

# Sample lesson plans

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Уважаемые учителя английского языка, работающие по УМК обновленного содержания образования по английскому языку международного издательства «Express Publishing».

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С уважением, методисты международного образовательного центра «EDU Stream».

# 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	<ul> <li>6.2.1.1 - understand a longer sequence of supported classroom instructions;</li> <li>6.2.2.1- understand more complex supported questions which ask for personal information;</li> <li>6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics</li> </ul>
	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,
	Writing	simple texts on a wide 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;  6.5.3.1- 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;

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		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	Content	6.1.1.1- use speaking and listening skills to solve problems
Heroes	Content	creatively and cooperatively in groups;
Tieroes		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
	7 1:	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	6.6.1.1 - begin to use basic abstract nouns and compound nouns and
	English	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;

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3 Our	Content	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 6.1.1.1- use speaking and listening skills to solve problems
Countryside		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;

		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; 6.6.11.1- use common impersonal structures with: it, there on a growing range of familiar general and curricular topics; 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; 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; 6.6.17.1- 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
4 Drama and Comedy	Content	range of familiar general and curricular topics 6.1.3.1 - respect differing points of view; 6.1.6.1 - organise and present information clearly to others; 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	6.2.1.1- 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
	Speaking	6.3.2.1 - ask simple questions to get information about a growing range of general 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; 6.3.7.1 - 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	6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of 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
	Writing	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; 6.5.5.1- 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;
		6.5.8.1- spell most high-frequency vocabulary accurately for a
	TT 0	limited range of familiar general topics and some curricular topics
	Use of	6.6.7.1 - use simple perfect forms to express indefinite and
	English	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
	<b>T</b>	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
		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
		0.5.0.1- mik, with imminal support, schichees mit concrett

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	Use of	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; 6.5.9.1- punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy 6.6.1.1- begin to use basic abstract nouns and compound nouns and
	English	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; 6.6.8.1- use future form will to make offers, promises, and
		predictions 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; 6.6.10.1- 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;
		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
6 Holidays and Travel	Content	<ul> <li>6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;</li> <li>6.1.3.1- respect differing points of view;</li> <li>6.1.5.1- use feedback to set personal learning objectives;</li> </ul>
	Listening	6.1.6.1- organise and present information clearly to others 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;
		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; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to

		talk about a limited range of general topics, and some curricular topics
	Reading	6.4.2.1- 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	6.6.1.1- begin to use basic abstract nouns and compound nouns and
	English	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
7 Reading for	Content	topics 6.1.4.1- evaluate and respond constructively to feedback from
Pleasure		others;
		6.1.7.1- develop and sustain a consistent argument when speaking
	G 1:	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

		about aimula tayta an a limited manage of agreet 1 1
		short, simple texts on a limited range of general and curricular
		topics; 6.3.3 understand the detail of an argument on a limited range of
		familiar general and curricular topics, including some extended
		texts;
		6.3.4.1read independently a limited range of short simple fiction
		and non-fiction texts;
		6.3.5.1- deduce meaning from context on a limited range of familiar
		general and curricular topics, including some extended texts;
		6.3.6.1- recognise the attitude or opinion of the writer in short texts
		on a growing range of general and curricular topics;
		6.3.7.1-recognise typical features at word, sentence and text level in
		a range of written genres;
		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	6.5.4.1-write with some support topics with some paragraphs to
		give basic personal information;
		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
		Term 4
8 Our	Content	6.1.2.1- use speaking and listening skills to provide sensitive
Neighbourhood		feedback to peers4
		6.1.3.1-respect differing points of view
	Listening	6.2.4.1- understand with limited support the main points of
		extended talk on a range of general and curricular topics;
		6.2.5.1- understand most specific information and detail of
	C 1-i	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	6.4.6.1 - recognise the attitude or opinion of the writer in short texts
	Rouding	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
	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;
		6.5.8.1- spell most high-frequency vocabulary accurately for a
		limited range of familiar general topics and some curricular topics;
		6.5.9.1- punctuate written work at text level on a limited range of
		general topics and some curricular topics with some accuracy
	Use of	6.6.1.1- begin to use basic abstract nouns and compound nouns and
	English	noun phrases describing times and location on a growing range of
		familiar general and curricular 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; 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; 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; 6.6.14.1- 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; 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
9 Transport	Content	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
	Listoning	exploring a range of perspectives on the world
	Listening	6.2.3.1- understand more complex supported questions on a growing range of general and curricular topics;
		6.2.4.1- understand with limited support the main points of
		extended talk on a range of 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;
		6.3.7.1- 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	6.4.2.1- understand independently specific information and detail in
	Reading	short, simple texts on a limited range of general and curricular
		topics;
		6.4.1.1- 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;
		6.4.7.1- recognise typical features at word, sentence and text level
		in a range of written genres;
		6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding
	Writing	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;
	6.5.9.1- punctuate written work at text level on a limited range of
	general topics and some curricular topics with some accuracy
Use of	6.6.2.1- use quantifiers including more, little, few, less, fewer not as
English	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;
	6.6.4.1- use a variety of determiners including all, other 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;
	6.6.8.1- use future form will to make offers, promises, and
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	predictions 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;
	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
	range or rammar general and curricular topics

6 grade

High A1	High A1	High A1	High A1	High A1	High A1
<b>6.C1</b> use speaking	<b>6.L1</b> understand	<b>6.S1</b> provide basic	<b>6.R1</b> understand	6.W1 plan, write, edit	<b>6.UE1</b> use a ppropriate
and listening skills to	a s equence	information about	the ma in points i n a	and proofread work at	countable and
solve problems	of s upported	themselves and others	limited range	text le vel w ith	uncountable nouns,
creatively and	classroom instructions	at sentence level on an	of short simple	support on a 1 imited	including c ommon
cooperatively in		increasing range of	texts on general	range of general and	noun phr ases
groups		general topics	and curricular topics	curricular topics	describing time s a nd
					location, on a limited
					range of f amiliar
					general and curricular
					topics
<b>6.C2</b> use speaking	<b>6.L2</b> understand an	<b>6.S2</b> ask simple	<b>6.R2</b> understand	<b>6.W2</b> write w ith	<b>6.UE2</b> use qua ntifiers
and listening skills to	increasing range	questions to get	with little support	support a s equence of	many, much, a lot of
provide	of uns upported	information about a	specific inf ormation	short s entences i n a	,a few on a 1 imited
sensitive	basic que stions	limited range of general	and detail in short,	paragraph on a	range of f amiliar
feedback to peers	which ask for	topics	simple texts on a		general and curricular
	personal information		limited range of	familiar g	topics
			general and		
			curricular topics		
6.C3 respect	<b>6.L3</b> understand an	<b>6.S3</b> give an opinion at	rstand	<b>6.W3</b> write w ith	6.UE3 use a growing
differing points of	increasing range of	sentence level on a	the de tail of an	support f actual	variety of a djectives
view	unsupported basic	limited range of general	argument on a	descriptions at t ext	and r egular and
	questions on general	and curricular topics	limited range of	level w hich de scribe	irregular c omparative
	and curricular topics		7	people, places and	and s uperlative
			and curricular topics,	objects	CO.
			including some		range of f amiliar
			extended texts		$\Box$
					topics
<b>6.C4</b> evaluate and	<b>6.L4</b> understand the	<b>6.S4</b> respond	<b>6.R4</b> read and	<b>6.W4</b> write w ith	<b>6.</b> UE4 use determiners
respond	main points of	with limited	understand with	support a s equence of	including any, no
constructively to	supported	flexibility at sentence	some su pport a	extended sentences in	each, every on a
feedback from others	extended talk	level to	limited range of	a paragraph	limited range of

	on a range of general and curricular topics	unexpected comments on an increasing range of generaland curricular topics	short fiction and non-fiction texts	to give basic personal information	familiar general and curricular topics
6.C5 use feedback to set personal learning objectives	6.L.5 understand most specific information and detail of short, supported talk on a wide range of familiar topics	6.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics	6.R5 deduce meaning from context in short texts on a limited range of familiar g eneral and curricular topics	6.W5 link w ithout support s entences using ba sic coordinating connectors	questions, including tag questions to seek agreement, and clarify meaning on a limite d range of familiar general and curricular topics
<b>6.C6</b> organise and present information clearly to others	6.L6 deduce meaning from context in short, supported talk on an increasing range of ge neral and curricular topics	communicate ing clearly at nce level during, group and whole exchanges	6.R6 recognise the a ttitude or opinion of t he writer in short texts on a limited range of general and curricular topics		6.UE6 use basic personal and demonstrative pronouns a nd quantitative pr onouns some, any, something, nothing anything on a limited r ange of familiar g eneral and curricular topics
6.C7 develop and sustain a consistent argument when speaking or writing	6.L7 recognise the opinion of the s peaker(s) in basic, s upported talk on an increasing range of general and curricular topics	6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	6.R7 recognise typical features at word, s entence and text level in a limited range of w ritten genres	6.W7 use with some support a ppropriate layout at text level for a limited range of written genres on familiar g eneral topics a nd s ome curricular topics	6.UE7 use s imple perfect f orms of common ve rbs to express w hat ha s happened [ indefinite time] on a l imited range of f amiliar general and curricular topics
<b>6.C8</b> develop intercultural	<b>6.L8</b> understand supported narratives,	<b>6.58</b> recount basic s tories and	<b>6.R8</b> use with some support familiar	<b>6.W8</b> spell most high-frequency w ords	<b>6.UE8</b> use f uture forms will for

predictions and be going to to talk a bout already d ecided pl ans on a limited range of familiar g eneral and curricular topics	6.UE9 use s imple present a nd simple past r egular an d irregular forms to describe r outines, habits a nd states on a limited r ange of familiar g eneral and curricular topics	6.UE10 use pr esent continuous forms with present and f uture meaning on a limited range of familiar general and curricular topics r ange of familiar ge neral and curricular topics	6.UE11 use be/look/sound/feel/tast e/s me ll like and use on a limite d range of familiar general and curricular topics 6.UE 12 use c ommon
accurately for a limited range of general topics	written work at te xt level on a limite d range of f amiliar general w ith some accuracy		
paper and digital reference r esources to check meaning and extend understanding	6.R9 recognise the di fference between fact and opinion in short, simple texts on a n increasing range of ge neral and curricular topics		
events on a r ange of general and curricular topics			
including some extended talk, on an gincreasing range of t general and curricular topics			
awareness through reading and discussion	6.C9 use to express thoughts, ideas, experiences and feelings	writing as a means of reflecting on and e xploring a range of perspectives on the world	

regular a nd irregular adverbs, simple a nd comparative for ms, adverbs of fr equency and adverbs of definite time: last week, yesterday on a limite d	general and c urricular topics  6.UE13 use might may could to e xpress possibility on a limited range of f amiliar general and curricular topics	brepositions to talk about t ime and location  use prepositions like to describe th ings a nd about to denote topic use pr epositions of direction to, into, out of, from, towards on a limited range of familiar ge neral and curricular topics	6.UE15 use com mon verbs followed by infinitive verb / verb + ing patterns on a

	familiar g eneral and
	curricular topics
	<b>6.UE16</b> use
	conjunctions so, if,
	when , where, before,
	after to link p arts of
	sentences on a limite d
	range of f amiliar
	general and curricular
	topics
	<b>6.UE17</b> use <i>if</i> clauses
	(in zero conditionals)
	use where clauses;
	use before/after
	clauses ( with past
	reference); use
	defining relative
	clauses with which
	who that where to
	give details on a
	limited range of
	familiar general
	and c urricular
	topics

#### **GRADE 6**

#### MODULE 1"OUR CLASS"

LESSON: Module	l Lesson 1	School:			
Date:		Teacher name:			
CLASS:		Number present:		absent:	
Learning objectives(s) that this lesson is contributing to	6.4.1.1understandthe main points in a limitedrangeofshort simple texts on generalandcurricular 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  Previous learning	All learners will be able to: 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  Most learners will be able to: 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  Some learners will be able to: 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  vocabulary for school				
Plan	l				
Planned timings	Planned activities		Excel Resource	Teacher S Notes	
Beginning the lesson 6.4.1.1 6.3.1.1	suggest what they th	module Our class and ask Ss to tink it means. Go through the ate a discussion to prompt Ss'	Class CD		
6.3.1.1	thenSs find the page	bers eaning of any unknown words, numbers for the items listed. eck Ss' understanding.			

Main Activities 6.6.9.1	To present Vocabulary for School Subjects Play the recording. Ss listen and repeat chorallyand/or individually. Elicit the L1 equivalents from various Ss.(Ss' own answers) Draw Ss' attention to the pictures and ask various Ss to say which subject is shown in each picture.			
6.4.1.1	To personalise the t Read the sentence sto then ask some Ss to 1			
Ending the lesson 6.5.3.1	To check comprehe Check Ss' answers.			
Additional inf	ormation			
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?	cui He saf IC'	oss- rricular links ealth and fety check T links llues 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	ofl for	enefits earning a reign nguage
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		

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

LESSON: Mod	ule 1 Lesson 2	School:				
Date:		Teacher name:				
CLASS:		Number present:	absent:			
Learning objectives(s) that this lesson is contributing to	6.4.1.1 understandthe main points in a limitedrangeofshort simple texts on generalandcurricular 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	All learners will be able to: use, pronounce and spell some target vocabulary accurately in production tasks with support  Most learners will be able to: use, pronounce and spell most target vocabulary accurately in production tasks and integrate with some success in extended writing task  Some learners will be able to: 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	To speak about vocabulary for School Subjects English, Geography, Music, History, Information & Communication Technology [ICT], Maths, Science, Art, Physical Education [PE], Design & Technology [D&T])					

Main	To read for gist	Class CD	Video
Activities	Ask Ss to look at the pictures A-D and elicit what identifies		
	the people/subjects in each picture. Ask:		
6.4.1.1	Which pictures show two teenage girls in schooluniforms?		
	(A), (B)		
	Which picture shows a teenage student in his classroom?		
	(D)		
	Which picture shows a teenage student in her ICT class?		
	(C)		
6.2.2.1			
	Allow Ss time to read the texts 1-4 and elicit which picture		

6.3.1.1 6.6.9.1 6.5.3.1	these words box. Play the video for S To listen and read Ask Ss to go throug Allow Ss three minuthe recording. Ss do To consolidate com	complete sentences. lo the task. Alternatively,play k. Check Ss' answers.				
		their notebooks. Check Ss' answers on the board. Ask various Ss to use the table to make sentences, as in the				
Ending the lesson 6.6.9.1	To check comprehe Check Ss' answers.					
Additional in	formation					
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		catego	tor learner spellings in orisation task and provide dial support	Benefits off foreign lang	_	
provide challenge for more able learners by adding two or three more words to the final		class fe	learner pronunciation in whole eedback and drill and highlight stress to board as necessary			
Reflection  Were the lesson objectives/learning objectives realistic?			Answer the most relevant quest the left about your lesson.	ions from the	box on	

Did I stick to timings?

What changes did I make from my plan and why?

