



**FOR KAZAKHSTAN**  
**GRADE 6**

## Sample lesson plans

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**Express Publishing**

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## Grade 6 long term

Unit	Strands	Learning objectives
Term 1		
1 Our Class	Content	6.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.1.3.1 - respect differing points of view
	Listening	6.2.1.1 - understand a longer sequence of supported classroom instructions; 6.2.2.1- understand more complex supported questions which ask for personal information; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics
	Speaking	6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics; 6.3.2.1- ask simple questions to get information about a growing range of general topics
	Reading	6.3.1.1- understand the main points in a growing range of short, simple texts on general and curricular topics; 6.3.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.3.4.1- read independently a limited range of short simple fiction and non-fiction texts; 6.3.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding; 6.3.9.1- recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics
	Writing	6.5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.5.2.1- write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics; 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics
	Use of English	6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics; 6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics; 6.6.9.1- use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics; 6.6.12.1- use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics;

		6.6.13.1 - use modal forms including mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics; 6.6.15.1 - use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics
2 Helping and Heroes	Content	6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.1.3.1- respect differing points of view; 6.1.8.1- develop intercultural awareness through reading and discussion
	Listening	6.2.1.1- understand a longer sequence of supported classroom instructions; 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics; 6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics; 6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics
	Speaking	6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics
	Reading	6.4.1.1 - understand the main points in a growing range of short, simple texts on general and curricular topics; 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.4.1 - read independently a limited range of short simple fiction and non-fiction texts; 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics
	Writing	6.5.1.1 - plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.5.2.1 - write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics; 6.5.3.1 - write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics
	Use of English	6.6.1.1 - begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics; 6.6.3.1 - use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;

		6.6.5.1 - use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics; 6.6.12.1 - use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics; 6.6.15.1 - use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics
Term 2		
3 Our Countryside	Content	6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world
	Listening	6.2.1.1- understand a longer sequence of supported classroom instructions; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics; 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics
	Speaking	6.3.2.1- ask simple questions to get information about a growing range of general topics; 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics
	Reading	6.4.2.1-understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding
	Writing	6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.5.2.1- write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics; 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics
	Use of English	6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;

		<p>6.6.9.1- use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics;</p> <p>6.6.11.1- use common impersonal structures with: it, there on a growing range of familiar general and curricular topics;</p> <p>6.6.14.1 - use an increased variety of prepositions of time, location and direction; use by and with to denote agent and instrument; use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics;</p> <p>6.6.16.1- use conjunctions if, when, where, so, and, or, but, because, before, after to link parts of sentences in short texts on a growing range of familiar general and curricular topics;</p> <p>6.6.17.1- use subordinate clauses following think know believe hope, say, tell; use subordinate clauses following sure, certain; use defining relative clauses with which who that where on a growing range of familiar general and curricular topics</p>
4 Drama and Comedy	Content	<p>6.1.3.1 - respect differing points of view;</p> <p>6.1.6.1 - organise and present information clearly to others;</p> <p>6.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings;</p> <p>6.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p>
	Listening	<p>6.2.1.1- understand a longer sequence of supported classroom instructions;</p> <p>6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics</p>
	Speaking	<p>6.3.2.1 - ask simple questions to get information about a growing range of general topics;</p> <p>6.3.4.1 - respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;</p> <p>6.3.5.1 - keep interaction going in longer exchanges on a range of general and curricular topics;</p> <p>6.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;</p> <p>6.3.8.1 - recount some extended stories and events on a limited range of general and curricular topics</p>
	Reading	<p>6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics</p> <p>6.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts</p>
	Writing	<p>6.5.2.1- write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;</p> <p>6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;</p> <p>6.5.5.1- develop with support coherent arguments supported when</p>

		necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics
	Use of English	6.6.7.1 - use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics; 6.6.12.1 - use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics; 6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics
Term 3		
5 Our Health	Content	6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.1.8.1- develop intercultural awareness through reading and discussion; 6.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world
	Listening	6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.2.7.1- recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics
	Speaking	6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics; 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.3.4.1- respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; 6.3.5.1- keep interaction going in longer exchanges on a range of general and curricular topics; 6.3.6.1- communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics
	Reading	6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.6.1- recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding
	Writing	6.5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.5.6.1- link, with minimal support, sentences into coherent

		<p>paragraphs using basic connectors on a growing range of familiar general topics;</p> <p>6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics;</p> <p>6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;</p> <p>6.5.9.1- punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy</p>
	Use of English	<p>6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics;</p> <p>6.6.2.1- use quantifiers including more, little, few less, fewer not as many , not as much on a growing range of familiar general and curricular topics;</p> <p>6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;</p> <p>6.6.8.1- use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics;</p> <p>6.6.9.1- use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics;</p> <p>6.6.10.1- use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics;</p> <p>6.6.13.1- use modal forms including, mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics;</p> <p>6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics</p>
6 Holidays and Travel	Content	<p>6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;</p> <p>6.1.3.1- respect differing points of view;</p> <p>6.1.5.1- use feedback to set personal learning objectives;</p> <p>6.1.6.1- organise and present information clearly to others</p>
	Listening	<p>6.2.1.1- understand a longer sequence of supported classroom instructions;</p> <p>6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics;</p> <p>6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics;</p> <p>6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics;</p> <p>6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics</p>
	Speaking	<p>6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;</p> <p>6.3.7.1- use appropriate subject-specific vocabulary and syntax to</p>



		talk about a limited range of general topics, and some curricular topics
	Reading	6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres; 6.4.9.1- recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics
	Writing	6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics; 6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics; 6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics
	Use of English	6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics; 6.6.2.1- use quantifiers including more, little, few, less, fewer not as many, not as much on a growing range of familiar general and curricular topics; 6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics; 6.6.7.1- use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics; 6.6.8.1 - use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics; 6.6.10.1 - use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics
7 Reading for Pleasure	Content	6.1.4.1- evaluate and respond constructively to feedback from others; 6.1.7.1- develop and sustain a consistent argument when speaking or writing
	Speaking	6.2.5.1- keep interaction going in basic exchanges on a growing range of general and curricular topics
	Reading	6.3.1.1.- understand the main points in a growing range of short, simple texts on general and curricular topics; 6.3.2.1- understand independently specific information and detail in

		<p>short, simple texts on a limited range of general and curricular topics;</p> <p>6.3.3.- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts;</p> <p>6.3.4.1.-read independently a limited range of short simple fiction and non-fiction texts;</p> <p>6.3.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;</p> <p>6.3.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;</p> <p>6.3.7.1-recognise typical features at word, sentence and text level in a range of written genres;</p> <p>6.3.8.1-use independently familiar paper and digital reference resources to check meaning and extend understanding;</p> <p>6.3.9.1-recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics</p>
	Writing	<p>6.5.4.1-write with some support topics with some paragraphs to give basic personal information;</p> <p>6.5.5.1-develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics</p>
Term 4		
8 Our Neighbourhood	Content	<p>6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers<sup>4</sup></p> <p>6.1.3.1-respect differing points of view</p>
	Listening	<p>6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics;</p> <p>6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics</p>
	Speaking	<p>6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics;</p> <p>6.3.2.1- ask simple questions to get information about a growing range of general topics;</p>
	Reading	<p>6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;</p> <p>6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres</p>
	Writing	<p>6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;</p> <p>6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;</p> <p>6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;</p> <p>6.5.9.1- punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy</p>
	Use of English	<p>6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics;</p> <p>6.6.6.1- use a variety of personal, demonstrative and quantitative</p>

		<p>pronouns including someone, somebody, everybody, no-one on a growing range of familiar general and curricular topics;</p> <p>6.6.9.1- use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics;</p> <p>6.6.10.1- use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics;</p> <p>6.6.13.1- use modal forms including, mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics;</p> <p>6.6.14.1- use an increased variety of prepositions of time, location and direction; use by and with to denote agent and instrument; use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics;</p> <p>6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics</p>
9 Transport	Content	<p>6.1.8.1- develop intercultural awareness through reading and discussion;</p> <p>6.1.9.1- use imagination to express thoughts, ideas, experiences and feelings;</p> <p>6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p>
	Listening	<p>6.2.3.1- understand more complex supported questions on a growing range of general and curricular topics;</p> <p>6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics;</p> <p>6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics</p>
	Speaking	<p>6.3.2.1- ask simple questions to get information about a growing range of general topics;</p> <p>6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;</p> <p>6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics</p>
	Reading	<p>6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;</p> <p>6.4.1.1- read independently a limited range of short simple fiction and non-fiction texts;</p> <p>6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;</p> <p>6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres;</p> <p>6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding</p>
	Writing	<p>6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar</p>

		<p>general topics;</p> <p>6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;</p> <p>6.5.9.1- punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy</p>
	Use of English	<p>6.6.2.1- use quantifiers including more, little, few, less, fewer not as many , not as much on a growing range of familiar general and curricular topics;</p> <p>6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;</p> <p>6.6.4.1- use a variety of determiners including all, other on a growing range of familiar general and curricular topics;</p> <p>6.6.5.1- use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics;</p> <p>6.6.8.1- use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics;</p> <p>6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics;</p> <p>6.6.17.1- use subordinate clauses following think know believe hope, say , tell; use subordinate clauses following sure, certain; use defining relative clauses with which who that where on a growing range of familiar general and curricular topics</p>

## 6 grade

High A1	High A1	High A1	High A1	High A1
<b>6.C1</b> use speaking and listening skills to solve problems creatively and cooperatively in groups	<b>6.L1</b> understand a sequence of supported classroom instructions	<b>6.S1</b> provide information about themselves and others at sentence level on an increasing range of general topics	<b>6.R1</b> understand the main points in a limited range of short texts on general and curricular topics	<b>High A1</b> <b>6.W1</b> plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics <b>6.U1</b> use appropriate countable and uncountable nouns, including common ones as describing time and location, on a limited range of familiar general and curricular topics
<b>6.C2</b> use speaking and listening skills to provide sensitive feedback to peers	<b>6.L2</b> understand an increasing range of unsupported basic questions for which ask for personal information	<b>6.S2</b> ask simple questions to get information about a limited range of general topics	<b>6.R2</b> understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	<b>6.W2</b> write with support a sequence of short sentences in a paragraph on a limited range of familiar general and curricular topics <b>6.U2</b> use quantifiers many, much, a lot of, a few on a limited range of familiar general and curricular topics
<b>6.C3</b> respect differing points of view	<b>6.L3</b> understand an increasing range of unsupported basic questions on general and curricular topics	<b>6.S3</b> give an opinion at sentence level on a limited range of general and curricular topics	<b>6.R3</b> understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts	<b>6.W3</b> write with support factual descriptions at text level which describe people, places and objects <b>6.U3</b> use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics
<b>6.C4</b> evaluate and respond constructively to feedback from others	<b>6.L4</b> understand the main points of supported extended talk	<b>6.S4</b> respond with limited flexibility at sentence level to	<b>6.R4</b> read and understand with some support a limited range of	<b>6.W4</b> write with support a sequence of extended sentences in a paragraph <b>6.U4</b> use determiners including any, no, each, every on a limited range of

	on a range of general and curricular topics	unexpected comments on an increasing range of general and curricular topics	short fiction and non-fiction texts	to give basic personal information	familiar general and curricular topics
<b>6.C5</b> use feedback to set personal learning objectives	<b>6.L5</b> understand most specific information and detail of short, supported talk on a wide range of familiar topics	<b>6.S5</b> keep interaction going in basic exchanges on a growing range of general and curricular topics	<b>6.R5</b> deduce meaning from context in short texts on a limited range of familiar general and curricular topics	<b>6.W5</b> link without support sentences using basic coordinating connectors	<b>6.U5</b> use questions, tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics
<b>6.C6</b> organise and present information clearly to others	<b>6.L6</b> deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	<b>6.S6</b> communicate meaning clearly at sentence level during, pair, group and whole class exchanges	<b>6.R6</b> recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics	<b>6.W6</b> link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics	<b>6.U6</b> use basic personal and demonstrative pronouns and quantitative pronouns <i>some, any, something, nothing anything</i> on a limited range of familiar general and curricular topics
<b>6.C7</b> develop and sustain a consistent argument when speaking or writing	<b>6.L7</b> recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics	<b>6.S7</b> use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	<b>6.R7</b> recognise typical features at word, sentence and text level in a limited range of written genres	<b>6.W7</b> use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics	<b>6.U7</b> use simple perfect forms of common verbs to express what has happened [ indefinite time] on a limited range of familiar general and curricular topics
<b>6.C8</b> develop intercultural	<b>6.L8</b> understand supported narratives,	<b>6.S8</b> recount basic stories and	<b>6.R8</b> use with some support familiar	<b>6.W8</b> spell most high-frequency words	<b>6.U8</b> use future forms <i>will</i> for

awareness through reading and discussion	including some extended talk, on an increasing range of general and curricular topics	events on a range of general and curricular topics	paper and digital reference resources to check meaning and extend understanding	accurately for a limited range of general topics	predictions and <i>be going to</i> to talk about already decided plans on a limited range of familiar general and curricular topics
<b>6.C9</b> use imagination to express thoughts, ideas, experiences and feelings			<b>6.R9</b> recognise the difference between fact and opinion in short, simple texts on a n increasing range of general and curricular topics	<b>6.W9</b> punctuate written work at text level on a limited range of familiar general with some accuracy	<b>6.U9</b> use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics
<b>6.C10</b> use talk or writing as a means of reflecting on and exploring a range of perspectives on the world					<b>6.U10</b> use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics range of familiar general and curricular topics
					<b>6.U11</b> use be/look/sound/feel/taste/smile like and use on a limited range of familiar general and curricular topics
					<b>6.U12</b> use common

					regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time: <i>last week, yesterday</i> on a limited range of familiar general and curricular topics
					<b>6.U.13</b> use <i>might</i> <i>may</i> <i>could</i> to express possibility on a limited range of familiar general and curricular topics
					<b>6.U.14</b> use prepositions to talk about time and location use prepositions <i>like</i> to describe things and <i>about</i> to denote topic use prepositions of direction <i>to, into, out of, from, towards</i> on a limited range of familiar general and curricular topics
					<b>6.U.15</b> use common mon verbs followed by infinitive verb / verb + ing patterns on a limited range of



					familiar general and curricular topics
					<b>6.U.16</b> use conjunctions <i>so</i> , <i>if</i> , <i>when</i> , <i>where</i> , <i>before</i> , <i>after</i> to link parts of sentences on a limited range of familiar general and curricular topics
					<b>6.U.17</b> use <i>if</i> clauses (in zero conditionals) use <i>where</i> clauses; use <i>before/after</i> clauses (with past reference); use defining relative clauses with <i>which</i> <i>who</i> <i>that</i> <i>where</i> to give details on a limited range of familiar general and curricular topics

## GRADE 6

### MODULE 1“OUR CLASS”

#### Lesson plan

LESSON: Module 1 Lesson 1		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics; 6.2.2.1- understand more complex supported questions which ask for personal information; 6.6.9.1- use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics; 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics		
Lesson objectives	<b>All learners will be able to:</b> identify some specific information from the text and use some target vocabulary to describe school subjects accurately in response to prompts and in production tasks		
	<b>Most learners will be able to:</b> identify most specific information from the text and use a limited range of target vocabulary to describe school subjects accurately in response to prompts and in production tasks		
	<b>Some learners will be able to:</b> Identify all specific information from the text and use a wide range of target vocabulary to describe some school subjects accurately in response to prompts and in production tasks		
Previous learning	vocabulary for school		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson  6.4.1.1 6.3.1.1   6.3.1.1	What's in this module? Read the title of the module Our class and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.  <b>Find the page numbers</b> Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed. Ask questions to check Ss' understanding.	Class CD	

<b>Main Activities</b>  6.6.9.1    6.4.1.1	<b>To present Vocabulary for School Subjects</b> Play the recording. Ss listen and repeat chorally and/or individually. Elicit the L1 equivalents from various Ss. ( <i>Ss' own answers</i> ) Draw Ss' attention to the pictures and ask various Ss to say which subject is shown in each picture.  <b>To personalise the topic</b> Read the sentence stems aloud and allow Ss time to complete them, then ask some Ss to read their completed sentences aloud		
<b>Ending the lesson</b> 6.5.3.1	<b>To check comprehension</b> Check Ss' answers.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?		Cross-curricular links Health and safety check ICT links Values links
support less able readers by encouraging them to confirm with another learner where target information is in text	monitor groups as they complete comprehension tasks and check understanding through follow-up questions in checking plenary		Benefits of learning a foreign language
challenge more able learners by adding two or three more words to the final	monitor pronunciation in checking final sentence task and highlight any word stress issues on board		
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?		Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

LESSON: Module 1 Lesson 2		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics; 6.2.2.1- understand more complex supported questions which ask for personal information; 6.6.9.1- use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics; 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics		
Lesson objectives	<b>All learners will be able to:</b> use, pronounce and spell some target vocabulary accurately in production tasks with support		
	<b>Most learners will be able to:</b> use, pronounce and spell most target vocabulary accurately in production tasks and integrate with some success in extended writing task		
	<b>Some learners will be able to:</b> use, pronounce and spell a range of target vocabulary accurately in production tasks and integrate to good effect in extended writing task		
Previous learning	Vocabulary for School Subjects		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson  6.3.1.1	<b>To speak about vocabulary for School Subjects</b> <i>English, Geography, Music, History, Information &amp; Communication Technology [ICT], Maths, Science, Art, Physical Education [PE], Design &amp; Technology [D&amp;T])</i>	Class CD	
Main Activities  6.4.1.1  6.2.2.1	<b>To read for gist</b> Ask Ss to look at the pictures A-D and elicit what identifies the people/subjects in each picture. Ask: <i>Which pictures show two teenage girls in school uniforms? (A), (B)</i> <i>Which picture shows a teenage student in his classroom? (D)</i> <i>Which picture shows a teenage student in her ICT class? (C)</i>  Allow Ss time to read the texts 1-4 and elicit which picture	Class CD	Video

6.3.1.1	matches which text. Refer Ss to the Word List to look up the words in the <i>Check these words box</i> .		
6.6.9.1	Play the video for Ss and elicit their comments. <b>To listen and read for specific information</b> Ask Ss to go through the incomplete sentences. Allow Ss three minutes to do the task. Alternatively, play the recording. Ss do the task. Check Ss' answers.		
6.5.3.1	<b>To consolidate comprehension of a text</b> Allow Ss time to review the text and copy the table into their notebooks. Check Ss' answers on the board. Ask various Ss to use the table to make sentences, as in the example.		
<b>Ending the lesson</b> 6.6.9.1	<b>To check comprehension</b> Check Ss' answers.		

Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
support less able readers by encouraging them to confirm with another learner where target information is in text	monitor learner spellings in categorisation task and provide remedial support	Benefits of learning a foreign language
provide challenge for more able learners by adding two or three more words to the final	check learner pronunciation in whole class feedback and drill and highlight word-stress to board as necessary	

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## Lesson plan

LESSON: Module 1 Lesson 3		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics; 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics; 6.2.2.1- understand more complex supported questions which ask for personal information; 6.6.9.1- use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics; 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics		
Lesson objectives	All learners will be able to: use and pronounce some target structures accurately in controlled tasks with support		
	Most learners will be able to: use and pronounce most target structures accurately in controlled tasks with support		
	Some learners will be able to: use and pronounce most target structures accurately in controlled tasks with little support		
Previous learning	Students around the world		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson 6.4.1.1 6.6.1.1	To learn about compound nouns, abstract nouns and noun phrases Read out the theory box and then direct Ss to the text on p. 6 to find the items listed. Elicit answers from Ss around the class.  To present sports Play the recording. Ss listen and repeat chorally and/or individually. Elicit the L1 equivalents from Ss around the class and various Ss' favourite sports. (Ss' own answers)	Class CD	
Main Activities	To listen for specific information Read the Study Skills box aloud, then ask Ss to look at the gaps and say what type of word is missing from each one.	Class CD	

6.2.2.1	Elicit Ss' answers. Play the recording while Ss listen and complete the gaps with the missing information. Check Ss' answers.		
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6.3.1.1	<b>To ask for and give personal information</b> Ask Ss to complete the task in closed pairs and make notes. Ask some pairs to act out the dialogues for the class.		
6.5.3.1	<b>To write a short text; to consolidate the vocabulary of the unit</b> Allow Ss some time to complete the task and then check Ss' answers. Alternatively, assign the task As HW and check Ss' answers in the next lesson.		
<b>Ending the lesson</b> 6.6.9.1	Check Ss' answers.		

#### Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able groups in controlled tasks and provide support through further modelling and drilling	monitor pair sentence completion tasks and encourage learners to give feedback to each other on answers	Benefits of learning a foreign language
provide extra challenge by getting more able learners to use short answers	check pronunciation in whole class feedback	

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	Answer the most relevant questions from the box on the left about your lesson.
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## Lesson plan

LESSON: Module 1 Lesson 4		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.1.3.1 - respect differing points of view 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;		
Lesson objectives	All learners will be able to: use and pronounce some target language accurately in response to prompts and in controlled tasks with support		
	Most learners will be able to: use and pronounce most target structures accurately in response to prompts and in controlled tasks with support		
	Some learners will be able to: use and pronounce most target structures accurately in response to prompts and in controlled tasks with little support		
Previous learning	compound nouns, abstract nouns and noun phrases / sport		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson	To compare the Present Simple and the Present Continuous Tenses Ss’ books closed. Say, then write on the board: <i>I always eat breakfast in the morning</i> . Elicit what tense the verb is in ( <i>present simple</i> ) and what the sentence expresses ( <i>a habit/routine</i> ). Say, then write on the board: <i>I am teaching a lesson now</i> . Elicit what tense the verb is in ( <i>present continuous</i> ) and what the sentence expresses ( <i>an action happening now</i> ).		
6.6.9.1			
6.6.9.1	Explain that stative verbs (i.e. verbs that describe a state not an action) don’t usually have continuous forms (e.g. <i>I believe in fairies. NOT I’m believing in fairies</i> ).		
6.4.1.1	Ss’ books open. Read the theory box aloud and elicit the L1 equivalents for the example sentences from Ss around the class. Then ask Ss to find examples in the text on p. 6.		
6.4.2.1	Examples in the text:		



	<p><u>Present simple:</u> <i>I'm 12 years/ICT is really fun/my favourite sport is football/She has a great sense of humour/She is very good at drawing and painting, etc.</i></p> <p><u>Present continuous:</u> <i>We're having a great time!</i></p>		
<b>Main Activities</b>  6.5.1.1  6.2.5.1  6.5.1.1  6.6.12.1  6.1.3.1	<p><b>To practise the present simple and the present continuous</b>  Explain the task and explain that stative verbs are verbs that express a state rather than an action (<i>e.g. like, love, hate, believe, etc.</i>). Remind Ss that they don't have continuous forms.  Give Ss time to complete the task then check Ss' answers.</p> <p><b>To revise the third-person singular form of the present simple and identify third-person verb endings</b>  Explain the task and ask Ss to copy the table into their notebooks.  Give Ss time to complete it with the verbs and then play the recording for Ss to listen and check their answers.  Play the recording again with pauses for Ss to repeat either chorally or individually. Pay attention to Ss' intonation.</p> <p><b>To present adverbs of frequency</b>  Ask various Ss around the class to read out the sentences. Point out that the words in bold are adverbs of frequency and they show how often we do something.  Elicit where in the sentence the adverbs of frequency appear (<i>before the main verb, but after the verb 'to be'</i>) and read out the table and elicit the missing words.</p> <p><b>To present and practise other adverbs used as time expressions with the present simple and present continuous</b>  Explain the task. Read out the time expressions and the example and elicit sentences from Ss around the class.</p>	Class CD	
<b>Ending the lesson</b>  6.1.3.1	Check Ss' answers.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor less able groups in controlled tasks and	monitor pair sentence completion tasks and encourage learners to give feedback to each other on answers	Benefits of learning a foreign language	

provide extra challenge by getting more able learners to use short answers	check pronunciation in whole class feedback and remodel/ drill final sounds	
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<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## Lesson plan

LESSON: Module 1 Lesson 5		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.1.3.1 - respect differing points of view 6.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.3.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.6.9.1- use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics; 6.6.15.1 - use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics		
Lesson objectives	<b>All learners will be able to:</b> use some language from the module to express views and write some relevant questions accurately		
	<b>Most learners will be able to:</b> use a range of language from the module to express views and write a range of relevant questions accurately		
	<b>Some learners will be able to:</b> use a wide range of language from the module to express views and write a range of relevant questions accurately		
Previous learning	the present simple and the present continuous / adverbs of frequency		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson  6.6.9.1	To revise the present simple and the present continuous / adverbs of frequencyI go to school <u>every day</u> . I'm learning how to cook <u>these days</u> .I usually play football on Saturdays.I <u>sometimes</u> walk to school. I have piano lessons <u>on Mondays</u> .I am writing sentences <u>at the moment</u> .I <u>never</u> get up early on Sundays.		
Main Activities	To practise adverbs of frequency Explain the task and read out the example sentence. Give Ss time to write sentences for the rest of the items and then check Ss' answers around the class.  To present the –ing form and the to-infinitive		

6.6.15.1	Go through the theory table with Ss. Elicit if there are any similar structures in Ss' L1. (Ss' own answers)		
6.6.15.1	<b>To present the –ingform and theto-infinitive</b> Read out the example and give Ss time to complete therest of the sentences. Check Ss' answers around the class.		
6.5.3.1 6.1.1.1	<b>To practise the –ingform and theto-infinitive using personal examples</b> Give Ss time to complete the sentences, then elicitanswers from various Ss around the class.		
6.6.12.1	<b>To present and practise adverbs</b> Read out the theory box and explain the type andform of adverbs. Give Ss time to complete the sentences and thenelicit answers from Ss around the class.		
6.5.1.1	<b>To present the comparative forms ofadverbs</b> Read out the theory box and then elicit how we formshort, longer and irregular adverbs.		
6.4.1.1 6.2.5.1	<b>To practise comparative forms of adverbs</b> Give Ss time to complete the task and then elicit answersfrom Ss around the class.		
<b>Ending the lesson</b> 6.1.3.1	Check Ss' answers.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor less able groups in controlled tasks and highlight any errors in spelling for learners to self-correct	use thumbs up and down technique and follow up questions to check comprehension	Benefits oflearning a foreign language	
provide extra challenge by getting more able learners to use short answers			

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## Lesson plan

LESSON: Module 1 Lesson 6		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.1.3.1 - respect differing points of view 6.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.3.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> identify some specific information from the text and use some target vocabulary to describe school subjects accurately in response to prompts and in production tasks		
	<b>Most learners will be able to:</b> identify most specific information from the text and use a limited range of target vocabulary to describe school subjects accurately in response to prompts and in production tasks		
	<b>Some learners will be able to:</b> Identify all specific information from the text and use a wide range of target vocabulary to describe some school subjects accurately in response to prompts and in production tasks		
Previous learning	adverbs of frequency / the –ing form and the to-infinitive / the comparative forms of adverbs		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson  6.3.2.1	<b>To present classroom objects</b> Ask Ss to look at the pictures. Play the recording. Ss listen and repeat chorally and/or individually. Elicit the L1 equivalent for each word and then ask various Ss to say which of them are in their classroom. (Ss' own answers)	Class CD	

<b>Main Activities</b>	<b>To read for gist</b> Ask Ss to look at the pictures and give them time to read through the texts.	Class CD	Video
6.4.1.1. 6.4.4.1	Elicit Ss' answers to the question in the rubric. Play the video for Ss and elicit their comments at the end.		
6.4.2.1	<b>To read for specific information</b> Ask Ss to read statements (1-5). Give Ss time to read the texts and complete the task. Check Ss' answers around the class. Refer Ss to the Word List to look up the words in the <i>Check these words</i> box.		
6.1.3.1	<b>To consolidate and personalise the topic</b> Read through the rubric with Ss and give them some time to think about how their school compares to the schools in the texts. Ask Ss to get into pairs. Ss make comparisons between their school and the schools in the texts. Monitor the activity. Elicit comparisons from various pairs.		
6.1.1.1 6.2.5.1	<b>To listen for specific information</b> Play the recording, twice if necessary. Encourage Ss to note down key words while they are listening to the description. Check Ss' answers, asking them what words helped them decide.	Class CD	
6.1.3.1	<b>To compare classrooms</b> Give Ss time to look at the pictures and think about their answers. Ask Ss to compare the classrooms in the pictures, in pairs. Then ask some pairs to tell the class.		
6.1.3.1	<b>To present your school and your classroom</b> Write the headings on the board. Ss copy them in their notebooks and make notes. Check Ss around the class. Ask various Ss to tell the class.		
6.5.1.1	<b>To write a short article about your ideal school</b> Ask Ss to copy the headings into their notebooks and then make notes under them. Help Ss with any unknown vocabulary. (e.g. turn to p. 12 and present the school areas). Give Ss time to use their notes to write a short article and then ask various Ss to read their article to the class. Alternatively, assign the task as HW and check Ss' answers in the next lesson.		
6.5.1.1	<b>To write a short article about your ideal classroom</b>		

	Give Ss time to write a short article and then ask various Ss to read their article to the class. Alternatively, assign the task as HW and check Ss' answers in the next lesson.		
<b>Ending the lesson</b> 6.5.1.1	Play the quiz in groups.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
pair less able and more able learners to together for quiz task assigning less able learner role of writing down questions	monitor learner spellings in written production tasks and provide remedial support	Benefits of learning a foreign language	
provide more able learners challenge by giving challenge.	monitor use of imperative forms and target vocabulary and feedback to whole class in plenary		
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?		Answer the most relevant questions from the box on the left about your lesson.	



