I have to switch my electronic devices off* [*because my parents tell me to*]. An added difficulty is that the negative form in each case is *mustn’t*: *You must arrive by 9 a.m. = You mustn’t arrive late*;  *I have to arrive by 9 a.m. = I mustn’t arrive late I don’t have to arrive late.* Reinforce that *don’t have to* expresses a lack of obligation in a similar way to *don’t need to.*  **Look!**  Read through the information in the Look! box in open class. Write the following examples on the board:  1 *This suitcase is very old*. *We* ***had better*** *buy a new one*  *before we go on holiday.*  Point out that *we had* contracts to *we’d* and should not  be confused with *we would*.  2 *Drivers* ***are supposed to*** *drive slowly when they are near*  *a school (but sometimes they don’t).*  **2** Ask students to work individually to complete the exercise. Allow them to compare answers with a partner before feedback in open class. During feedback, refer to the rule and the Look! box to clarify answers, as necessary.  **Answers**  1 isn’t allowed to 2 ’re supposed to 3 don’t let 4 ’d better turn  **Fast finishers**  Ask students to write sentences describing five things they are supposed to do, but don’t always do. | | Students work in pairs and complete the task  Students make notes on the task  Students make notes on the topic and check each other  Students work individually and complete the task. They then check in pairs | Students work in pairs and complete the task  Students make notes on the task  Students make notes on the topic and check each other  Students work individually and complete the task. They then check in pairs | | 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** | **Optional extension**  Ask students to imagine that they are allowed to introduce new rules in their house. Ask students to make a list of the rules that they and their parents will have to follow, in pairs.  Tell them to use modals appropriately to express obligation, permission and prohibition. When students have completed their lists, regroup them into new pairs for students to role play a conversation in which they describe the new rules to their parents, with one student playing the role of parent, and the other the child. | | Students work individually and complete the task | Students work individually and complete the task | |  |  |

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| Module 9 Lesson 3 | | **SCIENCE AND TECHNOLOGY** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Technology** | | | | | |
| Objectives according to the Curriculum | | 9.6.15.1 - use infinitive forms after a growing number of adjectives and verbs; use gerund forms after a growing variety of verbs and prepositions; use an increased variety of prepositional verbs and phrasal verbs 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)  **1** Ask students to cover the words and work with a partner to try to name the objects in the pictures.  After two minutes, ask students to uncover the words, check their answers and match any remaining pictures with the correct words. Check answers in open class and take the opportunity to say the words for students to repeat and check pronunciation. Pay attention to the unstressed schwa sound in the final syllable of *adaptor*, *charger*, *power* and *router*.  **Answers**  **A 3 B 1 C 6 D 2 E 9 F 10 G 4 H 5 I 7 J 8** | | students respond to greeting and take their places.  Students work in pairs and do matching. They then check as a class | students respond to greeting and take their places.  Students work in pairs and do matching. They then check as a class | |  |  |
| **The middle of the lesson – 35 min** | **Optional extension**  Ask students to close their books and write down as many of the items as they can remember in one minute, then open their books to check. Alternatively, ask students to work in pairs and take it in turns to say the first letter of one of the words for their partner to recall the whole word without looking in their books.  **2** Give students time to read the sentences. Check/clarify: *out of battery* (item 3). Ask students to work individually to complete the sentences then compare answers with a partner before feedback in open class.  **Mixed-ability**  Stronger students can cover the words in Exercise 1 and attempt to complete the sentences from memory.  **Answers**  1 ‘at’ symbol 2 adaptor 3 charger 4 wireless router 5 USB port 6 power lead 7 headset 8 plug  **Fast finishers**  Ask students to underline the verbs in the sentences and use them in sentences of their own.  **Optional extension**  If students are interested in this topic, brainstorm more nouns connected to technology and create a mindmap on the board for students to copy into their notebooks.  Or Ask students to work in pairs or small groups to discuss the following questions relating to students’ use of technology:  1 Which of the things have you used today?  2 Which of the things do you never use?  3 What other technology do you use?  **LISTENING**  **1** SPEAKING Books closed. In open class, elicit ten popular TV programmes from the class. Ask students to rank them individually from best to worst before agreeing on a joint ranking in pairs. Listen to their choices in open class and have a quick show of hands  to find out which are the most popular programmes. Books open. Ask students to work individually to complete the exercise. Divide the class into small groups for students to compare their findings. Encourage students to justify their choices. In open  class, compare findings by asking students to raise hands if they agree with a statement. Nominate individuals to give reasons for their choices. | | Work individually or in pairs and complete the task  Students work individually and complete the task  Students complete the task and check as a class  Students do listening and compare answers | Work individually or in pairs and complete the task  Weaker students work with stronger students  Students work individually and complete the task  Students complete the task and check as a class  Students do listening and compare answers | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answers  Teacher evaluates and guides students | Book  Book, text  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | **2** 1.29 Tell students they are going to listen to a conversation between a girl (Sheena) and a  boy (Aaron) about television. Tell them to just concentrate on checking which of the statements in Exercise 1 the girl mentions and not to worry about understanding every word. | | Students listen to the recording and check their answers | Students listen to the recording and check their answers | | Teacher evaluates and guides students |  |