LESSON: Mod						
Date:		Teacher name:				
CLASS:		Number present:		absent:		
Learning objectives(s) that this lesson is contributing to	6.4.1.1understandthe main points in a limitedrangeofshort simple texts on generalandcurricular 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 Plan	Students around the world					
Planned timings	Planned activities		Excel Resources	Teacher Notes		
Beginning the lesson 6.4.1.1 6.6.1.1	noun phrases Read out the theory p. 6 to find the items Elicit answers from  To present sports Play the recording. Sindividually. Elicit the L1 equival		Class CD			
Main Activities	· ·	c information s box aloud, then ask Ss to look at the pe of word is missing from each one.	Class CD			

6.2.2.1	Elicit Ss' answers.	.1.:1 C	-11-4				
			s listen and complete the gaps on. Check Ss' answers.				
(211			1				
6.3.1.1	To ask for and give personal information Ask Ss to complete the task in closed pairs and make notes.						
			e dialogues for the class.				
		t; to co	onsolidate the vocabulary of				
(521	the unit						
6.5.3.1	Allow Ss some time Ss' answers.	to com	plete the task and then check				
		the tas	k As HW and check Ss' answers				
	in the next lesson.	tire tus	ar is if we are encoured as answers				
Ending the	Check Ss' answers.						
lesson							
6.6.9.1							
Additional info	ormation						
	– how do you plan		Assessment – how are you planning to		Cross-curricular		
	pport? How do you	check learners' learning?			links		
learners?	ge the more able				Health and safety check		
icarriers:					ICT links		
					Values		
monitor less ab	le groups in	monit	or pair sentence completion tasks		Benefits		
controlled tasks	*	and encourage learners to give feedbac			oflearning a		
1.1	further modelling	each other onanswers			foreign langua		
and drilling							
provide extra cl	hallenge by getting	check ¡	pronunciation in whole class feedb	back			
more able learn	ers to use short						
answers							
Reflection			Answer the most relevant question	ons f	rom the	box on	
			the left about your lesson.				
	n objectives/learning						
objectives realis	stic?						
Did I stick to timings?							
What changes d	lid I make from my pl	an					
and why?	I mane nom my pr	*****					

LESSON: Mod	ule 1 Lesson 4	School:				
Date:		Teacher name:				
CLASS:		Number present:	abse	ent:		
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 understandwithsome support a limited rangeofshortfiction and non-fiction texts 6.4.2.1 understandwith littlesupportspecific informationanddetail inshort, simpletexts on a limited rangeof 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					
Previous	controlled tasks with compound nouns, ab	ostract nouns and noun phrases / sport				
learning Plan						
Planned timings	Planned activities		Excel Resources	Teacher Notes		
Beginning the lesson 6.6.9.1	Ss' books closed. S eat breakfast in the in (present simple) a habit/routine). Say, a lesson now. Elicit	ay, then write on the board: <i>Ialways morning</i> . Elicit what tensethe verb is and what thesentence expresses (a then writeon the board: <i>I am teaching</i> whattense the verb is in (present atthe sentence expresses (an action				
6.6.9.1 6.4.1.1 6.4.2.1	not an action) don't believe in fairies. No Ss' books open. Rea L1 equivalents for the	verbs (i.e. verbs that describe astate usually have continuousforms (e.g. I OT I'm believing infairies).  In the theory box aloud and elicit the ne example sentences from Ss around Ss to find examples in the text on p. 6.				

<u>Present simple:</u> I'm 12 years/ICT is really fun/myfavourite sport is football/She has a great sense ofhumour/She is	
very good at drawing and painting, etc.	
Present continuous: We're having a great time!	

Main	T		
Main Activities	To practise the present simple and the present		
Activities	continuous		
6511	Explain the task and explain that stative verbs are verbs		
6.5.1.1	that express a state rather than an action (e.g.like, love, hate,		
	<i>believe</i> , <i>etc</i> ). Remind Ss that they don't have continuous		
	forms.		
	Give Ss time to complete the task then check Ss' answers.	at an	
6.2.5.1		Class CD	
	To revise the third-person singular form of the present		
	simple and identify third-person verb endings		
	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		
6.5.1.1	chorally or individually. Pay attention to Ss' intonation.		
	To present adverbs of frequency		
	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		
	(before the main verb, but after the verb 'to be') and read		
6.6.12.1	out the table and elicit the missing words.		
0.0.12.1	To present and practise other adverbs used as time		
	expressions with the present simple and present		
	continuous		
	Explain the task. Read out the time expressions and the		
	<u> </u>		
F 1: 41	example and elicit sentences from Ss around the class.		
Ending the	Check Ss' answers.		
lesson			
6.1.3.1			
Additional info	rmation		
Differentiation	Assessment – how are you planning to check learners'	Cross-curric	ular links
– how do you	learning?	Health and safety	
plan to give		check	uicij
more support?		ICT links	
How do you		Values links	
monitor less	manitar nair contango completion tooles and anagurage	Benefits of	
	monitor pair sentence completion tasks and encourage		raian
able groups in	learners to give feedback to each other onanswers	learning a foreign	
controlled		language	
tasks and			

provide extra	check pronunciation in whole class feedback and remodel/	
challenge by	drill final sounds	
getting more		
able learners to		
use short		
answers		

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

LESSON: Module 1 Lesson 5		School:		
Date:		Teacher name:		
CLASS:		Number present:	a	bsent:
CLASS: 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	All learners will be able to: use some language from the module to express views and write some relevant questions accurately  Most learners will be able to: use a range of language from the module to express views and write a range of relevant questions accurately  Some learners will be able to: 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 at	the present simple and the present continuous / adverbs of frequency		
Plan				
Planned	Planned activities		Excel	Teacher
timings			Resources	Notes
Beginning the lesson	-	nt simple and the present os of frequency <i>I go to school</i> every		
6.6.9.1	I'm learning how to football on Saturday I have piano lessons	cook <u>these days</u> .I <u>usually</u> play es.I <u>sometimes</u> walk to school. on Mondays.I am writing sentences er get up early on Sundays.		
Main Activities	Give Ss time to write and then check Ss' ar	read out the example sentence. sentences for the rest of the items aswers around the class.  Form and the to-infinitive		

6.6.15.1	Go through the theo Elicit if there are an (Ss' own answers)	ory table with Ss.  ny similar structures in Ss' L1.			
6.6.15.1	Read out the example	rform and theto-infinitive le and give Ss time to complete therest eck Ss' answers around the class.			
6.5.3.1 6.1.1.1	personal examples	gform and theto-infinitive using			
6.6.12.1	To present and pra Read out the theory adverbs. Give Ss time to con	box and explain the type andform of			
6.5.1.1	To present the comparative forms of adverbs Read out the theory box and then elicit how we formshort, longer and irregular adverbs.				
6.4.1.1 6.2.5.1		rative forms of adverbs uplete the task and then elicit und the class.			
Ending the lesson 6.1.3.1	Check Ss' answers.				
Additional infor	mation				
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?	0	link Hea safe ICT	ricular
monitor less able groups in controlled tasks and highlight any errors in spelling for learners to self- correct		use thumbs up and down technique ar follow up questions to check compreh		Bei ofle fore	nefits earning a eign guage
provide extra cha more able learner answers	Illenge by getting rs to use short				

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?	

LESSON: Module 1 Lesson 6		School:		
Date:		Teacher name:		
CLASS:		Number present:	absent:	
Learning objectives(s) that this lesson is contributing to	on general and curric 6.4.4.1 read—and urangeofshortfiction a 6.4.2.1 understandwinshort, simpletexts of 6.1.3.1 - respect diff 6.1.1.1 - use speaking cooperatively in gro 6.2.5.1 - understand at talk on a range general 6.5.1.1 - plan, write, growing range of general 6.3.2.1 - understand at simple texts on a lim	ortfiction and non-fiction texts derstandwith littlesupportspecific informationanddetail upletexts onalimitedrangeof generalandcurricular topics espect differing points of view se speaking and listening skills to solve problems creatively and		
<b>Lesson</b> objectives	All learners will be able to: 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  Most learners will be able to: 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			
Previous	Identify all specific vocabulary to descriand in production ta	e learners will be able to: If y all specific information from the text and use a wide range of target oulary to describe some school subjects accurately in response to prompts a production tasks bs of frequency / the –ingform and the to-infinitive / the comparative forms		
learning	of adverbs		1	
Plan	<b>N</b> 2 2 22		77	<b>7</b> 7
Planned timings	Planned activities		Excel Resources	Teacher Notes
Beginning the lesson 6.3.2.1	individually. Elicit the L1 equival	· ·	Class CD	

Main	To read for gist	Class CD	Video
Activities	Ask Ss to look at the pictures and give them time to read		
	through the texts.		
6.4.1.1.	Elicit Ss' answers to the question in the rubric.		
6.4.4.1	Play the video for Ss and elicit their comments at the		
	end.		
6.4.2.1	To read for specific information		
	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		
	Check these words box.		
	Check mese words ook.		
	To consolidate and personalise the topic		
6.1.3.1	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.		
	Ziron companionic from various pants.		
6.1.1.1	To listen for specific information		
6.2.5.1	Play the recording, twice if necessary.	Class CD	
	Encourage Ss to note down key words while they are		
	listening to the description.		
	Check Ss' answers, asking them what words helped them decide.		
	them decide.		
	To compare classrooms		
6.1.3.1	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			
0.1.5.1	To present your school and your classroom 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	To write a short article about your ideal school		
	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.		
(511			
6.5.1.1	To write a short article about your ideal classroom		

	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.			
Ending the lesson 6.5.1.1	Play the quiz in groups.			
Additional info	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	
pair less able and more able learners to together for quiz task assigning less able learner role of writing down		monitor learner spellings in written production tasks and provide remedial support	Benefits of foreign la	oflearning a nguage
provide more able learners challenge by giving challenge.		monitor use of imperative forms and target vocabulary and feedback to whole class in plenary		

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?	

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 understandwith littlesupportspecific information and detail inshort, simpletexts 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;			and extended	
Lesson objectives	All learners will be able to: take part in some exchanges using some target language accurately and intelligibly and identify some target information in listening task  Most learners will be able to: 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  Some learners will be able to: 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 Plan	classroom objects				
Planned timings	Planned activities Excel Resources Notes			Teacher Notes	
Beginning the lesson 6.4.1.1	individually.	· · · · · · · · · · · · · · · · · · ·	Class CD		

Main	To read for specific information	
Activities	Read the rubric aloud.	
6.4.1.1	Play the recording. Ss listen and follow the dialogue in their	
6.4.2.1	books.	
	Elicit answers to the questions in the rubric.	
	To ask for/give directions; To present and practice	
6.3.2.1	prepositions of direction/movement	
6.2.5.1	Go through the prepositions of direction/movement with	
	Ss. Present each preposition by miming the movement it	

shows. Give Ss time to read through the dialogue in Ex. 2 again. In pairs, Ss act out their dialogues. Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.			
pairs, Ss act out their dialogues.  Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.			
Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.			
pairs to act out their dialogues in front of the class.			
,			
To pronounce linking sounds			
6.4.1.1 Go through the <i>Study Skills</i> box and explain how we link			
6.1.1.1 sounds in English. Check Ss' comprehension by asking for			
further examples.			
Direct Ss' attention to the example and elicit the linking			
sounds in the sentences.			
Play the recording for Ss to check.			
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.			
Ending the Monitor the activity around the class and then askpairs of			
lesson Ss to act out their dialogues in front of theclass.			
6.1.1.1			
6.1.3.1			
Additional information			
Differentiation – how do you plan Assessment – how are you Cross-curricular links			
to give more support? How do you planning to check learners' Health and safety check			
plan to challenge the more able learning? ICT links			
learners? Values links			
monitor less able groups in monitor accuracy and Benefits oflearning a			
preparing role play and production interactional appropriacy in foreign language			
tasks and support with further role play tasks			

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?	

monitor pronunciation

performance in final activity and

give feedback to whole class

modelling and drilling

to role play prompts

challenge more able learners to give

more expansive answers in response

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 understandwith littlesupportspecific informationanddetail inshort, simpletexts on a limited range of general and curricular topics 6.13.1 use <i>mightmaycould</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 usewithsome supportfamiliar paper and digital reference resources to check meaning and extend understanding 6.4.9.1 recognise the difference between factand opinion in short, simpletexts on an increasing range of general and curricular topics 6.5.1.1 - plan, write, edit and proof read 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	All learners will be able to: identify some specific information in texts and research and write short organ text using some of their own words  Most learners will be able to: identify most specific information in texts and research and write short organ text using a range of their own words				
	Some learners will be able to: identify all specific information in texts and research and write more extended organised text using a range of their own words				
Previous learning	school areas / prepositions of direction/movement				
Plan					
Planned timings	Planned activities		Excel Resources	Teacher Notes	
Beginning the lesson 6.2.1.1	text Initiate a class discuss' opinions about o	ussion about school rulesandelicit other rules aroundtheworld. Ss listen and follow the texts intheir	Class CD	Video	

Main Activities	To read for specific information	
	Allow Ss some time to read the text and complete the task.	
6.2.1.1	Ask Ss to use the Word List to look up the meanings of	
6.4.2.1	the words in the <i>Check these words</i> . Check Ss' answers.	
	Play the video for Ss and elicit their comments at the end.	
	To write a comment to post to a blog	

6.5.1.1	*	allow Ss time to complete it in cland the class to read out their ss.	ass.		
6.6.13.1	Read out the theory obligation, prohibition further examples when the control of	entences (1-4) and replace the phrads in the list.	ress vide		
6.4.4.1	To introduce the topic and predict the content of the text  Read out the definition and explain/elicit 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				Video
6.4.1.1	To read for specific information Give Ss time to read the text and answer the questions. Check Ss' answers around the class.				
6.4.9.1	Remind Ss that adv Give Ss time to scar	and irregular adverbs in a text erbs describe verbs or other adver in the text and find the adverbs. The m up in their dictionaries.	bs.		
Ending the	To consolidate info	rmation in a text and give advic			
<b>lesson</b> 6.1.3.1	Explain the situation and ask Ss in pairs to take turns and give advice on how to overcome shyness.  Monitor the activity around the class and then ask some pairs to report back to the class.				
Additional info	rmation				
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 oflearning a foreign language	
provide challenge to more able learners by suggesting two or three		give whole class feedback on some key areas of language in them			

LESSON: Mod	LESSON: Module 1 Lesson 9 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 understandwith littlesupportspecific informationanddetail inshort, simpletexts on a limited range of general and curricular topics 6.13.1 use <i>mightmaycould</i> to express possibility on a limited range of familiar general and curricular topics 6.4.8.1 usewithsome support familiar paper and digital reference resources to check meaning and extend understanding 6.4.9.1 recognise the difference between factand opinion in short, simpletexts on an increasing range of general and curricular topics 6.5.1.1- plan, write, edit and proof read 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			miliar tocheck oport on a ctivities
Lesson objectives	All learners will be able to: identify some main ideas and specific information in the text and write an email with some appropriate features of style and organisation with support  Most learners will be able to: 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			
	Some learners will be able to:			
	_	dentify 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	school rules / must/mustn't, need, should / regular and irregular adverbs			,
Plan	ë :			
Planned timings	Planned activities Excel Resources Notes			Teacher Notes
Beginning the lesson 6.4.9.1 6.2.1.1	Explain what fact (statistics) mean. Give S	o the underlined sentences.  th that is true), and opinion (what sb  Ss time to read the email and then es express fact/opinion.		

Main	To practise punctuation	
Activities	Go through the <i>Study Skills</i> box showing Ss some types of	
	punctuation in English and drawing attention to any	
6.4.8.1	differences to Ss' L1. Sscan give examples of their own.	
	Ask Ss to punctuate the sentences, then check Ss' answers.	
	,	
	To compare two classrooms	

6.5.2.1			Ex. 1 again and then think		
	about their classroom		are their classrooms with		
6.5.2.1	Nurziya's classroom				
0.3.2.1	Monitor the activity				
	Ask various Ss to te				
	To write an email t	_			
6.5.1.1	-	-	o use their answers fromEx. 3 to		
	write a reply to the				
	and check Ss' answe		class, or you can assignit as HW		
	and theth 38 answe	218 III UI	e liext lessoli.		
	Portfolio				
6.5.1.1		es under	the headings to helpthem		
6.4.1.1	before they start wri	_			
6.13.1	Remind Ss to follow	the pla	in and be careful		
77 14 17	withpunctuation.				
Ending the	Ask some Ss to read their texts to the class		exts to the class. Ss can display		
<b>lesson</b> 6.1.3.1	their texts to the class	SS.			
Additional in					
	- how do you plan		ssment – how are you planning	Cross-curr	icular
to give more support? How do you plan to challenge the more able		to ene	eck learners' learning?	links Health and	cofoty
learners?	ge the more able			check	Saicty
rearriers.				ICT links	
				Values link	KS .
monitor less al	ole groups in writing	use th	numbs up and down technique	Benefits of	·
	de support through	and follow up questions to check		learning a	
further modell	ing and providing	comprehension		language	-
sentence starte	rs				
_	e able learners to	,	ght errors in text in pencil for		
		learners to self-correct before display			
paragraphs					
Reflection			Answer the most relevant quest	ions from the	box on
			the left about your lesson.		
Were the lesson objectives/learning					
objectives real	istic?				
Did I stick to t	imings?				
DIG I SHCK IO L	mmigs:				

What changes did I make from my plan and why?