## Lesson plan

LESSON: Module 1 Lesson 7		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.1.3.1 - respect differing points of view 6.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.3.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> take part in some exchanges using some target language accurately and intelligibly and identify some target information in listening task		
	<b>Most learners will be able to:</b> take part in a range of exchanges using most target language accurately and with some appropriate intonation and identify most target information in listening task		
	<b>Some learners will be able to:</b> take part in a range of exchanges using most target language accurately and with clear intonation and identify all target information in listening task		
Previous learning	classroom objects		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson  6.4.1.1	<b>To present school areas</b> Ask Ss to look at the picture. Play the recording. Ss listen and repeat chorally and/or individually. Elicit the L1 equivalent for each word. (Ss' own answers)	Class CD	
Main Activities 6.4.1.1 6.4.2.1  6.3.2.1 6.2.5.1	<b>To read for specific information</b> Read the rubric aloud. Play the recording. Ss listen and follow the dialogue in their books. Elicit answers to the questions in the rubric.  <b>To ask for/give directions; To present and practice prepositions of direction/movement</b> Go through the prepositions of direction/movement with Ss. Present each preposition by miming the movement it		

6.4.1.1 6.1.1.1	<p>shows.</p> <p>Give Ss time to read through the dialogue in Ex. 2 again. In pairs, Ss act out their dialogues.</p> <p>Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.</p> <p><b>To pronounce linking sounds</b></p> <p>Go through the <i>Study Skills</i> box and explain how we link sounds in English. Check Ss' comprehension by asking for further examples.</p> <p>Direct Ss' attention to the example and elicit the linking sounds in the sentences.</p> <p>Play the recording for Ss to check.</p> <p>Play the recording again with pauses for Ss to listen and repeat chorally or individually. Pay special attention to Ss' pronunciation and intonation. Repeat the task if necessary.</p>		
<b>Ending the lesson</b> 6.1.1.1 6.1.3.1	Monitor the activity around the class and then ask pairs of Ss to act out their dialogues in front of the class.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor less able groups in preparing role play and production tasks and support with further modelling and drilling	monitor accuracy and interactional appropriacy in role play tasks	Benefits of learning a foreign language	
challenge more able learners to give more expansive answers in response to role play prompts	monitor pronunciation performance in final activity and give feedback to whole class		
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?		Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

LESSON: Module 1 Lesson 8		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.2.1.1 - understand a longer sequence of supported classroom instructions; 6.4.1.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.13.1 use <i>might/may/could</i> to express possibility on a limited range of familiar general and curricular topics 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.8.1 use with some support familiar paper and digital reference resources to check meaning and extend understanding 6.4.9.1 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics 6.5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.1.3.1 - respect differing points of view		
Lesson objectives	<b>All learners will be able to:</b> identify some specific information in texts and research and write short organised text using some of their own words		
	<b>Most learners will be able to:</b> identify most specific information in texts and research and write short organised text using a range of their own words		
	<b>Some learners will be able to:</b> identify all specific information in texts and research and write more extended organised text using a range of their own words		
Previous learning	<i>school areas / prepositions of direction/movement</i>		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson  6.2.1.1	<b>To introduce the topic and predict the content of a text</b> Initiate a class discussion about school rules and elicit Ss' opinions about other rules around the world. Play the recording. Ss listen and follow the texts in their books and check.	Class CD	Video
Main Activities  6.2.1.1 6.4.2.1	<b>To read for specific information</b> Allow Ss some time to read the text and complete the task. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> . Check Ss' answers. Play the video for Ss and elicit their comments at the end.  <b>To write a comment to post to a blog</b>		

6.5.1.1	Explain the task and allow Ss time to complete it in class. Ask various Ss around the class to read out their comments to the class.		
6.6.13.1	<b>To present and practise must/mustn't, need, should</b> Read out the theory box and explain how we can express obligation, prohibition, necessity and advice, and provide further examples where necessary. Ask Ss to read the sentences (1-4) and replace the phrases in bold with the words in the list. Check Ss' answers around the class.		
6.4.4.1	<b>To introduce the topic and predict the content of the text</b> Read out the definition and explain/elicite the meanings of any unknown words. Direct Ss' attention to the pictures and read out the situations. Initiate a class discussion about shyness and how someone can overcome their shyness. Play the recording. Ss listen and follow the text in their books and find out the answers to the questions in the rubric.	Class CD	Video
6.4.1.1	<b>To read for specific information</b> Give Ss time to read the text and answer the questions. Check Ss' answers around the class.		
6.4.9.1	<b>To identify regular and irregular adverbs in a text</b> Remind Ss that adverbs describe verbs or other adverbs. Give Ss time to scan the text and find the adverbs. Then ask them to look them up in their dictionaries. Elicit answer from Ss around the class.		
<b>Ending the lesson</b>	<b>To consolidate information in a text and give advice</b> Explain the situation and ask Ss in pairs to take turns and give advice on how to overcome shyness.		
6.1.3.1	Monitor the activity around the class and then ask some pairs to report back to the class.		

#### Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able groups in writing task and provide support through further modelling and providing sentence starters	monitor the activity around the class and then ask some pairs to report back to the class.	Benefits of learning a foreign language
provide challenge to more able learners by suggesting two or three words	give whole class feedback on some key areas of language in them	

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## Lesson plan

<b>LESSON: Module 1 Lesson 9</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.2.1.1 - understand a longer sequence of supported classroom instructions; 6.4.1.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.13.1 use <i>might/may/could</i> to express possibility on a limited range of familiar general and curricular topics 6.4.8.1 use with some support familiar paper and digital reference resources to check meaning and extend understanding 6.4.9.1 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics 6.5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.5.2.1- write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics; 6.1.3.1 - respect differing points of view		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> identify some main ideas and specific information in the text and write an email with some appropriate features of style and organisation with support		
	<b>Most learners will be able to:</b> identify most main ideas and specific information in the text and write an email with a range of appropriate features of style and organisation with support		
	<b>Some learners will be able to:</b> identify all main ideas and specific information in the text and write an email with a range of appropriate features of style and organisation with little support		
<b>Previous learning</b>	<i>school rules / must/mustn't, need, should / regular and irregular adverbs</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  6.4.9.1 6.2.1.1	<b>To recognise fact and opinion</b> Draw Ss' attention to the underlined sentences. Explain what fact ( <i>sth that is true</i> ), and opinion ( <i>what sb thinks</i> ) mean. Give Ss time to read the email and then elicit which sentences express fact/opinion.		
<b>Main Activities</b>  6.4.8.1	<b>To practise punctuation</b> Go through the <i>Study Skills</i> box showing Ss some types of punctuation in English and drawing attention to any differences to Ss' L1. Ss can give examples of their own. Ask Ss to punctuate the sentences, then check Ss' answers.  <b>To compare two classrooms</b>		

6.5.2.1	Ask Ss to look at the text in Ex. 1 again and then think about their classroom.		
6.5.2.1	Give Ss some time to compare their classrooms with Nurziya's classroom in pairs.		
	Monitor the activity around the class.		
	Ask various Ss to tell the class.		
6.5.1.1	<b>To write an email to a pen-friend</b> Tell Ss that they are going to use their answers from Ex. 3 to write a reply to the email that Nurziya sent. Ss can complete the task in class, or you can assign it as HW and check Ss' answers in the next lesson.		
6.5.1.1	<b>Portfolio</b> Tell Ss to make notes under the headings to help them		
6.4.1.1	before they start writing.		
6.13.1	Remind Ss to follow the plan and be careful with punctuation.		
<b>Ending the lesson</b> 6.1.3.1	Ask some Ss to read their texts to the class. Ss can display their texts to the class.		

#### Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able groups in writing task and provide support through further modelling and providing sentence starters	use thumbs up and down technique and follow up questions to check comprehension	Benefits of learning a foreign language
challenge more able learners to write a text in two distinct paragraphs	highlight errors in text in pencil for learners to self-correct before display	

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## Lesson plan

LESSON: Module 1 Lesson 10		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.2.1.1 - understand a longer sequence of supported classroom instructions; 6.4.1.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.13.1.1- use <i>might</i> <i>may</i> <i>could</i> to express possibility on a limited range of familiar general and curricular topics 6.4.8.1 use with some support familiar paper and digital reference resources to check meaning and extend understanding 6.5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.5.2.1- write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics; 6.1.3.1 - respect differing points of view		
Lesson objectives	<b>All learners will be able to:</b> use some target language accurately and intelligibly and identify some target information in listening task		
	<b>Most learners will be able to:</b> use most target language accurately and with some appropriate intonation and identify most target information in listening task		
	<b>Some learners will be able to:</b> use most target language accurately and with clear intonation and identify all target information in listening task		
Previous learning	<i>punctuation / write an email to a pen-friend</i>		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson 6.2.1.1 6.1.3.1	<b>To discuss the benefits of learning a foreign language</b> Read out the question and ask Ss to read the list of reasons and then ask various Ss to tell the class using the list. Elicit further reasons from various Ss around the class. (Ss' own Answers)		
Main Activities 6.2.1.1	<b>To test knowledge learnt in this module</b> Explain the task. Allow Ss some time to read the sentences and complete the gaps. Alternatively, you may allow Ss to review the module and find the relevant information to fill each gap. Check Ss' answers.		



6.13.1.1 6.5.2.1	<p><b>To write a quiz</b> Explain the task and allow Ss time to look through Module 1 and think of quiz questions in pairs. Tell Ss they can use the quiz in Ex. 2 as a model. Offer an example (<i>e.g. ICT is Information and Communication ...</i>). Ss swap their quizzes with another pair and do it and then report back to the class.</p>		
6.5.1.1	<p><b>Song To listen and read for specific information</b> Explain the task and play the recording. Ss listen and follow the song in their books. Ask Ss to identify which items in the pictures are mentioned and also name seven school subjects. Check Ss' answers. Play the recording again for Ss to sing along.</p>	Class CD	Video
6.4.1.1	<p><b>Game</b> Play in teams. Say a word from the module. The other team writes the word on the board and spells it. Each correct answer gets a point. The team with the most points is the winner.</p>		
6.4.8.1	<p><b>Extra Activity</b> Ask Ss to spell each of the words in the pictures in Ex. 4. <i>e.g. eraser, E-R-A-S-E-R</i></p>		
<b>Ending the lesson</b> 6.1.3.1	Play the video and elicit Ss' comments at the end		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
pair less able and more able learners to together for quiz task assigning less able learner role of writing down questions	monitor learner spellings in written production tasks and provide remedial support	Benefits of learning a foreign language	
provide more able learners challenge by giving them a specific 'insect' research challenge.	take in final pieces of writing for feedback comment and assessment		

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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# 1<sup>st</sup> GRADE 6

## MODULE 2 “HELPING & HEROES”

### Lesson plan

LESSON: Module 2 Lesson 1		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges; 6.6.5.1 - use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics; 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 6.5.3.1 -write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics; 6.2.1.1- understand a longer sequence of supported classroom instructions; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.5.2.1 - write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> identify some specific information from the text and use some target vocabulary to describe some things		
	<b>Most learners will be able to:</b> identify most specific information from the text and use some target vocabulary to describe some things		
	<b>Some learners will be able to:</b> identify all specific information from the text and use a range of target vocabulary to describe some things		
Previous learning	discuss the benefits of learning a foreign language		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson  6.2.1.1 6.3.6.1 6.6.5.1 6.5.8.1	What’s in this module? Read the title of the module <i>Helping &amp; Heroes</i> and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss’ interest in the module. Explain/Elicit the meaning of any unknown words,	Class CD	

	thenSs find the page numbers for the items listed. Ask questions to check Ss' understanding.		
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<b>Main Activities</b>	<b>To identify historical figures vocabulary</b> Draw Ss' attention to the pictures and ask various Ss to read out the names, countries and dates for each person. 6.1.1.1 Explain/Elicit the meanings of any unknown words and read out the example, then Ss match the people to what they were.		
6.4.2.1 6.3.7.1	<b>To talk about historical figures</b> Explain that we read years before 2000 by splitting them into two numbers ( <i>e.g. 1450 = fourteen fifty, 1899 = eighteen ninety-nine</i> ). Ask two Ss to read out the example exchange, thenSs ask and answer in pairs. Monitor the activity around the class. Explain that when a date is BC we count down to zero to go forwards in time.		
6.5.3.1 6.5.2.1	<b>Background information</b> <u>Leonardo da Vinci</u> was an Italian painter, sculptor and architect. He painted the Mona Lisa. <u>Marie Curie</u> was a Polish scientist. She discovered radium and won the Nobel prize. <u>Cleopatra</u> was an Egyptian queen. She was a beautiful and powerful woman. There are many books and films about her. <u>Florence Nightingale</u> was a British nurse and writer who pioneered modern nursing during the Crimean War. Many people came to know her as 'the lady with the lamp.' <u>Genghis Khan</u> was a Mongolian emperor. He built the second largest empire in the history of the world. <u>BauyrzhanMomyshuly</u> was a Kazakh hero. He was a military officer and author. <u>Abraham Lincoln</u> was the 16th American President. He helped end the Civil War and slavery. <u>William Wallace</u> was a Scottish warrior. He fought against the English to help free Scotland.		
<b>Ending the lesson</b>	To check comprehension Check Ss' answers.		
6.5.3.1			
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	

support less able readers by encouraging them to confirm with another learner where target information is in text	monitor Ss as they complete comprehension tasks and check understanding through follow-up questions in checking plenary	Being a hero
provide challenge for more able learners by asking them to mark stress on words and model pronunciation for others	monitor pronunciation of new vocabulary and drill and feedback to whole class in plenary	

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## Lesson plan

<b>LESSON: Module 2 Lesson 2</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges; 6.6.5.1 - use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics; 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 6.5.3.1 -write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics; 6.6.3.1 - use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics; 6.2.1.1- understand a longer sequence of supported classroom instructions; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.5.2.1 - write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> identify some specific information in reading text and use some target vocabulary accurately in production tasks with support		
	<b>Most learners will be able to:</b> identify most specific information in reading text and use most target vocabulary accurately in production tasks with support		
	<b>Some learners will be able to:</b> identify all specific information in reading text and use most target vocabulary accurately in production tasks with little support		
<b>Previous learning</b>	<i>historical figures</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resource</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 6.2.1.1 6.1.1.1	To introduce the topic and stimulate interest in the text Elicit what, if anything, Ss know about Pocahontas. Play the recording. Ss listen and follow the text in their books and find out the answer to the question in the rubric	Class CD	
<b>Main Activities</b>	<b>To read for specific information (multiple choice)</b> Allow Ss some time to read the text carefully and answer the questions.		

6.4.2.4 6.5.8.1	Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box and read the quotation aloud. Check Ss' answers.		
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6.3.7.1	<b>To consolidate new vocabulary</b> Explain the task and give Ss time to choose the correct words. Then check Ss' answers.		
6.3.7.1 6.5.3.1	<b>To summarise a text</b> Explain the task and give Ss time to prepare their summaries. Ss tell their partner their summary. Ask some pairs to report back to the class.		
6.6.3.1 6.5.2.1	<b>To express your opinion on a historical figure</b> Allow Ss some time to think about the question in the rubric, formulate their answers and write them down. Encourage Ss to explain their opinions fully. Ask various Ss to read out their sentences. Alternatively, assign the task as HW and check Ss' answers in the next lesson.		
<b>Ending the lesson</b> 6.1.1.1	As an extension Ss work in pairs. Ss tell each other what they have known about Pocahontas		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able learners in reading task and prompt them to scan for where target information is in text.	monitor Ss as they complete comprehension tasks and check understanding through follow-up questions in checking	Being a hero
challenge more able learners by asking them in final task to name and spell the words	monitor pronunciation of new vocabulary and drill and feedback to whole class in plenary	

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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### Lesson plan

<b>LESSON: Module 2 Lesson 3</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges;</p> <p>6.6.5.1 - use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics;</p> <p>6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;</p> <p>6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;</p> <p>6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;</p> <p>6.5.3.1 -write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics;</p> <p>6.6.3.1 - use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;</p> <p>6.2.1.1- understand a longer sequence of supported classroom instructions;</p> <p>6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics</p> <p>6.5.2.1 - write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;</p>		
	<b>All learners will be able to:</b> identify some specific information in speaking and listening and use some target vocabulary accurately in production tasks with support		
	<b>Most learners will be able to:</b> identify most specific information in speaking and listening and use most target vocabulary accurately in production tasks with support		
	<b>Some learners will be able to:</b> identify all specific information in speaking and listening and use most target vocabulary accurately in production tasks with little support		
<b>Previous learning</b>	<i>express your opinion on a historical figure</i>		



Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
<b>Beginning the lesson</b> 6.2.1.1 6.3.7.1 6.5.8.1	<p><b>To present vocabulary for appearance</b>  Explain the task and allow Ss some time to complete it and then check Ss' answers around the class.  As an extension, ask Ss to use the phrases to describe their classmates.</p> <p><b>To categorise new vocabulary</b>  Explain the task and ask Ss to write the headings in their notebooks.  Write the headings on the board and elicit which words go under which headings from Ss around the class. Ss copy the completed table into their notebooks.</p>		

<b>Main Activities</b> 6.3.7.1 6.6.3.1  6.3.7.1 6.6.3.1  6.3.7.1 6.6.3.1 6.5.3.1  6.1.1.1 6.2.1.1  6.5.2.1 6.5.8.1	<p><b>To use vocabulary in context and describe people</b>  Explain the task and read out the example.  Ask various Ss around the class to describe the people.  Encourage Ss to describe them in as much detail as they can.</p> <p><b>To present vocabulary for describing character</b>  Explain the task and explain/elicit the meanings of the adjectives 1-5 and a-e. Ss match them and then complete the sentences.  Check Ss' answers.</p> <p><b>To describe people's appearance and character</b>  Explain the task and ask two Ss to act out the example dialogue.  Ss work in pairs and ask and answer the questions <i>What does he/she look like?</i> (ask about appearance) <i>What is he/she like?</i> (ask about character) in closed pairs.  Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.</p> <p><b>To listen for specific information</b>  Explain the task and play the recording. Ss listen and mark the sentences.  Check Ss' answers, then play the recording again for Ss to correct the false statements.</p> <p><b>To complete a short paragraph about a historical figure</b>  Explain the task and give Ss time to complete the paragraph.  Check Ss' answers.</p>		
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<b>Ending the lesson</b> 6.6.5.1	<b>Game</b> Choose a leader. He/She says a part of the body from the ones mentioned in Ex. 5. Ss, in teams, say an adjective that can describe this part of the body. Each correct answer gets 1 point. The team with the most points is the winner. <i>Leader: face Leader: hair</i> <i>Team A1: round Team B1: curly, etc</i>		
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#### Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able groups in writing task and provide support through further modelling and providing	use thumbs up and down technique and follow up questions to check	Being a hero
challenge more able learners to write a text	monitor presentation and feedback on grammar errors, cohesion, pace, rapport with audience.	

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## Lesson plan

<b>LESSON: Module 2 Lesson 4</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges; 6.6.5.1 - use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics; 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 6.5.3.1 -write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics; 6.2.1.1- understand a longer sequence of supported classroom instructions; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.5.2.1 - write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> use and pronounce some target language accurately in response to prompts and in controlled tasks with support		
	<b>Most learners will be able to:</b> use and pronounce most target structures accurately in response to prompts and in controlled tasks with support		
	<b>Some learners will be able to:</b> use and pronounce most target structures accurately in response to prompts and in controlled tasks with little support		
<b>Previous learning</b>	<i>vocabulary for appearance / describing character</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>

<b>Beginning the lesson</b>  6.3.6.1 6.1.1.1	<b>To present grammar for appearance</b> Ss close their books. Present the Past Simple. Say, then write on the board: <i>I worked hard yesterday</i> . Underline <i>worked</i> and explain that this verb is in the past simple. Point to a S and say: <i>You worked hard yesterday</i> . Then write it on the board. Point to a male S and say: <i>He worked hard yesterday</i> . Then write it on the board. Present the other persons in the same way. Elicit that the verb is the same in all		
<b>Main Activities</b>  6.6.5.1 6.2.1.1	<b>To present the Past Simple</b> persons. Explain/Elicit the spelling rules of the past simple for regular verbs by writing the verbs <i>work, love, play, study, travel</i> and their past simple forms on the board: <i>work – worked (most verbs take -ed to form their past simple form), love – loved (verbs ending in -e add -d), study – studied (verbs ending in consonant +y lose y and take -ied), play – played (verbs ending in a vowel +y add -ed), travel – travelled (verbs ending in vowel +l, p, k, b, etc double the consonant and add -ed)</i> .		
6.4.2.1       6.5.8.1       6.5.2.1       6.5.2.1	<b>To practise the Past Simple</b> Explain the task and allow Ss some time to complete it in their notebooks. Check Ss' answers by playing the recording. Check correct spelling on the board.  <b>To pronounce /t/, /d/, /Id/ (Past Simple verb endings)</b> Play the recording with pauses for Ss to repeat chorally or individually. Ss copy the table into their notebooks. Play the recording again. Ss listen and tick the correct sounds. Check Ss' answers, then elicit more words with the same sounds  <b>To practise using the Past Simple affirmative</b> Allow Ss some time to complete the task and then check Ss' answers. Elicit which verbs are regular/irregular.  <b>To practise using the Past Simple negative</b> Explain the task and read out the example. Ss do the task. Check Ss' answers.		
<b>Ending the lesson</b> 6.1.1.1	Monitor the activity around the class and check Ss answers		

monitor less able groups in controlled tasks and provide support through further modelling and drilling	monitor pair sentence completion tasks and encourage learners to give feedback to each other on answers	Being a hero
provide extra challenge by getting more able learners to use short answers 'yes I did/no I didn't' by asking them to confirm answers given by others.	check pronunciation in whole class feedback and remodel/drill use of endings -d/-ed and contractions where necessary	

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## Lesson plan

<b>LESSON: Module 2 Lesson 5</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics 6.1.8.1- develop intercultural awareness through reading and discussion 6.4.1.1 - understand the main points in a growing range of short, simple texts on general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics; 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges; 6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics 6.1.3.1- respect differing points of view;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> use and pronounce some target language accurately in response to prompts and in controlled tasks with support		
	<b>Most learners will be able to:</b> use and pronounce most target structures accurately in response to prompts and in controlled tasks with support		
	<b>Some learners will be able to:</b> use and pronounce most target structures accurately in response to prompts and in controlled tasks with little support		
<b>Previous learning</b>	<i>Pronunciation of /t/, /d/, /Id/ (Past Simple verb endings) / Past Simple affirmative / Past Simple negative</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 6.5.8.1	To revise rules of pronunciation of /t/, /d/, /Id/ (Past Simple verb endings) / Past Simple affirmative / Past Simple negative		
<b>Main Activities</b> 6.3.6.1 6.6.5.1	<b>To practise using the Past Simple interrogative</b> Explain the task and read out the example. Ss complete the task. Check Ss' answers by asking various Ss to ask and answer in front of the class.		
6.6.9.1	<b>To ask and answer about the past using the Past Simple interrogative</b> Explain the task and ask two Ss to read out the example. Ss complete the task in pairs.		

	Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.		
6.5.2.1 6.3.6.1	<b>To ask and answer about the past using question words</b> Explain the task and ask two Ss to read out the example. Ss complete the task in pairs. Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.		
6.5.2.1 6.1.3.1	<b>To practise using time expressions with the Past Simple</b> Explain the task and read out the example. Give Ss time to write similar sentences, then check Ss' answer around the class.		
6.5.2.1 6.4.2.1	<b>To present and practise prepositions of movement</b> Go through the prepositions in the pictures. Point out that the pictures will help Ss complete the task. Give Ss time to complete the text with the correct preposition. Then check Ss' answers.		
6.2.6.1 6.5.2.1 6.1.3.1	<b>To write a short paragraph, personalize the topic</b> Give Ss time to complete the task in class and then ask various Ss to read out their completed paragraphs to the class.		
<b>Ending the lesson</b> 6.5.2.1	<b>To consolidate the grammar of the unit</b> Alternatively, assign the task as HW and Ss read their sentences aloud in the next lesson		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able groups in controlled tasks and highlight any errors in spelling for learners to self-correct	monitor pair sentence completion tasks and encourage learners to give feedback to each other on answers	Being a hero
challenge more able learners to produce contrasts in endings	check pronunciation in whole class feedback and remodel/ drill final sounds	
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?	Answer the most relevant questions from the box on the left about your lesson.	

What changes did I make from my plan and why?		
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## Lesson plan

<b>LESSON: Module 2 Lesson 6</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics 6.1.8.1- develop intercultural awareness through reading and discussion 6.4.1.1 - understand the main points in a growing range of short, simple texts on general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.6.12.1 - use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics; 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics; 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges; 6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.4.1 - read independently a limited range of short simple fiction and non-fiction texts; 6.1.3.1- respect differing points of view;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> identify some specific information in reading text and use some target vocabulary accurately in production tasks with support		
	<b>Most learners will be able to:</b> identify most specific information in reading text and use most target vocabulary accurately in production tasks with support		
	<b>Some learners will be able to:</b> identify all specific information in reading text and use most target vocabulary accurately in production tasks with little support		
<b>Previous learning</b>	<i>Past Simple interrogative / time expressions / prepositions of movement</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To introduce the topic</b> Initiate a class discussion about giants and elicit any tales about giants Ss know of.	Class CD	
<b>Main Activities</b>  6.3.6.1 6.3.8.1 6.4.4.1	To read and listen for specific information Play the recording. Ss listen and follow the text in their books. Give Ss time to answer the questions. Ss compare their answers with their partner's. Check Ss' answers.		

6.3.6.1 6.1.8.1. 6.4.1.1 6.5.8.1	<p><b>To consolidate new vocabulary</b> Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box. Explain the task and give Ss some time to complete it. Check Ss' answers.</p> <p><b>Background information</b> <u>Ireland</u> is a country to the west of Britain. Including Northern Ireland, it is the third biggest island in Europe. The capital is Dublin and 6.1 million people live there. <u>Scotland</u> is a country in the UK. It is to the north of England. The capital is Edinburgh and around 5 million people live there.</p>		
6.6.12.1	<p><b>To present and practise adverbs of degree and <i>too/enough</i></b> Explain that adverbs of degree are used before an adjective to express to what degree something is done. Read the table aloud and explain that the ticks show the degree with (✓) being mild and (✓✓✓) being strong. Say, then write on board: <i>That dress is very/really beautiful</i>. Explain to Ss that we use <i>very/really</i> + adjective to make an adjective stronger. Say, then write on board: <i>He's too old to drive</i>. and <i>He is old enough to drive</i>. Tell Ss that in the first example the person is old and can't drive whereas, in the second example the person is of a suitable age to drive. Explain that we use <i>too</i> + adjective to show that something is more than we want (negative meaning) whereas, we use adjective + <i>enough</i> to show that there is as much as needed. (positive meaning) <u>NOTE</u>: Tell Ss that we put <i>enough</i> before nouns. (e.g. <i>I've got enough money to buy that necklace</i>.) Explain the task and give Ss time to complete it. Check Ss' answers.</p>		
6.2.6.1	<p><b>To predict missing information in a listening task</b> Draw Ss' attention to the advert and elicit what part of speech is missing in each gap.</p>		
6.2.6.1	<p><b>To listen for specific information</b> Play the recording. Ss listen and complete the gaps. Check Ss' answers on the board. To make notes from a text Draw Ss' attention to the notes box and ask them to copy the headings and the subheadings into their notebooks and complete the task. Check Ss' answers on the board.</p>		

6.3.6.1 6.1.3.1	<b>To tell a story in the past simple using notes</b> Set the scene and explain the task. Read aloud the <i>Study Skills</i> box and point out that this advice will help Ss complete the task successfully. Ask various Ss to tell the story of Finn MacCool, using their notes from Ex. 6a.		
<b>Ending the lesson</b> 6.5.2.1	<b>To write an email about a visit to the Giant's Causeway</b> Explain the task and give Ss some time to complete it. Remind Ss to include all the points in the rubric. Check Ss' answers. Alternatively, assign as HW and check Ss' answers in the next lesson.  <b>Extra Activity for weaker classes</b> Write the email in the <i>Suggested Answer Key</i> in Ex. 7 and remove words to create a gapped text. Give the words in a list for Ss to complete. Suggested words to omit: <i>time, best, bridge, rocks, surface, giant, cross, enemy</i> .		

#### Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor groups and support by eliciting from less able learners where target information is in text	use thumbs up and down technique and follow up questions to check	Being a hero
challenge more able learners to mark the word stress on new vocabulary and confirm with each other.		

Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.
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## Lesson plan

LESSON: Module 2 Lesson 7		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics 6.1.8.1- develop intercultural awareness through reading and discussion 6.4.1.1 - understand the main points in a growing range of short, simple texts on general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.6.12.1 - use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics; 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics; 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges; 6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.4.1 - read independently a limited range of short simple fiction and non-fiction texts; 6.1.3.1- respect differing points of view;		
Lesson objectives	All learners will be able to: identify some specific information in listening text and use some target vocabulary and structure accurately in production tasks with support		
	Most learners will be able to: identify most specific information in listening text and use most target vocabulary and structure accurately in production tasks with support		
	Some learners will be able to: identify all specific information in listening text and use most target vocabulary and structure accurately in production tasks with little support		
Previous learning	adverbs of degree and too/enough		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson  6.5.8.1	To identify the context of a dialogue and practise pronunciation Explain the task. Play the recording with pauses for Ss to repeat chorally or individually. Then Ss read the sentences and say what they think the dialogue is about (a book a person read).	Class CD	

6.4.1.1 6.4.4.1	<b>To listen and read for confirmation</b> Play the recording. Ss listen and follow the text in their books and find out.		
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<b>Main Activities</b>  6.2.6.1 6.3.8.1   6.4.2.1   6.4.2.1 6.1.8.1  6.4.2.1 6.3.6.1 6.6.12.1 6.2.8.1	<b>To read for specific information and consolidate situational language through translation</b> Allow Ss time to read the dialogue and answer the questions. Elicit the L1 equivalents for the sentences in Ex. 1. ( <i>Ss' own answers</i> )  <b>Background information</b> <u>King Arthur</u> is a legendary British leader. He led the Knights of the Round Table at Camelot and had a magical sword called Excalibur.  <b>To learn synonymous phrases</b> Read out the sentences. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.  <b>To act out a dialogue</b> Ask Ss to work in pairs and take roles and read out the dialogue. Pay attention to Ss' rhythm and intonation and correct as necessary. Monitor the activity around the class and ask some pairs to read out the dialogue in front of the class.  <b>To practise role-playing</b> Explain the situation. Remind Ss that they can use the dialogue in Ex. 2 as a model, as well as any ideas of their own to complete the task. Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.		
<b>Ending the lesson</b> 6.3.6.1 6.1.3.1	• Check Ss' answers.		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links

monitor less able groups in preparing role play and production tasks and support with further modelling and drilling	monitor accuracy and interactional appropriacy in situational tasks	Being a hero
challenge more able learners to give more expansive answers in response to role play prompts	monitor pronunciation performance in final activity and give feedback to whole class	
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>	

## Lesson plan

LESSON: Module 2 Lesson 8		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics; 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.5.3.1 -write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics; 6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics 6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges;		
Lesson objectives	<b>All learners will be able to:</b> take part in some exchanges using some target language accurately and intelligibly and identify some target information in reading task		
	<b>Most learners will be able to:</b> take part in a range of exchanges using most target language accurately and with some appropriate intonation and identify most target information in reading task		
	<b>Some learners will be able to:</b> take part in a range of exchanges using most target language accurately and with clear intonation and identify all target information in reading task		
Previous learning	practise pronunciation / practise role-playing		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson	To introduce the topic and predict the content of a text	Class CD	
6.2.8.1	Direct Ss’ attention to the pictures and elicit their guesses to the questions in the rubric. Play the recording. Ss listen and follow the text in their books and find out the answers.		
6.4.2.1	<b>Background information</b> OrakBalga was a village in what is now the Zhualy District in southern Kazakhstan.		

	<u>Edward I</u> was an English King. He ruled from 1272 - 1307. He conquered Wales and started a long war with Scotland which continued after his death.		
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<b>Main Activities</b>	<b>To read for specific information</b>		
6.2.8.1 6.4.6.1	Allow Ss some time to read the text and answer the questions. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box, then check Ss' answers.		
6.2.8.1 6.4.4.1 6.5.8.1	<b>To personalise the topic</b> Explain the task and give Ss time to complete the sentences. Ss tell their partners. Elicit a variety of answers from Ss around the class to check their answers.		
6.1.3.1 6.6.1.1	<b>To learn the pronunciation of strong forms</b> Explain that strong forms are words that are stressed in a sentence to give emphasis. Point out that question words, adjectives and proper nouns are often stressed. Play the recording with pauses for Ss to repeat either chorally or individually. Play the recording again for Ss to underline the strong forms. Check Ss' answers.		
6.3.3.1	<b>To write about a hero from your country</b> Explain the task. Ask Ss to look up information on the Internet or in encyclopaedias or other reference books about a hero from their country and write a short text either in class or as HW. Remind Ss to include all the points in the rubric.		
<b>Ending the lesson</b> 6.3.6.1	Ask various Ss to read out their texts to the class.		

<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor groups and support by eliciting from less able learners where target information is in text	monitor accuracy and interactional appropriacy in situational tasks	Being a hero	
challenge more able learners to mark the word stress on new vocabulary and confirm with each other.	monitor pronunciation performance in final activity and give feedback to whole class		



<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## Lesson plan

LESSON: Module 2 Lesson 9		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics; 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.5.3.1 -write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics; 6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics 6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges;		
Lesson objectives	<b>All learners will be able to:</b> identify some specific information in reading text and use some target vocabulary and structure accurately in writing task with support		
	<b>Most learners will be able to:</b> identify most specific information in reading text and use most target vocabulary and structure accurately in production tasks with support		
	<b>Some learners will be able to:</b> identify all specific information in reading text and use most target vocabulary and structure accurately in production tasks with support		
Previous learning	pronunciation of strong forms		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson 6.4.6.1 6.6.1.1	<b>To introduce the topic</b> Direct Ss’ attention to the picture and elicit their guesses to the question in the rubric. Give Ss time to read the text in their books and find out the answer.	Class CD	

<b>Main Activities</b>	<b>To practise the <i>-ing form</i> and the <i>to-infinitive</i></b> Explain the task and give Ss time to read the text again and complete the task. Play the recording for Ss to check their answers.		
6.6.15.1			

6.4.2.1	<b>To read for specific information</b> Give Ss time to read the text and answer the questions. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box. Check Ss' answers around the class.		
6.5.8.1	<b>To complete a summary and consolidate new vocabulary</b> Explain the task and give Ss some time to complete it. Check Ss' answers.		
6.3.3.1 6.5.3.1	<b>To express a personal opinion</b> Elicit answers to the question from Ss around the class.		
6.5.3.1 6.3.8.1	<b>To design a poster</b> Explain the task and ask Ss to find a picture of Florence Nightingale and use the information in the text to help them design a poster. Ask Ss to work in pairs or small groups and complete the task. Ss then present their poster to the rest of the class. (Ss' own answers)		
6.5.3.1 6.2.7.1	<b>To give a presentation on a person who helped others</b> Explain the task and ask Ss to collect information from the Internet or from other reference sources and make notes under the headings. Then ask Ss to use their notes to prepare a presentation or write a short text about a person who helped others. Ask various Ss to give their presentation or read their text to the class.		
<b>Ending the lesson</b> 6.3.6.1	Alternatively, assign the task as HW and check Ss' answers in the next lesson. Have the groups present their work to the class. Posters can be displayed in the class or saved to Portfolios.		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
support less able readers by encouraging them to confirm with another learner where target	monitor groups as they complete comprehension tasks and check understanding	Being a hero
provide challenge to more able learners by suggesting two or three words they should use in reporting	monitor final presentation and give whole class feedback on some key areas of language	

results	[errors] in them	
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>	

## Lesson plan

LESSON: Module 2 Lesson 10		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics; 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.5.3.1 -write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics; 6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics 6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges;		
Lesson objectives	<b>All learners will be able to:</b> identify some specific information in texts and research and write short organised text for display using some of their own words		
	<b>Most learners will be able to:</b> identify most specific information in texts and research and write short organised text for display using a range of their own words		
	<b>Some learners will be able to:</b> identify all main ideas and specific information in the text and write an email with a range of appropriate features of style and organisation with little support		
Previous learning	the -ing form and the to-infinitive		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson 6.3.6.1	Check Ss' HW: the groups present their work to the class. Posters can be displayed in the class or saved to Portfolios	Class CD	
Main Activities 6.2.7.1 6.4.6.1  6.3.8.1 6.6.1.1	<b>To read for cohesion and sequence of events</b> Explain the task and give Ss some time to complete it. Play the recording and check Ss’ answers around the class.  <b>To put events in order and summarise a text</b> Ss list the events in the text in chronological order and tell their partner a summary of the biography of		

	Abraham Lincoln. Monitor the activity around the class and then ask some Ss to tell the class about Abraham Lincoln.		
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6.3.8.1 6.4.2.1  6.5.1.1	<p>Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box.</p> <p><b>To listen for specific information and ideas</b> Explain the task and point out that the information Ss hear will help them to prepare for the writing task to follow. Play the recording. Ss listen and complete the notes. Check Ss' answers.</p> <p><b>To write a biography</b> Read the <i>Study Skills</i> box aloud and give Ss time to order the dates/events. Go through the <i>Checkpoint</i> and revise use of prepositions. Explain the task and play the recording again if necessary for Ss to make more notes. Go through the paragraph plan and remind Ss to cover all the points mentioned. Draw Ss' attention to the <i>Checkpoint</i> and revise prepositions of time.</p>		
<b>Ending the lesson</b> 6.3.3.1 6.3.6.1	<p>• Allow Ss some time to complete the task or assign as HW.</p> <p>Check Ss' answers by asking various Ss to read out their biographies to the class.</p>		

#### Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able groups in writing task and provide support through further modelling and providing sentence starters	use thumbs up and down technique and follow up questions to check comprehension	Being a hero
challenge more able learners to write two or three connected sentences for each part of display. [as in reading text]	highlight errors in text in pencil for learners to self-correct before display	

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>	
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## Lesson plan

<b>LESSON: Module 2 Lesson 11</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.5.3.1 -write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics; 6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics 6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> identify some main ideas and specific information in the text and write a short text with some appropriate features of style and organisation with support		
	<b>Most learners will be able to:</b> identify most main ideas and specific information in the text and write a short text with a range of appropriate features of style and organisation with support		
	<b>Some learners will be able to:</b> identify all specific information in texts and research and write a short text with a range of appropriate features of style and organisation with support		
<b>Previous learning</b>	<i>put events in order and summarise a text / write a biography</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 6.4.2.1 6.5.8.1	Check Ss' HW by asking various Ss to read out their biographies to the class.	Class CD	
<b>Main Activities</b> 6.3.3.1	<b>To discuss a quotation</b> Ask Ss to discuss what they think the quotation means in closed pairs. Then ask some pairs to share their answers with the class.		
	<b>To discuss the value of being a hero</b>		



6.3.6.1	<p>Read out the question and ask Ss to read the list of qualities and then talk in closed pairs about which ones apply to a hero.</p> <p>Ask various Ss to tell the class.</p> <p>(Ss' own Answers)</p> <p><b>To write a short text about a personal hero</b></p>						
6.3.3.1	Explain the task and give Ss time to think about their personal hero and make notes under the headings.						
6.5.3.1	Ask Ss to write a short text using their notes and then ask various Ss to read their text to the class.						
	<p><b>To test knowledge learnt in this module</b></p> <p>Explain the task. Allow Ss some time to read the questions and complete the gaps.</p> <p>Alternatively, you may allow Ss to review the module and find the relevant information to fill each gap.</p> <p>Check Ss' answers.</p>						
6.2.7.1							
	<p><b>To write a quiz</b></p> <p>Explain the task and ask Ss to work in pairs. Allow Ss time to look through the module and think of quiz questions.</p> <p>Tell Ss they can use the quiz in the previous task as a model. Offer an example (e.g. Pocahontas was from ... . [Virginia, USA])</p> <p>Ss can swap their quiz with another pair and do it and then report back to the class.</p>						
6.2.7.1							
6.3.3.1	<p><b><u>Song</u>To read for cohesion and rhyme</b></p>						
6.4.6.1	Go through the list of words. Explain/Elicit their meanings. Ss complete the gaps. Play the song. Ss listen and check their answers.						
6.2.7.1	<p><b>To understand the author's opinion and express an opinion</b></p> <p>Read the rubric aloud and give Ss time to read the song again and consider their answers.</p> <p>Ask various Ss around the class to share their answers with the class.</p>						
	<p><b><u>Game</u>Collocations/Phrases (at Teacher's discretion)</b></p>						
6.3.8.1	Write these words on the board. Ss in teams choose one word from each column and make a sentence using the phrase. Each correct sentence gets 1 point. The team with the most points is the winner.						
	<table><tr><td>A</td><td>B</td></tr><tr><td>• curly • round • respected • full • end • promote • have good • of medium • powerful • cruel</td><td>• peace • face • lips • hair • height • death • manners • the war • giant • leader</td></tr></table>	A	B	• curly • round • respected • full • end • promote • have good • of medium • powerful • cruel	• peace • face • lips • hair • height • death • manners • the war • giant • leader		
A	B						
• curly • round • respected • full • end • promote • have good • of medium • powerful • cruel	• peace • face • lips • hair • height • death • manners • the war • giant • leader						

	Play the video and elicit Ss' comments at the end		
<b>Ending the lesson</b> 6.3.8.1	<ul style="list-style-type: none"> <li>Check the Ss knowledge: <i>Summative Assessment for the Module 2</i> <i>"Helping and Heroes" – SA2</i></li> </ul>		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
support less able learners in writing by eliciting in small groups model sentence openings for the prompts	following speaking activity do a quick spelling elicitation of words	Being a hero	
give more able learners challenge in their writing	take in final pieces of writing for feedback comment and assessment		
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings? What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## MODULE 3“OUR COUNTRYSIDE”

### Lesson plan

LESSON: Module 3 Lesson 1		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.1.6.1organiseand presentinformation clearly to others 6.4.2.1-understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts; 6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;		
Lesson objectives	<b>All learners will be able to:</b> Read for specific information, to listen for sequence and order of events, to tell about their experiences		
	<b>Most learners will be able to:</b> Read for specific information, to listen for sequence and order of events, to tell about their experiences		
	<b>Some learners will be able to:</b> Read for specific information, to listen for sequence and order of events, to tell about their experiences		
Previous learning	Past simple / prepositions of movement		
Plan			
Planned timings	Planned activities	Excel Resource	Teacher Notes
Beginning the lesson  6.5.8.1	What’s in this module? Read the title of the module <i>Our countryside</i> and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss interest in the module.		
Main Activities  6.4.8.1	<b>To present new vocabulary</b> Draw Ss’ attention to the pictures and ask various Ss to read out the geographical feature each one shows. Play the recording. Ss listen and repeat chorally or individually. Elicit the L1 equivalentents from Ss around the class.  <b>To match places to continents</b>	Class CD	

6.3.3.1	Present the continents and then explain the task. Go through the list of places and elicit whether Ss know any of them. Read out the example, and then elicit answers from Ss around the class. As an extension ask Ss to identify which of them are the same as the features in the pictures. Play the recording. Ss listen and check their answers.		
6.1.6.1	<b>To personalise the topic</b> Read the example aloud. Then, elicit an example for each geographical feature (1-10) from Ss' country from Ss around the class.		
6.3.3.1	<b>To describe pictures</b> Direct Ss' attention to the pictures and ask various Ss around the class to describe them .Ask them to imagine they are there and elicit what they might be able to see, hear, smell, etc.		
<b>Ending the lesson</b> 6.1.1.1	Ask various Ss around the class to read out their sentences to the rest of the class		

Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor weak learners in task completion and question and answer sequences	monitor pronunciation of target vocabulary and constantly give feedback on errors	Values: Caring about places of natural beauty
challenge strong learners to find 3 more new words that can complete the Check these words box.		
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

LESSON: Module 3 Lesson 2		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.1.6.1organiseand presentinformation clearly to others 6.4.2.1-understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts; 6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;		
Lesson objectives	All learners will be able to: Read for specific information, to listen for sequence and order of events, to tell about their experiences		
	Most learners will be able to: Read for specific information, to listen for sequence and order of events, to tell about their experiences		
	Some learners will be able to: Read for specific information, to listen for sequence and order of events, to tell about their experiences		
Previous learning	Past simple / prepositions of movement		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson 6.5.8.1	To revise new vocabulary Draw Ss’ attention to the pictures and ask various Ss to read out the geographical feature each one shows.		
Main Activities  6.1.6.1 6.3.3.1	To describe pictures Direct Ss’ attention to the pictures and ask various Ss around the class to describe them .Ask them to imagine they are there and elicit what they might be able to see, hear, smell, etc.	Class CD	
	To introduce the topic and predict the content of the text Read the name of each place aloud and elicit whether any Ss know of these places and what people can see/do there. Elicit a variety of questions about the places from Ss around the class. Write the best ones on the board. Play the recording. Ss listen and follow the text in their		

	books and find out the places and see if their questions were answered. Suggested questions: <i>Where is the person scuba diving?</i> <i>Where are these ancient ruins?</i> <i>Where is this desert?</i>		
6.4.2.1	<b>To read for specific information</b> Give Ss time to read the through the text again and answer the questions Ask Ss to use the Word List to look up the meanings of the words in the Check these words box. Check Ss’ answers.		
6.4.4.1	<b>To consolidate information in a text</b> Read the rubric aloud and give Ss time to formulate their answers and write their sentences.	Class CD	Video
<b>Ending the lesson</b> 6.1.1.1	Ask various Ss around the class to read out their sentences to the rest of the class		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?		Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links
monitor weak learners in task completion and question and answer sequences		monitor pronunciation of target vocabulary and constantly give feedback on errors	Values: Caring about places of natural
challenge strong learners to find 3 more new words that can complete the Check these words box.			
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?		Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 3 Lesson 3</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding 6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.1.6.1 - organise and present information clearly to others 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> Read for specific information, to listen for sequence and order of events, to tell about their experiences		
	<b>Most learners will be able to:</b> Read for specific information, to listen for sequence and order of events, to tell about their experiences		
	<b>Some learners will be able to:</b> Read for specific information, to listen for sequence and order of events, to tell about their experiences		
<b>Previous learning</b>	<i>vocabulary for countryside/ basic adjectives describing geographical features</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  6.4.8.1 6.6.3.1	<b>To consolidate new vocabulary</b> Explain the task and give Ss time to match the words to form collocations. Tell Ss they may check in the text if they need to. Check Ss' answers and then give Ss more time to complete the sentences. Check Ss' answers by asking various Ss to read out the completed sentences.		

<b>Main Activities</b>	<b>To present and categorise new vocabulary</b> Write the heading on the board and ask Ss around the class to read out the activities one at a time and elicit which heading they go under. Ss copy the completed table from the board in their notebooks.		
6.1.1.1			
6.2.5.1	<b>To act out exchanges talking about activities</b> Explain/Elicit the meanings of the adjectives in the list. Ask a pair of Ss to model the example. Ss then work in pairs and act out similar exchanges using the adjectives. Monitor the task around the class. Then ask various pairs to act out their exchanges.		
6.1.1.1			
6.5.8.1	<b>To listen for specific information and order of events</b> Explain the situation and the task and play the recording. Ss listen and put events in the order they happened. Check Ss' answers and then elicit how Ian felt at the end of his trip.		
<b>Ending the lesson</b>	<b>To narrate person's experience</b> Play the recording again. Then ask various Ss to narrate Ian's experience using the sentences in Ex.5.		
6.1.6.1			

#### Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
provide support for writing task by providing less able learners with sentence starters	check answers in comprehension task using thumbs up or down technique and follow-up questions	Values: Caring about places of natural
monitor and challenge more able learners to justify their opinions in group task with probing questions	monitor pronunciation of new vocabulary in paraphrasing task and highlight any word-stress errors to board	

<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.
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## Lesson plan

<b>LESSON: Module 3 Lesson 4</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.6.7.1 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics 6.2.1.1- understand a longer sequence of supported classroom instructions; 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.6.11.1- use common impersonal structures with: it, there on a growing range of familiar general and curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> Learn the present perfect and <i>for/since</i> , to compare the present perfect and the past simple		
	<b>Most learners will be able to:</b> Learn the present perfect and <i>for/since</i> , to compare the present perfect and the past simple		
	<b>Some learners will be able to:</b> Learn the present perfect and <i>for/since</i> , to compare the present perfect and the past simple		
<b>Previous learning</b>	<i>Vocabulary</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resource</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  6.6.7.1 6.4.2.1	<b>To present the present perfect affirmative and negative</b> Ss' book closed. Say, then write on the board: <i>I have worked hard today. Tom hasn't worked hard today.</i> Underline: <i>have worked</i> and <i>hasn't worked</i> . Explain that this verb is in the present perfect and elicit the form ( <i>affirmative – subject personal pronoun + have/has + past participle, negative- subject personal pronoun + haven't/hasn't + past participle</i> ). Explain that the past participles of regular verbs are formed by adding –ed to the end of the verb and that irregular verbs have their own forms. Explain that we use the present perfect to talk about actions that started in the past and continue up to now, life experiences and completed past actions with results we can see now.		
<b>Main Activities</b> 6.6.7.1 6.2.1.1	<b>To practise past participles</b> Ss' books open. Give Ss time to copy the table into their notebooks and then elicit the answers to fill the gaps. Then elicit examples from the text.		

6.6.7.1	<p><b>To practise past participles</b>          Explain the task and go through the example.          Give Ss time to do the task, then direct them to the irregular Verbs list at the back of their books to check their answers.          Elicit which verbs are regular/irregular from various Ss around the class.</p>		
6.1.10.1 6.6.7.1	<p><b>To practise the present perfect</b>          Explain the task and read out the example.          Give Ss time to complete the sentences, and then check Ss' answers.</p> <p>To present the present perfect interrogative and short answers          Direct Ss' attention to the table and elicit how we form questions in the present perfect (<i>have/has + subject personal pronoun + past participle</i>).          Explain/Elicit that we form short answers with <i>Yes/No + subject personal pronoun + have/has/haven't/hasn't</i>.</p>		
6.6.7.1	<p><b>To practise the present perfect interrogative</b>          Explain the task and read out the example, then give Ss some time to complete the task. Check Ss' answers.</p>		
<p><b>Ending the lesson</b></p> <p>6.6.11.1</p>	<p><b>To practise the present perfect and the past simple interrogative</b>          Explain the task and ask two Ss to model the example.          Ss complete the task in pairs.          Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.</p>		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?		Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able groups in controlled tasks and highlight any errors in structure, spelling and punctuation for learners to self-correct in their writing  challenge more able learners by asking to give more examples, and asking additional questions.		monitor pair sentence completion tasks and encourage learners to give feedback to each other on answers	cross-curricular links: languages [contrasts with L1]

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## Lesson plan

<b>LESSON: Module 3 Lesson 5</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.6.7.1 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics 6.2.1.1- understand a longer sequence of supported classroom instructions; 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.6.11.1- use common impersonal structures with: it, there on a growing range of familiar general and curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> Learn the present perfect and <i>for/since</i> , to compare the present perfect and the past simple		
	<b>Most learners will be able to:</b> Learn the present perfect and <i>for/since</i> , to compare the present perfect and the past simple		
	<b>Some learners will be able to:</b> Learn the present perfect and <i>for/since</i> , to compare the present perfect and the past simple		
<b>Previous learning</b>	<i>Grammar</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 6.6.7.1	To revise the present perfect affirmative and negative forms		
<b>Main Activities</b>			
6.6.7.1	<b>To present adverbs used with the present perfect</b> Elicit the L1 equivalents for the sentences. Say, then write on the board: <i>I have been a teacher for years. I have worked at this school since 2005.</i> Explain that we use <i>for/since</i> in affirmative and negative sentences. Explain that we use <i>for</i> to express duration and <i>since</i> to state when an action started. Give Ss time to complete the task. Check Ss' answers and elicit their reason for their choices.		
6.6.7.1	<b>To compare the present perfect/past simple</b> Read out the theory box and elicit any similar structures in Ss' L1.		
6.6.7.1	<b>To practise the present perfect/past simple</b> Give Ss time to complete the task and then check Ss'		

6.6.11.1	answers. Remind Ss that the past simple a time is stated or implied.  <b>To practise the present perfect and the past simple</b> Give Ss time to complete the task and then check Ss' answers.		
<b>Ending the lesson</b>  6.1.10.1	<b>To practise the present perfect and the past simple interrogative</b> Explain the task and ask two Ss to model the example. Ss complete the task in pairs. Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor less able groups in controlled tasks and highlight any errors in structure, spelling and punctuation for learners to self-correct in their writing  challenge more able learners by asking to give more examples, and asking additional questions.	monitor pair sentence completion tasks and encourage learners to give feedback to each other on answers	cross-curricular links: languages [contrasts with L1]	
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?		Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 3 Lesson 6</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.2.1.1- understand a longer sequence of supported classroom instructions; 6.4.2.1-understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> Read for gist and specific information, to listen for specific information, to talk about the weather/seasons, to complete a dialogue, to write an email		
	<b>Most learners will be able to:</b> Read for gist and specific information, to listen for specific information, to talk about the weather/seasons, to complete a dialogue, to write an email		
	<b>Some learners will be able to:</b> Read for gist and specific information, to listen for specific information, to talk about the weather/seasons, to complete a dialogue, to write an email		
<b>Previous learning</b>	<i>Preset perfect/ for/since</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  6.2.1.1	<b>To introduce the topic and stimulate interest in the text</b> Draw Ss' attention to the title and the pictures and elicit a variety of questions about Charyn Canyon from Ss around the class. Write three of them on the board. Play the recording. Ss listen and follow the text in their books and find out if their questions were answered.		
<b>Main Activities</b>  6.4.2.1 6.4.5.1	<b>To read for specific information</b> Give Ss time to read the text again. Ask Ss to use the Word List to lookup the meanings of the words in the <i>Check these words</i> box, then give Ss some time to correct state statements. Check Ss' answers around the class.		
6.4.8.1 6.3.3.1	<b>To check meanings of unknown words</b> Give Ss time to look up the meanings of the words in bold in their dictionaries.		

6.2.5.1	Elicit definitions from Ss around the class. To consolidate comprehension of a text and express your opinion Ss discuss in pairs what they found interesting in the text and compare opinions. Ask various pairs to report back to the class.  <b>To listen for specific information (multiple choice)</b> Explain the task and play the recording. Ss listen and complete the task. Check Ss' answers.		
<b>Ending the lesson</b>  6.3.3.1	To complete a dialogue and consolidate vocabulary from the module Explain the task and allow Ss some time to complete the dialogue. Ask Ss to answer in full sentences. Check Ss' answer by asking several Ss to read out the completed dialogue.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links	
monitor less able groups in controlled tasks and highlight any errors in spelling for learners to self-correct	monitor pair sentence completion tasks and encourage learners to give feedback to each other on answers	cross-curricular links: languages [contrasts with L1]	
challenge more able learners to produce contrasts in third person endings on different pairs of words	check pronunciation in whole class feedback and remodel/ drill final sounds		
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

<b>LESSON: Module 3 Lesson 7</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.5.2.1- write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics; 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> To book a holiday		
	<b>Most learners will be able to:</b> To book a holiday		
	<b>Some learners will be able to:</b> To book a holiday		
<b>Previous learning</b>	<i>Weather vocabulary</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  6.1.10.1 6.5.2.1	<b>To write a short email about a place</b> Explain the task. Tell Ss to make notes on each point and then use their notes to help them write their email. Allow time for Ss to complete their emails. Ask various Ss around the class to read their emails aloud.		
<b>Main Activities</b>  6.2.6.1	<b>To practise pronunciation of situational language</b> Play the recording. Ss listen and repeat chorally and/or individually. Pay attention to Ss' pronunciation and intonation and correct as necessary.  <b>To listen for specific information</b> Read the rubric aloud. Play the recording. Ss listen and follow the text in their books and find out where Ms Akhmetova wants to go.  <b>To learn synonymous phrases</b> Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.		