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| Module 9 Lesson 4 | | **SCIENCE AND TECHNOLOGY** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Necessity** | | | | | |
| Objectives according to the Curriculum | | 9.6.15.1 - use infinitive forms after a growing number of adjectives and verbs; use gerund forms after a growing variety of verbs and prepositions; use an increased variety of prepositional verbs and phrasal verbs 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 | | | | | |
| 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)  **Necessity: *didn’t need to / needn’t have***  **1** Ask students to work with a partner to answer the questions. Check answers, and then draw students’ attention to the words that follow *need to* and *needn’t have*. Next, students complete the rule in pairs. Check answers in open class. To check understanding at this point, elicit a few  more examples from the class of things they didn’t need to/needn’t have done in the last week and check that their choice of *didn’t need to* vs. *needn’t have* is the correct one.  **Answers**  1 No 2 Yes  **Rule**  1 needn’t have done 2 didn’t need to do | | students respond to greeting and take their places.  Students work in pairs and answer the questions | students respond to greeting and take their places.  Students work in pairs and answer the questions | |  |  |
| **The middle of the lesson – 35 min** | **Language note**  Students may produce statements like *He needn’t has bought a new bicycle.* Remind them that because *have* follows an auxiliary, it does not change in the third person.  **2** Students work individually to complete the exercise.  Let them compare answers with a partner before checking answers in open class. During feedback, insist on students explaining why they chose the answers they chose.  **Answer**  1 a 2 b 3 b 4 a 5 b 6 a  **VOCABULARY**  **Technology (verbs)**  Books closed. If you are using an IWB, create two text boxes and copy and paste them nine times to make twenty boxes. Break up the verb phrases into smaller chunks and write one half in each of the boxes. Mix the boxes up on the board and ask students to work in pairs to match the boxes and create the ten phrases as quickly as possible. Ask the first pair to finish to come to the board and drag and drop the boxes to make correct phrases.  Books open. Go through the first item as an example in open class. Ask students to work with a partner to complete the exercise. During whole-class feedback, say the phrases for students to repeat and check pronunciation. Draw attention to the stress on the second syllable of *upgrade*, *extract* and *connect*. Also point out that *upgrade* and *extract* are stressed on the first syllable if they are nouns (as is *update*).  **Answers**  1 streaming 2 connect to wifi 3 browsing the Internet 4 upgrading 5 sync devices 6 plugged in 7 posted an update 8 save | | students work individually and make notes on the topic  students work individually and complete the task  Students work with vocabulary and check as a class | students work individually and make notes on the topic  students work individually and complete the task  Students work with vocabulary and check as a class | | Teacher evaluates and guides students  1 point for each correct answer | Book |
| **The end of the lesson – 5 min** | **Fast finishers**  Ask students to make a list of any other nouns that collocate with the verbs. Alternatively they could make a list of any other English verbs related to technology that are used in their language. Encourage students to share their lists with the class/a partner following feedback on Exercise 1 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 unless inaccuracy hinders comprehension. During feedback, nominate one or two students, for each question, to share their ideas in open class. | | 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 9 Lesson 5 | | **SCIENCE AND TECHNOLOGY** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Great success for teenage teachers** | | | | | |
| Objectives according to the Curriculum | | 9.4.3.1 - understand the detail of an argument in extended texts on a range of familiar general and curricular topics;  9.4.4.1 - read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify 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)  **READING**  **1** Books closed. As a lead-in, ask students: *How much do your parents know about technology? What technology do they use? What about your grandparents?* Divide the class into pairs for students to discuss these questions. Books open. Ask students to work with a partner and  make predictions based on the photo.  **Answers**  1 probably grandson and grandmother 2 He’s teaching her how to use a computer, how to use the Internet. | | students respond to greeting and take their places.  Students answer the questions and check as a class | students respond to greeting and take their places.  Students answer the questions and check as a class | |  |  |