LESSON: Module	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 understandwith littlesupportspecific informationanddetail inshort, simpletexts on a limited range of general and curricular topics 6.13.1.1 - use <i>mightmaycould</i> to express possibility on a limited range of familiar general and curricular topics 6.4.8.1 usewith some support familiar paper and digital reference resources to check meaning and extend understanding 6.5.1.1 - plan, write, edit and proof read 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	All learners will be able to: use some target language accurately and intelligibly and identify some target information in listening task  Most learners will be able to: use most target language accurately and with some appropriate intonation and identify most target information in listening task  Some learners will be able to: use most target language accurately and with clear intonation and identify all target information in listening task			ntion and
Previous learning		an email to a pen-friend		
Plan Planned timings	Planned activities		Excel Resources	Teacher Notes
Beginning the lesson 6.2.1.1 6.1.3.1	language Read out the question reasons and then ask the list.	on and ask Ss to read the list of a various Ss to tell the class using s from various Ss around the class.		
Main Activities 6.2.1.1	Explain the task. All sentences and compalternatively, you m	learnt in this module low Ss some time to read the lete the gaps. hay allow Ss to review the module t information to fill each gap.		

6.13.1.1 6.5.2.1	To write a quiz Explain the task and 1 and think of quiz of Tell Ss they can use example (e.g. ICT is Ss swap their quizze report back to the cla			
6.5.1.1	Song To listen and Explain the task and Ss listen and follow identify which items name seven school s Play the recording as	Class CD	Video	
6.4.1.1	Game Play in teams. Say a writes the word on that answer gets a point. winner.			
6.4.8.1	Extra Activity Ask Ss to spell each e.g. eraser, E-R-A-S			
Ending the lesson 6.1.3.1	Play the video and e			
Additional info	ormation			
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-curric Health and s check ICT links Values links	safety
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 foreign lang	_
provide more able learners challenge by giving them a specific 'insect' research challenge.		take in final pieces of writing for feedback comment and assessment		

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?	

#### 1'GRADE 6

#### MODULE 2 "HELPING & HEROES"

LESSON: Module 2 L	ON: 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	All learners will be identify some specif vocabulary to descri	ic information from the text and	use some tar	get	
	Most learners will				
	identify most specific vocabulary to descri	ic information from the text and be some things	use some targ	get	
	Some learners will	-			
	identify all specific vocabulary to descri	information from the text and us be some things	e a range of t	arget	
Previous learning	discuss the benefits o	of learning a foreign language			
Plan	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	ask Ss to suggest whethrough the topic list prompt Ss' interest is	module <i>Helping &amp; Heroes</i> and nat they think it means. Go t and stimulate a discussion to	Class CD	110005	

thenSs find the page numbers for the items listed. Ask questions to check Ss' understanding.		
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Main	•	To identify historical figures vocabulary		
Activities		Draw Ss' attention to the pictures and ask various Ss to read		
		tries and dates for each person.		
6.1.1.1		eanings of any unknown words ar		
	*	e, then Ss match the people to wha	at they	
	were.			
6.4.2.1	To talk about histo	rical figures		
6.3.7.1		years before 2000 by splitting the	em	
0.5.7.1	_	g. 1450 = fourteen fifty, 1899 =	CIII	
	eighteen ninety-nine			
		out the example exchange, then Ss	ask	
	• • • • • • • • • • • • • • • • • • •	Monitor the activity around the cl		
	-	date is BC we count down to zero		
	forwards in time.	date is be we count down to zero	, to go	
	Background inforn	nation		
6.5.3.1	<u>Leonardo da Vinci</u> v	vas an Italian painter, sculptor and	1	
6.5.2.1	architect. He painted	the Mona Lisa.		
	Marie Curie was a P	olish scientist. She discovered rac	lium	
	and won the Nobel p			
	Cleopatra was an Egyptian queen. She was a beautiful and			
	powerful woman. There are many books and films about			
	her.			
	Florence Nightingale was a British nurse and writer who			
pioneered modern nursing during the Crimean War. Many			lany	
	people came to know her as 'the lady with the lamp.'			
		Mongolian emperor. He built the		
		re in the history of the world.		
		<u>aly</u> was a Kazakh hero. He was a		
	military officer and a			
		as the 16th American President. H	le	
	helped end the Civil			
		s a Scottish warrior. He fought ag	gainst	
	the English to help f			
<b>Ending the</b>	To check compreher	nsion		
lesson	Check Ss' answers.	Check Ss' answers.		
6.5.3.1				
Additional in	nformation			
Differentiatio	n – how do you plan	Assessment – how are you	Cross-curricular links	
	support? How do you	planning to check learners'	Health and safety check	

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
icarriers:		varues miks

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	Being a hero
	checking plenary	
provide challenge for more able	monitor pronunciation of new	
learners by asking them to mark	vocabulary and drill and	
stress on words and model	feedback to whole class in	
pronunciation for others	plenary	

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?	

LESSON: Mod	ule 2 Lesson 2	School:		
Date: Teacher name:				
CLASS:		Number present:	absent:	
Learning objectives(s) that this lesson is contributing to	group and whole cla 6.6.5.1 - use question growing range of tag curricular topics; 6.1.1.1- use speaking cooperatively in group 6.4.2.1 - understand texts on a limited rate 6.3.7.1- use approprimited range of gen 6.5.3.1 - write with strange of familiar general topic 6.5.8.1- spell most in familiar general topic 6.5.2.1 - write with strange of speaking of the strange of familiar general topic 6.5.2.1 - write with strange of speaking of the strange of t	cate meaning clearly at sentence and discourse level during, pair, class exchanges; tions including questions with whose, how often, how long and a tag questions on a growing range of familiar general and ting and listening skills to solve problems creatively and		
<b>Lesson</b> objectives		e able to:  fic information in reading text and use setion tasks with support	ome target v	ocabulary
	identify most specificaccurately in production.  Some learners will	st learners will be able to:  Intify most specific information in reading text and use most target vocabulary arately in production tasks with support the learners will be able to:  Intify all specific information in reading text and use most target vocabulary		
Previous learning	historical figures	eron tasks with little support		
Plan				
Planned timings Beginning the lesson 6.2.1.1 6.1.1.1	Elicit what, if anythe Play the recording.	oic and stimulate interest in the text ing, Ss know about Pocahontas. Ss listen and follow the text in their the answer to the question in the rubric	Excel Resource Class CD	Teacher Notes
Main Activities	To read for specific	c information (multiple choice) e to read the text carefully and answer		

6.4.2.4 6.5.8.1		ist to look up the meanings of ese words box and read the		
6.3.7.1	To consolidate new Explain the task and correctwords. Then	give Ss time to choose the		
6.3.7.1 6.5.3.1	theirsummaries.	give Ss time to prepare their summary. Ask some pairsto		
6.6.3.1 6.5.2.1	Allow Ss some time rubric, formulate the Encourage Ss to exp Ask various Ss to re	To express your opinion on ahistorical figure Allow Ss some time to think about the question inthe rubric, formulate their answers and write themdown. Encourage Ss to explain their opinions fully. Ask various Ss to read out their sentences. Alternatively, assign the task as HW and check		
Ending the less 6.1.1.1		work in pairs. Ss tell each other wn about Pocahontas		
Additional info	rmation			
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-curri Health and check ICT links Values link	safety
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 her	ro
_	able learners by asking k to name and spell the	monitor pronunciation of new vocabulary and drill and feedback to whole class in plenary		

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?	

LESSON: Module 2 Lesson 3		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 lor 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,		e, how often, how long age of familiar general lems creatively and on and detail in short, ar topics; and syntax to talk about topics; gs and opinion on a ler adjectives correctly all and curricular assroom instructions; ely for a limited range	
	target vocabulary ac  Most learners will identify most specific target vocabulary ac  Some learners will identify all specific identification.	pecific information in speaking and listening and use some ry accurately in production tasks with support will be able to: Decific information in speaking and listening and use most ry accurately in production tasks with support		
Previous learning	express your opinion	n on a historical figure		

Plan			
Planned timings	Planned activities	Excel Resources	Teacher Notes
Beginning the lesson	To present vocabulary for appearance		
6.2.1.1	Explain the task and allow Ss some time to		
6.3.7.1	complete it and then check Ss' answers around the		
6.5.8.1	class.		
	As an extension, ask Ss to use the phrases to		
	describe their classmates.		
	To categorise new vocabulary		
	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.		

Main	To use vocabulary in context and describe people	
Activities	Explain the task and read out the example.	
6.3.7.1	Ask various Ss around the class to describe the people.	
6.6.3.1	Encourage Ss to describe them in as much detail as they can.	
6.3.7.1		
6.6.3.1	To present vocabulary for describing character 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.	
6.3.7.1	To describe people's appearanceand character	
6.6.3.1	Explain the task and ask two Ss to act out theexample	
6.5.3.1	dialogue.	
	Ss work in pairs and ask and answer the questions What does he/she look like? (ask about appearance) What is he/she like? (ask about character) in closedpairs.  Monitor the activity around the class and then asksome pairs to ask and answer in front of the class.	
6.1.1.1		
6.2.1.1	To listen for specific information  Explain the task and play the recording. Ss listenand mark the sentences.  Check Ss' answers, then play the recording againfor Ss to correct the false statements.	
6.5.2.1		
6.5.8.1	<b>To complete a short paragraph about ahistorical figure</b> Explain the task and give Ss time to complete theparagraph. Check Ss' answers.	

Ending the lesson	GameChoose 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				
6.6.5.1	gets 1 point. The tea Leader: face Leader	gets 1 point. The team with the most points is the winner.  Leader: face Leader: hair  Team AS1: round Team BS1: curly, etc			
Additional inf	formation				
to give more s	— how do you plan upport? How do you ge the more able	Assessment – how are you planning to check learners' learning?	Heal ICT	s-curricular l th and safety links les links	-
task and provid	ole groups in writing de support through ing and providing	use thumbs up and down technique and follow up questions to check	Bein	g a hero	
challenge more write a text	e able learners to	monitor presentation and feedback on grammar errors, cohesion, pace, rapport with audience.			

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?	

LESSON: Modu	le 2 Lesson 4	School:		
Date:		Teacher name:		
CLASS:		Number present: absent:		
Learning objectives(s) that this lesson is contributing to	pair, group and who 6.6.5.1 - use question a growing range of the curricular topics; 6.1.1.1- use speaking cooperatively in grow 6.4.2.1 - understand simple texts on a lime 6.3.7.1- use approprishmented range of general familiar general topics; 6.5.2.1 - write with sand experiences on a topics;	cate meaning clearly at sentence and discourse level during, nole class exchanges; ions including questions with whose, how often, how long and f tag questions on a growing range of familiar general and ing and listening skills to solve problems creatively and		v long and al and and and and and and anort, about a nort a limited ons; range of activities
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 n in controlled tasks w	nost target structures accurately in res	sponse to pror	npts and
	Some learners will	be able to:		
		onounce most target structures accurately in response to prompts and ed tasks with little support		
Previous learning	vocabulary for appe	ppearance / describing character		
Plan				
Planned timings	Planned activities		Excel Resources	Teacher Notes

Beginning the	To present grammar for appearance	
lesson	Ss close their books. Present the Past Simple. Say, then	
1033011	write	
6.3.6.1	on the board: <i>I worked hard yesterday</i> . Underline	
6.1.1.1	worked and explain that this verb is in the past simple.	
0.1.1.1	Point to a S and say: You worked hard yesterday. Then	
	write it on the board. Point to a male S and say: He	
	worked hard yesterday. Then write it on the board.	
	Present the other persons in the same way. Elicit that the	
	verb is the same in all	
Main Activities		
Main Activities	To present the Past Simple	
6651	persons. Explain/Elicit the spelling rules of the past	
6.6.5.1	simple for	
6.2.1.1	regular verbs by writing the verbs <i>work, love, play,</i>	
	study, travel and their past simple forms on the board:	
	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).	
	To practise the Past Simple	
6.4.2.1	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.	
	To pronounce /t/, /d/, /Id/ (Past Simple verb endings)	
	Play the recording with pauses for Ss to repeat chorally	
6.5.8.1	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	
6.5.2.1	To practise using the Past Simple affirmative	
	Allow Ss some time to complete the task and then check	
	Ss' answers. Elicit which verbs are regular/irregular.	
	To practise using the Past Simple negative	
6.5.2.1	Explain the task and read out the example.	
	Ss do the task. Check Ss' answers.	
Ending 41 -	Monitor the potivity around the steer and sheet C	
Ending the	Monitor the activity around the class and check Ss	
lesson	answers	
6.1.1.1		

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 onanswers	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	

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?	

LESSON: Modu	le 2 Lesson 5	School:		
Date:	te: 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 6.2.6.1- 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			
Lesson objectives Previous learning	6.1.3.1- respect differing points of view;  All learners will be able to:  use and pronounce some target language accurately in response to prompts and 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  Pronunciation of /t/, /d/, /Id/ (Past Simple verb endings) / Past Simple affirmation / Past Simple negative		npts and	
Plan				
Planned timings	Planned activities		Excel Resources	Teacher Notes
Beginning the lesson 6.5.8.1	Simple verb endings Simple negative	ronunciation of /t/, /d/, /Id/ (Past s) / Past Simple affirmative / Past		
Main Activities 6.3.6.1 6.6.5.1	To practise using the Past Simple interrogative 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	To ask and answer about the past using the Past Simple interrogative 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	To ask and answer about the past using question words	
0.5.0.1	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	pans to ask and answer in front of the class.	
6.1.3.1	To practise using time expressions with the Past	
0.1.5.1	Simple	
	Explain the task and read out the example.	
	Give Ss time to write similar sentences, then check Ss'	
6.5.2.1	answer around the class.	
6.4.2.1		
	To present and practise prepositions of movement	
	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	
6.2.6.1	preposition. Then check Ss' answers.	
6.5.2.1		
6.1.3.1	To write a short paragraph, personalize the topic	
	Give Ss time to complete the task in class and then ask	
	various Ss to read out their completed paragraphs to the	
	class.	
Ending the	To consolidate the grammar of the unit	
lesson	Alternatively, assign the task as HW and Ss read their	
6.5.2.1	sentences aloud in the next lesson	

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 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	Answer the most relevant questions from the box on	
Were the lesson objectives/learning objectives realistic?	the left about your lesson.	
Did I stick to timings?		

What changes did I make from my plan and why?	

LESSON: Module 2 Lesson 6		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;  All learners will be able to:			
, ,	-	fic information in reading text arely in production tasks with supp		arget
	Most learners will	, ,		
	vocabulary accurate	ic information in reading text and ly in production tasks with supp		rget
	-	be able to: information in reading text and ely in production tasks with little	_	et
Previous learning	Past Simple interrog	gative / time expressions / prepo	sitions of mov	rement
Plan				
Planned timings			Teacher Notes	
Main Activities 6.3.6.1 6.3.8.1	any tales about gian To read and listen for Play the recording. Itheir books. Give St. St. Compare their an	ission about giants and elicit	Class CD	
6.4.4.1	Check Ss' answers.			