	To act out a dialogue Ask Ss to work in pairs, take roles and read out the dialogue. Monitor the activity around the class and ask some pairs to read out the dialogue in front of the class.		
<b>Ending the lesson</b>  6.1.1.1	<b>To practise role-playing</b> Read the Study Skills box aloud and explain that this tip will help them complete the task. Explain the situation. Remind Ss that they can use the dialogue in Ex. 2 as a model, as well as any ideas of their own to complete the task. Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor less able groups in controlled tasks and highlight any errors in structure, spelling and punctuation for learners to self-correct in their writing	monitor pair sentence completion tasks and encourage learners to give feedback to each other on answers	cross-curricular links: languages [contrasts with L1]	
provide challenge to more able learners to include three particular phrases in writing short email			
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

LESSON: Module 3 Lesson 8		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.2.1-understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.3.2.1- ask simple questions to get information about a growing range of general topics; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world		
Lesson objectives	<b>All learners will be able to:</b> To read for specific information, to act out a phone conversation, to write about a place of natural beauty, to learn about silent letters		
	<b>Most learners will be able to:</b> To read for specific information, to act out a phone conversation, to write about a place of natural beauty, to learn about silent letters		
	<b>Some learners will be able to:</b> To read for specific information, to act out a phone conversation, to write about a place of natural beauty, to learn about silent letters		
Previous learning	basic vocabulary for booking a holiday		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson  6.4.2.1 6.4.5.1	<b>To listen and read for specific information</b> Direct Ss’ attention to the pictures and elicit what, if anything, they know about them. Read the sentences aloud one at a time and ask Ss to say if they think they are true or not.  <b>Play the recording. Ss listen and follow the text in their books to find out.</b> Ask Ss to use the Word List to look up the meanings of the words in the Check these words box. Allow Ss some time to complete the task. Check Ss’ answers. Play the video for Ss and elicit their comments.	Video	

<b>Main Activities</b>  6.3.2.1 6.3.8.1          6.1.10.1	<b>To practise role playing</b> Explain the situation. Ss take roles and act out their telephone conversations in closed pairs. Suggest that Ss include an interesting fact from the text or from the <i>Did you know?</i> box. Monitor the activity around the class and then ask some pairs to act out their conversations in front of the class.  <b>To personalise the topic and talk and write about a local place of natural beauty</b> Ask Ss to think of a place of natural beauty in Ss' own country they are familiar with. Allow Ss two or three minutes to make notes under the headings. Allow Ss a further five minutes to use their answers to write a short paragraph about the place. Ask various Ss to read out their piece of writing to the class.		
<b>Ending the lesson</b>	<b>To practise silent letters</b> Go through the Study Skills box with Ss. Ask Ss to go through the list of words and try to guess which the silent letters are. Play the recording. Ss listen and check. Play the recording again. Ss listen and repeat chorally or individually. Ask Ss to find other words with silent letters in the texts (e.g. sights, power, etc).		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
to put in pair less able learners with more able learners in pair working tasks	use thumbs up and down technique and follow-up questions to monitor comprehension of text	values links: Caring about places of natural beauty	
	monitor learners in presenting the place of natural beauty		
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?		Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

LESSON: Module 3 Lesson 9		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world		
Lesson objectives	All learners will be able to: To read for specific information, to prepare a quiz on the Earth’s oceans		
	Most learners will be able to: To read for specific information, to prepare a quiz on the Earth’s oceans		
	Some learners will be able to: To read for specific information, to prepare a quiz on the Earth’s oceans		
Previous learning	vocabulary relating to the theme caring about the places of natural beauty		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson  6.2.6.1	To introduce the topic and predict the content of the text Elicit as many of the oceans as possible from Ss around the class and read out the questions in the rubric. Play the recording. Ss listen and follow the text in their books and find out the answers.		
Main Activities  6.4.5.1 6.1.10.1	To read for specific information Allow Ss three minutes to read the text again. Then Ss answer the questions. Ask Ss to use the Word List to look up the meaning of the words in the <i>Check these words</i> box. Check Ss’ answers around the class. Play the video for Ss and elicit their comments. To consolidate information from a text Ss talk in pairs and say two things they remember about each ocean from the text. Ask various Ss around the class to share their answers with the rest of the class. To prepare a quiz on the world’s oceans Ask Ss to work in groups and look up information on the Internet using the key word ‘oceans’ in the search bar or in encyclopaedias, atlases or other reference books. Tell Ss that they can use the website suggested on the Express Publishing website to help them. Allow time for Ss to collect the information and prepare	Video	

	their quizzes. Alternatively, assign the task as HW.		
<b>Ending the lesson</b>	Ask various groups to read their quizzes out for the class to answer.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links	
Challenge less able learners and more able learners to work together in the group works, and monitor their activities	use thumbs up and down technique and follow-up questions to monitor comprehension of text	values links: Caring about the places of natural beauty	
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?		Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

LESSON: Module 3 Lesson 10		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics; 6.6.16.1- use conjunctions if, when, where, so, and, or, but, because, before, after to link parts of sentences in short texts on a growing range of familiar general and curricular topics; 6.5.1.1 - plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> To read for lexico-grammatical structure, to learn simple linkers, to write an email comparing two places		
	<b>Most learners will be able to:</b> To read for lexico-grammatical structure, to learn simple linkers, to write an email comparing two places		
	<b>Some learners will be able to:</b> To read for lexico-grammatical structure, to learn simple linkers, to write an email comparing two places		
Previous learning	basic functional language for talking about the geography		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson	Ss do the revision of basic functional language for talking about the geography		

<b>Main Activities</b> 6.5.6.1	<b>To read for lexico-grammatical structure</b> Explain the task and go through the Study Skills box. Allow Ss time to complete the gaps. Ss compare their answers with their partner, then check Ss' answers around the class. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box.		
6.6.16.1 6.5.1.1 6.5.3.1	<b>To present and practise simple linkers</b> Go through the Study Skills box again and elicit further examples for each of the linkers presented. Explain the task. Ss complete the task. Check Ss' answers. To write an email comparing two places Explain the task and go through the paragraph plan. Give Ss time to complete the task in class. Ask various Ss to read out their emails to the class.		

<b>Ending the lesson</b>	Assign HW and check Ss answers in the next lesson.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor less able groups in reading and writing the email	monitor accuracy in reading	cross curricular links: languages [intonation contrasts with L1]	
challenge more able learners to write more words in writing the email	monitor pronunciation performance in the first activity		
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?		Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 3 Lesson 11</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding 6.5.8.1 use future forms <i>will</i> for predictions and to be going to talk about already decided plans on a limited range of familiar general and curricular topics 6.6.8.1 use future forms <i>will</i> for predictions and <i>be going to</i> to talk about already decided plans on a limited range of familiar general and curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> To learn and discuss values, to do a quiz, to write a quiz, to read & listen for specific information, to express an opinion		
	<b>Most learners will be able to:</b> To learn and discuss values, to do a quiz, to write a quiz, to read & listen for specific information, to express an opinion		
	<b>Some learners will be able to:</b> To learn and discuss values, to do a quiz, to write a quiz, to read & listen for specific information, to express an opinion		
<b>Previous learning</b>	<i>lexico-grammatical structure/ linkers</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  6.4.8.1	<b>To learn about the value of caring about places of natural beauty</b> Explain the task and give Ss time to look up the meanings of the words in the list in their dictionaries. Give Ss time to complete the task and then check Ss' answers.		
<b>Main Activities</b>  6.6.8.1 6.5.8.1	<b>To prepare a video about nature reserves</b> Explain the task and divide Ss into pairs or small groups. Explain that Ss can use ideas from the module as well as their own. Tell Ss they may use a mobile phone and talk to camera about Kazakhstan's nature reserves using visual aids such as photos or they may use a computer editing programme and use digital images and videos from websites and online platforms. Ask Ss to then upload the video onto the school website. To test knowledge learnt in this module/to do a quiz Explain the task. Allow Ss some time to read the sentences and complete the gaps.	Video	



<b>Ending the lesson</b>	Allow Ss to review the module and find the relevant information to help them. Check Ss' answers.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor less able groups in completing the task and quiz	use thumbs up and down technique and follow up questions to check comprehension	Values: Caring about places of natural beauty	
challenge more able learners by making them as group leaders for task 2.			
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?		Answer the most relevant questions from the box on the left about your lesson.	

## MODULE 4 “DRAMA AND COMEDY”

### Lesson plan

LESSON: Module 4 Lesson 1		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts 6.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings; 6.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.1.6.1 - organise and present information clearly to others; 6.3.8.1 - recount some extended stories and events on a limited range of general and curricular topics 6.1.3.1 - respect differing points of view; 6.3.4.1 - respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics		
Lesson objectives	<b>All learners will be able to:</b> To read for gist and specific information, to learn literary elements, to summarise a text, to act out an excerpt, to write a new ending for story		
	<b>Most learners will be able to:</b> To read for gist and specific information, to learn literary elements, to summarise a text, to act out an excerpt, to write a new ending for story		
	<b>Some learners will be able to:</b> To read for gist and specific information, to learn literary elements, to summarise a text, to act out an excerpt, to write a new ending for story		
Previous learning	Self-check for module <i>Our countryside</i>		
Plan			
Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson 6.4.2.1 6.1.3.1	Read the title of the module <i>Drama &amp; Comedy</i> and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.		
Main Activities  6.4.3.1	<b>To present new vocabulary and introduce the topic of the module</b> Read out the definitions and elicit any popular comedies or tragedies from Ss around the class. To consolidate comprehension of new vocabulary Draw Ss' attention to the pictures and the blurbs and choose three Ss to read them out to the class.	Videos	

6.3.4.1 6.2.5.1  6.1.9.1 6.3.8.1	<p>Have the class listen and follow in their books and then elicit Ss' answers with reasons.</p> <p><b>To introduce the topic and stimulate interest in the text</b> Elicit what, if anything, Ss know about Charles Dickens. Ss read the biography in their books and find out the answer to the question in the rubric.</p> <p><b>To read for gist</b> Draw Ss' attention to the picture. Read the questions in the rubric aloud. Elicit Ss' guesses. Play the recording. Ss listen and follow the text in their books to find out. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box.</p>		
<b>Ending the lesson</b> 6.1.6.1	Play the video for Ss and elicit their comments.	Video	

#### Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
extra support with modelling and drilling of question forms in weaker pairs of learners	monitoring of correct word stress and pronoun agreement in tasks	Value: The importance of reading

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	Answer the most relevant questions from the box on the left about your lesson.
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## Lesson plan

<b>LESSON: Module 4 Lesson 2</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.1.6.1 - organise and present information clearly to others; 6.3.8.1 - recount some extended stories and events on a limited range of general and curricular topics 6.3.5.1 - keep interaction going in longer exchanges on a range of general and curricular topics; 6.1.3.1 - respect differing points of view; 6.3.4.1 - respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> To read for gist and specific information, to learn literary elements, to summarise a text, to act out an excerpt, to write a new ending for story		
	<b>Most learners will be able to:</b> To read for gist and specific information, to learn literary elements, to summarise a text, to act out an excerpt, to write a new ending for story		
	<b>Some learners will be able to:</b> To read for gist and specific information, to learn literary elements, to summarise a text, to act out an excerpt, to write a new ending for story		
<b>Previous learning</b>	<i>reading excerpts</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To read for specific information</b> Allow Ss two minutes to read the text again and answer the questions. Check Ss' answers around the class.		
6.4.2.1			
<b>Main Activities</b>	<b>To consolidate new vocabulary through synonyms</b> Draw Ss' attention to the words in bold in the text and give Ss time to match them to the synonymous words/phrases in the list. Check Ss' answers around the class.		
6.3.7.1			
6.1.6.1	<b>To consolidate comprehension of a text</b> Read the questions aloud and give Ss time to look through the text again and formulate their answers. Ask various Ss around the class to share their answers with the rest of the class.		
6.3.8.1			

6.3.5.1 6.1.3.1  6.3.4.1 6.2.5.1	<b>To present literary elements</b> Ask Ss to read the definitions. Then give Ss time to read the excerpt again and then answer the questions. Elicit answers from Ss around the class.		
	<b>To order events and give a summary</b> Allow Ss time to read the text again and list the main events in order and then ask various Ss around the class to give a summary of the story.		
	<b>To act out a scene</b> Divide the class into groups and have them act out the scene from the excerpt using their own words. To predict the next events in a story Ask Ss to discuss in pairs what they think will happen next. Then ask some pairs to tell the class their ideas. To listen for specific information Play the recording for Ss to listen and check their answers to Ex. 9, and see what happens to Oliver Twist.		

<b>Ending the lesson</b> 6.5.2.1	<b>To write an alternative ending to the story</b> Allow Ss time to complete the task in class. Ask various Ss to read out their endings to the class. Ss vote for the best one. Alternatively, assign as HW and check Ss answers in the next lesson.		
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<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
Challenge less able learners by letting them to be the main characters in role playing	check pronunciation and comprehension of the material from listening	Values links: Importance of reading
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 4 Lesson 3</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts 6.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 6.1.6.1 - organise and present information clearly to others; 6.3.8.1 - recount some extended stories and events on a limited range of general and curricular topics 6.3.5.1 - keep interaction going in longer exchanges on a range of general and curricular topics; 6.1.3.1 - respect differing points of view; 6.3.4.1 - respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.5.2.1- write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> To learn the past continuous, to compare the past simple and the past continuous <b>Most learners will be able to:</b> To learn the past continuous, to compare the past simple and the past continuous <b>Some learners will be able to:</b> To learn the past continuous, to compare the past simple and the past continuous		
<b>Previous learning</b>	<i>literary elements</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 6.4.3.1 6.1.6.1	<b>To present the past continuous</b> Ss' books closed. Say, then write on the board: <i>I was studying yesterday</i> . Explain/Elicit how the past continuous affirmative is formed ( <i>personal pronoun + was/were + verb + ing</i> ). Explain that it is the same in all persons and we use it to talk about actions happening at a certain time in the past. Say, then write on the board: <i>I wasn't studying yesterday</i> . Explain/Elicit how the past continuous negative is formed ( <i>personal pronoun + wasn't/ weren't + verb + ing</i> ). Explain that this is the same in all persons. Say, then write on the board: <i>Was I studying yesterday?</i> Explain/Elicit how the past continuous interrogative is formed ( <i>Was/Were + personal pronoun + verb + ing</i> ).		

	<p>Explain that this is the same in all persons. Do a drill with Ss. Write on the board: <i>I was sleeping last night</i>. Give Ss different subject pronouns, Ss substitute the subject, as in the example. e.g. T: Tom S1: Tom was sleeping last night. T: The dog S2: The dog was sleeping last night. Do similar drills for the negative and the interrogative forms. Ss' books open. Give Ss time to read through the theory, elicit how we form the past continuous and then elicit any similar structures in Ss' L1.</p>		
<b>Main Activities</b> 6.3.7.1	<b>To practise the past continuous affirmative</b> Explain the task and give Ss some time to complete it. Check Ss' answers.		
6.3.5.1	<b>To practise the past continuous negative &amp; affirmative</b> Explain the task, direct Ss' attention to the picture in Ex. 2 and read out the example. Ss complete the task. Check Ss' answers.		
6.2.5.1	<b>To practise the past continuous</b> Explain the task and read out the example. Give Ss time to complete the task and then check Ss' answers.		
6.2.5.1	<b>To practise all forms of the past continuous</b> Explain the task and ask two Ss to model the example dialogue. Ss complete the task in pairs. Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.		
6.5.2.1	<b>To compare the past simple and the past continuous</b> Ss' books closed. Say, then write on the board: <i>At 10 pm last night I was driving home</i> . Explain/Elicit that we don't know when you set off or when you got home only that the action was in progress at a stated time in the past. Say, then write on the board: <i>I arrived home at 11 pm</i> .		
6.1.3.1 6.3.4.1	<b>Explain/Elicit that the action was completed at a stated time in the past.</b> Say, then write on the board: <i>I was listening to the radio while I was driving</i> . Ask Ss to say how many actions there were (2) and when they were happening (at the same time). Say, then write on the board: <i>I drove home and then I went to bed</i> . Ask Ss to say how many actions there were (2) and when they happened ( <i>one after the other</i> ).		
6.3.8.1			

6.5.2.1	<p><b>Elicit the rules for the use of the past simple and the past continuous</b> (<i>past simple = a completed action at a stated time in the past, actions that happened one after the other in the past; past continuous = an action in progress at a stated time in the past, actions that happened at the same time in the past</i>).</p> <p>Ss open their books, read through the theory box and say the examples in their L1.</p> <p><b>To practise the past simple and identify irregular past forms</b></p> <p>Give Ss time to complete the task and then check Ss' answers. Refer Ss to the list of Irregular verbs at the back of the book to help them if necessary.</p> <p>Ask Ss around the class to identify the irregular verb forms.</p> <p><b>To practise the past simple and the past continuous</b></p> <p>Give Ss time to complete the task and then check Ss' answers.</p>		
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<p><b>Ending the lesson</b></p> <p>6.5.2.1</p>	<p>To practise the past simple and past continuous using personal examples</p> <p>Explain the task and read out the example. Give Ss a three-minute time limit to write their sentences and then ask various Ss around the class to read their sentences out to the class.</p>		
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Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
Challenge less able learners by asking to give more examples Challenge more able learners by asking them to make longer sentences for examples	Monitor learners comprehension of the material, the past continuous	Cross-curricular links: similarity with L1

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## Lesson plan

LESSON: Module 4 Lesson 4		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts 6.3.2.1 - ask simple questions to get information about a growing range of general topics; 6.3.6.1 - communicate meaning clearly at sentence level during, pair, group and whole class exchanges 6.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.3.2.1 - ask simple questions to get information about a growing range of general topics; 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics		
Lesson objectives	<b>All learners will be able to:</b> To read for specific information, to talk about different types of films, to listen for specific information, to decide on a film to watch, to write an email		
	<b>Most learners will be able to:</b> To read for specific information, to talk about different types of films, to listen for specific information, to decide on a film to watch, to write an email		
	<b>Some learners will be able to:</b> To read for specific information, to talk about different types of films, to listen for specific information, to decide on a film to watch, to write an email		
Previous learning	past simple and past continuous		
Plan			
Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson 6.4.3.1	<b>To present new vocabulary</b> Play the recording with pauses for Ss to repeat chorally and/or individually. Pay attention to Ss’ pronunciation and intonation.		
Main Activities 6.3.6.1  6.4.2.1 6.3.2.1 6.4.3.1	<b>To talk about types of films; to practise using adjectives</b> Explain the task and read out the example. Have Ss discuss their favourite types of films in pairs following the example dialogue. Monitor the activity around the class. <b>To introduce the topic of a text, listen and read for gist</b> Play the recording. Ss listen and follow the text in their	Video	

6.3.2.1 6.2.5.1	books and answer the questions in the rubric. Check Ss' answers. <b>To read for specific information</b> Allow Ss time to read the review again and complete the task. Check Ss' answers.		
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<b>Ending the lesson</b> 6.5.3.1	Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box. Play the video for Ss and elicit their comments.		
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Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links
Challenge more able learners to lead the discussions Challenge less able learners to read loud the texts	Check vocabulary and monitor pronunciation	Value: Films of motherland
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

LESSON: Module 4 Lesson 5		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.5.5.1- develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.3.5.1 - keep interaction going in longer exchanges on a range of general and curricular topics; 6.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 6.3.2.1 - ask simple questions to get information about a growing range of general topics; 6.6.7.1 - use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics; 6.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges		
Lesson objectives	<b>All learners will be able to:</b> To read for specific information, to talk about different types of films, to listen for specific information, to decide on a film to watch, to write an email		
	<b>Most learners will be able to:</b> To read for specific information, to talk about different types of films, to listen for specific information, to decide on a film to watch, to write an email		
	<b>Some learners will be able to:</b> To read for specific information, to talk about different types of films, to listen for specific information, to decide on a film to watch, to write an email		
Previous learning	Basic vocabulary for describing a film		
Plan			
Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson 6.5.3.1 6.5.5.1	<b>To express an opinion and re imagine a film</b> Allow Ss time to formulate their answers and then elicit answers from Ss around the class.		
Main Activities 6.2.5.1 6.3.5.1	<b>To listen for specific information</b> Explain the task and play the recording. Ss listen and complete the gaps. Check Ss' answers.		
6.3.7.1 6.3.2.1	<b>To decide on a film</b> Explain the task and ask two Ss to model the example in front of the class.		

6.6.7.1 6.3.6.1	<p>Then ask Ss to complete the task in pairs. Monitor the activity around the class.</p> <p><b>To practise the present perfect and the past simple</b> Explain the task and read out the example. Ask Ss to complete the task in closed pairs. Monitor the activity around the class and then have some pairs share their answers with the rest of the class.</p>		
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<b>Ending the lesson</b>  6.3.6.1	<b>To write an email</b> Explain the task and allow Ss some time to complete it. Ask various Ss around the class to read out their answers to the rest of the class.		
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Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
Challenge both less and more able learners by letting them to work in pairs	Check spelling and grammar in writing tasks check pronunciation of new language through group and individual drilling	cross-curricular links: actions in Films (films of different countries)
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

LESSON: Module 4 Lesson 6		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.3.5.1 - keep interaction going in longer exchanges on a range of general and curricular topics; 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.3.6.1 -communicate meaning clearly at sentence level during, pair, group and whole class exchanges 6.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.3.5.1 - keep interaction going in longer exchanges on a range of general and curricular topics; 6.3.2.1 - ask simple questions to get information about a growing range of general topics; 6.6.7.1 - use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics; 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics		
Lesson objectives	All learners will be able to: To book tickets for performance; to learn the pronunciation of /i:/, /I/		
	Most learners will be able to: To book tickets for performance; to learn the pronunciation of /i:/, /I/		
	Some learners will be able to: To book tickets for performance; to learn the pronunciation of /i:/, /I/		
Previous learning	Vocabulary for describing films		
Plan			
Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson 6.3.6.1 6.3.2.1	To practise pronunciation of situational language Play the recording. Ss listen and repeat chorally and/or individually. Pay attention to Ss’ pronunciation and intonation and correct as necessary.		
Main Activities  6.3.5.1	To listen for specific information Read the rubric aloud. Play the recording. Ss listen and follow the text in their books and find out what Maria wants to do.		
 6.4.2.1	To act out a dialogue Play the recording again. Then, ask Ss to work in pairs and take roles and read out the dialogue. Monitor the activity around the class and ask some		

	pairs to read out the dialogue in front of the class.		
6.4.3.1 6.2.5.1	<b>To practise role-playing</b> Read the prompts box aloud and explain the situation. Remind Ss that they can use the dialogue in Ex. 2 as a model, as well as the prompts, to complete the task. Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.		

<b>Ending the lesson</b>  6.6.7.1	<b>To pronounce /i:/, /I/</b> Play the recording. Ss listen and tick (✓) the correct boxes. Play the recording again with pauses for Ss to repeat chorally and/or individually. Elicit other words with these sounds from various Ss around the class.		
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#### Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
guided support with weaker learners in groups in the dialogue tasks provide extension opportunities for stronger learners in the dialogue tasks e.g. ask them to include certain details	check pronunciation	Values links: going theatre

<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.
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## Lesson plan

LESSON: Module 4 Lesson 7		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings; 6.2.1.1- understand a longer sequence of supported classroom instructions; 6.6.12.1 - use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> To read for specific information, to give a presentation on two writers, to write about writer in your country, to learn about rhymes, to draw picture		
	<b>Most learners will be able to:</b> To read for specific information, to give a presentation on two writers, to write about writer in your country, to learn about rhymes, to draw picture		
	<b>Some learners will be able to:</b> To read for specific information, to give a presentation on two writers, to write about writer in your country, to learn about rhymes, to draw picture		
Previous learning	Pronunciation of /i:/ and /I/		
Plan			
Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson 6.2.1.1 6.4.2.1	To listen and read for specific information, to make notes from a text Play the recording. Ss listen and read the texts, and complete the table with information for each heading. Write the table on the board and complete it with the class.		
Main Activities 6.1.6.1 6.1.10.1           6.5.8.1 6.4.2.1	To give a presentation on two writers Ask Ss to use their notes in the table to give a presentation to the class on the two writers. Point out that Ss should try not to simply read from their notes but to actively engage the audience with eye contact and positive body language.  To write a text about a writer from your country Explain the task and ask Ss to copy the headings into their notebooks. Then give Ss time to research information about a writer from their country and make notes under the headings. Tell Ss to use their notes to write a short text and pay attention to correct spelling.	Video	

6.1.9.1 6.4.2.1	<p>Ask various Ss to present the writer to the class.</p> <p><b>To introduce the topic and predict the content of the text</b></p> <p>Elicit what if anything Ss know about Robert Louis Stevenson, then ask Ss to read the biography to check.</p>		
6.3.5.1 6.4.2.1	<p><b>To predict the content of a text</b></p> <p>Direct Ss' attention to the title and the picture and elicit what the poem can be about.</p> <p>Play the recording. Ss listen and follow the text in their books and find out the answer to the question in the rubric.</p>		
6.6.12.1	<p><b>To read for specific information</b></p> <p>Give Ss time to read the poem again and then answer the questions.</p> <p>Check Ss' answers around the class.</p> <p>Refer Ss to the <i>Word List</i> to look up the words in the Check these words box.</p> <p>Play the video for Ss and elicit their comments.</p>		

<p><b>Ending the lesson</b></p> <p>6.1.9.1</p>	<p>To draw a picture</p> <p>Point out that the poem is divided into four parts and explain that each part is a verse.</p> <p>Then explain the task and give Ss time to complete it.</p> <p>Put the pictures on the walls around the class.</p>		
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Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links
support weaker learners by modelling for them as they prepare to talk about their writers to ensure they have two or three things to say guide strong learners to give more expansive answers in presenting writers e.g. tell us about their family	check comprehension of listening and reading text through follow-up questions	Cross-curricular links: Writers of different countries
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	



## Lesson plan

LESSON: Module 4 Lesson 8		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.1.6.1 - organise and present information clearly to others; 6.3.8.1 - recount some extended stories and events on a limited range of general and curricular topics 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts 6.1.3.1 - respect differing points of view;		
Lesson objectives	<b>All learners will be able to:</b> To read for sequence of events, to listen for specific information and ideas, to write a story		
	<b>Most learners will be able to:</b> To read for sequence of events, to listen for specific information and ideas, to write a story		
	<b>Some learners will be able to:</b> To read for sequence of events, to listen for specific information and ideas, to write a story		
Previous learning	To present a writer		
Plan			
Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson 6.5.8.1 6.4.2.1	<b>To read for specific information</b> Give Ss time to read the poem again and then answer the questions  <b>To express feelings and give reasons</b> Give Ss time to consider their answers and then elicit answers with reasons from various Ss around the class. To identify rhyming words Elicit the words that rhyme in the poem from Ss around the class.		
Main Activities 6.4.2.1	<b>To predict the order of events in a story</b> Explain the task and direct Ss’ attention to the pictures. Ask questions. How many characters are there? (3) How		

6.1.6.1	do you think they are related? ( <i>They're a family.</i> ) Where are they? ( <i>By a lake.</i> ) What are they doing there? ( <i>They are having a picnic.</i> )		
6.3.8.1 6.2.5.1  6.1.6.1 6.1.3.1  6.4.3.1	<p>Ask Ss to try to order the pictures. Then play the recording for Ss to listen, follow the text in their books and check their guesses.</p> <p><b>To read for structure and order of events and give a summary of a story</b>            Explain the task and read out the Study Skills box.            Allow Ss time to read the text again and put the events in order and then ask various Ss around the class to give a summary of the story.            Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box.</p> <p><b>To listen for ideas for a story</b>            Go through the plan with Ss. Underline the key words.            Explain that these words will help them do the task.            Play the recording twice if necessary. Ss listen and answer the questions in the plan.</p>		

<b>Ending the lesson</b>  6.1.10.1	<p><b>To write a story</b>            Allow Ss time to complete the task in class. Remind Ss to give their story a title. Ask various Ss to read out their stories to the class.            Alternatively, assign as HW and check Ss answers in the next lesson.</p>		
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#### Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
guided support with weaker learners in groups in comprehension and writing tasks provide extension task opportunities for stronger learners in the writing	check handwriting, spelling and sentence formation in writing task and decide on any remedial follow-up tasks	Values links: importance of stories
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 4 Lesson 9</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics 6.1.3.1 - respect differing points of view; 6.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.1.6.1 - organise and present information clearly to others; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> To learn and discuss values, to practise <i>infinitive</i> and <i>-ing</i> forms, to do quiz, to write a quiz, to listen and read for gist		
	<b>Most learners will be able to:</b> To learn and discuss values, to practise <i>infinitive</i> and <i>-ing</i> forms, to do quiz, to write a quiz, to listen and read for gist		
	<b>Some learners will be able to:</b> To learn and discuss values, to practise <i>infinitive</i> and <i>-ing</i> forms, to do quiz, to write a quiz, to listen and read for gist		
<b>Previous learning</b>	<i>story writing</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  6.6.15.1	<b>To practise the infinitive/-ing form, to learn about the importance of reading</b> Explain the task and give Ss time to complete the sentences. Check Ss' answers.		
<b>Main Activities</b>  6.1.3.1 6.1.10.1	<b>To discuss the importance of reading</b> Ask Ss to discuss the necessity of reading books in pairs. Tell Ss to use some of the ideas in Ex. 1a. Monitor the activity around the class and then ask some pairs to tell the class.  <b>To talk about a story</b> Explain the task and ask various Ss around the class to tell the rest of the class about a book they have read.		
6.1.3.1			

6.4.3.1 6.2.5.1	<p><b>To test knowledge learnt in this module/to do a quiz</b> Explain the task. Allow Ss some time to read the questions and decide if each statement is true or false. Alternatively, you may allow Ss to review the module and find the relevant information to mark the sentences correctly. Check Ss' answers.</p> <p><b>To consolidate vocabulary learnt in the module/to write a quiz</b> Explain the task and allow Ss time to work in pairs, look through the module and think of quiz questions. Tell Ss they can use the quiz in the previous task as a model. Offer an example (<i>e.g. Shakespeare wrote Hamlet. [T]</i>) Ss can swap their quiz with another pair and do it and then report back to the class.</p>		
6.5.8.1 6.4.2.1 6.1.6.1			

<p><b>Ending the lesson</b></p> <p>6.4.3.1</p>	<p><b>To listen and read for gist</b> Read the question in the rubric aloud and play the recording. Ss listen and follow the song in their books. Elicit an answer to the question in the rubric from Ss around the class. Play the video and elicit Ss' comments at the end.</p>		
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<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
Challenge less and more able learners by letting them to lead the discussions	Monitor quiz completion	Values links: importance of reading	

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## MODULE 5 “OUR HEALTH”

### Lesson plan

LESSON: Module 5 Lesson 1		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics; 6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts; 6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics; 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics		
Lesson objectives	<b>All learners will be able to:</b> To listen and read for gist, to read for specific information, to read for comprehension, to give health advice, to write a text message giving advice		
	<b>Most learners will be able to:</b> To listen and read for gist, to read for specific information, to read for comprehension, to give health advice, to write a text message giving advice		
	<b>Some learners will be able to:</b> To listen and read for gist, to read for specific information, to read for comprehension, to give health advice, to write a text message giving advice		
Previous learning	Drama and comedy		
Plan			
Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson 6.3.7.1	<b>Read the title of the module</b> Our health and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss’ interest in the module.		
Main Activities 6.5.8.1	<b>To present illnesses/ailments</b> Draw Ss’ attention to the pictures. Play the recording. Ss listen and repeat chorally or individually. Elicit the L1 equivalents		
6.3.1.1 6.4.4.1	<b>To discuss illnesses/ailments</b> Explain/Elicit the meanings of any unknown words and read out the		

6.4.8.1	example exchange, then Ss talk in pairs about the illnesses/ailments referring to the pictures and using the phrases.		
6.1.1.1	Monitor the activity around the class and then ask some pairs to report back to the class. <b>To introduce the topic, to listen and read for gist</b> Direct Ss to the title of the article and the pictures. Elicit what remedies Ss think someone might find at home.		
6.2.5.1	Play the recording. Ss listen and follow the text in their books to find out  <b>To read for specific information</b> Give Ss time to read the text again and complete the task. Check Ss' answers. Tell Ss to check any words they are unsure of in their dictionaries.		