| **The middle of the lesson – 35 min** | **2** Students read the article quickly to check their predictions. Set a two-minute time limit for this to encourage students to read quickly and to focus on gist rather than specific information. During feedback, confirm answers to Exercise 1 in open class and ask if students’ predictions were correct.  **3** Students re-read the article and scan for examples.  Allow them to compare answers in pairs before doing feedback in open class.  **Answers**  Skype, Facebook, email, making a YouTube cooking tutorial, making a rap video, reconnecting with people.  **4** Students answer the questions. Ask them to underline key text in the article that gives them their answers.  Allow them to check answers with a partner, encouraging them to refer to the article to explain  their answers, before whole-class feedback.  **Answers**  1 It’s a documentary.  2 It shows the story of teenagers teaching elderly people to use the Internet.  3 Poppy and Amy Raynes  4 They were inspired after witnessing how the Internet had changed their grandparents’ lives.  5 friends  6 in a local home for elderly people  7 using Facebook / getting ideas for travelling, learning how  to play an instrument or cooking  8 making a YouTube cooking tutorial, making a rap video and reconnecting with people. | | Students read the article and check as a class  Students read the article and compare answers in pairs  Students answer the questions and underline key words | Students read the article and check as a class  Weaker students work with stronger students  Students answer the questions and underline key words | | 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** | **5** SPEAKING Give students three minutes to read the questions and make notes to refer to in their discussions. In pairs or small groups, students ask and answer the questions. Encourage them to develop their answers as much as possible and monitor to praise students who are making attempts to speak at length. | | Students read the questions and answer | Students read the questions and answer | |  |  |

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| Module 9 Lesson 6 | | **SCIENCE AND TECHNOLOGY** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Ability in the past** | | | | | |
| Objectives according to the Curriculum | | 9.3.5.1 - interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;  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;  9.6.13.1 - use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn’t have to express regret and criticism on range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **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)  **GRAMMAR**  **Ability in the past: *could*, *was / were able to*, *managed***  ***to*, *succeeded in***  **1** You might like to point out the use of *even* in sentence 1. Elicit/explain that it is used to emphasise something surprising. Put students into pairs to complete the rule. Remind them to refer to the example sentences to help them to do this.  **Rule**  1 could 2 managed 3 succeeded 4 couldn’t | | students respond to greeting and take their places.  Students work individually and complete the task | students respond to greeting and take their places.  Students work individually and complete the task | |  |  |
| **The middle of the lesson – 35 min** | **Language note**  You may like to tell students that *managed to* and *succeeded in* are usually used to describe the ability to do something difficult. For example: *On his fourth attempt, he finally managed to pass/succeeded in passing his driving test.*  **2** Go through the first sentence as an example, if necessary, making sure students are clear on why that particular modal form is used, perhaps by eliciting an explanation from the class. Remind students to think about the context of each sentence and to refer to the rule if necessary. Check answers, asking students to explain their choice of answer each time.  **Answers**  1 B 2 A 3 B 4 B 5 B 6 C  **Fast finishers**  Ask students to write sentences of their own describing difficult things they managed to do or succeeded in doing in the past two years.  **Optional extension**  Write the following sentences on the board and ask students to work with a partner to find the error in each one. Then ask them to imagine a scenario in which they might say each sentence.  1 I finally managed pass my exam.  2 I succeeded at explaining the problem.  3 I could convince them after three hours of discussion.  Answers  1 I finally managed to pass my exam.  2 I succeeded in explaining the problem.  3 I managed to convince them after three hours of  discussion.  **Learning from elderly people**  **1** Ask students to choose a person they admire. Perhaps allow them to discuss possible choices in pairs. It might be difficult for students to think of someone by themselves or without discussion. Once they’ve chosen someone, students can make notes individually. Encourage students to reflect on whether they admire the things the person does or their personality, or both. Monitor and help with ideas for people and qualities.  **2** Ask students to read through their notes and work with a partner to discuss which of the qualities they would like to have themselves. Ask: *Why would that quality be useful to you?*  **3** Students make notes of the ways in which they could develop these positive qualities. Encourage them to go into detail and think of examples. Get students to compare ideas in pairs and think of alternative/additional ways in which their partner might develop  these qualities.  **4 SPEAKING** Make different pairs or put pairs together to form groups of four for students to discuss their answers to Exercises 1–3. Listen to some of their ideas in open class as feedback. | | Students make notes and remember  Students read example sentences and check answers.  Students write sentences and discuss  Students work individually to complete the task.  