6.3.6.1	To consolidate new vocabulary	
6.1.8.1.	Ask Ss to use the Word List to look up the	
6.4.1.1	meaningsof the words in the <i>Check these words</i> box.	
6.5.8.1	Explain the task and give Ss some time to	
0.5.0.1	completeit.	
	*	
	Check Ss' answers.	
	Background information	
	<u>Ireland</u> is a country to the west of Britain.	
	IncludingNorthern Ireland, it is the third biggest	
	island in Europe. The capital is Dublin and 6.1	
	million peoplelive there.	
	Scotland is a country in the UK. It is to the north	
	of England. The capital is Edinburgh and around 5	
	millionpeople live there.	
6.6.12.1	To present and practise adverbs of degree and	
	too/enough	
	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 $(\checkmark)$ being mild and $(\checkmark\checkmark\checkmark)$	
	being strong.	
	Say, then write on board: That dress is very/really	
	beautiful. Explain to Ss that we use very/really +	
	adjective to make an adjective stronger.	
	Say, then write on board: He's too old to drive.	
	and He is old enough to drive. 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)	
	NOTE: Tell Ss that we put <i>enough</i> before nouns.	
	(e.g. I've got enough money to buy that necklace.)	
	Explain the task and give Ss time to complete it.	
6.2.6.1	Check Ss' answers.	
	To predict missing information in a listening task	
	Draw Ss' attention to the advert and elicit what part	
	of speech is missing in each gap.	
6.2.6.1	2 - F	
	To listen for specific information	
	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.	 
	Check Ss' answers on the board.	

6.3.6.1			
6.1.3.1	Set the scene and ex Study Skills box and help Ss complete th Ask various Ss to te	To tell a story in the past simpleusing notes Set the scene and explain the task. Read aloudthe Study Skills box and point out that this advicewill 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 lessor</b>	To write an email : Causeway	about a visit to the Giant's	
6.5.2.1  Additional inform	Explain the task and it. Remind Ss to inc Check Ss' answers. Alternatively, assigning the next lesson.  Extra Activity for Write the email in the remove words words in a list for Sto omit: time, best, it cross, enemy.	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.  Extra Activity for weaker classes Write the email in the Suggested Answer Key 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: time, best, bridge, rocks, surface, giant, cross, enemy.	
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	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?	

LESSON: Module 2 Lesson 7		School:		
Date:		Teacher name:		
CLASS:		Number present:	absent:	
Learning objectives(s) that this lesson is contributing to	general and curriculation on general topic 6.5.8.1- spell most in familiar general topic 6.6.12.1 - use an incomposition of the curricular topics; 6.2.6.1- deduce mean general and curriculation of the curricu	ount some extended stories and events on a limited range of curricular topics elop intercultural awareness through reading and discussion derstand the main points in a growing range of short, simple texts and curricular topics; I most high-frequency vocabulary accurately for a limited range of eral topics and some curricular topics are an increased variety of adverbs, including adverbs of degree tagh, quite, rather on a growing range of familiar general and pics; the meaning from context in supported extended talk on a range of curricular topics; the lerstand independently specific information and detail in short, on a limited range of general and curricular topics; the municate meaning clearly at sentence and discourse level during, and whole class exchanges; the erstand supported narratives including some extended talk, on a heral and curricular topics dindependently a limited range of short simple fiction and non-spect differing points of view;		
·		ic information in listening text and cture accurately in production tasks		
	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			
	5 1	information in listening text and us cture accurately in production tasks	_	
Previous learning	adverbs of degree as	nd too/enough		
Plan				
Planned timings	Planned activities		Excel Resources	Teacher Notes
Beginning the lesson 6.5.8.1	pronunciation Explain the task. Pla Ss to repeat chorally Then Ss read the ser	text of a dialogue and practise  by the recording with pauses for or individually. Intences and say what they think to the took a person read.	Class CD	

6.4.1.1	To listen and read for confirmation	
6.4.4.1	Play the recording. Ss listen and follow the text in	
	their books and find out.	

Main Activities	situational langua	c information and consolidate ge through translation		
()(1		ad the dialogue and answer the		
6.2.6.1	questions.	1		
6.3.8.1	(Ss' own answers)	llents for the sentences in Ex. 1.		
		gendary British leader. He led the nd Table at Camelot and had a ma		
6.4.2.1				
		ous phrases ces. Refer Ss back to the dialogu- ous ones from various Ss around t		
6.4.2.1	To act out a dialog	nie		
6.1.8.1	Ask Ss to work in prediction of the dialogue. Pay attention correct as necessary Monitor the activity	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		
6.4.2.1	read out the dialogi	ie in front of the class.		
6.3.6.1	To practise role-n	To practise role-playing		
6.6.12.1		Explain the situation.		
6.2.8.1	Remind Ss that the model, as well as a task. Ss complete the tas following diagram	y can use the dialogue in Ex. 2 as ny ideas of their own to complete k in pairs. To help Ss, draw the on the board and elicit appropriatise. Write them on the board. Ss c	the e	
	refer to the diagram	while doing the task.		
<b>Ending the</b>	<ul> <li>Check Ss' answer</li> </ul>	S.		
lesson 6.3.6.1 6.1.3.1				
Additional in	formation			
	n – how do you plan	Assessment – how are you	Cross-curricular links	
to give more s	upport? How do you nge the more able	planning to check learners' learning?	Health and safety check ICT links	

Values links

learners?

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	
	Answer the most relevant question about your lesson.	ns from the box on the left

LESSON: Modu	le 2 Lesson 8	School:		
Date:		Teacher name:		
CLASS:		Number present:	absent:	
Learning objectives(s) that this lesson is contributing to	range of general and 6.6.1.1- begin to use describing times and curricular topics; 6.4.2.1 - understand simple texts on a lim 6.5.8.1- spell most h familiar general topi 6.3.3.1- give an opin general and curricular described familiar general and curricular familiar general and curricular described familiar general and curricular topics and curricular topics.	basic abstract nouns and compound a location on a growing range of familiar independently specific information a nited range of general and curricular taigh-frequency vocabulary accurately ites and some curricular topics and some curricular topics in at sentence and discourse level of ar topics; ome support about personal feelings neral and curricular topics; ne opinion of the speaker(s) in support and curricular topics; ne extended stories and events on a line of the meaning clearly at sentence and discourse and discourse and discourse are topics; ne extended stories and events on a line of the meaning clearly at sentence and discourse are topics.	nouns and nou iliar general ar and detail in shatopics; for a limited a on an increasin and opinion of ted extended to mited range of	un phrases and nort, range of g range of a limited talk on a
Lesson objectives	intelligibly and iden  Most learners will take part in a range of some appropriate interpretation.  Some learners will take part in a range of the sound in the s	changes using some target language a tify some target information in reading be able to: of exchanges using most target language tonation and identify most target info	age accurately ormation in rea	and with
Previous learning	practise pronunciati	ion / practise role-playing		
Plan Planned timings Beginning the lesson 6.2.8.1	text Direct Ss' attention guesses to the questi	Ss listen and follow the text in their	Excel Resources Class CD	Teacher Notes
6.4.2.1	Background inform OrakBalga was a vil District in southern	lage in what is now the Zhualy		

Edward I was an English King. He ruled from 1272 - 1307. He conquered Wales and started a long war with	
Scotland which continued after his death.	

<b>Main Activities</b>	To read for specific information	
6.2.8.1	Allow Ss some time to read the text and answer the	
6.4.6.1	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'	
6.2.8.1	answers.	
6.4.4.1		
6.5.8.1	To personalise the topic	
	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	To learn the pronunciation of strong forms	
6.6.1.1	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.	
	To write about a hero from your country	
6.3.3.1	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</b>	Ask various Ss to read out their texts to the class.	
lesson		
6.3.6.1		

## **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
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	

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

LESSON: Module 2 Lesson 9		School:		
Date:		Teacher name:		
CLASS:		Number present:	absent:	
Learning objectives(s) that this lesson is contributing to	range of general and 6.6.1.1- begin to use describing times and curricular topics; 6.4.2.1 - understand simple texts on a lim 6.5.8.1- spell most h familiar general topic sentence and discount topics; 6.5.3.1 -write with strange of familiar general topics; 6.5.3.1 - recognize the limited range of general topics and curricular topics.	basic abstract nouns and compound ral location on a growing range of family independently specific information are nited range of general and curricular to high-frequency vocabulary accurately ces and some curricular topics 6.3.3.1- rese level on an increasing range of general and curricular topics; he opinion of the speaker(s) in support a level and curricular topics; he extended stories and events on a line of the meaning clearly at sentence and discontinuous compounds.	nouns and not iar general are ad detail in shappics; for a limited a give an opini- neral and currend opinion of ed extended to nited range of	un phrases and nort, range of on at ricular n a limited talk on a f general
Lesson objectives	and structure accurate Most learners will identify most specificand structure accurate Some learners will identify all specific identification.	ic information in reading text and use tely in writing task with support be able to: ic information in reading text and use tely in production tasks with support	most target v	ocabulary
Previous learning	pronunciation of str	, <u> </u>		
Plan Planned	Planned activities	nned activities Excel Teacher		Teacher
timings	Trainieu activities		Resources	Notes
Beginning the lesson 6.4.6.1 6.6.1.1	to the question in the	to the picture and elicit their guesses	Class CD	

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.  To read for specific information 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 Check these words box. Check Ss' answers around the class.  To complete a summary and consolidate new vocabulary Explain the task and give Ss some time to complete it. Check Ss' answers.  To express a personal opinion Elicit answers to the question from Ss around the class.  To design a poster Explain the task and ask Ss to find a picture ofFlorence Nightingale and use the information in thetext to help them design a poster. Ask Ss to work in pairs or small groups and complete the	
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 Check these words box.  Check Ss' answers around the class.  To complete a summary and consolidate new vocabulary Explain the task and give Ss some time to complete it.  Check Ss' answers.  To express a personal opinion  Elicit answers to the question from Ss around the class.  To design a poster  Explain the task and ask Ss to find a picture ofFlorence  Nightingale and use the information in thetext to help them design a poster.	
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  To complete a summary and consolidate new vocabulary Explain the task and give Ss some time to complete it. Check Ss' answers.  7 o express a personal opinion Elicit answers to the question from Ss around the class.  To design a poster Explain the task and ask Ss to find a picture ofFlorence Nightingale and use the information in thetext to help them design a poster.	1
Explain the task and give Ss some time to complete it. Check Ss' answers.  To express a personal opinion Elicit answers to the question from Ss around the class.  To design a poster Explain the task and ask Ss to find a picture ofFlorence Nightingale and use the information in thetext to help them design a poster.	
6.5.3.1 Elicit answers to the question from Ss around the class.  To design a poster  Explain the task and ask Ss to find a picture ofFlorence  Nightingale and use the information in thetext to help them design a poster.	
6.5.3.1 Elicit answers to the question from Ss around the class.  To design a poster  Explain the task and ask Ss to find a picture ofFlorence  Nightingale and use the information in thetext to help them design a poster.	
Explain the task and ask Ss to find a picture ofFlorence 6.5.3.1 Nightingale and use the information in thetext to help them design a poster.	
task. Ss then present their poster tothe rest of the class.  (Ss' own answers)	
To give a presentation on aperson who helped others Explain the task and ask Ss to collect information from the Internet or from other reference sourcesand make notes under the headings. Then ask Ss to use their notes to prepare apresentation or write a short text about a personwho helped others. Ask various Ss to give their presentation or read their text to the class.	
Ending the lesson Alternatively, assign the task as HW and check Ss'answers in the next lesson.  6.3.6.1 Have the groups present their work to the class. Posters can be displayed in the class or saved toPortfolios.	
Additional information	-
Differentiation – how do you plan to give more support? How do you planning to check learners' plan to challenge the more able learners?  Assessment – how are you planning to check learners' Health and safety 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	
provide challenge to more able learners by suggesting two or three words they should use in reporting learners by suggesting two or three some key areas of language	

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

LESSON: Module	2 Lesson 10	School:		
Date:		Teacher name:		
CLASS:		Number present:	absent:	
Learning objectives(s) that this lesson is contributing to	growing range of ge 6.6.1.1- begin to use phrases describing t and curricular topics 6.4.2.1 - understand simple texts on a lin 6.3.3.1- give an opin of general and curricular topics of fam 6.2.7.1- recognize the limited range of gen 6.3.8.1- recount som and curricular topics	independently specific information a nited range of general and curricular nion at sentence and discourse level of cular topics; ome support about personal feelings niliar general and curricular topics; ne opinion of the speaker(s) in suppo- teral and curricular topics; ne extended stories and events on a life te meaning clearly at sentence and dis-	nouns and nee of familiar and detail in stopics; on an increase and opinion and opinion arted extended mited range of	oun general short, ing range on a I talk on a of general
Lesson objectives	All learners will be identify some specific organised text for dimensional Most learners will identify most specific organised text for dimensional Some learners will identify all main identificants.	e able to:  The information in texts and research a splay using some of their own words to able to:  The information in texts and research a splay using a range of their own works.	and write shoods	rt n email
Previous	the -ing form and th		uion with hit	ie support
learning Plan	I			
Planned timings	Planned activities		Excel Resources	Teacher Notes
Beginning the lesson 6.3.6.1  Main Activities 6.2.7.1 6.4.6.1	class. Posters can be displayed for read for cohesic Explain the task and	groups present their work to the ayed in the class or saved to on and sequence of events I give Ss some time to complete it. Ind check Ss' answers around the	Class CD	2.000
6.3.8.1 6.6.1.1	Ss list the events in	der and summarise a text the text in chronological order and ummary of the biography of		

	_	around the class and then ask	
	some Ss to tell the cl	ass about Abraham Lincoln.	
	• •	ord List to look up the meanings of ceck these words box.	of
6.3.8.1 6.4.2.1	Explain the task and hear will help them follow.	ic information and ideas I point out that the informationSs to prepare for the writingtask to Ss listen and complete the notes.	
6.5.1.1	toorder the dates/everevise use of prepositions. Explain the task and ifnecessary for Ss to Go through the para all the points mention	s box aloud and give Ss time ents. Go through the <i>Checkpoint</i> aritions.  I play the recording again	nd
Ending the lesson 6.3.3.1 6.3.6.1	HW.	e to complete the task or assign as by asking various Ss to read out	
	their biographies to	•	
Additional informa	ation		
Differentiation – ho give more support? challenge the more	How do you plan to	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor less able grand provide support modelling and provistarters	through further	use thumbs up and down technique and follow up questions to check comprehension	Being a hero
challenge more able two or three connect each part of display.		highlight errors in text in pencil for learners to self- correct before display	
			·

Answer the most relevant questions from the box on the	Reflection
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?
	Did I stick to timings? What changes did I make from my plan

LESSON: Module 2 Lesson 11		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 6.4.2.1 - 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	All learners will be able to: 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  Most learners will be able to: 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  Some learners will be able to: 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	put events in order and summarise a text / write a biography			
Plan	1			
Planned timings	Planned activities		Excel Resources	Teacher Notes
Beginning the lesson 6.4.2.1 6.5.8.1	Check Ss' HW by as their biographies to	sking various Ss to read out the class.	Class CD	
Main Activities 6.3.3.1		hat they think the quotation rs. Then ask some pairs to		

To discuss the value of being a hero

6.3.6.1	Read out the question and as qualities and then talk in clos apply to a hero. Ask various Ss to tell the class	sed pairs about which ones	
	(Ss' own Answers)		
	To write a short text about	a nersonal hero	
6.3.3.1	Explain the task and give Ss		
6.5.3.1	personal hero and make note		
	Ask Ss to write a short text u	<u>e</u>	
	ask various Ss to read their te	ext to the class.	
	To test knowledge learnt in	this module	
	Explain the task. Allow Ss so		
6.2.7.1	questions and complete the g		
	Alternatively, you may allow		
	and find the relevant informa		
	Check Ss' answers.		
	To write a quiz		
6.2.7.1	Explain the task and ask Ss to	o work in pairs. Allow Ss	
	time to look through the mod	lule and think of quiz	
	questions.		
	Tell Ss they can use the quiz	*	
	model. Offer an example (e.g	g. Pocahontas was from	
	. [Virginia, USA])	4	
	Ss can swap their quiz with a	mother pair and do it and	
	then report back to the class.		
6.3.3.1	SongTo read for cohesion a	and rhyme	
6.4.6.1	Go through the list of words.	Explain/Elicit their	
	meanings. Ss complete the ga	aps. Play the song. Ss	
	listen and check their answer	S.	
6.2.7.1	To understand the author's	s opinion and express an	
	opinion		
	Read the rubric aloud and give		
	again and consider their answ		
	Ask various Ss around the cla	ass to share their answers	
	with the class.		
6.2.0.4	Game Collocations/Phrases	,	
6.3.8.1	Write these words on the boa		
	word from each column and	_	
	phrase. Each correct sentence	-	
	with the most points is the w	nner. B	
	• curly • round •	• peace • face • lips • hair	
	respected • full • end •	• height • death • manners	
	promote • have good • of	• the war • giant • leader	
	medium • powerful •		
	cruel		

	Play the video and el	licit Ss' comments at the end	
Ending the lesson 6.3.8.1	• Check the Ss know Summative Assessme "Helping and Heroe		
Additional informa	ition		
Differentiation – how give more support? I challenge the more a	How do you plan to	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	
Reflection  Were the lesson objectives/learning objectives realistic?		Answer the most relevant questions from the box on the left about your lesson.	
Did I stick to timing What changes did I and why?			