<b>Ending the lesson</b> 6.3.3.1	Refer Ss to the Word List to look up the words in the Check these words box. Play the video for Ss and elicit their comments	Video	
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Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
support weaker learners with further modelling and drilling in their pairs stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks	check pronunciation of new language through group and individual drilling check comprehension of listening and reading text through follow-up questions	Value links: Healthy habits
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

LESSON: Module 5 Lesson 2		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.6.1- recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics; 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.6.13.1- use modal forms including, mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics; 6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> To listen and read for gist, to read for specific information, to read for comprehension, to give health advice, to write a text message giving advice, to learn the modal verb <i>have to/ don't have to</i>		
	<b>Most learners will be able to:</b> To listen and read for gist, to read for specific information, to read for comprehension, to give health advice, to write a text message giving advice, to learn the modal verb <i>have to/ don't have to</i>		
	<b>Some learners will be able to:</b> To listen and read for gist, to read for specific information, to read for comprehension, to give health advice, to write a text message giving advice, to learn the modal verb <i>have to/ don't have to</i>		
Previous learning	<i>Basic vocabulary of health</i>		
Plan			
Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson  6.4.6.1	<b>To read for comprehension</b> Ask Ss to read the text again and then elicit the author's opinion from the class. Ask Ss to provide evidence from the text to support their opinion.		
Main Activities	<b>To consolidate prior knowledge and express an opinion</b> Give Ss time to discuss the questions in pairs and then ask some pairs to tell the class.		

6.3.3.1 6.5.8.1	<p><b>To consolidate new vocabulary</b></p> <ul style="list-style-type: none"> <li>• Explain the task. Ss complete it. Check Ss' answers.</li> <li>• Then give Ss time to write sentences using the phrases based on the text. Elicit sentences from Ss around the class.</li> </ul> <p><b>To prepare a digital presentation summarising the text</b></p> <p>Ask Ss to read the text again and make notes about the home remedies.</p> <p>Give Ss time to use their notes to prepare a PowerPoint or other format of digital presentation with images and a short text about each one.</p>		
6.2.5.1	<p>Ask Ss to give their presentations in front of the class.</p>		
6.1.1.1	<p>To present and practise new vocabulary</p> <p>Explain the task and go through the words in the list.</p> <p>Explain the meanings of any unknown words or ask Ss to look them up in their dictionaries and then give Ss time to complete the task. Check Ss' answers.</p>		
6.3.7.1	<p><b>To consolidate new vocabulary</b></p> <p>Explain the task and give Ss time to complete it. Check Ss' answers.</p>		
	<p><b>To listen and read for specific information</b></p> <p>Read out the questions in the rubric.</p> <p>Play the recording. Ss listen and read the dialogue to find out the answers. Check Ss' answers.</p>		
6.3.3.1	<p><b>To practise role playing</b></p> <p>Explain the task. Remind Ss that they can use the dialogue in Ex. 7a as a model.</p> <p>Ss complete the task in closed pairs.</p> <p>Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.</p>		
	<p><b>To write a text message giving advice</b></p> <p>Explain the task and give Ss time to complete it.</p> <p>Remind Ss to include the points in the list and then check Ss' answers around the class.</p>		
6.6.13.1	<p><b>To present the modal verb <i>have to</i></b></p> <p>Ss close their books. Present have to. Say, then write on the board: <i>I have to go early today.</i> Explain that this modal verb is in the affirmative. Point to a S and say: <i>You have to wear a uniform at school.</i> Point to a male S and say: <i>He has to wear a uniform at school.</i> Present all persons in the same way. Say then write on the board: <i>I don't have to work on Sundays.</i> Explain that this is the negative form. Point to a S and say: <i>You don't have to go to school on Sundays.</i> Present all persons in the same</p>		



6.6.13.1	<p>way.</p> <p>Ss open their books. Read out the table. Elicit the L1 equivalents for the examples.</p> <p><b>To practise the affirmative and negative forms of have to</b></p> <p>Explain the task and allow Ss some time to complete it. Check Ss' answers around the class.</p> <p>To present the interrogative form of have to and short answers</p> <p>Ss close their books. Say then write on the board: <i>Do I have to work? Yes, I do./Do you have to work? No, you don't./Does he have to work? No, he doesn't.</i> Explain that we use <i>Do I/you we/you/they</i> and <i>Does he/she/it</i> to form questions with have to. Focus Ss' attention on the position of <i>Do/Does</i> (before the personal pronoun). We answer in the short form with <i>Yes/No, I/you/we/they/do/don't</i> and <i>Yes/No, he/she/it/does/doesn't.</i></p> <p>Ask questions to check Ss' understanding.</p> <p><i>T: Do you have to make your bed every morning? S1: Yes, I do./No, I don't.</i></p> <p><i>T: Does your mum have to go to work? S2: Yes, she does./No she doesn't. etc</i></p> <p>Ss open their books. Read the table aloud and elicit how we form the interrogative of have to.</p>		
6.5.7.1			

<b>Ending the lesson</b>	To talk about obligation using have to <ul style="list-style-type: none"><li>• Explain the task and read out the prompts and the example.</li><li>• Ss complete the task in pairs. Monitor the activity around the class.</li></ul>		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links	
Challenge less able learners to present the summarising text Challenge more able learners to make longer dialogue	check learner pronunciation in eliciting, drilling and drawing presentation activities and also check spelling in writing tasks	Value links: importance of the health	
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

<b>LESSON: Module 5 Lesson 3</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.6.13.1- use modal forms including, mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics; 6.6.2.1- use quantifiers including more, little, few less, fewer not as many , not as much on a growing range of familiar general and curricular topics; 6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> To learn the modal verbs <i>must/musn't, can(t)/could, may/might, should(n't), ought(n't) to</i> , to learn countable/uncountable nouns & quantifiers		
	<b>Most learners will be able to:</b> To learn the modal verbs <i>must/musn't, can(t)/could, may/might, should(n't), ought(n't) to</i> , to learn countable/uncountable nouns & quantifiers		
	<b>Some learners will be able to:</b> To learn the modal verbs <i>must/musn't, can(t)/could, may/might, should(n't), ought(n't) to</i> , to learn countable/uncountable nouns & quantifiers		
<b>Previous learning</b>	<i>to write health advice, modal verb have to</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  6.3.1.1 6.3.3.1 6.1.1.1	<b>To present must/mustn't</b> Read the affirmative sentence in the table and explain/ elicit that we use must to express obligation. Then read out the negative sentence in the table and explain/ elicit that we use mustn't to express prohibition. Elicit the words to complete the rules. Ask Ss to say the example sentences in their language and elicit whether they have similar structures in their L1.		

<b>Main Activities</b> 6.6.13.1 6.6.2.1  6.6.13.1  6.6.13.1	<b>To practise using must/mustn't</b> Explain the task. Ss complete the task. Check Ss' answers.		
	<b>To practise using have to/must/mustn't</b> Explain the task. Ss complete the task. Check Ss' answers.		
	<b>To present can/can't/could, may/might, should/shouldn't, ought to/oughtn't to and consolidate through translation</b> Ask various Ss around the class to read out an example and give the L1 equivalent. Elicit examples from the text on p.54.		
	<b>To practise modal verbs</b> Explain the task. Ss complete the task. Check Ss' answers.  <b>To present countable/uncountable nouns and quantifiers</b> Ss' books closed. Explain that some nouns can be counted ( <i>e.g. egg, car, apple etc</i> ) and these are countable and some nouns can't be counted ( <i>e.g. milk, water, coffee etc</i> ). These are uncountable nouns. Explain that we use <i>a/an</i> with countable nouns and some with uncountable nouns. • Ss' books open. Go through the table with Ss and elicit the L1 equivalents for the examples. To identify countable/uncountable nouns Explain the task and elicit answers from Ss around the class.		

<b>Ending the lesson</b> 6.4.8.1	<b>To practise quantifiers</b> Explain the task and give Ss time to complete it. Check Ss' answers around the class.		
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Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links
Challenge more able learners to make longer sentences by using must/musn’t. Challenge less able learners to give more examples for countable/uncountable	monitor extent to which learners need support with reading tasks in terms of decoding words and comprehension tasks	Value links: importance of health
Reflection  Were the lesson objectives/learning	Answer the most relevant questions from the box on the left about your lesson.	

objectives realistic?	
Did I stick to timings?	
What changes did I make from my plan and why?	

## Lesson plan

<b>LESSON: Module 5 Lesson 4</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics;          6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts          6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding</p> <p><b>6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics;</b>  <b>6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics</b>          6.1.9.1- use imagination to express thoughts, ideas, experiences and feelings;          6.3.6.1- communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges;          6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;          6.1.8.1- develop intercultural awareness through reading and discussion;          6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;</p>		
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b>          To read and listen for gist, to read for specific information, to listen for specific information, to order food, to design a healthy takeaway menu</p> <p><b>Most learners will be able to:</b>          To read and listen for gist, to read for specific information, to listen for specific information, to order food, to design a healthy takeaway menu</p> <p><b>Some learners will be able to:</b>          To read and listen for gist, to read for specific information, to listen for specific information, to order food, to design a healthy takeaway menu</p>		
<b>Previous learning</b>	<i>Grammar</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 6.2.5.1	<b>To present a menu</b> Ask Ss to look at the pictures. Play the recording. Ss listen and repeat chorally and/or individually. Elicit the L1 equivalent for each word.		
<b>Main activities</b> 6.3.7.1	<b>To consolidate new vocabulary</b> Ask various Ss around the class to choose items from the menu according to their taste.		

6.3.1.1 6.4.4.1 6.4.8.1	<b>To listen and read for gist</b> Play the recording. Ss listen and follow the text in their books to find out about typical British takeaways.		
6.4.5.1 6.1.8.1	<b>To read for specific information</b> Give Ss time to read the text again and complete the sentences. Check Ss' answers.		
6.1.9.1 6.5.6.1	<b>To check meanings of unknown words</b> Tell Ss to lookup the meanings of any words in the text they can't understand in their dictionary. Help Ss while they are looking up the unknown words. As an extension, ask Ss to make sentences using the unknown words.		

<b>Ending the lesson</b> 6.3.6.1	<b>To express an opinion</b> Ask various Ss around the class to share their personal preference with the rest of the class.		
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Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links
Challenge more able learners to add other healthy foods to the menu Support less able learners in reading and pronunciation of new words	monitor pronunciation and spellings of new vocabulary	Value links: Healthy food
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 5 Lesson 5</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics  6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics; 6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding 6.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	To ask/talk about health, to learn intonation when expressing sympathy		
	<b>Most learners will be able to:</b>		
	To ask/talk about health, to learn intonation when expressing sympathy		
	<b>Some learners will be able to:</b>		
	To ask/talk about health, to learn intonation when expressing sympathy		
<b>Previous learning</b>	<i>Ordering food</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 6.2.5.1 6.4.8.1	<b>To listen for specific information</b> Explain the task and play the recording. Ss listen and complete the gaps with the correct answers. Check Ss' answers around the class.		
<b>Main Activities</b>  6.3.7.1 6.4.4.1   6.1.10.1	<b>To practise role-playing and act out dialogues ordering food</b> Ask Ss to work in pairs, take roles and act out dialogues. Remind Ss that they can use the menu in Ex. 1, the dialogue from the listening task in Ex. 7 as a model as well as any ideas from the useful language boxes to help them complete the task. Ss complete the task in pairs. Monitor the activity around the class and ask some pairs to act out their dialogues in front of the class. <b>To design a healthy takeaway menu</b> Explain the task and give Ss time to think about		

6.4.5.1	<p>healthy takeaway dishes from their country and design their own menu. Ask various Ss to present their menu to the class.</p> <p><b>To present situational language</b> Play the recording. Ss listen and repeat chorally and/or individually.</p>		
6.4.5.1	<p><b>To listen and read for specific information</b> Play the recording. Ss listen and follow the text in their books to answer the questions in the rubric. Elicit answers from Ss around the class. Refer Ss to the Word List to look up the words in the <i>Check these words</i> box.</p> <p><b>To learn synonymous phrases</b> Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.</p>		

<p><b>Ending the lesson</b> 6.3.1.1 6.1.9.1</p>	<p><b>To act out a dialogue</b> Play the recording again. Then, ask Ss to work in pairs and take roles and read out the dialogue. Monitor the activity around the class and ask some pairs to read out the dialogue in front of the class.</p>		
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Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
Challenge more able learners and less able learners by letting them complete together pair work tasks	check handwriting, spelling and sentence formation in writing task and decide on any remedial follow-up tasks	Value links: Health importance
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	Answer the most relevant questions from the box on the left about your lesson.	



## Lesson plan

LESSON: Module 5 Lesson 6		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.3.6.1- communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges; 6.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.1.8.1- develop intercultural awareness through reading and discussion; 6.1.8.1- develop intercultural awareness through reading and discussion; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;		
Lesson objectives	<b>All learners will be able to:</b> To listen and read for gist, to read for specific information, to write about health services		
	<b>Most learners will be able to:</b> To listen and read for gist, to read for specific information, to write about health services		
	<b>Some learners will be able to:</b> To listen and read for gist, to read for specific information, to write about health services		
Previous learning	To talk about health		
Plan			
Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson 6.3.6.1	<b>To practise role-playing</b> Explain the situation. Remind Ss that they can use the dialogue in Ex. 2 as a model as well as any ideas of their own to complete the task. Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit		
Main activities 6.1.9.1  6.4.5.1	<b>To earn intonation when expressing sympathy</b> Play the recording with pauses for Ss to repeat chorally and/or individually. Pay special attention to Ss' intonation and pronunciation.  <b>To introduce the topic and predict the content of a text</b> Direct Ss’ attention to the pictures, title and subheadings and elicit their guesses as to what the texts are about. Play the recording. Ss listen and follow the texts in their books and check.		

6.1.8.1	<b>To read for specific information</b> Allow Ss some time to read the texts and answer the questions. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box, then check Ss' answers.		
6.1.8.1	<b>To consolidate comprehension of a text</b> Give Ss some time to consider their answers and then elicit answers from Ss around the class.		

<b>Ending the lesson</b>	<b>To write about a health service</b> Explain the task and ask Ss to copy the headings into their notebooks. Then give Ss time to research information about a health service from their country or another country and make notes under the headings. Tell Ss to use their notes to write a short text and pay attention to correct spelling. Ask various Ss to present the health service to the class		
6.1.10.1 6.5.6.1			

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
extra support with modelling and drilling with weaker groups of learners as they rehearse Ask stronger learners to justify presentation in final task.	Note areas of improvement in retention of language and pronunciation of sounds in learner performances	Values links: health
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

LESSON: Module 5 Lesson7		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts; 6.6.13.1- use modal forms including, mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics; 6.4.6.1- recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.2.7.1- recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics6. 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics; 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics;		
Lesson objectives	All learners will be able to: To listen and read for specific information, to give presentation on germs		
	Most learners will be able to: To listen and read for specific information, to give presentation on germs		
	Some learners will be able to: To listen and read for specific information, to give presentation on germs		
Previous learning	Health services		
Plan			
Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson 6.4.4.1 6.4.6.1 6.2.7.1	To introduce the topic and predict the content of the text Read the statements (1-4) aloud and ask Ss to decide with their partner which ones they think are true about germs. Play the recording. Ss listen and follow the text in their books and check if their guesses were correct. Direct Ss to the Word List to look up the meanings of the words in the Check these words box.		
Main activities 6.2.5.1         6.3.3.1 6.2.5.1	To understand the use of must/mustn't Read the Note box aloud and explain that must/ mustn't comes before the verb and is used to express necessity or prohibition. Read out the example and give Ss time to complete the task. Check Ss' answers.         To practise using must/mustn't Explain the task and ask Ss to write the headings into their notebooks.		

	Allow Ss time to read the text again and complete the task and check Ss' answers around the class.		
<b>Ending the lesson</b>  6.1.10.1 6.5.6.1	To give a presentation on germs Ask Ss to look up information on the Internet using the key word ' <i>Germ</i> s' in the search bar or in encyclopaedias/other reference books. Ss can use the website suggested at the Express Publishing website. Assign the task as HW and Ss make their presentations in the next lesson.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
Challenge more and less able learners to make a dialogue regarding the germs	Monitor the learner's comprehension of the new information	Values links: health	
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

LESSON: Module 5 Lesson 8		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.6.13.1- use modal forms including, mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics; 6.4.6.1- recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.2.7.1- recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics6. 5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> To read for specific information, to practise the <i>infinitive/-ing</i> form, to give advice, to listen for ideas, to write an email giving advice.		
	<b>Most learners will be able to:</b> To read for specific information, to practise the <i>infinitive/-ing</i> form, to give advice, to listen for ideas, to write an email giving advice.		
	<b>Some learners will be able to:</b> To read for specific information, to practise the <i>infinitive/-ing</i> form, to give advice, to listen for ideas, to write an email giving advice.		
Previous learning	<i>Germes</i>		
Plan			
Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson 6.4.6.1	<b>To read for specific information</b> Give Ss time to read the email and answer the questions. Check Ss' answers.		
Main activities  6.6.13.1 6.2.7.1	<b>To read for lexico-grammatical structure; to practise infinitive and -ing forms</b> Explain the task and give Ss time to complete the gaps with the correct forms of the verbs in brackets. Ss compare their answers with their partner, then check Ss' answers around the class. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box.  <b>To practise giving advice</b> Go through the language box again and read out the example. Explain the task. Ss complete the task. Check Ss' answers.  <b>To listen for ideas</b> Go through the Study Skills box and tell Ss that this tip will help them to complete the task successfully.		

	Ask Ss to write the headings into their notebooks and then play the recording. Ss listen and take notes.		
<b>Ending the lesson</b>  6.5.1.1	<b>To write an email giving advice</b> Explain the task and go through the paragraph plan. Give Ss time to complete the task in class using their answers from Ex. 4. Tell Ss to check their writing and edit it and then ask various Ss to read out their emails to the class. Alternatively, assign as HW and check Ss answers in the next lesson.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links	
Challenge more and less able learners to work together to give advice to each other	Check spelling and grammar of writing	Values links: health	
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

LESSON: Module 5 Lesson 9		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics; 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.6.13.1- use modal forms including, mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics; 6.4.6.1- recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.2.7.1- recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics6. 6.5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> To learn and discuss values, to do a quiz, to write a quiz, to listen for specific information, to talk about sports and health		
	<b>Most learners will be able to:</b> To learn and discuss values, to do a quiz, to write a quiz, to listen for specific information, to talk about sports and health		
	<b>Some learners will be able to:</b> To learn and discuss values, to do a quiz, to write a quiz, to listen for specific information, to talk about sports and health		
Previous learning	To write email, infinite/-ing		
Plan			
Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson 6.4.6.1	<b>To learn about the importance of healthy habits; to do a quiz and assess your lifestyle</b> Read out the quotation and elicit Ss' comments. Then explain the task and give Ss time to do the quiz. Ask various Ss around the class to tell the rest of the class their results.		
Main activities 6.6.13.1	<b>To consolidate the importance of healthy habits</b> Explain the task and ask Ss to work in small groups and give them time to create a poster persuading people to lead a healthy lifestyle. Tell Ss to use the ideas in Ex. 1 as well as their own ideas. Ask various groups to present their posters to the class.		
6.2.5.1	<b>To test knowledge learnt in this module/to do a quiz</b> Explain the task. Allow Ss some time to read the questions		

6.5.1.1	<p>and decide if each statement is true or false. Alternatively, you may allow Ss to review the module and find the relevant information to mark the sentences correctly. Check Ss' answers.</p> <p><b>To consolidate vocabulary learnt in the module/to write a quiz</b> Explain the task and allow Ss time to work in pairs and look through the module and think of quiz questions. Tell Ss they can use the quiz in the previous task as a model. Offer an example (<i>e.g. Cooking kills germs. [T]</i>) Ss can swap their quiz with another pair and do it and then report back to the class.</p>		
6.2.5.1	<p><b>To listen and read for gist</b> Read the definition aloud and play the recording. Ss listen and follow the song in their books. Elicit an answer to the question in the rubric from Ss around the class.</p>		

<b>Ending the lesson</b> 6.2.7.1 6.3.3.1	To consolidate comprehension of the theme of the song; to express an opinion Read out the question and elicit a variety of answers from Ss around the class.		
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Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able groups in controlled tasks and highlight any errors in choice of word, structure and pronunciation – redrill where necessary	Monitor presentation skills and content of the poster	Values links: Healthy habits
Challenge more able learners by asking them to show interest in details of their partner's answer and to elicit more information		
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	



## MODULE 6 “TRAVEL & HOLIDAYS”

LESSON: Module 6 Lesson 1		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics; 6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics; 6.6.8.1 - use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics; 6.6.10.1 - use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics		
Lesson objectives	<b>All learners will be able to:</b> identify some specific information in the text correctly and use some target vocabulary correctly in production tasks with support		
	<b>Most learners will be able to:</b> identify most specific information in the text correctly and use a range of target vocabulary correctly in production tasks with support		
	<b>Some learners will be able to:</b> identify all specific information in the text correctly and use a range of target vocabulary correctly in production tasks with little support		
Previous learning	healthy habits		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson 6.3.3.1 6.6.10.1  6.3.3.1	<b>What's in this module?</b> Read the title of the module <i>Travel &amp; Holidays</i> and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.	Class CD	
	<b>Find the page numbers</b> Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed. Ask questions to check Ss' understanding.		
Main Activities 6.4.2.1	<b>To present new vocabulary</b> Draw Ss' attention to the pictures. Play the recording.		

	Ss listen and repeat chorally and/or individually. Elicit the L1 equivalents. ( <i>Ss' own answers</i> )		
6.4.6.1	<p><b>To talk about holiday activities</b> Explain/Elicit the meanings of any unknown words and read out the example, then Ss talk in pairs about their holiday activities using the phrases. Monitor the activity around the class and then ask some pairs to report back to the class.</p>		
6.5.6.1	<p><b>To stimulate interest in the text, and read for confirmation</b> Brainstorm with the class for questions about London and write five of them on the board. Ss read the text and check if their questions were answered.</p>		
6.4.5.1	<p><b>To read for lexico-grammatical structure(<i>multiple choice cloze</i>)</b> Allow Ss some time to read the text and complete the gaps. Explain that Ss should read the whole sentence before they decide on the best word to complete each gap. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box. Check Ss' answers.</p>		
6.2.5.1	<p><b>To understand the writer's purpose and suggest alternative headings</b> • Read the <i>Study Skills</i> box aloud and then explain/ elicit the meaning of the purposes in the rubric. Ask questions to check Ss' understanding (<i>e.g. Is the text full of names and numbers which give us information? Is the text amusing and/or entertaining? Does the text give reasons and use explanatory words/phrases such as 'due to', 'because' or 'the reason for this is'? Does the text encourage us to visit and emphasise only the positive aspects of the place? Is the text written in the first person as a narration of the writer's visit to London?</i>) • Elicit the writer's purpose and then give Ss time to think of alternative headings for the paragraphs.</p>		
Ending the lesson 6.6.8.1	<p><b>To read for specific information</b> Allow Ss time to prepare their answers. Ss can work in closed pairs. Check Ss' answers.</p>		
<b>Additional information</b>			

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
support less able learners through supportive convergent moving to divergent questioning in eliciting views	monitor accuracy, use of vocabulary and pronunciation in checking and whole class plenary and then feedback on	Why we should travel
challenge more able learners through probing and hypothetical questioning in eliciting views		
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>	

## Lesson plan

LESSON: Module 6 Lesson 2		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics; 6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;		
Lesson objectives	<b>All learners will be able to:</b> identify some specific information in speaking and listening and use some target vocabulary accurately in production tasks with support		
	<b>Most learners will be able to:</b> identify most specific information in speaking and listening and use most target vocabulary accurately in production tasks with support		
	<b>Some learners will be able to:</b> identify all specific information in speaking and listening and use most target vocabulary accurately in production tasks with little support		
Previous learning	talk about holiday activities		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson 6.3.3.1 6.3.7.1	To present and practise new vocabulary Explain/Elicit the meaning of any unknown words. Ss match the attractions (1-8) to the activities (A-H), then ask various Ss around the class to make sentences.	Class CD	
Main Activities  6.6.1.1	To consolidate new vocabulary Explain the task. Ss complete it. Check Ss' answers.  To summarise a text		

6.4.2.1	Explain the task and ask Ss to give a summary of the text using the phrases in Ex. 5a.		
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6.4.5.1	<b>To discuss holiday plans through role play</b> Explain the task and choose two Ss to read out the example. Ss act out their dialogues using ideas from the text in Ex. 1. Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.		
6.2.5.1			
6.5.6.1			
<b>Ending the lesson</b> 6.5.6.1	<b>To listen for specific information (gap fill)</b> Explain the task and explain/ elicit what sort of information is missing from each gap. Play the recording. Ss listen and complete the task. Check Ss' answers.		
	<b>To write about a tourist destination</b> Explain the task and brainstorm with Ss for a couple of minutes to generate ideas for places they can write about. Ss then complete the paragraph.		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able groups in writing task and provide support through further modelling and providing sentence starters	monitor accuracy and pronunciation in eliciting views and then feedback to whole class before final task	Why we should travel
challenge more able learners to write a text		
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

LESSON: Module 6 Lesson 3		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics; 6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics; 6.6.8.1 - use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> use and pronounce some target language accurately in response to prompts and in controlled tasks with support		
	<b>Most learners will be able to:</b> use and pronounce most target structures accurately in response to prompts and in controlled tasks with support		
	<b>Some learners will be able to:</b> use and pronounce most target structures accurately in response to prompts and in controlled tasks with little support		
Previous learning	a tourist destination		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson  6.3.3.1 6.6.8.1	To present <i>will/won't</i> Ss' books closed. Say, then write on the board: <i>I'll call you later. Will you be at home? No, I won't.</i> Elicit the forms will + bare infinitive (affirmative), will not/won't + bare infinitive (negative) and will + personal pronoun + bare infinitive (interrogative). Draw Ss' attention to the short forms <i>will = 'll</i> and <i>will not = won't</i> . Drill Ss in all persons. Say, then write on the board: <i>I think it will be cold tonight and I'm cold. I'll close the window.</i> Explain that we use will to make predictions about the future	Class CD	

	based on what we think and to make on-the-spot decisions. Ss' books open. Read out the table and elicit more examples for each use.		
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<b>Main Activities</b>	<b>To practise making on-the-spot decisions with <i>will</i></b> Explain the task, read out the example and elicit the rest of the answers from Ss around the class.		
6.6.8.1	<b>To practise making predictions with <i>will/won't</i></b> Explain the task and elicit answers from Ss around the class.		
6.6.8.1	<b>To practise pronunciation of contracted forms (<i>will/won't</i>)</b> Play the recording with pauses for Ss to repeat chorally and/or individually. Pay attention to Ss' pronunciation and correct as necessary.		
6.6.8.1	<b>To present <i>be going to</i></b> Ss' books closed. Say, then write on the board: <i>I am going to go on holiday in the summer.</i> Explain that we use <i>be going to</i> + infinitive to talk about our plans and future intentions. Say, then write on the board: <i>Look out! You're going to fall!</i> Explain that we also use <i>be going to</i> to make predictions based on what we can see.		
	<b>Ss open their books. Go through the table.</b> Ask various Ss to read out the examples and then elicit the L1 equivalents from them. Elicit any similar structures in Ss' L1. ( <i>Ss' own answers</i> )		
	<b>To practise <i>be going to</i> in the affirmative</b> Explain the task and read out the example. Give Ss some time to complete it.		
<b>Ending the lesson</b>	<b>• Check Ss' answers around the class.</b>		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
support less able learners through supportive convergent moving to divergent questioning in eliciting views	monitor accuracy, use of vocabulary and pronunciation in checking and whole class plenary and then feedback to	Why we should travel

challenge more able learners through probing and hypothetical questioning in eliciting views		
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>	



## Lesson plan

LESSON: Module 6 Lesson 4		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics; 6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics; 6.6.8.1 - use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics; 6.6.10.1 - use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics		
Lesson objectives	<b>All learners will be able to:</b> use and pronounce some target language accurately in response to prompts and in controlled tasks with support		
	<b>Most learners will be able to:</b> use and pronounce most target language accurately in response to prompts and in controlled tasks with support		
	<b>Some learners will be able to:</b> use and pronounce all target language accurately in response to prompts and in controlled tasks with support		
Previous learning	will and be going to affirmative and interrogative		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson 6.3.7.1	<b>Remind Ss of will and be going to from previous lesson</b> Explain the task. Ask Ss to work in pairs and find alternatives to said. Check Ss' answers.	Class CD	
Main Activities  6.6.8.1	<b>To practise going to in the negative</b> Explain the task and read out the example. Give Ss some time to complete it. Check Ss' answers around the class. Explain the task. Ss complete the task, then check Ss' answers.		