Students read their notes and answer the questions | Students make notes and remember  Students read example sentences and check answers.  Students write sentences and discuss  Weaker students may use dictionaries  Students work individually to complete the task.  Students read their notes and answer the questions | | 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** | **5 WRITING** If you’re short on time, set this exercise for homework. As a lead-in, ask the class to read the paragraph and answer the question: *What has the writer learnt from Mr Carter?*  Ask students to work individually and write their own paragraph summarizing their notes from  Exercises 1–3. When students have finished writing, make small groups and ask students to read each other’s paragraphs. Ask students to give each other feedback on the content of the paragraph they read (without going into detail on grammatical or lexical accuracy) and encourage them to show interest by asking questions to get further information. | | Students read the instructions and make statements | Students read the instructions and make statements | |  |  |

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| Module 9 Lesson 7 | | **SCIENCE AND TECHNOLOGY** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Culture. Great scientists** | | | | | |
| Objectives according to the Curriculum | | 9.4.5.1 - deduce meaning from context in extended texts on a range of familiar general and curricular topics;  9.4.7.1 - recognise typical features at word, sentence and text level in a wide range of written genres; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **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)  **Great scientists**  **1** You could set a homework research task for students to find out about the following people before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out. | | students respond to greeting and take their places.  Students 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** | **BACKGROUND INFORMATION**  Galileo was an Italian astronomer, physicist and philosopher. In 1609, Galileo heard about the invention of the telescope in Holland. He constructed a superior version and made many  astronomical discoveries, including mountains and valleys on the surface of the moon, sunspots, the four largest moons of the planet Jupiter and the phases of the planet Venus. In 1614, Galileo published his work on the Copernican theory that the sun was at the centre of the solar system. This was revolutionary at a time when most people believed the Earth was in this central position.  Kanysh Satbayev was a Kazakh mining engineer geologist. As well as being one of the founders of Soviet metallogeny, Satbayev is also remembered for discovering large deposits of  copper in the Dzhezkazgan province. He considered it to be one of the richest areas with copper in the world.  Karl Landsteiner was an Austrian biologist and physician. He is famous for discovering the three main blood groups and for discovering the polio virus. In 1930, he received the Nobel Prize in Physiology or Medicine. He is recognised as the father of transfusion medicine.  Francis Crick and James Watson are most famous for their discovery of the double helix structure of DNA at Cambridge University in 1953. Every cell in the human body consists of the  same DNA structure and everybody’s DNA is unique. They were awarded the Nobel Prize in Physiology or Medicine in 1953.  Jane Goodall is a British primatologist, anthropologist and UN Messenger of Peace. She has studied chimpanzees for 45 years. She works extensively on conservation and animal welfare issues.  Books closed. As a warm up, write on the board:  *Isaac Newton*, *Archimedes*. In open class, ask students:  *What can you remember about the two people?*  *What was their job?* (scientist)  *Can you think of any more famous scientists? What did*  *they discover?*  Listen to some of their ideas in open class and encourage discussion. Book open. Look at the pictures with students and nominate individuals to describe one. Write any interesting vocabulary on the board. | | Students complete the task and check each other | Students complete the task and check each other | |  | Book  Student’s Book |
| **The end of the lesson – 5 min** | **2** Tell students they are going to read about six scientists. Students quickly read the article to check their answers. Set a two-minute time limit on the reading to encourage students to skim the text quickly and not to focus on every word. Students check answers with a partner before feedback in open class.  **Answers**  A 2 B 1 C 5 D 3 E 4 | | Students do reading and check as a class | Students do reading and check as a class | | Teacher evaluates and guides students |  |

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| Module 9 Lesson 8 | | **SCIENCE AND TECHNOLOGY** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Instructions** | | | | | |
| Objectives according to the Curriculum | | 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;  9.5.8.1 - spell most high-frequency vocabulary accurately for 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 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)  **Instructions**  **1** Books closed. As a lead-in, ask: *How often do you read instructions? If you need help with a computer*, *where do you get advice?* Ask students to read the instructions  and answer the question. Allow them to compare answers in pairs before a whole-class check.  **Suggested answer**  It has been written for people who do not know how to save a file on a computer so that they do not lose files. | | 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 complete the sentences in pairs.  During feedback, point out that the words in the gaps are commonly used when giving instructions.  **Answers**  **1 If, then 2 first thing 3 To do 4 To 5 This means6 Finally**  **3 SPEAKING** Ask students to make notes on why they think each of the tips is important. Put them into pairs or small groups to compare ideas. During feedback, nominate students to report back on their discussions and invite reactions and further comments from the class.  **4** Students choose one of the processes and list all important stages, in preparation for writing their instructions. Monitor and help with any difficulties.  **5** Students can do the preparation in class, and complete the writing at home. Or, this could be done as a collaborative writing task in class with students working in pairs to write their texts.  Students should organise their stages in the same way as the example. They should use words and phrases from Exercises 2 and 3. | | students work in pairs and complete the task  Students make notes on the topic and check each other  Students complete writing at home and check with the class | students work in pairs and find mistakes.  Weaker students work with stronger students  Students make notes on the topic and check each other  Students complete writing at home and check with the class | | 1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students | Book, slide  Book |
| **The end of the lesson – 5 min** | When they have finished, ask them to  share their instructions with a (different) partner. Ask students: *How clear are your partner’s instructions?* | |  |  | |  |  |

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| Module 9 Lesson 9 | | **SCIENCE AND TECHNOLOGY** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Water in Kazakhstan** | | | | | |
| Objectives according to the Curriculum | | 9.5.6.1 - write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics;  9.5.8.1 - spell most high-frequency vocabulary accurately for 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 * 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**  **Water – A treasure in Kazakhstan**  **1** PRE-READING Have students discuss possible water-related problems and solutions in groups. Elicit ideas on the board and have a class vote on the most important problem. | | 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. Then let them work silently to find the answers to the questions.  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.  **Suggested Answers**  1 Because there’s not enough. There’s 0.5mm less rain every decade.  2 Industries like agriculture and mining need a lot of water.  3 hydrogel, agro textiles and drip irrigation  4 the roots; It grows faster.  5 They shelter them from extreme weather, birds, insects and weeds.  6 Because the water goes straight to the roots and it doesn’t evaporate.  7 How effective these new technologies are.  **GRAMMAR**  ***should(n’t) have***  **1** Do a quick recap to check what technologies Kazakhstani farmers are using and how they are useful. Also check that students understand the meaning of *water reserves* and *doubt that* in sentences 1 and 2. Students work with a partner to answer the questions before you check in open class.  **Answers**  1 a No b Yes 2 a Yes b No  Students work in pairs and use the sentences in Exercise 1 to help them. Check answers in open class.  **Rule**  1 *have* 2 past participle  **2** Go through the first sentence in open class. Ask: *If it’s going to rain, was it a good idea to water the plants?*  Allow time for students to discuss and come to the correct answer for question 1. Students work with a partner to choose the correct option for questions 2-6. Check answers in open class.  **Answers**  1 shouldn’t have 2 should have 3 should have  4 shouldn’t have 5 should have 6 shouldn’t have  **3** If you’re short on time, do 1–3 in class and set 4–5 as homework. Go through the example in open class. Ask students to work in pairs and then do class feedback. If you want to focus on students’ pronunciation, consider drawing their attention to the elision of /t/ and the weak *have* in *shouldn’t have* by saying the first sentence and getting students to notice these features. Say the rest of the sentences for students to repeat.  **Possible answers**  1 You shouldn’t have played with a ball in the house.  2 You shouldn’t have bought those jeans.  3 You should have studied harder.  4 He should have invited you to his party.  5 You shouldn’t have paid so much. | | 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  1 point for each correct answer | Book, slide  Student’s Book |
| **The end of the lesson – 5 min** | **4** SPEAKING Start with an example of your own, for example: *shouldn’t have left One Direction* (Zayn  Malik). Students write sentences of their own individually or in pairs. Put students/pairs together to listen to each other’s sentences and guess the celebrities. | |  |  | |  |  |

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| Module 9 Lesson 10 | | **SCIENCE AND TECHNOLOGY** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Project. An interview with a Kazakhstani inventor** | | | | | |
| Objectives according to the Curriculum | | 9.5.1.1 - plan, write, edit and proofread work at text level with little or no support on a 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 | | * 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)  **1** Write Kazakhstani scientists and inventors on the board. Put students in groups and ask them to brainstorm names that belong in this list. If possible, allow them to use the internet and other school books. Elicit names on the board. | | students respond to greeting and take their places.  Students work in groups and brainstorm the ideas | students respond to greeting and take their places.  Students work in groups and brainstorm the ideas | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | **2** Ask students to work in pairs to choose one Kazakhstani scientist or inventor and research further information online, in books, and by asking their Science teachers. Encourage them to find the answers to the questions listed in the Student’s Book and to make notes of everything they hear and find.  **3** Ask students to imagine they had the opportunity to interview their chosen Kazakhstani scientist or inventor. Prompt them to write down the questions they would like to ask him/her and the answers  they imagine he/she would give based on the information they gathered. You can set time aside in a lesson for students to practise role playing their interview in class. If so, walk around the classroom providing language support and feedback as needed | | students prepare for a project and answer the questions  Students read the information and complete the task | students prepare for a project and answer the questions  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** | Alternatively, assign this for **homework**. In a future lesson, have the pairs role play their interview with the Kazakhstani scientist or inventor they researched about. Propose a class vote for the best interview. Provide feedback to each pair on their language and performance. | |  |  | |  |  |

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| Module 9 Lesson 11 | | **SCIENCE AND TECHNOLOGY** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Photostory: episode 2d.** | | | | | |
| 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;  9.2.8.1 - begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects  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 | | * 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 news clip**  **1** Ask them to try to recall what happened in previous episodes of the photostory and to predict 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** 1.45 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.  *Who guessed correctly?*  **Answers**  **1 They’re going to the skate park.**  **2 She was stopped by a news interviewer in the street.**  **3** Ask students: *What do you think happens next?* Ask them to brainstorm possible endings. Students should work in groups, with one student in each group acting as secretary and taking notes. During wholeclass 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** EP2d 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 answer the questions in pairs. Monitor and help with any difficulties. Play the video again, pausing as required for clarification. Check answers with the whole class. Encourage students to use language from the photostory in their answers.  **Answers**  1 Because he didn’t know the cinema was closing.  2 6.25  3 She tells her that she’d really miss the cinema, that she  went there at least once a month with her friends and that  she hoped someone would open up a new one soon.  4 Julia  5 Because she tripped over the camera after the interview.  **PHRASES FOR FLUENCY**  **1** Ask students to locate expressions 1–6 in the story on pages 178–179 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 Liam 3 Liam 4 Liam 5 Emma 6 Emma**  **2** Students work with a partner to complete the exercise. Check answers. Say each of the phrases in Exercise 1 for students to repeat and check pronunciation.  **Answers**  1 on earth 2 at least 3 don’t bother 4 or something 5 in any case 6 It’s none of your business  **Word Wise**  **Expressions with *way***  **1** Books closed. To focus students on the topic, give them five minutes to look back through the book to find examples of expressions with *way*. They could also include any other expressions they may know. Write their expressions on the board, but don’t comment on meaning at this stage.  Books open. Ask students to work in pairs to complete the sentences with phrases from the list. Check answers.  **Answers**  **1 the same way 2 in my way 3 on my way 4 way too 5 the way 6 in a way**  **2** Students work individually to match the phrases from Exercise 1 with their meanings. During whole class feedback, give further examples to outline the meaning of each of the phrases, as necessary.  **Answers**  **1 the same way 2 way too 3 on my way 4 in my way 5 the way 6 in a way**  **3** If you’re short on time, set this exercise for homework. Students work with a partner to choose the correct option for each sentence. Check answers. For further practice and to personalise the language, you could ask students to write questions using the expressions in pairs. Put pairs together to make groups of four to ask and answer their questions. Monitor to check that students are using the target expressions appropriately.  **Answers**  1 in my way 2 the same way 3 on his way 4 the way 5 in a way 6 way too  **FUNCTIONS**  **Introducing news**  **1** As a lead-in, tell a story about something frustrating that happened to you (e.g. They are opening a late night disco next to your house). Include some of the phrases to introduce news. In open class, elicit further examples of interesting news items (local, national or international) that students have heard recently.  Look at the two sentences. Students work with a partner to fill the gaps before checking answers in open class. Say the phrases for students to repeat and check pronunciation.  **Answers**  **1 guess 2 guess**  **2** Students work with a partner to complete the sentences. During whole-class feedback, drill the  phrases, not being afraid to exaggerate slightly, and encourage students to use wide-ranging intonation as they say them.  **Answers**  **1 heard 2 about 3 know 4 Guess 5 believe** | | 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** | **3** SPEAKING Put students into pairs to make notes on some interesting pieces of news. Monitor to help with vocabulary and ideas. Regroup into new pairs for students to give and react to their news and create short dialogues. Listen to some examples in open class as feedback. | | Students work in pairs and make notes on the topic. They then complete speaking task | Students work in pairs and make notes on the topic. They then complete speaking task | | Teacher evaluates and guides students |  |