### MODULE 3"OUR COUNTRYSIDE"

LESSON: Mod	ule 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; 6.1.6.1 organiseand 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;  All learners will be able to:				
objectives	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 / prepos	itions of movement			
Plan Planned timings Beginning the lesson 6.5.8.1	Planned activities  Planned activities  Excel Resource  What's in this module?  Read the title of the module Our countryside 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	module.  To present new vocabulary 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 equivalents from Ss around the class.  To match places to continents				

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	
	form 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.	
	To personalise the topic	
6.1.6.1	Read the example aloud. Then, elicit an example for each	
	geographical feature (1-10) from Ss' country from Ss	
	around the class.	
	To describe pictures	
6.3.3.1	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.	
Ending the	Ask various Ss around the class to read out their	
lesson	sentences to the rest of the class	
6.1.1.1		

Additional information			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?		ment – how are you planning to earners' learning?	Cross-curricular links Health and safety check ICT links Values links
monitor weak learners in task completion and question and answer sequences		r pronunciation of target vocabulary onstantly give feedback on errors	Values: Caring about places of natural beauty
challengestrong 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 pl why?	an and	Answer the most relevant questions the left about your lesson.	from the box on

LESSON: Mod	ule 3 Lesson 2	School:			
Date:		Teacher name:			
CLASS:		Number present:	ab	sent:	
Learning objectives(s) that this lesson is contributing to	general and curricula 6.1.6.1 organise and p 6.4.2.1 - understand in texts on a limited ran 6.4.4.1 - read indepent texts; 6.4.8.1 - use indepent meaning and extend 6.5.8.1 - spell most h familiar general topic	I presentinformation clearly to others independently specific information and detail in short, simple ange of general and curricular topics; endently a limited range of short simple fiction and non-fiction endently familiar paper and digital reference resources to check d understanding high-frequency vocabulary accurately for a limited range of pics and some curricular topics ng and listening skills to solve problems creatively and			
<b>Lesson</b> objectives	All learners will be Read for specific inf about their experience	formation, to listen for sequence and ord	der of events	, to tell	
	Most learners will Read for specific infabout their experience	pecific information, to listen for sequence and order of events, to tell experiences  ners will be able to:  pecific information, to listen for sequence and order of events, to tell			
	Some learners will				
Previous learning	Past simple / prepos				
Plan					
Planned timings	Planned activities		Excel Resources	Teacher Notes	
Beginning the lesson 6.5.8.1		bulary o the pictures and ask various Ss to phical feature each one shows.			

Main	To describe pictures	Class CD	
Activities	Direct Ss' attention to the pictures and ask various Ss around		
	the class to describe them		
6.1.6.1	Ask them to imagine they are there and elicit what they		
6.3.3.1	might be able to see, hear, smell, etc.		
6.3.3.1	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: Where is the person scuba diving? Where are these ancient ruins? Where is this desert?					
6.4.2.1	Give Ss time to read the questions Ask Ss to use the Wor	Ask Ss to use the Word List to look up the meanings of the words in the Check these words box.				
6.4.4.1	answers and write their	and give r senten	e Ss time to formulate their ces.	Class CE	)	Video
Ending the lesson 6.1.1.1	Ask various Ss around the rest of the class	the clas	ss to read out their sentences to			
Additional in	formation					
plan to challed learners?	Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?		learners' learning?  monitor pronunciation of target vocable		linl He saf ICT Va	alth and ety check Γ links lues links
	learners in task and question and nees		onstantly give feedback on error	-	Ca pla	lues: ring about ces of ural
more new wo	ong learners to find 3 rds that can complete se words box.					
Reflection  Were the less objectives rea  Did I stick to			Answer the most relevant que the left about your lesson.	stions fro	m th	ne box on
What changes why?	s did I make from my pl	an and				

LESSON: Modu	le 3 Lesson 3	School:			
Date:		Teacher name:			
CLASS:		Number present:		absent:	
Learning objectives(s) that this lesson is contributing to	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 - organiseand presentinformation clearly to others 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 experience  Some learners will				
	Read for specific infabout their experience	c information, to listen for sequence and order of events, to tell			
Previous learning	1	tryside/ basic adjectives describing g	eographical f	eatures	
Plan					
Planned timings	Planned activities		Excel Resources	Teacher Notes	
Beginning the lesson		give Ss time to match the words to			
6.4.8.1 6.6.3.1	orm collocations. Tell Ss they may check in the text if hey 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.				

Main Activities	_	egorise new vocabulary Write the		
	_	d and ask Ss around the class to read		
		e at a time and elicit which heading		
6.1.1.1	they go under.			
		ed table from the board in their		
	notebooks.			
	To act out exchang	es talking about activities		
6.2.5.1		eanings of the adjectives in the list.		
6.1.1.1		nodel the example. Ss then work in		
	pairs and act out sim	nilar exchanges using the adjectives.		
	Monitor the task aro	und the class. Then ask various pairs		
	to act out their excha	anges.		
	To listen for specifi	c information and order of events		
6.5.8.1		and the task and play the recording.		
0.0.0.1	-	ents in the order they happened.		
		and then elicit how Ian felt at the end		
	of his trip.			
Ending the	To narrate person'			
lesson		gain. Then ask various Ss to narrate		
	Ian's experience using	ng the sentences in Ex.5.		
6.1.6.1				
Additional infor	rmation			
Differentiation –	how do you plan to	Assessment – how are you planning to	check	Cross-
	rt? How do you plan	learners' learning?		curricular
to challenge the r	nore able learners?			links
				Health and
				safety check
				ICT links
*1	1 1			Values links
	for writing task by	check answers in comprehension task u		Values:
providing less ab sentence starters	ie ieaineis with	thumbs up or down technique and follo questions	ow-up	Caring about places of
sentence starters		questions		places of

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?	

stress errors to board

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-

natural

LESSON: Modu	le 3 Lesson 4	School:			
Date:		Teacher name:			
CLASS:		Number present:	al	osent:	
Learning objectives(s) that this lesson is contributing to	6.6.7.1 use simple perfect forms of common verbsto express what has happened [indefinitetime] on a limited range of familiargeneral 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;				
Lesson objectives	All learners will be able to:  Learn the present perfect and <i>for/since</i> , to compare the present perfect and the past simple				
	Most learners will be able to:  Learn the present perfect and <i>for/since</i> , to compare the present perfect and the past simple  Some learners will be able to:  Learn the present perfect and <i>for/since</i> , to compare the present perfect and the				
Previous learning	past simple Vocabulary				
Plan			I — -	I — -	
Planned timings	Planned activities		Excel Resource	Teacher Notes	
Beginning the lesson 6.6.7.1 6.4.2.1	negative Ss' book closed. Say worked hard today. Underline: have wor Explain that his very the form (affirmative have/has +past part pronoun +haven't/h Explain that the past formed by adding—e irregular verbs have Explain that we use actions that started in	y, then write on the board: I have Tom hasn't worked hard today.  rked and hasn't worked.  o is in the present perfect and elicit  e – subject personal pronoun +  iciple, negative- subject personal  asn't + past participle).  It participles of regular verbs are  ed to the end of the verb and that their own forms.  the present perfect to talk about in the past and continue up to now, completed past actions with results			
Main Activities 6.6.7.1 6.2.1.1	<b>To practise past pa</b> Ss' books open. Giv	e Ss time to copy the table into their elicit the answers to fill the gaps.			

	m .	,		
6671		go through the example.		
6.6.7.1		e task, then direct them to the irregular		
		of their books to check their answers. regular/irregular from various Ss		
	around the class.	regular/irregular from various 3s		
	around the class.			
	To practise the prese	ent perfect		
	Explain the task and r			
	*	lete the sentences, and then check Ss'		
6.1.10.1	answers.	t parfact interrogative and short engagers		
6.6.7.1		t perfect interrogative and short answers the table and elicit how we form		
0.0.7.1		nt perfect (have/has + subject personal		
	pronoun + past partic			
	_	form short answers with Yes/No +		
	subject personal pron	oun + have/has/haven't/hasn't.		
	To practise the present perfect interrogative			
		ead out the example, then give Ss some		
6.6.7.1		ask. Check Ss' answers.		
Ending the	-	ent perfect and the past simple		
lesson	interrogative	als two Sa to model the exemple		
6.6.11.1	Ss complete the task i	sk two Ss to model the example.		
0.0.11.1		round the class and then ask some pairs		
		Front of the rest of the class.		
Additional info	ormation			
	– how do you plan to	Assessment – how are you planning to		Cross-
- 11	ort? How do you plan	check learners' learning?		curricular
to challenge the	more able learners?			inks Health and
				safety check
				CT links
				Values links
	le groups in controlled	monitor pair sentence completion tasks		cross-
_	ght any errors in	encourage learners to give feedback to e		curricular
structure, spelling and punctuation for learners to self-correct in their writing		other on answers		inks:
rearners to self-	correct in their writing			anguages contrasts
challenge more	able learners by asking			with L1]
to give more ex	amples, and asking			_
additional quest	tions.			

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?	

LESSON: Module 3 Lesson 5		School:		School:		
Date:		Teacher name:				
CLASS:		Number present:	a	bsent:		
Learning objectives(s) that this lesson is contributing to  Lesson objectives  Lesson objectives  Lesson objectives  Learn the present popast simple  Most learners will Learn the present popast simple		on impersonal structures with: it, then curricular topics;  able to:  arfect and for/since, to compare the probe able to:  arfect and for/since, to compare the probe able to:  arfect and for/since, to compare the probe able to:	curricular top room instructi nd detail in sho and exploring a re on a growin resent perfect	ons; ort, simple a range of ag range of and the		
	past simple	rfect and for/since, to compare the pr	resent perfect	and the		
Previous learning	Grammar					
Plan						
Planned timings	Planned activities		Excel Resources	Teacher Notes		
Beginning the lesson 6.6.7.1	To revise the present forms	nt perfect affirmative and negative				

Main Activities	To present adverbs used with the present perfect	
	Elicit the L1 equivalents for the sentences.	
	Say, then write on the board: I have been a teacher for	
6.6.7.1	years. I have worked at this school since 2005. Explain	
	that we use for/since in affirmative and negative	
	sentences. Explain that we use for to express duration and	
	since 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	To compare the present perfect/past simple	
	Read out the theory box and elicit any similar structures in	
	Ss' L1.	
	To practise the present perfect/past simple	
6.6.7.1	Give Ss time to complete the task and then check Ss'	
0.0.7.1	Give 35 time to complete the task and then eneck 35	

	answers. Remind Ss the implied.	hat the past simple a time is stated or		
6.6.11.1		ent perfect and the past simple lete the task and then check Ss'		
Ending the lesson 6.1.10.1	interrogative Explain the task and a Ss complete the task i Monitor the activity a	ent perfect and the past simple ask two Ss to model the example. In pairs. In pairs and then ask some er in front of the rest of the class.		
give more supp	- how do you plan to ort? How do you plan emore able learners?	Assessment – how are you planning check learners' learning?	link Hea che ICT	olth and safety
tasks and highli structure, spellin learners to self- challenge more	le groups in controlled ght any errors in ng and punctuation for correct in their writing able learners by asking amples, and asking tions.	monitor pair sentence completion tasks and encourage learners to give feedback to each other on answers	link	ss-curricular s: languages ntrasts with

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?	

LESSON: Module 3 Lesson 6		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; 6.4.2.1-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				
Lesson objectives	talk on a range general and curricular topics;  All learners will be able to:  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				
		ecific information, to listen for specifications, to complete a dialogue, to wri		ı, to talk	
		ecific information, to listen for specifications, to complete a dialogue, to write		n, to talk	
Previous learning	Preset perfect/for/si				
Plan					
Planned timings	Planned activities		Excel Resources	Teacher Notes	
Beginning the lesson 6.2.1.1	a variety of question around the class. Wr Play the recording. S	o the title and the pictures and elicit as about Charyn Canyon from Ssrite three of them on the board. So listen and follow the text in their of their questions were answered.			

Main Activities	To read for specific information	
	Give Ss time to read the text again.	
	Ask Ss to use the Word List to lookup the meanings of the	
6.4.2.1	words in the <i>Check these words</i> box, then give Ss some	
6.4.5.1	time to correct state statements.	
	Check Ss' answers around the class.	
	To check meanings of unknown words	
6.4.8.1	Give Ss time to look up the meanings of the words in bold	
6.3.3.1	in their dictionaries.	

	Elicit definitions from To consolidate compr	Ss around the class.  ehension of a text and express your		
	opinion			
	Ss discuss in pairs whand compare opinions	at they found interesting in the text		
		eport back to the class.		
	TD 1. 4 . 6 6.			
6.2.5.1	-	information (multiple choice) play the recording. Ss listen and		
0.2.0	complete the task.			
E 1: 41	Check Ss' answers.			
Ending the lesson	the module	ne and consolidate vocabulary from		
1000011	Explain the task and a	llow Ss some time to complete the		
6.3.3.1	_	nswer in full sentences.		
0.3.3.1	completed dialogue.	asking several Ss to read out the		
Additional infor	rmation			
	how do you plan to	Assessment – how are you planning	to check	Cross-
- 11	rt? How do you plan nore able learners?	learners' learning?		curricular links
to chancinge the i	note able learners:			Health and
				safety
				check ICT links
	groups in controlled	monitor pair sentence completion tasks and		cross-
tasks and highligh	ht any errors in ers to self-correct	encourage learners to give feedback to each other on answers		curricular links:
spennig for learn	ers to sem-correct	other on answers		languages
				[contrasts
-1-11	1.1. 1	.11	411-	with L1]
challenge more a produce contrasts		check pronunciation in whole class feedback and remodel/ drill final sounds		
	rent pairs of words			
Reflection		Answer the most relevant questions	s from the	box on the
Were the lesson objectives/learning		left about your lesson.		
objectives realistic?				
Did I stick to timings?				
What changes did	d I make from my plan			
and why?				

LESSON: Module 3 Lesson 7		School:		
Date:		Teacher name:		
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to	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;			
Lesson objectives	All learners will be To book a holiday  Most learners will To book a holiday  Some learners will To book a holiday	be able to:		
Previous learning	Weather vocabulary	,		
Plan				
Planned timings	Planned activities		Excel Resources	Teacher Notes
Beginning the lesson 6.1.10.1 6.5.2.1	then use their notes time for Ss to compl	Il Ss to make notes on each point and to help them write their email. Allow		

Main	To practise pronunciation of situational	
Activities	language	
	Play the recording. Ss listen and repeat chorally and/or individually.	
6.2.6.1	Pay attention to Ss' pronunciation and intonation and correct as necessary.	
	To listen for specific information 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.	
	To learn synonymous phrases Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.	