6.6.8.1	<b>To practise will/be going to for predictions</b> Explain the task. Ss complete the task, then check Ss' answers.  <b>To present the present continuous with future meaning</b> Read the theory aloud and elicit the L1 equivalents from Ss around the class. <i>(Ss' own answers)</i>  <b>To practise the present continuous (future meaning)</b> Ask Ss to talk in pairs and complete the task. Monitor the activity around the class and then ask from various Ss around the class to tell the rest of the class.  <b>To practise distinguishing between the present continuous present/future meaning</b> Ss complete the task. Check Ss' answers.		
6.6.10.1			
6.6.10.1			
6.6.10.1			
<b>Ending the lesson</b> 6.2.5.1	Check answers around the class.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
support less able learners through supportive convergent moving to divergent questioning in eliciting views	monitor accuracy, use of vocabulary and pronunciation in checking and whole class plenary and then feedback to	Why we should travel	
challenge more able learners through probing and hypothetical questioning in eliciting views			
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

LESSON: Module 6 Lesson 5		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.9.1- recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics; 6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics; 6.1.6.1- organise and present information clearly to others 6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> identify some specific information and ideas in the text correctly and use some target language correctly to recount information about the text		
	<b>Most learners will be able to:</b> identify a range of specific information and ideas in the text correctly and use some target language correctly to recount information about the text		
	<b>Some learners will be able to:</b> Identify a range of specific information and ideas in the text correctly and use a range of target language correctly to recount information about the text		
Previous learning	going to in the negative / the present continuous with future meaning		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson  6.4.5.1 6.6.1.1	<b>To introduce the topic, to predict the content of the text; to listen and read for gist</b> Direct Ss' attention to the picture and elicit what Ss think they are going to read about. Ask four Ss to each read out the first sentence of one paragraph. Play the recording. Ss listen and follow the text in their books to check.	Class CD	
Main Activities	<b>To read for specific information</b>		

6.4.6.1 6.4.9.1	<p>Allow Ss some time to read the text again.</p> <p>Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box, then give Ss some time to answer the questions.</p> <p>Check Ss' answers around the class.</p>		
6.3.3.1 6.2.8.1 6.6.1.1  6.1.6.1 6.2.8.1  6.1.6.1  6.5.7.1	<p><b>To consolidate comprehension of a text</b> Elicit a variety of reasons from Ss around the class why someone should visit Turgén Gorge.</p> <p><b>To identify specific types of nouns</b> Give Ss time to scan the text again and find the nouns required. Elicit answers around the class.</p> <p><b>To listen for specific information</b> Explain the task. Ask Ss to read the stem sentences and possible answers to familiarise themselves with the content of the recording. Play the recording. Ss listen and choose the correct answers Check Ss' answers.</p> <p><b>To talk about fixed arrangements</b> Ss do the task in closed pairs, then ask some pairs to act out their completed dialogues in front of the class.</p> <p><b>To complete a letter to a friend about fixed future arrangements</b> Allow Ss five minutes to complete the task, then check Ss' answers around the class.</p>		
<b>Ending the lesson</b>	<p><b>To design a brochure</b> Divide Ss into small groups. Explain the task and assign it as HW. Tell Ss to use ideas from the text and/or research online. Check Ss' answers in the next lesson.</p>		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
support less able learners with supportive questioning and prompting in eliciting answers and views orally	use thumbs up and down technique and follow up questions to check comprehension	Why we should travel	
provide challenge to more able learners by pairing them with less able learners in text comprehension and telling them to guide less able learners where to look in text for answers	monitor pronunciation of target words in checking answers and highlight to board and redrill		

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## Lesson plan

LESSON: Module 6 Lesson 6		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.9.1- recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics; 6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics; 6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres; 6.1.6.1- organise and present information clearly to others 6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> identify some specific information and ideas in the text correctly and use some target language correctly to recount information about the text		
	<b>Most learners will be able to:</b> identify a range of specific information and ideas in the text correctly and use some target language correctly to recount information about the text		
	<b>Some learners will be able to:</b> Identify a range of specific information and ideas in the text correctly and use a range of target language correctly to recount information about the text		
Previous learning	specific types of nouns / fixed future arrangements		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson 6.2.8.1	To learn situational language, introduce the context of a dialogue and practise pronunciation Play the recording. Ss listen and repeat chorally and/or individually. Elicit Ss’ guesses as to what the dialogue might be about (e.g. A tourist asking for some information).	Class CD	

<b>Main Activities</b> 6.3.7.1	<b>To listen for specific information</b> Play the recording. Ss listen and follow the text in their books and find out the answer to the question in Ex. 1a.		
6.6.2.1	<b>To read for specific information</b> Allow Ss time to read the dialogue again and do the task. Check Ss’ answers, then elicit corrections for the false statements. Refer Ss to the Word List to look up the words in the <i>Check these words</i> box.		
6.2.6.1	<b>To learn synonymous phrases</b> Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.		
6.4.2.1	<b>To act out a dialogue</b> Play the recording again. Ask Ss to work in pairs and take roles to read out the dialogue. Monitor the activity around the class and ask some pairs to read out the dialogue in front of the class.		
6.4.7.1	<b>To present and practise intonation in questions</b> Go through the theory and explain how the pitch goes up at the end of a yes/no question and down at the end of a wh- question. Play the recording with pauses for Ss to listen and repeat chorally and/or individually. Pay special attention to Ss’ pronunciation and intonation and correct as necessary. Elicit how questions are pronounced in Ss’ L1. ( <i>Ss’ own answers</i> )		
<b>Ending the lesson</b>	Allow Ss time to discuss in pairs. Then ask Ss around the class to present their answers.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?		Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links
support less able learners through supportive convergent moving to divergent questioning in eliciting views		monitor accuracy, use of linkers in checking and whole class plenary and then feedback to board	Why we should travel
challenge more able learners through probing and hypothetical questioning in eliciting views			
Reflection  Were the lesson objectives/learning		Answer the most relevant questions from the box on the left about your lesson.	

objectives realistic?	
Did I stick to timings?	
What changes did I make from my plan and why?	



## Lesson plan

<b>LESSON: Module 6 Lesson 7</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.9.1- recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics; 6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics; 6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres; 6.1.6.1- organise and present information clearly to others 6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> use some language from the module to express views and write some relevant questions accurately		
	<b>Most learners will be able to:</b> use a range of language from the module to express views and write a range of relevant questions accurately		
	<b>Some learners will be able to:</b> use a wide range of language from the module to express views and write a range of relevant questions accurately		
<b>Previous learning</b>	<i>synonymous phrases / intonation in questions</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 6.2.8.1	<b>To introduce the topic and predict the content of a text</b> Direct Ss' attention to the pictures and the title and elicit guesses to the question in the rubric. Play the recording. Ss listen and follow the text in their books and check. Ask Ss to look up the meanings of the words in the <i>Check these words</i> box in the Word List.	Class CD	

<b>Main Activities</b> 6.1.6.1 6.5.7.1	<b>To write about a park in your country</b> Explain the task. Ss work in groups and think of a park. Refer Ss to the Internet, encyclopaedias or other reference books to find information about a park in their country and then Ss complete the task.  <b>To give a presentation on your own miniature model park</b> Explain the task and divide the class into groups. Tell Ss to brainstorm for popular tourist attractions in their country and then decide which ones would be good to include in a model park and why. 6.1.6.1 6.5.7.1		
<b>Ending the lesson</b>	• Allow Ss some time to formulate their ideas then ask various groups to present their park to the rest of the class.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links	
prompt less able learners to ask a range of questions with different question starters and highlight areas of questions that need to be corrected before proceeding to writing	monitor question production in group activity	Why we should travel	
provide challenge for more able learners to try and write another verse	monitor writing		
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

LESSON: Module 6 Lesson 8		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 6.1.3.1- respect differing points of view; 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics; 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics		
Lesson objectives	<b>All learners will be able to:</b> identify some specific information and ideas in the text correctly and use some target language correctly to recount information about the text		
	<b>Most learners will be able to:</b> identify a range of specific information and ideas in the text correctly and use some target language correctly to recount information about the text		
	<b>Some learners will be able to:</b> identify a wide range of specific information and ideas in the text correctly and use some target language correctly to recount information about the text		
Previous learning	a presentation on your own miniature model park		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson 6.2.8.1	To introduce the topic and predict the content of the text Elicit what if anything Ss know about H.G. Wells, then ask Ssto read the biography to check.	Class CD	
Main Activities 6.2.8.1	To predict the content of a text Direct Ss’ attention to the pictures and elicit what they show and how they may relate to the story. Play the recording. Ss listen and follow the text in their books and find out the answers to the questions in the rubric.		
6.4.2.1	To read for sequence of events and retell a story Allow Ss some time to read the text carefully and put the events in the order they happened.		

	Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box and then ask various Ss to retell the story.		
6.4.5.1	<b>To identify adjectives describing feelings</b> Explain the task and elicit answers from Ss.		
6.1.2.1 6.1.3.1	<b>To predict and discuss possible outcomes of a story</b> Explain the task and allow Ss some time to talk about their ideas in pairs. Ask some pairs to report back to the class. Play the recording. Ss listen and check.		
<b>Ending the lesson</b>	Allow Ss some time to formulate their ideas then ask various pairs to present their reports to the rest of the class.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links	
support less able learners with supportive questioning and prompting in eliciting answers and views orally	use thumbs up and down technique and follow up questions to check comprehension	Why we should travel	
provide challenge to more able learners by pairing them with less able learners in text comprehension and telling them to guide less able learners where to look in text for answers	monitor pronunciation of target words in checking answers and highlight to board and redrill		
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

<b>LESSON: Module 6 Lesson 9</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 6.1.3.1- respect differing points of view; 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics; 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> identify some specific information in texts and research and write short organised text for display using some of their own words		
	<b>Most learners will be able to:</b> identify most specific information in texts and research and write short organised text for display using a range of their own words		
	<b>Some learners will be able to:</b> identify all main ideas and specific information in the text and write an email with a range of appropriate features of style and organisation with little support		
<b>Previous learning</b>	<i>adjectives describing feelings / sequence of events</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  6.4.2.1	<b>To identify the author, intended reader and context of a text</b> Direct Ss' attention to the text and elicit answers to the questions in the rubric.	Class CD	
<b>Main Activities</b> 6.4.2.1 6.5.8.1	<b>To read for cohesion and coherence (<i>missing sentences</i>)</b> Explain the task. Allow Ss time to put the missing sentences in the right place in the text. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box. Play the recording. Ss listen and check their answers.		

6.6.3.1	<b>To understand the topic of each paragraph in a text</b> Explain the task and read out the topics in the list and then elicit the topic of each paragraph from various Ss around the class.		
6.1.2.1	<b>To present and practise order of adjectives</b> Read out the <u>Note!</u> and explain the order of adjectives. Then elicit further examples. Give Ss time to complete the task. Check Ss' answers.  <b>To write an email about your holiday</b> Read out the <i>Study Skills</i> box and explain that this tip will help Ss to complete the task successfully. Allow Ss time to complete the task in class. Ask various Ss to read their emails to the class. Remind Ss to proofread their work for mistakes once they have finished. Alternatively, assign as HW and check Ss' answers in the next lesson.		
<b>Ending the lesson</b> 6.1.3.1	• Alternatively, assign as HW and check Ss' answers in the next lesson.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor less able groups in writing task and provide support through further modelling and providing sentence starters	use thumbs up and down technique and follow up questions to check comprehension	Why we should travel	
challenge more able learners to write two or three connected sentences for each part of display. [as in reading text]	highlight errors in text in pencil for learners to self-correct before display		
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

LESSON: Module 6 Lesson 10		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 6.1.3.1- respect differing points of view; 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics; 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> identify some main ideas and specific information in the text and write a short text with some appropriate features of style and organisation with support		
	<b>Most learners will be able to:</b> identify most main ideas and specific information in the text and write a short text with a range of appropriate features of style and organisation with support		
	<b>Some learners will be able to:</b> identify all specific information in texts and research and write a short text with a range of appropriate features of style and organisation with support		
Previous learning	order of adjectives / write an email		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson 6.2.8.1	Check Ss’ HW by asking various Ss to read out their e-mails about holidays to the class.	Class CD	
Main Activities	To understand a quotation and express opinion Ask Ss to read the quotation and then discuss in pairs what they think it means. Elicit answers from Ss around the class.  To learn about the value of travel Ask Ss to read the list of reasons why people travel and tick the ones that apply to them. Check Ss' answers and elicit further reasons from Ss		
6.1.3.1			
6.5.3.1 6.4.2.1			

6.5.8.1	around the class.(Ss' own answers)		
6.1.3.1	<p><b>To write your opinion on why we should travel</b> Give Ss time to complete the task in class and then ask some Ss to share their answers with the rest of the class.</p> <p><b>To test knowledge learnt in this module/to do a quiz</b> Explain the task. Allow Ss some time to read the questions and complete the gaps. Tell Ss they can review the module and find the relevant information to help them if necessary. Check Ss' answers.</p> <p><b>To consolidate vocabulary learnt in the module/to write a quiz</b> Explain the task and allow Ss time to work in pairs and look through the module and think of quiz questions. Tell Ss they can use the quiz in the previous task as a model. Offer an example (<i>e.g. H.G. Wells was a famous ..... writer. (science-fiction)</i>) Ss can swap their quiz with another pair and do it and then report back to the class.</p>		
6.1.3.1 6.4.5.1	<p><b>Song. To discuss the main message of the song(at Teacher's discretion)</b> Play the recording. Ss listen and think about the question in the rubric. Ask various Ss to discuss their thoughts with the class.</p>		
<b>Ending the lesson</b> 6.5.3.1	<ul style="list-style-type: none"> <li>Check the Ss knowledge: <u>Summative Assessment for the Module 6</u> <u>"Travel and Holidays" – SA6</u></li> </ul>		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?		Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
support less able learners in writing by eliciting in small groups model sentence openings for the prompts		following speaking activity do a quick spelling elicitation of words	Why we should travel
give more able learners challenge in their writing		take in final pieces of writing for feedback comment and assessment	
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?		Answer the most relevant questions from the box on the left about your lesson.	



## MODULE 7 “ READING FOR PLEASURE”

### Lesson plan

LESSON: Module 7 Lesson 1		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts 6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics		
Lesson objectives	<b>All learners will be able to:</b> Read for specific information, to listen for sequence and order of events, to tell about their experiences with some support		
	<b>Most learners will be able to:</b> Read for specific information, to listen for sequence and order of events, to tell about their experiences with support		
	<b>Some learners will be able to:</b> Read for specific information, to listen for sequence and order of events, to tell about their experiences without support		
Previous learning	Types of holidays and holiday activities. Present Continuous ( future meaning)		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson	<b>What's in this module?</b> Read the title of the module <i>Reading for pleasure</i> and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.		
Main Activities 6.4.5.1 6.4.4.1 6.4.1.1 6.4.2.1	<b>To present new vocabulary</b> To match descriptions to characters; to learn about types of characters Explain the task and give Ss time to read the descriptions.  <b>Draw Ss attention to the pictures and</b> then give Ss time to complete the task. Check Ss' answers.To match places to continents  <b>To identify positive/negative adjectives</b> Direct Ss to the adjectives in bold and elicit which are		

	positive/negative. Tell Ss to check their answers in the dictionary.		
	<b>To describe pictures</b> Direct Ss' attention to the pictures and ask various Ss around the class to describe them		
<b>Ending the lesson</b>	Ask various Ss around the class to speak about the main heroes of the stories.		

Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor weak learners in task completion and question and answer sequences	monitor pronunciation of target vocabulary and constantly give feedback on errors	Values: Caring about places of natural beauty
challenge strong learners to find 3 more new words that can complete the Check these words box.		
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

LESSON: Module 7 Lesson 2		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres 6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.1.7.1- develop and sustain a consistent argument when speaking or writing		
Lesson objectives	<b>All learners will be able to:</b> understand specific information and detail in text with support - understand the questions about the given theme		
	<b>Most learners will be able to:</b> discuss specific information and details in text with some support		
	<b>Some learners will be able to:</b> - give an opinion at discourse level in the text on the topic without support		
Previous learning	Character adjectives		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson	To introduce the topic and read for specific information Elicit what if anything Ss know about L. Frank Baum. Then ask Ss to read the biography to check.		

<b>Main Activities</b>  6.4.5.1 6.4.4.1 6.4.1.1 6.4.2.1	<b>To listen and read for specific information</b> Direct Ss to the pictures and look at the characters. Play the recording. Ss listen and follow the text in their books and find out who the characters are. Refer Ss to the Word List to look up the words in the <i>Check these words</i> box. Play the video for Ss and elicit their comments.  <b>To read for specific information</b> Ask Ss to read the questions and the answer choices. Allow Ss some time to read the text again and complete the task. Check Ss' answers.  <b>To compare characters in a story</b> Divide the class into small groups and ask them to compare the characters and their motives for finding the Emerald		
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	City. Monitor the activity around the class and then ask some groups to report back to the rest of the class.		
<b>Ending the lesson</b>	Ss give the description of various heroes of		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links	
provide support for writing task by providing less able learners with sentence starters	check answers in comprehension task using thumbs up or down technique and follow-up questions	• Work with the SMART board Use the internet	
monitor and challenge more able learners to justify their opinions in group task with probing questions	monitor pronunciation of new vocabulary in paraphrasing task and highlight any word-stress errors to board		
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

<b>LESSON: Module 7 Lesson 3</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres 6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> discuss meaning clearly at sentence level during, pair, group and whole class exchanges with support; write with support factual descriptions at text level		
	<b>Most learners will be able to:</b> recognize the attitude or opinion of the writer in short texts		
	<b>Some learners will be able to:</b> discuss meaning clearly at sentence level during, pair, group and whole class exchanges write factual descriptions at text level recognize the attitude or opinion of the writer in short texts		
<b>Previous learning</b>	<i>Subject in a sentence.</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	To consolidate new vocabulary Explain the task and give Ss time to complete it. Check Ss' answers.		
<b>Main Activities</b> 6.4.5.1 6.4.4.1 6.4.1.1 6.4.2.1	<b>To order events</b> Ask Ss to read the events (a-g) and then give them time to put them into the correct order. Check Ss' answers around the class.  <b>To summarise a story</b> Elicit a verbal summary of the story from various Ss around the class or give Ss time to complete a short written summary. Ask various Ss to read their summaries in class.  <b>Tell Ss to use appropriate linkers</b> to show the sequence of events ( <i>e.g. next, then, after that, etc</i> ).		

	<b>To predict the end of a story</b> Divide the class into small groups and ask them to discuss the questions in the rubric. Monitor the activity around the class and then ask various groups to share their ideas with the rest of the class.		
<b>Ending the lesson</b>	Ask Ss to write down their own story using the given heroes		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor weak learners in task completion and question and answer sequences	In order to motivate learners after each their answer a teacher assesses them in oral form: -Nice of you! -Try again! -Well done!	Learners use their gestures and motions to explain the key words. Presentation of the lesson in Power point on Active Board
challenge strong learners to find 3 more new words that can complete the Check these words box.		
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 7 Lesson 4</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts 6.5.4.1-write with some support topics with some paragraphs to give basic personal information;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> recognize the attitude or opinion of the writer in short texts with support recognise the opinion of the speaker		
	<b>Most learners will be able to:</b> recognize the attitude or opinion of the writer in short texts with some support recognise the opinion of the speaker		
	<b>Some learners will be able to:</b> discuss meaning clearly at sentence level during, pair, group and whole class exchanges recognize the attitude or opinion of the writer in short texts without support recognise the opinion of the speaker		
<b>Previous learning</b>	<i>Subject in a sentence.</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	To introduce the topic and read for specific information Elicit what if anything Ss know about J.M. Barrie, then ask Ss to read the biography to check.		
<b>Main Activities</b> 6.4.1.1 6.4.2.1 6.4.4.1 6.5.4.1	<b>To predict the content of a text; to listen and read for gist</b> Play the recording. Ss listen and follow the text in their books and find out what happens in the extract. Elicit answers from Ss around the class.  <b>To read for specific information</b> Ask Ss to read the questions and the answer choices. Allow Ss some time to read the text again and complete the task. Check Ss' answers.  <b>Give Ss time to read the gapped sentences and the text again, and complete the task.</b> Remind Ss that the names can be used more than once in		

	<p>each gap.</p> <p><b>To present and practise it/there</b></p> <p>Go through the <i>Study Skills</i> box and explain when we use <i>it/there</i> and why. Elicit further examples from Ss around the class. Then give Ss time to read the summary and complete the gaps. Check Ss' answers.</p>		
<b>Ending the lesson</b>	Give Ss time to consider the question and then elicit answers from various Ss around the class.		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor weak learners in task completion and question and answer sequences	In order to motivate learners after each their answer a teacher assesses them in oral form: -Nice of you! -Try again! -Well done!	Learners use their gestures and motions to explain their point of view Presentation of the lesson in Power point on Active Board
challenge strong learners to find 3 more new words that can complete the Check these words box.		
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	Answer the most relevant questions from the box on the left about your lesson.	



## Lesson plan

<b>LESSON: Module 7 Lesson 5</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts 6.5.4.1-write with some support topics with some paragraphs to give basic personal information;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> recognize the attitude or opinion of the writer in short texts with support recognise the opinion of the speaker		
	<b>Most learners will be able to:</b> recognize the attitude or opinion of the writer in short texts with some support recognise the opinion of the speaker		
	<b>Some learners will be able to:</b> discuss meaning clearly at sentence level during, pair, group and whole class exchanges recognize the attitude or opinion of the writer in short texts without support recognise the opinion of the speaker		
<b>Previous learning</b>	<i>Subject in a sentence.</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	To introduce the topic and read for specific information Elicit what if anything Ss know about J.M. Barrie, then ask Ss to read the biography to check.		
<b>Main Activities</b> 6.4.1.1 6.4.2.1 6.4.4.1 6.5.4.1	<b>To summarise a story and practise error correction</b> Ask Ss to work in closed pairs and take turns to use the pictures to give a short summary to their partner. They may write or say it. Tell them to make three deliberate mistakes which their partner must correct. Monitor the activity around the class.  <b>To predict the next events in a story</b> Ss work in groups and discuss what they think happens next. Ask some groups to share their ideas with the class. To watch a video for confirmation Play the video while Ss watch and check their guesses from Ex. 9a.		

<b>Ending the lesson</b>	<b>To draw a map of a fictional land</b> Divide the class into small groups and explain the task. Give Ss time to create their own Neverland and include the geographical features and the people who live there. Ask various Ss to present their maps to the class. Alternatively, assign the task as HW and ask Ss to present their maps in the next lesson. Then display the maps on the classroom walls. <i>(Ss' own Answers)</i>		
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<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor weak learners in task completion and question and answer sequences	In order to motivate learners after each their answer a teacher assesses them in oral form: -Nice of you! -Try again! -Well done!	Learners use their gestures and motions to explain their point of view Presentation of the lesson in Power point on Active Board
challenge strong learners to find 3 more new words that can complete the Check these words box.		
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

LESSON: Module 7 Lesson 6		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.4.8.1 use with some support familiar paper and digital reference resource to check meaning and extend understanding 6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts 6.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres 6.1.7.1- develop and sustain a consistent argument when speaking or writing		
Lesson objectives	<b>All learners will be able to:</b> To write short sentences in a paragraph. Answer the questions. Do exercises with grammar material;		
	<b>Most learners will be able to:</b> To write short sentences in a paragraph. Answer the questions. Do exercises with grammar material;		
	<b>Some learners will be able to:</b> Use grammar to make sentences. Speak about places in the city		
Previous learning	it and there in the sentences		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson	<b>To predict the content of a text; to listen and read for gist</b> Direct Ss to the picture and the title. Ask Ss to discuss in groups how they think the grove came to be. Play the recording. Ss listen and follow the text in their books and find out.		
Main Activities  6.4.8.1 6.4.4.1  6.4.7.1 6.1.7.1	<b>Refer Ss to the Word List to look up the words in the Check these words box.</b> Play the video for Ss and elicit their comments.  <b>To read for specific information</b> Give Ss time to read the text again and answer the questions. Check Ss' answers.  <b>To consolidate new vocabulary</b> Explain the task and give Ss time to complete it. Allow them to use their dictionaries to help them if necessary. Check Ss' answers.  <b>To identify and distinguish fact from opinion</b> Explain the task and give Ss time to scan the text again and complete the task.		

	Explain what fact ( <i>sth that is true/correct</i> ), and opinion ( <i>what sb thinks</i> ) mean. Give Ss time to read the story and then elicit which sentences express fact/opinion. Ask Ss to compare their answers in pairs.		
<b>Ending the lesson</b>	<b>To discuss characters' feelings</b> Ask Ss to discuss the question in pairs or small groups and then report back to the class To present determiners other, another, all, any		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor weak learners in task completion and question and answer sequences	In order to motivate learners after each their answer a teacher assesses them in oral form	Learners use their gestures and motions to explain their point of view Presentation of the lesson in Power point on Active Board
challenge strong learners to find 3 more new words that can complete the Check these words box.		
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 7 Lesson 7</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.8.1 use with some support familiar paper and digital reference resource to check meaning and extend understanding 6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts 6.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres 6.1.7.1- develop and sustain a consistent argument when speaking or writing		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> To write short sentences in a paragraph. Answer the questions. Do exercises with grammar material;		
	<b>Most learners will be able to:</b> To write short sentences in a paragraph. Answer the questions. Do exercises with grammar material;		
	<b>Some learners will be able to:</b> Use grammar to make sentences. Speak about places in the city		
<b>Previous learning</b>	<i>it and there in the sentences</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To predict the content of a text; to listen and read for gist</b> Direct Ss to the picture and the title. Ask Ss to discuss in groups how they think the grove came to be. Play the recording. Ss listen and follow the text in their books and find out.		
<b>Main Activities</b>  6.4.8.1 6.4.4.1  6.4.7.1 6.1.7.1	<b>To discuss characters' feelings</b> Ask Ss to discuss the question in pairs or small groups and then report back to the class To present determiners other, another, all, any Ask Ss to compare their answers in pairs.  <b>Go through the Study Skills box and explain</b> when we use <i>other/another/all/any</i> and why. Elicit further examples from Ss around the class. Then elicit examples from the text. To practise determiners <i>other, another, all</i> Explain the task and give Ss time to complete it. Check Ss' answers.  <b>To summarise a story</b> Ask Ss to work in small groups and make a list in their		

	<p>notebooks of the main events in the story. Then, ask them to use their notes to say or write a summary of the text. Ask various Ss to say/read their summary to the class.</p> <p><b>To create a story</b> Explain the task and ask Ss to work in small groups and think of another possible version of the story. Give Ss time to complete the task in class and ask Ss to present their version to the class.</p>		
<b>Ending the lesson</b>	<p><b>To draw a story</b> Explain the task and ask Ss to work in small groups and draw six pictures to represent the events in the story. Give Ss time to complete the task in class and ask Ss to present their drawings to the class. Alternatively, assign the task as HW and then Ss present their drawings in the next lesson. Display the drawings around the classroom</p>		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor weak learners in task completion and question and answer sequences	In order to motivate learners after each their answer a teacher assesses them in oral form	Learners use their gestures and motions to explain their point of view Presentation of the lesson in Power point on Active Board
challenge strong learners to find 3 more new words that can complete the Check these words box.		
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 7 Lesson 8</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.8.1 use with some support familiar paper and digital reference resource to check meaning and extend understanding 6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts 6.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres 6.1.7.1- develop and sustain a consistent argument when speaking or writing		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> To write short sentences in a paragraph. Answer the questions. Do exercises with grammar material;		
	<b>Most learners will be able to:</b> To write short sentences in a paragraph. Answer the questions. Do exercises with grammar material;		
	<b>Some learners will be able to:</b> Use grammar to make sentences. Speak about places in the city		
<b>Previous learning</b>	<i>it and there in the sentences</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	To introduce the topic; to read for gist Ask Ss what, if anything, they know about Er-Tostik and discuss in pairs. Give Ss time to read the small text box and find out		
<b>Main Activities</b>  6.4.4.1 6.1.7.1 6.5.5.1 6.4.1.1	<b>To predict the content of the text and listen and read for specific information</b> Play the recoding. Ss listen and follow the text in their books to find out how the characters in the rubric are related to Er-Tostik. Elicit answers from Ss around the class.  <b>To read for specific information</b> Give Ss time to read the text again and answer the questions. Check Ss' answers.  <b>To read for comprehension</b> Ask Ss to read the text again and correct the statements. Check Ss' answers around the class.		

	<b>To read for comprehension</b> Ask Ss to read the text again and correct the statements. Check Ss' answers around the class.		
<b>Ending the lesson</b>	To draw a poster and present a fairy tale Explain the task. Ask Ss to work in small groups and choose a fairy tale to draw a poster of it. Then, they list the main events and prepare a presentation of it. Give Ss time to complete the task in class and ask Ss to present the fairy tale to the class.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor weak learners in task completion and question and answer sequences	In order to motivate learners after each their answer a teacher assesses them in oral form	Learners use their gestures and motions to explain their point of vei Presentation of the lesson in Power point on Active Board	
challenge strong learners to find 3 more new words that can complete the Check these words box.			
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		



## Lesson plan

<b>LESSON: Module 7 Lesson 9</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.8.1 use with some support familiar paper and digital reference resource to check meaning and extend understanding 6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts 6.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres 6.1.7.1- develop and sustain a consistent argument when speaking or writing		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> To write short sentences in a paragraph. Answer the questions. Do exercises with grammar material;		
	<b>Most learners will be able to:</b> To write short sentences in a paragraph. Answer the questions. Do exercises with grammar material;		
	<b>Some learners will be able to:</b> Use grammar to make sentences. Speak about places in the city		
<b>Previous learning</b>	<i>it and there in the sentences</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	To read for comprehension Ask Ss to read the text again and correct the statements. Check Ss' answers around the class.		
<b>Main Activities</b>  6.4.4.1 6.1.7.1 6.5.5.1 6.4.1.1	<b>To talk about a good example of a fairy tale and consolidate fairy tale elements</b> Ask various Ss around the class to use their notes and the theory box in Ex. 6a to tell the class why Er-Tostik is a good example of a fairy tale.  <b>To draw a story as a comic strip</b> Explain the task. Ask Ss to work in small groups and draw fifteen pictures to represent the events in the story. Give Ss time to complete the task in class and then ask some Ss to present their comic strips to the class. Alternatively, assign the task as HW and then Ss present their comic strips in the next lesson. Display the comic strips around the classroom. <i>(Ss' own Answers)</i>		
<b>Ending the lesson</b>	Alternatively, assign the task as HW and then Ss present their fairy tales in the next lesson.		
<b>Additional information</b>			

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor weak learners in task completion and question and answer sequences	In order to motivate learners after each their answer a teacher assesses them in oral form	Learners use their gestures and motions to explain their point of view Presentation of the lesson in Power point on Active Board
challenge strong learners to find 3 more new words that can complete the Check these words box.		
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 7 Lesson 10</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.3.2.1- ask simple questions to get information about a growing range of general topics; 6.1.3.1-respect differing points of view 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> Understand main idea of the topic Differentiate story genre		
	<b>Most learners will be able to:</b> Ask basic questions for personal information with support Use the vocabulary topic in their own sentences Differentiate fiction and non-fiction topic		
	<b>Some learners will be able to:</b> Make up basic questions to get information about topic Complete sentences using information from the stories		
<b>Previous learning</b>	<i>all and any give additional information.</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To discuss a quotation</b> Ask Ss to discuss what they think the quotation means in closed pairs. Then ask some pairs to share their answers with the class.		
<b>Main Activities</b>  6.3.2.1 6.1.3.1 6.4.6.1 6.6.1.1	<b>To discuss the important characteristics of a great hero/villain</b> Read out the question and ask Ss to read the list of qualities and decide on their answers. Then, compare their answers in closed pairs and discuss their choices with reasons. Ask various Ss to tell the class.  <b>To think of shared characteristics of heroes and villains</b> Read out the rubric and give Ss time to consider their answers. Elicit answers from Ss around the class from the characteristics in Ex. 1b.		

	<p><b>To talk about a character</b> Ask Ss to choose their favourite TV/film hero(ine)/villain and make notes under the headings. Ask various Ss around the class to use their notes to present their character to the class.</p> <p><b>To test knowledge learnt in this module/ to do a quiz</b> Explain the task. Allow Ss some time to read the questions and mark the sentences correctly. Tell Ss they can review the module and find the relevant information to help them if necessary. Check Ss' answers.</p> <p><b>To consolidate vocabulary learnt in the module/to write a quiz</b> Explain the task and allow Ss time to work in pairs and look through the module and think of quiz questions. Tell Ss they can use the quiz in the previous task as a model. Offer an example (<i>e.g. Bill Sikes is a character from 'Oliver Twist'. [T]</i>) Ss can swap their quiz with another pair and do it and then report back to the class.</p> <p><b>To listen for specific information</b> Play the recording. Ss listen and fill in the gaps with the missing words. Check Ss' answers. Then play the recording again for Ss to listen and sing along.</p> <p><b>To discuss the writer's attitude</b> Play the recording. Ss listen and think about the question in the rubric. Ask various Ss to discuss their thoughts with the class.</p>		
<b>Ending the lesson</b>	Play the video and elicit Ss' comments at the end.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor weak learners in task completion and question and answer sequences	In order to motivate learners after each their answer a teacher assesses them in oral form	Learners use their gestures and motions to explain their point of view Presentation of the lesson in Power point on Active Board	
challenge strong learners to find 3 more new words that can complete the Check these words box.			

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## Lesson plan

<b>LESSON: Module 7 Lesson 11</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.3.2.1- ask simple questions to get information about a growing range of general topics; 6.1.3.1-respect differing points of view 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> Understand main idea of the topic Differentiate story genre		
	<b>Most learners will be able to:</b> Ask basic questions for personal information with support Use the vocabulary topic in their own sentences Differentiate fiction and non-fiction topic		
	<b>Some learners will be able to:</b> Make up basic questions to get information about topic Complete sentences using information from the stories		
<b>Previous learning</b>	<i>all and any give additional information.</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To discuss a quotation</b> Ask Ss to discuss what they think the quotation means in closed pairs. Then ask some pairs to share their answers with the class.		
<b>Main Activities</b>  6.3.2.1 6.1.3.1 6.4.6.1 6.6.1.1	<b>To test knowledge learnt in this module/ to do a quiz</b> Explain the task. Allow Ss some time to read the questions and mark the sentences correctly. Tell Ss they can review the module and find the relevant information to help them if necessary. Check Ss' answers.  <b>To consolidate vocabulary learnt in the module/to write a quiz</b> Explain the task and allow Ss time to work in pairs and look through the module and think of quiz questions. Tell Ss they can use the quiz in the previous task as a model. Offer an example ( <i>e.g. Bill Sikes is a character from 'Oliver Twist'. [T]</i> ) Ss can swap their quiz with another pair and do it and then report back to the class.		

	<p><b>To listen for specific information</b> Play the recording. Ss listen and fill in the gaps with the missing words. Check Ss' answers. Then play the recording again for Ss to listen and sing along.</p> <p><b>To discuss the writer's attitude</b> Play the recording. Ss listen and think about the question in the rubric. Ask various Ss to discuss their thoughts with the class.</p>		
<b>Ending the lesson</b>	Play the video and elicit Ss' comments at the end.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor weak learners in task completion and question and answer sequences	In order to motivate learners after each their answer a teacher assesses them in oral form	Learners use their gestures and motions to explain their point of view Presentation of the lesson in Power point on Active Board	
challenge strong learners to find 3 more new words that can complete the Check these words box.			
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## MODULE 8 “OUR NEIGHBOURHOOD”

### Lesson plan

LESSON: Module 8 Lesson 1		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.3.2.1- ask simple questions to get information about a growing range of general topics; 6.1.3.1-respect differing points of view 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> To write short sentences in a paragraph. Answer the questions. Do exercises with grammar material;		
	<b>Most learners will be able to:</b> To write short sentences in a paragraph. Answer the questions. Do exercises with grammar material;		
	<b>Some learners will be able to:</b> Use grammar to make sentences. Speak about places in the city		
Previous learning	future tense will/won't.		
Plan			
Planned timings	Planned activities	Excel Resource	Teacher Notes
Beginning the lesson	<b>What's in this module?</b> Read the title of the module <i>Our neighbourhood</i> and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.		
Main Activities	<b>To present new vocabulary</b> To present shops Draw Ss' attention to the street map and the names of the shops in it. Play the recording. Ss listen and repeat chorally or individually. Ask various Ss to give the L1 equivalents.(Ss' own answers)		
	6.3.2.1 Elicit what sort of things we can buy/do in each		
	6.1.3.1 shop and then ask various Ss around the class to say		
	6.4.6.1 one thing for each shop. Encourage Ss to say		
	6.6.1.1 different things and continue until all ideas have		



	<p>been exhausted.</p> <p><b>To practise prepositions of Place</b> Revise prepositions of place with Ss and explain/ elicit the meanings of the ones presented through translation into Ss' L1 or by demonstrating them with objects in the classroom. Explain the task and read out the example. Then, Ss ask and answer in pairs. Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.</p> <p><b>To predict the content of the text</b> Direct Ss' attention to the pictures and the title and allow them one minute to read the introduction. Elicit Ss' guesses in answer to the questions in the rubric. Play the recording. Ss listen and follow the text in their books and check their guesses.</p> <p><b>To read for specific information</b> Allow Ss some time to read the text and mark the statements. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box.</p> <p>Check Ss' answers. As an extension Ss can correct the false statements. Explain that the author may have written the text for a number of reasons e.g. to inform, to entertain, etc. Elicit the author's purpose in writing the text from Ss. Suggested Answer Key</p>		
<b>Ending the lesson</b>	<p>To consolidate new vocabulary Explain the task. Give Ss time to complete it, then check Ss' answers.</p>		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
support less able learners through more supportive questioning and prompts and conscripting first immediately after modelling challenge more able learners by flashing up a range of random numbers	monitor pronunciation and accuracy in whole class drilling and check and remodel as appropriate		

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>
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## Lesson plan

LESSON: Module 8 Lesson 2		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics; 6.6.6.1- use a variety of personal, demonstrative and quantitative pronouns including someone, somebody, everybody, no-one on a growing range of familiar general and curricular topics; 6.6.9.1- use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> To write short sentences in a paragraph. Listen and answer the questions with support. Do exercises with grammar material;		
	<b>Most learners will be able to:</b> To write short sentences in a paragraph. Listen and answer the questions with some support. Do exercises with grammar material;		
	<b>Some learners will be able to:</b> Use grammar to make sentences. Speak about places in the city		
Previous learning	Prepositions of place		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson	To compare two places personalise the topic and express your opinion Explain the task. Write the two locations on the board and ask various Ss around the class to offer comparisons and make notes about them under the headings (e.g. Verona, USA is quiet but Verona, Italy is busy etc). Encourage Ss to make as many comparisons as possible. Then, allow Ss a few minutes to formulate their answers about which place they prefer and why and then ask various Ss to read out their sentences to the class.		
Main Activities  6.5.6.1. 6.6.1 6.6.9.1	<b>To read for gist</b> Ss read the signs and match them to the places they can be seen. Check Ss' answers. Ask Ss to say which words helped them decide.		

	<p><b>To read for gist</b> Explain the task and allow Ss some time to read the sentences and match them to the shops. Check Ss' answers.</p> <p><b>To listen for specific information</b> Explain the task. Ask Ss to identify the places in the photographs. Play the recording. Ss listen and complete the task. Check Ss' answers.</p> <p><b>To act out a dialogue</b> Explain the task and allow Ss some time to think of another shop and what they will say. Ss then act out their dialogues in closed pairs. Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class. a) To present and practise linking words showing comparisons and consolidate through translation Ask three individual Ss to read out the sentences and then ask three others to translate them. (Ss' own answers) b) To make notes and compare two places using linkers of contrast Explain the task and read out the example. Ss complete the task. Ask various Ss to read out their sentences.</p>		
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Ending the lesson	<p>To write a short paragraph making comparisons</p> <ul style="list-style-type: none"> <li>• Explain the task and brainstorm with Ss for ideas to help them complete the task if necessary.</li> <li>• Ss complete the paragraph. Check Ss' answers</li> </ul>		
Additional information			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
provide support for writing task by providing less able learners with sentence starters	check answers in comprehension task using thumbs up or down technique and follow-up questions	Values: Caring about places of natural beauty	

monitor and challenge more able learners to justify their opinions in group task with probing questions	monitor pronunciation of new vocabulary in paraphrasing task and highlight any word-stress errors to board	
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>	

## Lesson plan

<b>LESSON: Module 8 Lesson 3</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.6.6.1- use a variety of personal, demonstrative and quantitative pronouns including someone, somebody, everybody, no-one on a growing range of familiar general and curricular topics; 6.6.9.1- use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> To write short sentences in a paragraph. Answer the questions. Do exercises with grammar material;		
	<b>Most learners will be able to:</b> To write short sentences in a paragraph. Answer the questions. Do exercises with grammar material;		
	<b>Some learners will be able to:</b> Use grammar to make sentences. Speak about places in the city		
<b>Previous learning</b>	<i>Present continuous (future meaning)</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To present a/an, and some/any/every/no and their compounds</b> Go through the table with Ss and elicit the L1 equivalents for the examples. <i>(Ss' own answers)</i>		
<b>Main Activities</b>  6.6.6.1 6.6.9.1	<b>To practise a/an and some/any/no</b> Explain the task. Ss do the task in closed pairs. Check Ss' answers. To practise <i>some/every/any</i> and their compounds Explain the task. Ss complete the task. Check Ss' answers.  <b>To present the passive (present simple and past simple)</b> Present the passive. Explain that we use the passive to talk about an action when we don't know who performed it or when it is obvious who performed it from the context or when the action is more important than the person who performed it.		

	Read out the theory box and explain/ elicit that we form the passive tense with the verb <i>to be</i> + <i>the past participle</i> .		
<b>Ending the lesson</b>	<b>To practise the passive</b> Explain the task and give Ss time to complete it. Check Ss' answers around the class.		
Additional information			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
provide support for writing task by providing less able learners with sentence starters	check answers in comprehension task using thumbs up or down technique and follow-up questions	<ul style="list-style-type: none"> <li>• Work with the SMART board</li> <li>Use the internet</li> </ul>	
monitor and challenge more able learners to justify their opinions in group task with probing questions	monitor pronunciation of new vocabulary in paraphrasing task and highlight any word-stress errors to board		
<b>Reflection</b> Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

LESSON: Module 8 Lesson 4		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.6.6.1- use a variety of personal, demonstrative and quantitative pronouns including someone, somebody, everybody, no-one on a growing range of familiar general and curricular topics; 6.6.9.1- use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics;		
Lesson objectives	All learners will be able to: To write short sentences in a paragraph. Answer the questions. Do exercises with grammar material;		
	Most learners will be able to: To write short sentences in a paragraph. Answer the questions. Do exercises with grammar material;		
	Some learners will be able to: Use grammar to make sentences. Speak about places in the city		
Previous learning	Passive		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson	RevisePresent the passive. Explain that we use the passive		
Main Activities	To practise the passive Explain the task and give Ss time to complete it. Check Ss' answers around the class.		
6.6.6.1 6.6.9.1	To practise changing active sentences to passive sentences (present simple) Explain that to change an active sentence to a passive sentence the object of the active verb becomes the subject of the passive verb and the active form changes to a passive form while the subject becomes the agent. Do the first item with the class as an example and the give Ss time to complete the task alone. Check Ss' answers.		
	To practise changing active sentences to		



	<b>passive sentences (past simple)</b> Explain the task and give Ss time to complete it and then check their answers around the class.		
<b>Ending the lesson</b>	<b>To practise changing active sentences to passive sentences</b> Explain the task and give Ss time to complete it. Check Ss' answers around the class.		
Additional information			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
provide support for writing task by providing less able learners with sentence starters	check answers in comprehension task using thumbs up or down technique and follow-up questions	• Work with the SMART board Use the internet	
monitor and challenge more able learners to justify their opinions in group task with probing questions	monitor pronunciation of new vocabulary in paraphrasing task and highlight any word-stress errors to board		
Reflection Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

<b>LESSON: Module 8 Lesson 5</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics; 6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> Identify particular information and details while listening. Answer the questions. Maintain communication while discussion		
	<b>Most learners will be able to:</b> Identify particular information and details while listening and use of them Answer the questions. Maintain communication while discussion		
	<b>Some learners will be able to:</b> Identify particular information and details while listening and use of information Answer the questions. Maintain communication while discussion		
<b>Previous learning</b>	<i>Some/any/every/no</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To give a presentation on a statue or monument</b> Explain the task and ask Ss to collect information from the internet or from other resources and write a short text about a statue or a monument in their country. Give Ss time to complete the task and remind them to use the passive and then ask various Ss around the class to present the statue/monument to the class.		
<b>Main Activities</b>	<b>To introduce the topic</b> Play the recording and tell Ss to imagine they are in one of the tall buildings in the pictures. Ask various Ss around the class to say how they feel.		
	<b>To predict the content of the text</b> Elicit what, if anything, Ss know about skyscrapers, and where the term came from. Play the recording. Ss listen and follow the text in their books and find out.		
	<b>To read for specific information</b> Ask Ss to use the Word List to look up the		

	meanings of the words in the <i>Check these words</i> box, then allow Ss some time to read the text and answer the questions. Read out the <i>Did you know?</i> box. Check Ss' answers around the class.		
<b>Ending the lesson</b>	<b>To consolidate information in a text and elicit the author's purpose</b> Ask various Ss around the class to say what impressed them from the text and elicit what the author's purpose in writing the text is		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
provide support for writing task by providing less able learners with sentence starters	check answers in comprehension task using thumbs up or down technique and follow-up questions		
monitor and challenge more able learners to justify their opinions in group task with probing questions	monitor pronunciation of new vocabulary in paraphrasing task and highlight any word-stress errors to board		
Reflection Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

<b>LESSON: Module 8 Lesson 6</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.1.3.1-respect differing points of view 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> use some target language accurately and produce some target words intelligibly in response to prompts		
	<b>Most learners will be able to:</b> use most target language accurately and produce most target words intelligibly in response to prompts		
	<b>Some learners will be able to:</b> use most target language accurately with some extended answers and produce most target words intelligibly in response to prompts		
<b>Previous learning</b>	<i>The passive(present simple/past simple)</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To prepare a presentation on skyscrapers</b> Explain the task and ask Ss to work in small groups and look on the Internet or in other resources for photos and videos of the skyscrapers in the text. Give Ss some time to prepare a presentation or write a fact about each one and present them to the class.		
<b>Main Activities</b>	<b>To prepare a poster</b> Explain the task and allow Ss some time to complete it using photos from the Internet or other sources. Ask various Ss to present their posters to the class and then display them around the classroom.		
6.1.3.1 6.5.3.1 6.4.6.1	<b>To present situational language and practise pronunciation and intonation</b> Play the recording with pauses for Ss to repeat chorally or individually. Repeat if necessary, then elicit which syllables are stressed.		
	<b>To identify the context of a dialogue, listen and read for specific information and consolidate situational language through translation</b> Explain the task and read out the question.		

	<p>Play the recording. Ss listen and follow the dialogue in their books and find out the answer.</p> <p><b>To consolidate information in a text and elicit the author's purpose</b></p> <p>Ask various Ss around the class to say what impressed them from the text and elicit what the author's purpose in writing the text is.</p>		
<b>Ending the lesson</b>	<p>Ss divide into pairs and practice the dialogues</p> <p>Ask some Ss to demonstrate it.</p>		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
provide support for writing task by providing less able learners with sentence starters	check answers in comprehension task using thumbs up or down technique and follow-up questions	
monitor and challenge more able learners to justify their opinions in group task with probing questions	monitor pronunciation of new vocabulary in paraphrasing task and highlight any word-stress errors to board	
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 8 Lesson 7</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.1.3.1-respect differing points of view 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> use some target language accurately and produce some target words intelligibly in response to prompts		
	<b>Most learners will be able to:</b> use most target language accurately and produce most target words intelligibly in response to prompts		
	<b>Some learners will be able to:</b> use most target language accurately with some extended answers and produce most target words intelligibly in response to prompts		
<b>Previous learning</b>	<i>The passive(present simple/past simple)</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To prepare a presentation on skyscrapers</b> Explain the task and ask Ss to work in small groups and look on the Internet or in other resources for photos and videos of the skyscrapers in the text. Give Ss some time to prepare a presentation or write a fact about each one and present them to the class.		
<b>Main Activities</b>	<b>To read for specific information</b> Allow Ss time to read the dialogue again and mark the route on the map.		
	<b>To practise role-playing and act out dialogues asking for and giving directions</b> Ask Ss to work in pairs and take roles and act out dialogues. Remind Ss that they can use the dialogue in Ex. 3 as a model as well as any ideas from the useful language boxes to help them complete the task. Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.		
	<b>To read for specific information</b>		

	Allow Ss time to read the dialogue again and mark the route on the map.		
<b>Ending the lesson</b>	To consolidate information in a text and elicit the author's purpose Ask various Ss around the class to say what impressed them from the text and elicit what the author's purpose in writing the text is.		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
provide support for writing task by providing less able learners with sentence starters	check answers in comprehension task using thumbs up or down technique and follow-up questions	
monitor and challenge more able learners to justify their opinions in group task with probing questions	monitor pronunciation of new vocabulary in paraphrasing task and highlight any word-stress errors to board	
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 8 Lesson 8</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> identify some specific information in the text correctly and use some target language correctly in spoken and written production tasks with support		
	<b>Most learners will be able to:</b> identify most specific information in the text correctly and use a range of target language correctly in spoken and written production tasks with support		
	Some learners will be able to: identify all specific information in the text correctly and use a range of target language correctly in production tasks with little support		
<b>Previous learning</b>	<i>Question tags</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To describe pictures and predict the content of a text</b> Direct Ss' attention to the pictures and ask various Ss around the class to describe them. Elicit how many Ss have been to a street market.		
<b>Main Activities</b>	<b>Read out the words in the list.</b> Explain/Elicit the meanings of any unknown words and then elicit which of them Ss think may be found in which market. Play the recording. Ss listen and follow the text in their books and check.		
6.4.6.1 6.6.1.1 6.5.3.1 6.4.7.1	<b>To consolidate new vocabulary</b> Read out the example. Allow Ss some time to fill the gaps and make sentences. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box, then check Ss' answers.		



	<b>To personalise the topic and write</b> about a local market Explain the task. Refer Ss to the Internet, encyclopaedias or other reference books to find information about a local market and complete the task. Ask various Ss to present their market to the class.		
<b>Ending the lesson</b>	<b>To learn the intonation for multisyllabic words</b> Explain that in multisyllabic words sometimes more than one syllable is stressed. Play the recording. Ss listen and repeat chorally or individually. Pay special attention to Ss' pronunciation and intonation and correct as necessary. Elicit how many syllables each word has.		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
provide support for writing task by providing less able learners with sentence starters	check answers in comprehension task using thumbs up or down technique and follow-up questions	
monitor and challenge more able learners to justify their opinions in group task with probing questions	monitor pronunciation of new vocabulary in paraphrasing task and highlight any word-stress errors to board	
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 8 Lesson 9</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.3.2.1- ask simple questions to get information about a growing range of general topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> identify some specific information in the text correctly and use some target language correctly in spoken and written production tasks with support		
	<b>Most learners will be able to:</b> identify most specific information in the text correctly and use a range of target language correctly in spoken and written production tasks with support		
	<b>Some learners will be able to:</b> identify all specific information in the text correctly and use a range of target language correctly in production tasks with little support		
<b>Previous learning</b>	<i>Relative pronouns</i>		
Plan			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To present new vocabulary</b> Read the list of public facilities aloud and explain/ elicit their meanings. Elicit which ones Ss' towns/cities have. Then, draw Ss' attention to the pictures and elicit which facilities they show.		
<b>Main Activities</b>  6.5.3.1   6.4.6.1	<b>To personalise the topic</b> Ask various Ss around the class to tell the class what their free-time activities are and which public facilities they use to do them.  <b>To introduce and discuss the topic</b> Read the rubric aloud and elicit a variety of answers from Ss around the class. Write the two best suggestions on the board.  <b>To predict the content of the text</b> Play the recording. Ss listen and follow the text in their books and see if their suggestions are mentioned. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these wordsbox</i>		

	<b>To consolidate information in a text</b> Read the rubric aloud and elicit a variety of answers from Ss around the class referring to the text as necessary.		
<b>Ending the lesson</b>	<b>To personalise the topic</b> Explain the task and read out the rubric. Give Ss some time to formulate their answers and write their sentences. Check Ss' answers by asking various Ss around the class to read out their sentences		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor less able groups in controlled tasks and highlight any errors in spelling for learners to self-correct	use thumbs up and down technique and follow up questions to check comprehension		
provide challenge by asking more able learners to come up with potential alternative sub-headings for parts of the text	monitor pronunciation of new vocabulary for feedback and redrill to whole group		
Reflection Were the lesson objectives/learning objectives realistic? Did I stick to timings? What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

<b>LESSON: Module 8 Lesson 10</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.1.3.1-respect differing points of view 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> take part in some exchanges using some target language accurately and intelligibly and identify some target information in dialogue reading task		
	<b>Most learners will be able to:</b> take part in a range of exchanges using most target language accurately and with some appropriate intonation and identify most target information in dialogue reading task		
	<b>Some learners will be able to:</b> take part in a range of exchanges using most target language accurately and with clear intonation and identify all target information in dialogue reading task		
<b>Previous learning</b>	<i>Defining relatives clauses</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To read for cohesion and coherence</b> Direct Ss' attention to the sentences (A-D) and then ask Ss to use them to fill the gaps (1-4). Check Ss' answers. Then ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box.		
<b>Main Activities</b>  6.4.6.1 6.6.1.1 6.5.3.1 6.4.7.1	<b>To brainstorm for ideas and write about your neighbourhood</b> Read the Study Skills box aloud and explain/elicit what brainstorming is (thinking of various ideas related to a theme/topic and writing down whatever comes to mind). Explain the task and allow Ss some time to brainstorm for ideas and complete the sentences. Check Ss' answers around the class.  <b>To write an email about</b>		

	<b>yourneighbourhood</b> Allow Ss time to complete the task in class. Remind Ss to use their answers to Ex. 2 to help them and the text in Ex. 1 as a model.		
<b>Ending the lesson</b>	Ask various Ss to read out their emails to the class. Alternatively, assign the task as HW and check Ss' answers in the next lesson.		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able groups in preparing role play and production tasks and support with further modelling and drilling	monitor accuracy and interactional appropriacy in situational tasks	
challenge more able learners to give more expansive answers in response to role play prompts	monitor pronunciation performance in final activity and give feedback to whole class	
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings? What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 8 Lesson 11</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.6.9.1- use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics; 6.6.13.1- use modal forms including, mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics; 6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> identify some specific information in the text correctly and use some target language correctly to write a short informative text with support		
	<b>Most learners will be able to:</b> identify most specific information in the text correctly and use a range of target language correctly to write a short informative text with support		
	<b>Some learners will be able to:</b> identify all specific information in the text correctly and use a range of target language correctly to write a short informative text with little support		
<b>Previous learning</b>	<i>Defining relatives clauses</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To write an email about your neighbourhood</b> Allow Ss time to complete the task in class. Remind Ss to use their answers to Ex. 2 to help them and the text in Ex. 1 as a model. Ask various Ss to read out their emails to the class. Alternatively, assign the task as HW and check Ss' answers in the next lesson.		
<b>Main Activities</b>	<b>To give an opinion on the value of being a good neighbour</b> Ask Ss to read the list of sentences about what makes a good neighbour and tick '✓' the ones that they agree with and put an '✗' next to the ones they disagree with. Check Ss' answers.		
	<b>To practise modals</b> Give Ss time to use the modals in the list and their answers from Ex. 1 to make sentences. Elicit answers from Ss around the class.		
	<b>To discuss the value of being a good neighbour</b> Ask Ss to work in small groups and discuss the value of being a good neighbour.		

<b>Ending the lesson</b>	Give Ss some time to discuss their ideas and then ask some Ss to tell the class.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor less able groups in preparing role play and production tasks and support with further modelling and drilling	monitor accuracy and interactional appropriacy in situational tasks		
challenge more able learners to give more expansive answers in response to role play prompts	monitor pronunciation performance in final activity and give feedback to whole class		

## Lesson plan

<b>LESSON: Module 8 Lesson 12</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.1.3.1-respect differing points of view 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> take part in some exchanges using some target language accurately and intelligibly and identify some target information in dialogue reading task		
	<b>Most learners will be able to:</b> take part in a range of exchanges using most target language accurately and with some appropriate intonation and identify most target information in dialogue reading task		
	<b>Some learners will be able to:</b> take part in a range of exchanges using most target language accurately and with clear intonation and identify all target information in dialogue reading task		
<b>Previous learning</b>	<i>modals</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To discuss the value of being a good neighbour</b> Ask Ss to work in small groups and discuss the value of being a good neighbour. Give Ss some time to discuss their ideas and then ask some Ss to tell the class.		
<b>Main Activities</b>	<b>To test knowledge learnt in this module/ to do a quiz</b> Explain the task. Allow Ss some time to read the questions and mark the statements correctly. Tell Ss they can review the module and find the relevant information to help them if necessary.		
	<b>To consolidate vocabulary learnt in the module/to write a quiz</b> Explain the task and allow Ss time to work in pairs and look through the module and think of quiz questions. Tell Ss they can use the quiz in the previous task as a model. Offer an example (e.g. The Winged Victory in the Louvre. [T])		



	<p>Ss can swap their quiz with another pair and do it and then report back to the class.</p> <p><b>SongTo listen and read for specific information</b></p> <p>Ask Ss to look at the picture and describe what it shows (a market stall with fresh fruit and vegetables on display).</p> <p>Play the recording.</p> <p>Ss listen and choose lines from the song that best matches the picture.</p> <p>Ask various Ss to tell the class.</p> <p><b>To describe an imaginary scene</b></p> <p>Explain the task and give Ss a few minutes to think about their answers and then ask some Ss to describe a scene at the market in the picture to a TV audience who can see what you see.</p>		
<b>Ending the lesson</b>	<p><b>To design a market – <i>See p. 97(T)</i></b></p> <p>Explain the task and allow Ss some time to complete it in small groups using ideas from the module as well as their own ideas.</p> <p>Tell Ss to make notes under the headings and then ask various Ss to present their market to the class.</p>		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor less able groups in controlled tasks and highlight any errors in spelling for learners to self-correct	use thumbs up and down technique and follow up questions to check comprehension		
provide challenge for more able learners by giving them an extra area to research and include in their writing	monitor learners as they complete writing task and encourage them to give feedback to each other		
Reflection		Answer the most relevant questions from the box on the left about your lesson.	
Were the lesson objectives/learning objectives realistic?			
Did I stick to timings?			
What changes did I make from my plan and why?			