	To get out a dialogu	•				
	To act out a dialogu	e airs, take roles and read out the				
	dialogue.	ans, take foles and fead out the				
	_					
		around the class and ask some pairs to e in front of the class.				
Ending the						
Ending the lesson	To practise role-plants	ls box aloud and explain that this tip				
ICSSUII	will help them comp					
	Explain the situation					
6.1.1.1		can use the dialogue in Ex. 2 as a				
0.1.1.1		y ideas of their own to complete the				
	task.	J				
	Ss complete the task	in pairs. To help Ss, draw the				
	-	on the board and elicit appropriate				
	phrases Ss should us	se. Write them on the board. Ss can				
	refer to the diagram	while doing the task.				
Additional in	formation					
Differentiation	ı – how do you plan	Assessment – how are you planning to	)	Cross-	curricular	
	upport? How do you	check learners' learning?		links	links	
plan to challen	ge the more able			Health	and safety	
learners?				check		
				ICT li		
				Values	s links	
monitor less al	ble groups in	monitor pair sentence completion tasks		cross-curricular		
	as and highlight any	and encourage learners to give feedba	ck to		languages	
	ture, spelling and	each other on answers [contrasts w		asts with		
	r learners to self-			L1]		
correct in their	<u>_</u>					
	nge to more able					
	lude three particular					
phrases in writ	ting short email					
Reflection		Answer the most relevant questions fr	rom th	e box o	n the left	
		about your lesson.				
Were the lesson objectives/learning						
objectives real	istic?					
Did I stick to t	imings?					
DIG I SHEEK IO I	mmgs:					
What changes	did I make from my					
plan and why?	=					

LESSON: Modu	le 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			neral and of general
Lesson objectives	All learners will be able to:  To read for specific information, to act out a phone conversation, to write about a place of natural beauty, to learn about silent letters  Most learners will be able to:  To read for specific information, to act out a phone conversation, to write about a place of natural beauty, to learn about silent letters  Some learners will be able to:  To read for specific information, to act out a phone conversation, to write about a phone conversation, to write about a phone conversation.			ite about a
Previous learning	place of natural beauty, to learn about silent letters  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	Direct Ss' attention anything, they know	for specific information to the pictures and elicit what, if about them. Read the sentences and ask Ss to say if they think they	Video	
	their books to find Ask Ss to use the W the words in the Che time to complete the	Ss listen and follow the text in out.  ord List to look up the meanings of eck these words box. Allow Ss some e task. Check Ss' answers.  s and elicit their comments.		

Main Activities	To practise role pla	aving		
	_	1. Ss take roles and act out their		
	-	ions in closed pairs. Suggest		
	-	iteresting fact from the text or		
6.3.2.1	from the Did you kn			
6.3.8.1	*	around the class and then ask		
	_	t their conversations in front of		
	the class.			
	To personalise the	topic and talk and write		
	about a local place	of natural beauty		
		place of natural beauty in Ss'		
6.1.10.1	own country they ar			
		ee minutes to make notes under		
	the headings.			
		ive minutes to use their answers		
	-	graph about the place.		
	•	ad out their piece of writing to		
Ending 4k - leases	the class.	044 0 mg		
Ending the lesson	To practise silent lo			
	_	ly Skills box with Ss. Ask Ss to f words and try to guess which		
	the silent letters are.	· •		
	Play the recording.			
		gain. Ss listen and repeat		
	chorally or individu	-		
	3	words with silent letters in the		
	texts (e.g. sights, po			
Additional information		, ,		
			C	. 1 1. 1
Differentiation – how		Assessment – how are you		urricular links
more support? How do		planning to check learners'	Health and safety check ICT links	
challenge the more abl	le learners?	learning?	Values	
4	1			
to put in pair less able		use thumbs up and down		inks: Caring laces of natural
able learners in pair w	orking tasks	technique and follow-up questions to monitor	beauty	iaces of flatural
		comprehension of text	ocauty	
		monitor learners in presenting		
		the place of natural beauty		
Reflection			ootion = C	
Reflection		Answer the most relevant que the left about your lesson.	esuons II	om me box on
Were the lesson object	tives/learning	the left about your lessoil.		
objectives realistic?				
Did I stick to timings?				
What changes did I mawhy?	ake from my plan and			
		<u> </u>		

LESSON: Modu	le 3 Lesson 9	School:		
Date:		Teacher name:		
CLASS:		Number present:	al	sent:
Learning objectives(s) that this lesson is contributing to	<ul> <li>6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics</li> <li>6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;</li> <li>6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</li> </ul>			
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 l	peauty
Plan				
Planned timings	Planned activities Excel Teacher Resources Notes			
Beginning the lesson 6.2.6.1	text Elicit as many of th the class and read o	e oceans as possible from Ss around to the questions in the rubric. Ss listen and follow the text in their the answers.		

Main Activities	To read for specific information	Video
	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.	
6.4.5.1	Check Ss' answers around the class.	
6.1.10.1	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	

	their quizzes. Altern	natively, assign the task as HW.				
Ending the lesson	Ask various groups to answer.					
Additional infor	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 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 about the pla natural beau	aces of		
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 about your lesson.	from the box	on the left		

LESSON: Mo	odule 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	All learners will be				
objectives	To read for lexico-grammatical structure, to learn simple linkers, to write an comparing two places			an email	
	Most learners will	be able to:			
	To read for lexico-g	rammatical structure, to learn simple lin	kers, to write	an email	
	comparing two place	es			
	Some learners will			.,	
	To read for lexico-grammatical structure, to learn simple linkers, to write an				
Previous	comparing two place	es			
learning	basic functional lan	guage for talking about the geography			
Plan					
Planned	Planned activities		Excel	Teacher	
timings			Resources	Notes	
Beginning the lesson	Ss do the revision of about the geography	f basic functional language for talking			
Main	_	rammatical structure			
Activities 6.5.6.1	Ss time to complete t	go through the Study Skills box. Allow			
0.5.0.1		wers with their partner, then check Ss'			
	answers around the c				
	•	ord List to look up the meanings of the			
	words in the <i>Check th</i>	hese words box.			
6.6.16.1 6.5.1.1 6.5.3.1	examples for each of Explain the task. So of To write an email con Explain the task and	y Skills box again and elicit further the linkers presented. complete the task. Check Ss' answers. mparing two places go through the paragraph plan. Give Ss task in class. Ask various Ss to read out			

Ending the lesson	Assign HW and che	eck Ss answers in the next lesson.			
Additional information					
		Assessment – how are you planning to check learners' learning?	Cross-curricular link Health and safety check ICT links Values links		
monitor less at reading and wi	ole groups in riting the email	monitor accuracy in reading	cross curricular links languages [intonation contrasts with L1]		
_		monitor pronunciation performance in the first activity			
Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?			om the box on	the left	

LESSON: Module 3 Lesson 11		School:		
Date:		Teacher name:		
CLASS:		Number present:	ab	sent:
Learning objectives(s) that this lesson is contributing to	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 begoing 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>begoing to</i> to talk about already decided plans on a limited range of familiar general and curricular topics			
Lesson objectives	All learners will be able to:  To learn and discuss values, to do a quiz, to write a quiz, to read & listen for specific information, to express an opinion			isten for
	Most learners will be able to:  To learn and discuss values, to do a quiz, to write a quiz, to read & listen for specific information, to express an opinion  Some learners will be able to:			isten for
		s values, to do a quiz, to write a quiz, to express an opinion	, to read & l	isten for
Previous learning	lexico-grammatical	structure/ linkers		
Plan				
Planned timings				Teacher Notes
Beginning the lesson 6.4.8.1	natural beauty Explain the task and meanings of the wor	value of caring about places of  give Ss time to look up the rds in the list in their dictionaries.  aplete the task and then check Ss'		

Main Activities	To prepare a video about nature reserves		
	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		
6.6.8.1	about Kazakhstan's nature reserves using visual aids		
6.5.8.1	such as photos or they may use a computer editing	Video	
	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.		

Ending the lesson		he module and find the relevant them. Check Ss' answers.		
Additional inform	ation			
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 line Health and safety check ICT links Values links				afety
monitor less able groups in completing the task and quiz		use thumbs up and down technique and follow up questions to check comprehension	Values: Car places of na beauty	_
challenge more able learners by making them as group leaders for task 2.				

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 4 "DRAMA AND COMEDY"

LESSON: Module 4 Lesson 1		School:			
Date:		Teacher name:			
CLASS:		Number present:	ab	sent:	
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				
Lesson objectives	talk on a range general and curricular topics  All learners will be able to:  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  Most learners will be able to:  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  Some learners will be able to:				
Previous learning Plan	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  Self-check for module Our countryside				
Planned timings	Planned activities	activities Smiles Teacher Resources Notes			
Beginning the lesson 6.4.2.1 6.1.3.1	Ss to suggest what th	module <i>Drama &amp; Comedy</i> and ask ey think it means. Go through the te a discussion to prompt Ss' e.			

Main	To present new vocabulary and introduce the topic		
Activities	of the module	Videos	
	Read out the definitions and elicit any popular comedies		
6.4.3.1	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.		

	Have the class liste elicit Ss' answers w			
	To introduce the t	opic and stimulate interest in the		
6.3.4.1	text			
6.2.5.1		hing, Ss know about Charles Dickens. hy in their books and find out the ion in the rubric.		
6.1.9.1	To read for gist			
6.3.8.1	the rubric aloud. El	<u> </u>		
	Play the recording. books to find out.	Ss listen and follow the text in their		
		Word List to look up the meanings of		
		neck these words box.		
Ending the	Play the video for S	Ss and elicit their comments.	Video	
lesson				
6.1.6.1				
Additional info	rmation		I	
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 of reading	importance

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?	

LESSON: Modu	ile 4 Lesson 2	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, sim 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, extende talk on a range general and curricular topics					
Lesson objectives	All learners will be able to:  To read for gist and specific information, to learn literary elements, to summa a text, to act out an excerpt, to write a new ending for story  Most learners will be able to:  To read for gist and specific information, to learn literary elements, to summa a text, to act out an excerpt, to write a new ending for story  Some learners will be able to:  To read for gist and specific information, to learn literary elements, to summa a text, to act out an excerpt, to write a new ending for story					
Previous learning	reading excerpts		-			
Plan	ı					
Planned timings	Planned activities		Smiles Resources	Teacher Notes		
Beginning the lesson 6.4.2.1	To read for specifical Allow Ss two minus answer the question Check Ss' answers	ites to read the text again and as.				
Main Activities 6.3.7.1	To consolidate new vocabulary through synonyms 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.					
6.1.6.1	To consolidate comprehension of a text 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						

	To present literary	v elements		
		definitions. Then give Ss time to		
		ain and then answer the questions.		
		n Ss around the class.		
6.3.5.1	To order events a	nd give a summary		
6.1.3.1		and the text again and list the main		
0.1.5.1		then ask various Ss around the		
	class to give a sumi			
	8-1-0			
	To act out a scene			
6.3.4.1		to groups and have them act out the		
6.2.5.1	•	erpt using their own words.		
	To predict the next	· •		
	-	n pairs what they think will happen		
	next.	The state of the s		
	Then ask some pai	rs to tell the class their ideas.		
	To listen for specifi			
		for Ss to listen and check their		
		nd see what happens to Oliver		
	Twist.	11		
Ending the	To write an altern	ative ending to the story		
lesson	•	omplete the task in class.		
6.5.2.1		ead out their endings to the class. Ss		
	vote for the best on	e.		
	Alternatively, assig	n as HW and check Ss answers in		
	the next lesson.			
Additional infor	mation			
Differentiation –	how do you plan to	Assessment – how are you	Cross-curric	ular links
	t? How do you plan	planning to check learners'		safety check
	nore able learners?	learning?	ICT links	sarety effects
to enumerige the i	nore dore rearriers.	Touring.	Values links	3
Challenge less ab	le learners hy	check pronunciation and	Values links	
_	the main characters	comprehension of the material	Importance	
in role playing	the main characters	from listening	importance	orreading
		_	C 41 1	41 1 0
Reflection		Answer the most relevant questions	from the box	on the left
Wana th - 1	hi a ativo a /1i	about your lesson.		
	objectives/learning			
objectives realisti	10?			
Did I stick to timings?				
XX 71	17 1 0			
_	d I make from my			
plan and why?				

LESSON: Mod	dule 4 Lesson 3	School:				
Date:		Teacher name:				
CLASS:		Number present:		absent:		
Learning objectives(s) that this lesson is contributing to  1.6.1 organise and present information clearly to others; contributing to  1.6.3.5.1 - keep interaction going in longer exchanges on a range of general curricular topics; curricular topics; contributing to  1.6.3.1 respond with limited flexibility at both sentence and discourse lunexpected comments on a range of general and curricular topics; contributing to the sentence and discourse lunexpected comments on a range of general and curricular topics; contributing to the sentence and discourse lunexpected comments on a range of general and curricular topics; contributing topics to the sentence and discourse lunexpected comments on a range of general and curricular topics; contributing to the sentence and discourse lunexpected comments on a range of general and curricular topics; contributing to the sentence and discourse lunexpected comments on a range of general and curricular topics; contributing to the sentence and discourse lunexpected comments on a range of general and curricular topics; contributing to the sentence and discourse lunexpected comments on a range of general and curricular topics; contributing topics and some curricular topics and experiences on a limited range of familiar general topics and some curricular topics.						
Lesson objectives Previous	All learners will be able to: To learn the past continuous, to compare the past simple and the past continuous  Most learners will be able to: To learn the past continuous, to compare the past simple and the past continuous  Some learners will be able to: To learn the past continuous, to compare the past simple and the past continuous  literary elements					
learning						
Plan Planned timings	Planned activities		Smiles Resources	Teacher Notes		
Beginning the lesson 6.4.3.1 6.1.6.1	studying yesterday. continuous affirmat was/were + verb + persons and we use a certain time in the Say, then write on t yesterday. Explain/negative is formed + verb + ing). Explain/sersons.  Say, then write on t Explain/Elicit how	ay, then write on the board: <i>I was</i> Explain/Elicit how the past tive is formed ( <i>personal pronoun</i> + <i>ing</i> ). Explain that it is the same in all it to talk about actions happening at				

Explain that this is the same in all persons. Do a drill with Ss. Write on the board: **I was sleeping last night*. Give Ss different subject pronouns, Ss substitute the subject, as in the example. e.g. T. Tom SI: Tom SS: Tom SS: The dog 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: Li  Activities 6.3.7.1  To practise the past continuous affirmative Explain the task and give Ss some time to complete it. Check Ss' answers.  To practise the past continuous negative & affirmative 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  To practise the past continuous Explain the task and read out the example. Give Ss time to complete the task and then check Ss' answers.  6.2.5.1  To practise all forms of the past continuous 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  To compare the past simple and the past continuous Ss' books closed. Say, then write on the board: At 10 pm last night I was driving home. 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 arrived home at 11 pm.  Explain/Elicit that the action was completed at a stated time in the past. Say, then write on the board: I was listening to the radio while I was driving. 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 drove home and then I went to bed. Ask Ss to say how many actions there were (2) and when they happened (one after the other).			
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6.5.2.1	Elicit the rules for past continuous (past atted time in the past progress at a state a happened at the san Ss open their books say the examples in To practise the past forms Give Ss time to contanswers. Refer Ss to back of the book to Ask Ss around the offorms.  To practise the past Give Ss time to contanswers.			
Ending the	To practise the past	simple and past continuous using		
lesson 6.5.2.1	personal examples Explain the task and three-minute time li ask various Ss arou out to the class.			
Additional info	rmation			
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-curric similarity w	

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

LESSON: Mod	lule 4 Lesson 4	School:				
Date:		Teacher name:				
CLASS:		Number present:		absent:		
Learning objectives(s) that this lesson is contributing to	and curricular topic 6.3.2.1 - ask simple topics; 6.3.6.1 - communic and whole class exc 6.4.3.1- understand and curricular topic 6.5.3.1- write with range of familiar ge 6.2.5.1- understand talk on a range gene 6.3.2.1 - ask simple topics;	3.6.1 - communicate meaning clearly at sentence level during, pair, group d whole class exchanges 4.3.1- understand the detail of an argument on a limited range of familiar general d curricular topics, including some extended texts 5.3.1- write with some support about personal feelings and opinions on a limited ange of familiar general and curricular topics; 2.5.1- understand most specific information and detail of supported, extended k on a range general and curricular topics 3.2.1 - ask simple questions to get information about a growing range of general pics; 4.2.1- understand independently specific information and detail in short, simple				
Lesson objectives	All learners will be able to:  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  Most learners will be able to:  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  Some learners will be able to:  To read for specific information, to talk about different types of films, to listen for					
Previous learning	past simple and pas	n, to decide on a film to watch, to write st continuous				
Plan						
Planned timings	Planned activities		Smiles Resources	Teacher Notes		
Beginning the lesson 6.4.3.1	To present new vocabulary 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	To talk about types of films; to practise using adjectives 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. To introduce the topic of a text, listen and read for gist Play the recording. Ss listen and follow the text in their					

6.3.2.1		s and answer the que	estions in the rubric.	
6.2.5.1	Check Ss' answers.			
		ead for specific info		
		w Ss time to read the	e review again and complete the	
	task.	1.0.1		
	Chec	ek Ss' answers.		
Ending the less	on	Agle Ca to ugo the W	Word List to look up the	
Ending the less 6.5.3.1	OII		Vord List to look up the ords in the <i>Check these words</i>	
0.3.3.1		box.	ords in the Check these words	
			Ss and elicit their comments.	
Additional info	rmati	on		
more support? H	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			Answer the most relevant quest left about your lesson.	tions from the box on the
Were the lesson objectives/learning objectives realistic?				
Did I stick to timings?				
What changes did I make from my plan and why?				