## MODULE 9 “TRANSPORT”

### Lesson plan

LESSON: Module 9 Lesson 1		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> identify some specific information from the text and use some target vocabulary to describe transport in response to prompts and in production tasks		
	<b>Most learners will be able to:</b> identify most specific information from the text and use a limited range of target vocabulary to describe transports accurately in response to prompts and in production tasks		
	<b>Some learners will be able to:</b> Identify all specific information from the text and use a wide range of target vocabulary to describe some transports accurately in response to prompts and in production tasks		
Previous learning	To practise modals		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson	<b>What's in this module?</b> Read the title of the module <i>Transport</i> and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.		
Main Activities 6.3.7.1 6.4.4.1	<b>To present new vocabulary</b> Draw Ss' attention to the pictures. Play the recording. Ss listen and repeat chorally and/or individually. Elicit the L1 equivalents.(Ss' own		

6.3.8.1 6.3.7.1	<p><i>answers)</i></p> <p><b>To categorise means of transport</b> Ask Ss to write the headings into their notebooks and then give them time to complete the task and categorise the means of transport under the correct headings. Check Ss' answers on the board.</p> <p><b>To talk about means of transport using adjectives</b> Go through the adjectives and explain/ elicit the meanings of any unknown words. Explain the task and read out the example. Elicit answers for the remaining sentences from Ss around the class.</p>		
Ending the lesson	<p><b>To express an opinion</b> Read out the question and elicit answers from various Ss around the class. Explain the task and give Ss time to complete it. Check Ss' answers.</p>		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
support less able readers by encouraging them to confirm with another learner where target information is in text	monitor groups as they complete comprehension tasks and check understanding through follow-up questions in checking plenary	Benefits of learning a foreign language	
challenge more able learners by adding two or three more words to the final	monitor pronunciation in checking final sentence task and highlight any word stress issues on board		

## Lesson plan

LESSON: Module 9 Lesson 2		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;		
Lesson objectives	<b>All learners will be able to:</b> identify some specific information from the text and use some target vocabulary to describe transport in response to prompts and in production tasks		
	<b>Most learners will be able to:</b> identify most specific information from the text and use a limited range of target vocabulary to describe transports accurately in response to prompts and in production tasks		
	<b>Some learners will be able to:</b> Identify all specific information from the text and use a wide range of target vocabulary to describe some transports accurately in response to prompts and in production tasks		
Previous learning	<i>To practise modals</i>		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson	<b>To predict the content of the text</b> Direct Ss' attention to the pictures and elicit guesses to the question in the rubric. Play the recording. Ss listen and follow the texts in their books and check if their guesses are correct.  <b>To read for specific information</b> Give Ss time to read the text again and then answer the questions. Check Ss' answers around the class.		
Main Activities	<b>To express an opinion</b> Read out the question and elicit answers from		
6.3.7.1			

6.4.4.1 6.3.8.1 6.3.7.1	<p>various Ss around the class.</p> <p><b>To learn and practise prepositions relating to transport</b></p> <p>Read out the <i>Study Skills</i> box and point out that this information will help Ss to complete the task successfully.</p> <p>Explain the task and give Ss time to complete it.</p> <p>Check Ss' answers.</p>		
<b>Ending the lesson</b>	Ask some Ss about the main idea of the text.		
<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
support less able readers by encouraging them to confirm with another learner where target information is in text	monitor groups as they complete comprehension tasks and check understanding through follow-up questions in checking plenary	Benefits of learning a foreign language	
challenge more able learners by adding two or three more words to the final	monitor pronunciation in checking final sentence task and highlight any word stress issues on board		

## Lesson plan

<b>LESSON: Module 9 Lesson 3</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.5.9.1- punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy 6.6.2.1- use quantifiers including more, little, few, less, fewer not as many , not as much on a growing range of familiar general and curricular topics; 6.6.5.1- use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics; 6.6.17.1- use subordinate clauses following think know believe hope, say , tell; use subordinate clauses following sure, certain; use defining relative clauses with which who that where on a growing range of familiar general and curricular topics		
<b>Lesson objectives</b>	All learners will be able to: identify some specific information from the text and use some target vocabulary to describe transports accurately in response to prompts and in production tasks		
	Most learners will be able to: -identify most specific information from the text and use a limited range of target vocabulary to describe transports accurately in response to prompts and in production tasks		
	Some learners will be able to: -Identify all specific information from the text and use a wide range of target vocabulary to describe some transports accurately in response to prompts and in production tasks		
<b>Previous learning</b>	<i>Preposition:by,on,in</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To present and practise verbs relating to transport</b> Go through the verbs in the list and then give Ss time to use them to complete the sentences. Ask Ss to check the meanings of the verbs in their dictionaries and then check Ss' answers around the class.		
<b>Main Activities</b> 6.5.9.1 6.6.2.1 6.6.5.1	<b>To present and practise verbs relating to transport</b> Go through the verbs in the list and then give Ss time to use them to complete the sentences. Ask Ss to check the meanings of the verbs in their		

6.6.17.1	<p>dictionaries and then check Ss' answers around the class.</p> <p><b>To present/practise both ... and, neither ... nor, either ... or.</b>  Read the examples aloud and explain that we use <i>both ... and</i> to show that two things or people share a quality, <i>neither ... nor</i> (negative statement) to show that two things or people do not share a specific quality and <i>either ... or</i> (affirmative sentence) to refer to a choice between two possibilities.  Give Ss time to complete the task, then check Ss'</p> <p><b>To listen for specific information</b>  Explain the task. Play the recording twice if necessary.  Ss listen and answer the questions in the rubric.  Check Ss' answers.</p> <p><b>To talk about a journey</b>  Ss talk in pairs for a minute about their journey to school.  Monitor the activity around the class and then ask some pairs to report back to the rest of the class.  Give Ss time to complete the task, then check Ss' answers.</p> <p><b>To complete a postcard from holiday</b>  Explain the task and allow Ss some time to complete it. Remind Ss they can use the texts in Ex. 1 as a model.</p>		
<b>Ending the lesson</b>	Check Ss' answers by asking various Ss to read out their completed postcards.		

#### Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor learner spellings in categorisation task and provide remedial support	monitor learner spellings in categorisation task and provide remedial support	monitor learner spellings in categorisation task and provide remedial support
Reflection  Were the lesson objectives/learning	Answer the most relevant questions from the box on the left about your lesson.	

objectives realistic?		
Did I stick to timings?		
What changes did I make from my plan and why?		



## Lesson plan

LESSON: Module 9 Lesson 4		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	6.6.5.1- use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics; 6.6.17.1- use subordinate clauses following think know believe hope, say , tell; use subordinate clauses following sure, certain; use defining relative clauses with which who that where on a growing range of familiar general and curricular topics 6.6.2.1- use quantifiers including more, little, few, less, fewer not as many , not as much on a growing range of familiar general and curricular topics; 6.6.17.1- use subordinate clauses following think know believe hope, say , tell; use subordinate clauses following sure, certain; use defining relative clauses with which who that where on a growing range of familiar general and curricular topics		
	All learners will be able to: use and pronounce some target structures accurately in controlled tasks with support		
	Most learners will be able to: use and pronounce most target structures accurately in controlled tasks with support		
	Some learners will be able to: use and pronounce most target structures accurately in controlled tasks with little support		
Previous learning	practise both ... and, neither ...nor, either ... or.		
Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson	To revise the Ss previous knowledge about comparatives & superlatives		
Main Activities 6.6.5.1 6.6.17.1 6.6.2.1 6.6.17.1	To present comparatives & superlatives Ss close their books. Explain that we use the comparative form to compare two people, things, places, etc. We usually use than with comparative adjectives (e.g. Janet is taller than Paul.). We use the superlative form to compare one person/thing, etc with the entire group (e.g. Danny is the tallest boy in the class.). Explain that with one-syllable and two-syllable adjectives, we form the comparative by adding –er and the superlative by adding –est (e.g. big – bigger		

	<p>– <i>biggest</i>).</p> <p>Explain that with adjectives of more than two syllables, we form the comparative with <i>more</i> and the superlative with <i>the most</i> (e.g. <i>expensive – more expensive – the most expensive</i>).</p> <p>Explain that with some two-syllables adjectives, such as <i>clever, narrow, gentle, friendly</i> etc, we form the comparative and superlative either with <i>-er/-est</i> or with <i>more/most</i> (e.g. <i>friendly – friendlier – friendliest</i> or <i>friendly – more friendly – most friendly</i>).</p> <p>Explain that with one-syllable adjectives ending in <i>-e</i>, we add <i>-r</i> in the comparative and <i>-st</i> in the superlative form (e.g. <i>simple – simpler – simplest</i>).</p> <p>Explain that with one-syllable adjectives ending in a vowel + a consonant, we double the last consonant and add <i>-er/-est</i> (e.g. <i>fat – fatter – fattest</i>).</p> <p>Explain that with two-syllable adjectives ending in <i>-ly</i> or <i>-y</i>, we change the <i>-y</i> to <i>-i</i> and add <i>-er/-est</i> (e.g. <i>happy – happier – happiest</i>).</p> <p>Explain that we use (not) <i>as</i> + adjective/ adverb + <i>as</i> to compare two people/things. (e.g. <i>He's as quiet as a mouse. She isn't as beautiful as her friend.</i>).</p> <p>NOTE: We use (not) <i>as</i> + adjective + <i>as</i> to show that two people, things, etc are (not) similar (e.g. <i>The white bag is not as expensive as the brown one.</i>).</p> <p>Explain that we use <i>much</i> + comparative to emphasize the meaning of an adjective in its comparative form (e.g. <i>We'll get to the airport much faster by train.</i>).</p> <p>Explain that we use <i>less</i> + adjective + <i>than</i> for two people or things (e.g. <i>This book is less interesting than the one I read last week.</i>).</p> <p>Ss open their books. Go through the table with Ss and elicit the L1 equivalents for the examples from various Ss around the class. (Ss' own answers)</p> <p><b>To practise comparative forms</b></p> <p>Explain the task and allow Ss some time to complete it.</p> <p>Check Ss' answers around the class.</p> <p><b>To personalise the topic and practise comparatives</b></p> <p>Explain the task and give Ss some time to make comparative sentences about two towns/cities/ villages in their country.</p> <p>Elicit answers from Ss around the class.</p>		
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	<b>To compare two means of transport using comparative forms</b> Explain the task and read out the examples. Allow Ss some time to complete the task and refer them back to the table in Ex. 1 to the conjunctions than and (not) as ...as. Check Ss' answers around the class.		
<b>Ending the lesson</b>	Ask some the weak Ss to give some examples of comparisons some kind of transport		

<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor less able groups in controlled tasks and highlight any errors in spelling for learners to self-correct	monitor pair sentence completion tasks and encourage learners to give feedback to each other on answers		
challenge more able learners to produce easily confusable sound ordinal sound contrasts e.g	check pronunciation in whole class feedback and remodel/ drill final sounds		
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

<b>LESSON: Module 9 Lesson 5</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.6.5.1- use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics; 6.6.17.1- use subordinate clauses following think know believe hope, say , tell; use subordinate clauses following sure, certain; use defining relative clauses with which who that where on a growing range of familiar general and curricular topics 6.6.2.1- use quantifiers including more, little, few, less, fewer not as many , not as much on a growing range of familiar general and curricular topics; 6.6.17.1- use subordinate clauses following think know believe hope, say , tell; use subordinate clauses following sure, certain; use defining relative clauses with which who that where on a growing range of familiar general and curricular topics		
	<b>All learners will be able to:</b> use and pronounce some target structures accurately in controlled tasks with support		
	<b>Most learners will be able to:</b> use and pronounce most target structures accurately in controlled tasks with support		
	<b>Some learners will be able to:</b> use and pronounce most target structures accurately in controlled tasks with little support		
<b>Previous learning</b>	<i>comparisons</i>		
Plan			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	To revise the Ss previous knowledge about comparatives & superlatives		
<b>Main Activities</b> 6.6.5.1 6.6.17.1 6.6.2.1 6.6.17.1	<b>To make comparisons</b> Explain the task and read out the example. Ss work in pairs and complete the task. Check Ss' answers around the class.  <b>To make comparisons</b> Explain the task and read out the examples. Allow Ss some time to complete the task. Elicit comparisons from various Ss around the class. To practise superlative forms Explain the task. Ss complete the task.		

	<p>Play the recording for Ss to check their answers.</p> <p><b>To practise making comparisons</b>          Explain the task and read out the example.          Ss complete the task. Ask various Ss to read out their answers to the class, then elicit how many Ss share the same opinions.</p> <p><b>To present/practise relative pronouns/defining relative clauses</b>          Read out the theory box and explain that in some sentences we use relative pronouns to give information about the subject of the sentence.          Explain that we use <i>who/that</i> for people, <i>which/that</i> for animals and things, and <i>whose</i> to show possession in relative clauses.          Read out the examples and explain that these are called defining relative clauses because they give information that is essential to the meaning of the main sentence. We never put it in commas.          Explain the task and give Ss time to complete it.          Check Ss' answers.</p>		
<b>Ending the lesson</b>	<p><b>To practise superlative forms</b>          Explain the task. Ss complete the task.          Play the recording for Ss to check their answers.</p>		

<b>Additional information</b>			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links	
monitor less able groups in controlled tasks and highlight any errors in spelling for learners to self-correct	monitor pair sentence completion tasks and encourage learners to give feedback to each other on answers		
challenge more able learners to produce easily confusable sound ordinal sound contrasts e.g	check pronunciation in whole class feedback and remodel/ drill final sounds		
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	Answer the most relevant questions from the box on the left about your lesson.		

## Lesson plan

<b>LESSON: Module 9 Lesson 6</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.1.8.1- develop intercultural awareness through reading and discussion; 6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts		
Lesson objectives	<b>All learners will be able to:</b> identify some specific information in listening and reading texts and use some target vocabulary accurately in production tasks with support		
	<b>Most learners will be able to:</b> identify most specific information in listening and reading texts and use most target vocabulary accurately in production tasks with support		
	<b>Some learners will be able to:</b> identify all specific information in listening and reading texts and use most target vocabulary accurately in production tasks with little support		
<b>Previous learning</b>	<i>comparatives &amp; superlatives</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To introduce the topic</b> Elicit answers to the questions in the rubric from various Ss around the class.		
<b>Main Activities</b>  6.1.10.1 6.1.8.1 6.4.4.1	<b>To predict the content of the text</b> Direct Ss' attention to the pictures and elicit what they know about safe cycling. Draw Ss' attention to the tip in the <i>Study Skills</i> box. Play the recording. Ss listen and follow the text in their books and check.		
	<b>To read for specific information</b> • Allow Ss some time to read the text and mark the sentences. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box. Check Ss' answers around the class.		
	<b>To match the pictures to sentences in the text</b> Explain the task and allow Ss some time to scan the		

	<p>text and find suitable sentences to match the pictures. Check Ss' answers. Then ask various Ss to say how to cycle safely using only the pictures</p> <p><b>To consolidate new vocabulary</b> Explain the task and refer Ss to the <i>Check these words</i> box. Give Ss time to complete the task, then check Ss' answers.</p> <p><b>To practise verbs relating to transport</b> Explain the task and read out the example exchange. Give Ss some time to complete the gaps and then have Ss ask and answer in closed pairs. Remind Ss to use the past participle of the verbs in the present perfect tense. Monitor the activity around the class and then ask some Ss to ask and answer in front of the class</p> <p><b>To listen for specific information (<i>multiple choice</i>)</b> Explain the task. Ask Ss to read the stem sentence and the possible answers to familiarise themselves with the content of the recording. Play the recording. Ss listen and complete the task. Check Ss' answers.</p> <p><b>To ask and answer questions about the rules of riding a motorcycle in the UK</b> Divide the class into pairs and ask Student B in each pair to close their books. Ask Student A to read the rules about motorcycle riding in the UK. Brainstorm with all the Student Bs for questions to ask (<i>e.g. How old do you have to be to ride a motorcycle in the UK? What safety equipment must you wear/use? What other rules are there? etc.</i>) Ss complete the task in pairs. Monitor the activity around the class and help Ss as necessary. Then ask various pairs to ask and answer questions in front of the class.</p>		
<b>Ending the lesson</b>	<p><b>To give a presentation on how to stay safe while using public transport</b> Explain the task and ask Ss to work in groups and look up information on the Internet, in encyclopaedias or in other reference books about safety on public transport. Ss prepare and give their presentations. Alternatively, assign the task as HW. Ss give their presentations in the next lesson.</p>		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
support by eliciting from less able learners what kind of information they are listening for in text completion task	use thumbs up and down technique and follow up questions to check comprehension	
challenge more able learners to mark the word stress on new vocabulary and confirm with each other.		
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings? What changes did I make from my plan and why?	Answer the most relevant questions from the box on the left about your lesson.	



## Lesson plan

<b>LESSON: Module 9 Lesson 7</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics; 6.3.2.1- ask simple questions to get information about a growing range of general topics; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> take part in some exchanges using some target language accurately and intelligibly and identify some target information in listening task		
	<b>Most learners will be able to:</b> take part in a range of exchanges using most target language accurately and with some appropriate intonation and identify most target information in listening task		
	<b>Some learners will be able to:</b> take part in a range of exchanges using most target language accurately and with clear intonation and identify all target information in listening task		
<b>Previous learning</b>	<i>practise verbs relating to transport</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To practise pronunciation of situational language</b> Play the recording. Ss listen and repeat chorally or individually. Pay attention to Ss' pronunciation and intonation and correct as necessary.		
<b>Main Activities</b>	<b>To listen for gist</b> <ul style="list-style-type: none"> <li>• Read the rubric aloud. Play the recording.</li> <li>• Ss listen and follow the text in their books and find out where Mr Omarov wants to go.</li> </ul> <b>To read for specific information</b> Allow Ss time to read the dialogue again and complete the task. Check Ss' answers.		
6.2.4.1 6.3.2.1 6.3.7.1	<b>To learn synonymous phrases</b> Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.		

	<p><b>To act out a dialogue and consolidate situational language through translation</b> Play the recording again. Then, ask Ss to work in pairs and take roles and read out the dialogue.</p> <p><b>Monitor the activity around the class</b> and ask some groups to read out the dialogue in front of the class.</p>		
<b>Ending the lesson</b>	<p><b>.To practise role-playing</b> Read the <i>Study Skills</i> box aloud and explain that this tip will help them complete the task. Explain the situation. Remind Ss that they can use the dialogue in Ex. 2 as a model as well as any ideas of their own to complete the task. Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.</p>		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able groups in preparing role play and production tasks and support with further modelling and drilling	monitor accuracy and interactional appropriacy in role play tasks	Benefits of learning a foreign language
challenge more able learners to give more expansive answers in response to role play prompts	monitor pronunciation performance in final activity and give feedback to whole class	
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 9 Lesson 8</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts 6.1.8.1- develop intercultural awareness through reading and discussion; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> identify some specific information in texts and research and write short organised text using some of their own words		
	<b>Most learners will be able to:</b> identify most specific information in texts and research and write short organised text using a range of their own words		
	<b>Some learners will be able to:</b> identify all specific information in texts and research and write more extended organised text using a range of their own words		
<b>Previous learning</b>	<b>To learn synonymous phrases</b>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To introduce the topic and predict the content of a text</b> Direct Ss' attention to the pictures and the title and elicit guesses to the questions in the rubric. Give Ss time to read through the text and find out.		
<b>Main Activities</b>  6.4.4.1 6.1.8.1 6.1.10.1	<b>To read for lexico-grammatical structure (<i>missing words</i>)</b> Explain the task. Allow Ss time to complete the gaps with the missing words to make a cohesive and grammatical correct text. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box. Play the recording. Ss listen and check their answers. Play the video for Ss and elicit their comments.  <b>To compare two forms of transport</b> Elicit comparisons from various Ss around the class between the metro and the cab. <b>To practise the pronunciation of /eI/</b> Play the recording and ask Ss to find and underline the /eI/ sound in the sentences. Play the recording again with pauses for Ss to repeat		

	<p>chorally and/or individually. Pay attention to Ss' pronunciation and correct as necessary.</p> <p><b>To plan a trip using different means of transport</b> Explain the task. Ask Ss to work in groups and plan a trip around their country using different means of transport. Refer Ss to the Internet, encyclopaedias or other reference books to find information and make notes under the headings and then use their notes to complete the task</p>		
<b>Ending the lesson</b>	<p>Refer Ss to the Internet, encyclopaedias or other reference books to find information and make notes under the headings and then use their notes to complete the task. To create a poster Ss work in groups. They find pictures of different kinds of transports in their country.</p>		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able groups in writing task and provide support through further modelling and providing sentence starters	monitor poster production drafting and encourage learners to give feedback to each other answers	
provide challenge to more able learners by suggesting two or three words they should feature in their posters	monitor final posters and give whole class feedback on some key areas of language in them	
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Answer the most relevant questions from the box on the left about your lesson.</p>	

## Lesson plan

<b>LESSON: Module 9 Lesson 9</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding 6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics; 6.3.2.1- ask simple questions to get information about a growing range of general topics; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> identify some specific information from the text and use some target vocabulary to describe transports accurately in response to prompts and in production tasks		
	<b>Most learners will be able to:</b> identify most specific information from the text and use a limited range of target vocabulary to describe transports accurately in response to prompts and in production tasks		
	<b>Some learners will be able to:</b> Identify all specific information from the text and use a wide range of target vocabulary to describe some transports accurately in response to prompts and in production tasks		
<b>Previous learning</b>	<i>To read for lexico-grammatical structure (missing words)</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To introduce the topic and key vocabulary and predict the content of the text</b> Draw Ss' attention to the pictures and elicit whichones show the actions given in the rubric. Elicit Ss' guesses as to how the pictures can be related to the text. Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.		
<b>Main Activities</b>	<b>To read for specific information</b> Allow Ss some time to read the text and complete the task. Check Ss' answers around the class. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box.		
6.4.8.1			

6.2.4.1 6.3.2.1 6.3.7.1	<p>Play the video for Ss and elicit their comments.</p> <p><b>To collect information related to the topic and present it to the class</b></p> <p>Explain the task and ask Ss to work in groups and look up information on the Internet using the key phrase in the search bar or in encyclopaedias or other reference books. Tell Ss that they can use the website suggested on the Express Publishing website to help them.</p> <p>Allow Ss some time to complete the task and then ask various groups of Ss to give their presentation to the class.</p>		
<b>Ending the lesson</b>	<p><b>To de-construct an essay</b></p> <p>Explain the task and ask Ss to copy the table into their notebooks. Give Ss time to read the essay and then complete the table.</p> <p>Check Ss' answers on the board.</p> <p>Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box.</p>		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
support less able readers by encouraging them to confirm with another learner where target information is in text	monitor groups as they complete comprehension tasks and check understanding through follow-up questions in checking plenary	Benefits of learning a foreign language
challenge more able learners by adding two or three more words to the final	monitor pronunciation in checking final sentence task and highlight any word stress issues on board	
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic? Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	Answer the most relevant questions from the box on the left about your lesson.	

## Lesson plan

<b>LESSON: Module 9 Lesson 10</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.4.4.1 read and understand with some support a limited range of short fiction and non-fiction texts 6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> take part in some exchanges using some target language accurately and use some target vocabulary with correct word stress		
	<b>Most learners will be able to:</b> take part in some exchanges using a range of target language accurately and use some target vocabulary with correct word stress		
	<b>Some learners will be able to:</b> take part in some exchanges using a range of target language accurately and use most target vocabulary with correct word stress		
<b>Previous learning</b>	<i>learn synonymous phrases</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To de-construct an essay</b> Explain the task and ask Ss to copy the table into their notebooks. Give Ss time to read the essay and then complete the table. Check Ss' answers on the board. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box.		
<b>Main Activities</b>	<b>To de-construct an essay</b> Explain the task and ask Ss to copy the table into their notebooks. Give Ss time to read the essay and then complete the table. Check Ss' answers on the board. Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box.		
6.4.4.1 6.1.8.1 6.1.10.1	<b>Read the Study Skills box aloud and explain why we use linkers.</b> Direct Ss to the linkers in bold in the essay and give		

	<p>Ss time to match them to their uses. Check Ss' answers.</p> <p><b>To identify pros/cons and think of relevant Justification s/examples</b>  Ask Ss to read the statements and decide which ones are pros and which ones are cons.  Allow Ss time to complete the task and then check Ss' answers around the class.</p> <p><b>Pros Justifications/Examples</b>  fastest means of transport  travel to another country in a few hours  comfortable you can relax, read a book, listen to music or play games  <b>Cons Justifications/Examples</b>  quite expensive tickets cost a lot of money  not environmentally friendly  planes cause a lot of pollution</p>		
<b>Ending the lesson</b>	<p><b>To write an essay</b>  Explain the task and give Ss time to write their essays using their answers in Ex. 3 and the plan to help them. Remind Ss to use the essay in Ex. 1 as a model and to use appropriate linkers.  Ask various Ss to read out their essays to the class. Alternatively, assign the task as HW and check Ss' answers in the next lesson.</p>		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able groups in dialogue production task and support with further modelling and drilling	monitor accuracy and interactional appropriacy in dialogue task	cross-curricular links: Literature [mythical creatures]
challenge more able learners to give more expansive answers in dialogue task	monitor pronunciation performance in dialogue task and give feedback to whole class	



## Lesson plan

<b>LESSON: Module 9 Lesson 11</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> identify some specific information from the text and use some target vocabulary to describe transports accurately in response to prompts and in production tasks		
	<b>Most learners will be able to:</b> -identify most specific information from the text and use a limited range of target vocabulary to describe transports accurately in response to prompts and in production tasks		
	<b>Some learners will be able to:</b> -Identify all specific information from the text and use a wide range of target vocabulary to describe some transports accurately in response to prompts and in production tasks		
<b>Previous learning</b>	<i>lexico-grammatical structure (missing words)</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  <b>Main Activities</b> 6.4.4.1 6.1.8.1 6.1.10.1	To sum up the ideas of an essay. Brainstorm them around the class.  <b>To write an essay</b> <b>Explain the task and give Ss time to write their essays</b> using their answers in Ex. 3 and the plan to help them. Remind Ss to use the essay in Ex. 1 as a model and to use appropriate linkers. Ask various Ss to read out their essays to the class. Alternatively, assign the task as HW and check Ss' answers in the next lesson.		
<b>Ending the lesson</b>	<b>To complete sentences relating to the value of green transport</b> Ask Ss to read the sentences and then complete the task. Elicit answers from Ss around the class		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
support less able learners through more supportive questioning and prompts and conscripting first immediately after modelling	monitor pronunciation and accuracy in whole class drilling and check and remodel as appropriate	Benefits of learning a foreign language
challenge more able learners by flashing up a range of random numbers		
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p><b>Answer the most relevant questions from the box on the left about your lesson.</b></p>	

## Lesson plan

<b>LESSON: Module 9 Lesson 12</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> identify some specific information from the text and use some target vocabulary to describe transports accurately in response to prompts and in production tasks		
	<b>Most learners will be able to:</b> identify most specific information from the text and use a limited range of target vocabulary to describe transports accurately in response to prompts and in production tasks		
	<b>Some learners will be able to:</b> Identify all specific information from the text and use a wide range of target vocabulary to describe some transports accurately in response to prompts and in production tasks		
<b>Previous learning</b>	<i>value of green transport</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Excel Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	<b>To identify the benefits of green travel</b> Ask Ss to read the leaflet in Ex. 1a and then elicit which benefits of green travel are mentioned from Ss around the class. c) To discuss your green transport habits Give Ss time to complete the task in class and then ask some Ss to share their answers with the rest of the class. <i>(Ss' own Answers)</i>		
<b>Main Activities</b>  6.4.4.1 6.1.8.1 6.1.10.1	<b>To test knowledge learnt in this module/ to do a quiz</b> Explain the task. Allow Ss some time to read the questions and mark the statements correctly. Tell Ss they can review the module and find the relevant information to help them if necessary.		

	<p>Check Ss' answers.</p> <p><b>To consolidate vocabulary learnt in the module/to write a quiz</b>          Explain the task and allow Ss some time to work in pairs, look through the module and think of Quiz questions.          Tell Ss they can use the quiz in the previous task as a model. Offer an example (<i>e.g. Gondoliers sing when they give you a tour. [T]</i>)          Ss can swap their quiz with another pair and do it and then report back to the class.</p> <p><b>To listen for specific information</b>          Play the recording.          Ss listen and think about the question in the rubric.          Ask various Ss to discuss their thoughts with the class.</p>		
<b>Ending the lesson</b>	<p><b>To listen for specific information</b>          Play the recording. Ss listen and say which means of transport the singer mentions.          Check Ss' answers. Play the video and elicit Ss' comments at the end.</p>		

<b>Additional information</b>		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
support less able learners through more supportive questioning and prompts and pair with more able learners for dialogue work	monitor error in controlled tasks and encourage self-correction	Benefits of learning a foreign language
provide challenge to more able learners by prompting them to expand on their answers by prompting them with follow-up 'and..'	monitor pronunciation of connected speech and remodel as appropriate	
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p><b>Answer the most relevant questions from the box on the left about your lesson.</b></p>	