LESSON: Module 4 Lesson 5		School:			
Date:		Teacher name:			
CLASS:		Number present:		absent:	
Learning objectives(s) that this lesson is contributing to	opinions on a limit 6.5.5.1- develop we examples and reaso curricular topics; 6.2.5.1- understand talk on a range gene 6.3.5.1 - keep interacurricular topics; 6.3.7.1 - use approplimited range of gene 6.3.2.1 - ask simple general topics; 6.6.7.1 - use simple	2	icular topics; orted when no res in familiar of supported a range of ger d syntax to tal ics; a growing rangend unfinished	general and extended eral and k about a ge of l past [with opics;	
Lesson objectives	All learners will be able to:  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  Most learners will be able to:  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  Some learners will be able to:  To read for specific information, to talk about different types of films, to listen				
Previous learning	Basic vocabulary fo	ation, to decide on a film to watch, to or describing a film	Willow all office		
Plan Planned timings	Planned activities		Smiles Resources	Teacher Notes	
Beginning the lesson 6.5.3.1 6.5.5.1	Allow Ss time to fo elicit answers from	nion and re imagine a film ormulate their answers and then Ss around the class.			
Main Activities 6.2.5.1 6.3.5.1 6.3.7.1 6.3.2.1	Ss listen and compl Check Ss' answers. To decide on a film	d play the recording. lete the gaps.  n d ask two Ss to model the example			

	Then ask Ss to complete the task in pairs.	
	Monitor the activity around the class.	
	To practise the present perfect and the past simple	
6.6.7.1	Explain the task and read out the example.	
6.3.6.1	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.	

Ending the lessen	To write an email			
Ending the lesson	Explain the task and allow Ss some time to			
6.3.6.1	*			
0.3.0.1	Ask various Ss around the class to read out their			
answers to the rest of				
Additional informati		of the class.		
Auditional informati	1011			
Differentiation – how do you plan to give		Assessment – how are you	Cross-curricular links Health and safety check	
more support? How do you plan to		planning to check learners'		
challenge the more able learners?		learning?	ICT links	
_			Values links	
Challenge both less and more able		Check spelling and grammar	cross-curricular links:	
learners by letting them to work in pairs		in writing tasks	actions in Films (films	
		check pronunciation of new	of different countries)	
		language through group and		
		individual drilling		
Reflection		Answer the most relevant questions from the box on the left about your lesson.		
Ware the lesson object	tivas/laarnina	Tert about your resson.		
Were the lesson objectives/learning objectives realistic?				
objectives realistic!				
Did I stick to timings?				
What changes did I make from my plan and why?				

LESSON: Modul	e 4 Lesson 6	School:		
Date:		Teacher name:		
CLASS:		Number present:	absent:	
Learning objectives(s) that this lesson is contributing to	curricular topics; 6.4.2.1- understand simple texts on a lin 6.3.6.1 -communicate group and whole cl 6.4.3.1- understand general and curricu 6.2.5.1- understand talk on a range gene 6.3.5.1 - keep interacurricular topics; 6.3.2.1 - ask simple general topics; 6.6.7.1 - use simple [with for and since] topics; 6.4.2.1- understand	ass exchanges the detail of an argument on a limit lar topics, including some extended most specific information and deta- eral and curricular topics action going in longer exchanges on equestions to get information about experience forms to express indefinite on a growing range of familiar gen independently specific information	and detail in ar topics e level during ted range of fatexts il of supporte a range of get a growing rand unfinished teral and currical and detail in	short, g, pair, amiliar d, extended eneral and nge of ed past
Lesson objectives Previous learning	simple texts on a limited range of general and curricular topics  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/  Vocabulary for describing films			
Plan Planned timings	Planned activities		Smiles	Teacher
Beginning the lesson 6.3.6.1 6.3.2.1	Play the recording. and/or individually. Pay attention to Ss' correct as necessary	pronunciation and intonation and y.	Resources	Notes
Main Activities 6.3.5.1	•	ud. Play the recording.  the text in their books and find		
6.4.2.1	pairs and take roles	gue again. Then, ask Ss to work in and read out the dialogue. y around the class and ask some		

	pairs to read out the dialogue in front of the class.	
	To practise role-playing	
6.4.3.1	Read the prompts box aloud and explain the	
6.2.5.1	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>	To pronounce /i:/, /I/			
	Play the recording.	Play the recording. Ss listen and tick ( $\checkmark$ ) the		
6.6.7.1	correct boxes.			
	Play the recording	again with pauses for Ss to		
	repeat chorally and	•		
	1	with these sounds from various		
	Ss around the class			
Additional informat	ion		•	
Differentiation – how	do you plan to give	Assessment – how are you	Cross-curricular links	
more support? How d	, ,	planning to check learners'	Health and safety check	
challenge the more at		learning?	ICT links	
C			Values links	S
guided support with weaker learners in		check pronunciation	Values links	s: going
groups in the dialogue tasks		_	theatre	
provide extension opportunities for				
stronger learners in th	e dialogue tasks			
e.g. ask them to inclu	_			

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?	

LESSON: Mod	dule 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	All learners will be able to:  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  Most learners will be able to:  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  Some learners will be able to:  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 Plan	Pronunciation of /i:/ and /I/			
Planned timings	Planned activities		Smiles Resources	Teacher Notes
Beginning the lesson 6.2.1.1 6.4.2.1	notes from a text Play the recording. complete the table	for specific information, to make  Ss listen and read the texts, and with information for each heading. he board and complete it with the	Resources	riotes
Main Activities 6.1.6.1 6.1.10.1	Ask Ss to use their presentation to the Point out that Ss sh	tion on two writers notes in the table to give a class on the two writers. ould try not to simply read from their y engage the audience with eye e body language.	Video	
6.5.8.1 6.4.2.1	Explain the task and their notebooks. The information about a notes under the hear	d ask Ss to copy the headings into en give Ss time to research writer from their country and make dings. Tell Ss to use their notes to he pay attention to correct spelling.		

		present the writer to the class.		
6101		opic and predict the content of the		
6.1.9.1	text			
6.4.2.1	•	Elicit what if anything Ss know about Robert Louis Stevenson, then ask Ss to read the biography to check.		
6.3.5.1	To predict the con			
6.4.2.1		to the title and the picture and elicit		
	what the poem can			
		Ss listen and follow the text in their		
	rubric.	the answer to the question in the		
6.6.12.1	To read for specif			
		d the poem again and then answer		
	the questions.	1.41 1		
	Check Ss' answers			
	Check these words	rd List to look up the words in the		
		Ss and elicit their comments.		
Ending the	To draw a picture			
lesson	-	oem is divided into four parts and		
6101	explain that each pa			
6.1.9.1	_	sk and give Ss time to complete it. the walls around the class.		
	rut tile pictures on	the wans around the class.		
Additional inf	ormation			
	– how do you plan	Assessment – how are you planning	Cross-curric	
	ipport? How do you	to check learners' learning?	Health and s	safety check
•	ge the more able		ICT links	
learners?	. 1. a	shoots a surrench angion of listaning	Values links	
support weaker	=	check comprehension of listening	Cross-curric Writers of d	
	hem as they prepare eir writers to ensure	and reading text through follow-up questions	countries	merem
	or three things to say	questions	countries	
•	arners to give more			
	vers in presenting			
writers e.g. tell				
family				
Reflection		Answer the most relevant questions f	rom the box of	on the left
		about your lesson.		
Were the lesson objectives/learning objectives realistic?				
Did I stick to timings?				
What changes plan and why?	did I make from my			

LESSON: Module 4 Lesson 8		School:		
Date:		Teacher name:		
CLASS:		Number present:	ak	osent:
Learning objectives(s) that this lesson is contributing to	texts on a limited ra 6.1.6.1 - organise a 6.3.8.1 - recount so curricular topics 6.2.5.1- understand on a range general a 6.1.10.1 - use talk of perspectives on the 6.5.8.1- spell most familiar general top 6.2.5.1- understand on a range general a 6.4.3.1- understand and curricular topic 6.1.3.1 - respect dif	high-frequency vocabulary accurately for pics and some curricular topics most specific information and detail of and curricular topics the detail of an argument on a limited rates, including some extended texts fering points of view;	ited range of supported, ed d exploring a or a limited re supported, e	f general and xtended talk a range of ange of xtended talk
Lesson objectives	All learners will be able to:  To read for sequence of events, to listen for specific information and ideas, to write a story  Most learners will be able to:  To read for sequence of events, to listen for specific information and ideas, to write a story  Some learners will be able to:  To read for sequence of events, to listen for specific information and ideas, to write			
Previous learning Plan	a story  To present a writer			
Planned timings Beginning the lesson 6.5.8.1 6.4.2.1	questions  To express feeling Give Ss time to con	d the poem again and then answer the	Smiles Resources	Teacher Notes
Main Activities 6.4.2.1	To identify rhyming Elicit the words that the class.  To predict the ord Explain the task and			

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	Ask Ss to try to order the pictures. Then play the			
6.2.5.1	recording for Ss to	recording for Ss to listen, follow the text in their books and check their guesses.		
6.1.6.1 6.1.3.1	To read for structure and order of events and give a summary of a story  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.			
6.4.3.1	To listen for ideas for a story 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.			
Ending the lesson 6.1.10.1	To write a story 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.			
Additional in	formation			
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-curric Health and s ICT links Values links	afety check
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	
Reflection		Answer the most relevant questions	from the box	on the left
Were the lesson objectives/learning objectives realistic?		about your lesson.	1 1115 001	
Did I stick to	timings?			
What changes plan and why?	did I make from my?			

LESSON: Module 4 Lesson 9		School:			
Date:		Teacher name:			
CLASS:		Number present:	absent:		
Learning objectives(s) that this lesson is contributing to	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			g a range of miliar hort, simple	
Lesson objectives Previous learning	All learners will be able to:  To learn and discuss values, to practise infinitive and -ing forms, to do quiz, to write a quiz, to listen and read for gist  Most learners will be able to:  To learn and discuss values, to practise infinitive and -ing forms, to do quiz, to write a quiz, to listen and read for gist  Some learners will be able to:  To learn and discuss values, to practise infinitive and -ing forms, to do quiz, to write a quiz, to listen and read for gist  story writing			do quiz, to	
Plan Planned	Planned activities		Smiles	Teacher	
Beginning the lesson 6.6.15.1 Main Activities 6.1.3.1 6.1.10.1	the importance of Explain the task an sentences. Check So To discuss the imp Ask Ss to discuss th pairs. Tell Ss to use Monitor the activity some pairs to tell th	ad give Ss time to complete the s' answers.  Fortance of reading ne necessity of reading books in e some of the ideas in Ex. 1a. y around the class and then ask ne class.	Resources	Notes	
6.1.3.1	-	d ask various Ss around the class to lass about a book they have read.			

6.4.3.1	To test knowledge learnt in this module/to do a quiz Explain the task. Allow Ss some time to read the	
6.2.5.1	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.	
	To consolidate vocabulary learnt in the module/to	
	write a quiz	
6.5.8.1	Explain the task and allow Ss time to work in pairs,	
6.4.2.1	look through the module and think of quiz questions.	
6.1.6.1	Tell Ss they can use the quiz in the previous task as a	
	model. Offer an example (e.g. Shakespeare wrote	
	Hamlet. [T])	
	Ss can swap their quiz with another pair and do it and	
	then report back to the class.	

<b>Ending the</b>	To listen and read for gist			
lesson	Read the question i	n the rubric aloud and play the		
	recording. Ss listen	and follow the song in their books.		
6.4.3.1	Elicit an answer to	the question in the rubric from Ss		
	around the class.			
	Play the video and	elicit Ss' comments at the end.		
Additional information				
Differentiation –	how do you plan to	Assessment – how are you	Cross-curricular links	
give more suppor	t? How do you plan	planning to check learners'	Health and safety check	
to challenge the n	nore able learners?	learning?	ICT links	
<u> </u>		_	Values links	;
Challenge less and more able		Monitor quiz completion	Values links	5:
learners by letting them to lead the			importance (	of reading
discussions	-		-	

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 5 "OUR HEALTH"

LESSON: Mod	lule 5 Lesson 1	School:			
Date:		Teacher name:			
CLASS:		Number present:	abse	nt:	
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	All learners will be able to:  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  Most learners will be able to:  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  Some learners will be able to:  To listen and read for gist, to read for specific information, to read for				
Previous learning Plan	Drama and comedy	ve health advice, to write a text messa	ge giving auv		
Planned timings	Planned activities		Smiles Resources	Teacher Notes	
Beginning the lesson 6.3.7.1	Read the title of the module 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		/ailments of the pictures. Play the recording. So rally or individually. Elicit the L1			
6.3.1.1 6.4.4.1		ailments Explain/Elicit the nown words and read out the			

6.4.8.1		hen Ss talk in pairs about the		
	illnesses/ailments referring to the pictures and using the			
	phrases.  Monitor the activity around the class and then ask some			
6.1.1.1	•	pairs to report back to the class.		
0.1.1.1	-	pic, to listen and read for gist		
		of the article and the pictures. Elicit		
		nk someone might find at home.		
	Play the recording. S	s listen and follow the text in their		
6.2.5.1	books to find out			
	To read for specific	information		
	-	the text again and complete the task.		
		Tell Ss to check any words they are		
	unsure of in their dic	tionaries.		
Ending the	Pafar Sa to the Word	List to look up the words in the	Video	
Ending the lesson	Check these words b		Video	
6.3.3.1		and elicit their comments		
Additional info				
•	- how do you plan to	Assessment – how are you planning	Cross-curricular links	
	ort? How do you plan	to check learners' learning?	Health and safety	
to challenge the	more able learners?		check ICT links	
			Values links	
support weaker	learners with further	check pronunciation of new	Value links:	
	rilling in their pairs	language through group and	habits	Ticartify
stronger learners		individual drilling	1140105	
	y should spell new	check comprehension of listening		
words aloud for	others to copy in	and reading text through follow-up		
their notebooks		questions		
Reflection		Answer the most relevant questions f	from the box of	on the left
XX		about your lesson.		
Were the lesson objectives/learning				
objectives realistic?				
Did I stick to timings?				
What changes d	id I make from my			
plan and why?				

LESSON: Mod	dule 5 Lesson 2	School:			
Date:		Teacher name:			
CLASS:		Number present:	absent:		
Learning objectives(s) that this lesson is contributing to  Lesson objectives	range of general and 6.3.3.1- give an oping general and curricula 6.5.8.1- spell most his familiar general topic 6.2.5.1- understand notalk on a range general cooperatively in group 6.3.7.1- use appropriation of general cooperatively in group 6.6.13.1- use modal and should (for advice) of 6.5.7.1- use with some of written genres on a comprehension, to give	he attitude or opinion of the writer in short texts on a growing ad curricular topics; nion at sentence and discourse level on an increasing range of lar topics; high-frequency vocabulary accurately for a limited range of lics and some curricular topics; most specific information and detail of supported, extended eral and curricular topics curricular topics; ag and listening skills to solve problems creatively and oups; riate subject-specific vocabulary and syntax to talk about a neral topics, and some curricular topics forms including, mustn't (prohibition), need (necessity), on a range of familiar general and curricular topics; me support appropriate layout at text level for a growing range of familiar general topics and some curricular topics; the able to: for gist, to read for specific information, to read for give health advice, to write a text message giving advice, to be have to/don't have to			
	comprehension, to gi learn the modal verb Some learners will I To listen and read for comprehension, to gi learn the modal verb	or gist, to read for specific information, to read for give health advice, to write a text message giving advice, to have to/don't have to  be able to:  or gist, to read for specific information, to read for give health advice, to write a text message giving advice, to			
Previous learning Plan	Basic vocabulary of	health			
Planned timings Beginning the lesson 6.4.6.1		xt again and then elicit the author's ss. Ask Ss to provide evidence from	Smiles Resources	Teacher Notes	
Main Activities	opinion	r knowledge and express an uss the questions in pairs and then ask class.			

	To consolidate new vocabulary • Explain the task. Ss complete it. Check Ss' answers.	
6.3.3.1	• Then give Ss time to write sentences using the phrases	
6.5.8.1	based on the text. Elicit sentences from Ss around the class.	
	To prepare a digital presentation summarising the	
	text	
	Ask Ss to read the text again and make notes about the home remedies.	
	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.	
6.2.5.1	Ask Ss to give their presentations in front of the class.	
	To present and practise new vocabulary	
	Explain the task and go through the words in the list.	
	Explain the meanings of any unknown words or ask Ss to look them up in their dictionaries and then give Ss time to	
6.1.1.1	complete the task. Check Ss' answers.	
	To consolidate new vocabulary	
	Explain the task and give Ss time to complete it. Check	
	Ss' answers.	
6.3.7.1	T-1:-4	
	<b>To listen and read for specific information</b> Read out the questions in the rubric.	
	Play the recording. Ss listen and read the dialogue to find	
	out the answers. Check Ss' answers.	
	To practise role playing	
	Explain the task. Remind Ss that they can use the	
	dialogue in Ex. 7a as a model.	
6.3.3.1	Ss complete the task in closed pairs.  Monitor the activity around the class and then ask some	
0.3.3.1	pairs to act out their dialogues in front of the class.	
	To write a text message giving advice	
	Explain the task and give Ss time to complete it.	
	Remind Ss to include the points in the list and then check	
	Ss' answers around the class.	
6.6.13.1	To present the modal verb have to	
	Ss close their books. Present have to. Say, then write on	
	the board: <i>I have to go early today. Explain</i> that this modal verb is in the affirmative. Point to a S and say: <i>You</i>	
	have to wear a uniform at school. Point to a male S and	
	say: He has to wear a uniform at school. Present all	
	persons in the same way. Say then write on the board: I	
	don't have to work on Sundays. Explain that this is the	
	negative form. Point to a S and say: You don't have to go	
	to school on Sundays. Present all persons in the same	

	way.			
6.6.13.1	_	Read out the table. Elicit the L1 xamples.		
	. •	rmative and negative forms of have		
6.5.7.1	Check Ss' answers at To present the interror answers Ss close their books. have to work? Yes, I don't./Does he have to we use Do I/you we/y questions with have to position of Do/Does answer in the short for I/you/we/they/do/don Ask questions to chec T: Do you have to me Yes, I do./No, I don't T: Does your mum he S2: Yes, she does./No	Say then write on the board: Do I do./Do you have to work? No, you to work? No, he doesn't. Explain that you/they and Does he/she/it to form to. Focus Ss' attention on the (before the personal pronoun). We orm with Yes/No, he/she/it/does/doesn't. ck Ss' understanding. ake your bed every morning? S1: ave to go to work? o she doesn't. etc  Read the table aloud and elicit how		
	T ( 11 1 4 11; 4			
Ending the lesson	example.	d read out the prompts and the k in pairs. Monitor the activity		
Additional info				
give more suppo	- how do you plan to ort? How do you plan more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curric Health and s check ICT links Values links	safety
Challenge less a present the sum Challenge more make longer dia	marising text able learners to	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?		Answer the most relevant questions f about your lesson.	rom the box o	on the left
Did I stick to tir	nings?			
What changes d plan and why?	lid I make from my			

LESSON: Mod	lule 5	Lesson 3	School:		
Date:			Teacher name:		
CLASS:			Number present:	abs	sent:
Learning objectives(s) tha this lesson is contributing to	6.6.13.1- use modal forms including, mustn't (prohibition), need (necessit 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			opics; s many , r topics; ources to easing	
Lesson objectiv	es		verbs must/musn't, can(t)/could, may/might, should(n't),		
		ought(n't) to, to learn countable/uncountable nouns & quantifiers  Most learners will be able to:			
			al verbs must/musn't, can(t)/could, may/might, should(n't), earn countable/uncountable nouns & quantifiers ill be able to:		
		To learn the modal v	erbs <i>must/musn't</i> , <i>can(t)/could</i> , rn countable/uncountable nouns		ould(n't),
Previous learni	ng	to write health advice	e, modal verb have to		
Plan					
Planned timings				Smiles Resources	Teacher Notes
Beginning the lesson 6.3.1.1 6.3.3.1 6.1.1.1	Elicit the words to comple Ask Ss to say the example		nce in the table and nust to express obligation. e sentence in the table and nustn't to express prohibition.		

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

Ending the lesson 6.4.8.1	To practise quantifiers Explain the task and give Ss' answers around the cla		
Additional info	rmation		
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 li 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 ques the left about your lesson.	stions from the box on

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

LESSON: Mod	dule 5 Lesson 4	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 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			I range of	
Lesson	extended talk on a re 6.3.7.1- use approprimited range of gen 6.1.9.1- use imaginat 6.3.6.1- communicate group and whole class 6.4.5.1- deduce mear curricular topics, incl. 6.1.8.1- develop inter 6.5.6.1- link, with missing the second secon	understand most specific information and detail of supported, ed talk on a range general and curricular topics curricular topics; use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics use imagination to express thoughts, ideas, experiences and feelings; communicate meaning clearly at sentence and discourse level during pair, and whole class exchanges; deduce meaning from context on a limited range of familiar general and ar topics, including some extended texts; develop intercultural awareness through reading and discussion; link, with minimal support, sentences into coherent paragraphs using basic ors on a growing range of familiar general topics;			
objectives	information, to order	r gist, to read for specific information, food, to design a healthy takeaway me		pecific	
	To read and listen for information, to order Some learners will l	learners will be able to: ad and listen for gist, to read for specific information, to listen for specific nation, to order food, to design a healthy takeaway menu  learners will be able to: ad and listen for gist, to read for specific information, to listen for specific			
Previous	Grammar Grammar	1000, to design a neartify takeaway in	Ciiu		
learning					
Plan					
Planned	Planned activities		Smiles Resources	Teacher Notes	
timings Beginning the	To present a menu		Resources	rotes	
lesson 6.2.5.1	Ask Ss to look at the	s listen and repeat chorally and/or			
Main activities 6.3.7.1	To consolidate new Ask various Ss aroun menu according to th	nd the class to choose items from the			

6.3.1.1	To listen and read f	for gist			
6.4.4.1	Play the recording. S	Play the recording. Ss listen and follow the text in their			
6.4.8.1	books to find out abo	out typical British takeaways.			
	To read for specific	information			
6.4.5.1		the text again and complete the			
6.1.8.1	sentences.	van van ugma uaar vaa-paare aas			
011.011	Check Ss' answers.				
	To check meanings	of unknown words			
6.1.9.1		meanings of any words in the text			
6.5.6.1		I in their dictionary. Help Ss while			
0.3.0.1	_	he unknown words. As an extension,			
		nces using the unknown words.			
	usik 55 to make sente	nees using the unknown words.			
Ending the	To express an opini				
lesson		nd the class to share their personal			
6.3.6.1	preference with the r	preference with the rest of the class.			
Additional info	ormation				
Differentiation	– how do you plan to	Assessment – how are you planning	Cross-curric	ular links	
give more supp	ort? How do you plan	to check learners' learning?	Health and s	safety	
	e more able learners?		check	J	
8			ICT links		
			Values links	3	
	e able learners to add	monitor pronunciation and spellings	Value links:	Healthy	
other healthy foods to the menu		of new vocabulary	food		
Support less able learners in reading					
and pronunciation of new words					
Reflection		Answer the most relevant questions f	rom the box of	on the left	
		about your lesson.			
	n objectives/learning				
objectives realistic?					

Did I stick to timings?

What changes did I make from my plan and why?

LESSON: Modul	e 5 Lesson 5	School:			
Date:		Teacher name:			
CLASS:		Number present:	abs	sent:	
Learning objectives(s) that this lesson is contributing to	6.2.5.1- undextended tale 6.3.7.1- use a limited randed tale 6.3.1.1- prolevel on a randed for the following formula for the following formula for the following formula for the following for the following for the following formula for the following formula for the following for the	read and understand with some suphort fiction and non-fiction texts derstand most specific information and detalk on a range general and curricular topics appropriate subject-specific vocabulary ange of general topics, and some curricular vide basic information about themselves a range of general topics; independently familiar paper and digital range and extend understanding imagination to express thoughts, ideas, explain the properties of the topics, including some extended texts; are talk or writing as a means of reflecting or respectives on the world	tail of suppose curricular to and syntax to reference research to the reference research to the reference and others at the reference and	opics; o talk about discourse sources to nd feelings; iar general	
To ask/talk  Most learn  To ask/talk  Some learn		s will be able to: about health, to learn intonation when expers will be able to: about health, to learn intonation when expers will be able to: about health, to learn intonation when expenses will be able to: about health, to learn intonation when expended	oressing syn	pathy	
Plan					
Planned timings	Planned activ	ities	Smiles Resources	Teacher Notes	
Beginning the lesson 6.2.5.1 6.4.8.1 Main Activities	Explain the tast complete the g Check Ss' answ To practise ro ordering food Ask Ss to worldialogues.	k in pairs, take roles and act out			
6.1.10.1	dialogue from well as any ide help them compairs. Monitor the ac pairs to act out To design a he	t they can use the menu in Ex. 1, the the listening task in Ex. 7 as a model as eas from the useful language boxes to aplete the task. Ss complete the task in tivity around the class and ask some a their dialogues in front of the class. Ealthy takeaway menu sk and give Ss time to think about			

	healthy takeaway dishes from their country and design their own menu. Ask various Ss to present their menu to the class.	
6.4.5.1	To present situational language Play the recording. Ss listen and repeat chorally and/or individually.	
	To listen and read for specific information	
6.4.5.1	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 Check these words box.	
	To learn synonymous phrases Read out the phrases. Refer Ss back to the dialogue	
	and elicit the synonymous ones from various Ss around the class.	

Ending the lesson 6.3.1.1 6.1.9.1  Additional inform	and take roles Monitor the ac pairs to read ou	ialogue ling again. Then, ask Ss to work in pairs and read out the dialogue. tivity around the class and ask some at the dialogue in front of the class.	
Differentiation – ho to give more suppo you plan to challengable learners?	rt? How do	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
Reflection  Were the lesson objectives/learning realistic?  Did I stick to timing what changes did I my plan and why?	gs?	Answer the most relevant questions from about your lesson.	n the box on the left

LESSON: Mod	dule 5 Lesson 6	School:		
Date:		Teacher name:		
CLASS:		Number present:	absent:	
Learning	6.3.6.1- communicat	e meaning clearly at sentence and disc	ourse level du	ıring pair,
objectives(s)	group and whole class	ss exchanges;		
that this		tion to express thoughts, ideas, experie		
lesson is		ning from context on a limited range of	f familiar gen	eral and
contributing	1 /	luding some extended texts;		
to		rcultural awareness through reading an		
		rcultural awareness through reading an		
		writing as a means of reflecting on and	l exploring a	range of
	perspectives on the w		. 1	
		inimal support, sentences into coherent	t paragrapns i	ising basic
Laggan	All learners will be	ving range of familiar general topics;		
Lesson			, •. •	. 1 1.4
objectives	To listen and read for gist, to read for specific information, to write ab services			t health
	Most learners will b	oe able to:		
	To listen and read for	r gist, to read for specific information,	to write abou	t health
	services			
	Some learners will l	be able to:		
	To listen and read for	r gist, to read for specific information,	to write abou	t health
	services	<i>C</i> - ,		
Previous	To talk about health			
learning				
Plan				
Planned	Planned activities		Smiles	Teacher
timings			Resources	Notes
Beginning the	To practise role-pla	• •		
lesson	Explain the situation			
6.3.6.1	-	can use the dialogue in Ex. 2 as a		
	-	ideas of their own to complete the		
	task.	in mains. To halm Co. drawy the		
	-	in pairs. To help Ss, draw the		
Main		n the board and elicit		
activities		when expressing sympathy ith pauses for Ss to repeat chorally		
6.1.9.1	-	Pay special attention to Ss' intonation		
0.1.9.1	and pronunciation.	ay special attention to 3s intonation		
	and pronunciation.			
	To introduce the to	pic and predict the content of a		
6.4.5.1	text	r Promot one convent of #		
		o the pictures, title and subheadings		
		es as to what the texts are about.		
	_	s listen and follow the texts in their		
	books and check.			

6.1.8.1	questions. Ask Ss to use the Wo the words in the <i>Che</i> answers.  To consolidate com	to read the texts and answer the ord List to look up the meanings of ck these words box, then check Ss'  prehension of a text o consider their answers and then		
Ending the	To write about a bo	alth sarviga		
Ending the lesson 6.1.10.1 6.5.6.1	To write about a health service  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			
Additional info	rmation			
give more suppo	- how do you plan to ort? How do you plan more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curric Health and s check ICT links Values links	afety
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?		Answer the most relevant questions from the box on the left about your lesson.		
Did I stick to tir	nings?			
	id I make from my			

LESSON: Mod	dule 5 Lesson7	School:		
Date:		Teacher name:		
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to	texts; 6.6.13.1- use modal find should (for advice) of 6.4.6.1- recognize the range of general and 6.2.7.1- recognise the limited range of general and talk on a range general and curricular for a range general f	e opinion of the speaker(s) in supported and curricular topics6. In supported and curricular topics curricular topics and curricular topics curricular topic ion at sentence and discourse level on ar topics; In ost specific information and detail of all and curricular topics curricular topics.	need (necess icular topics; fort texts on a ed extended ta supported, ex cs; an increasing	ity), growing alk on a tended range of
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:			S
Previous learning Plan	Health services	r specific information, to give presenta	wion on germs	,
Planned timings	Planned activities		Smiles Resources	Teacher Notes
Beginning the lesson 6.4.4.1 6.4.6.1 6.2.7.1	text Read the statements of their partner which of Play the recording. So books and check if the Direct So to the Word words in the Check to			
Main activities 6.2.5.1	comes before the ver prohibition.	loud and explain that must/ mustn't b and is used to express necessity or e and give Ss time to complete the		
6.3.3.1 6.2.5.1	To practise using m Explain the task and their notebooks.	ask Ss to write the headings into		

	Allow Ss time to read and check Ss' answe	d the text again and complete the task rs around the class.	
Ending the lesson 6.1.10.1 6.5.6.1  Additional info	To give a presentation on germs Ask Ss to look up information on the Internet using the key word 'Germs' 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.		
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 learners to make regarding the ge	e a dialogue	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 f about your lesson.	from the box on the left

LESSON: Modu	ule 5 Lesson 8	School:		
Date:		Teacher name:		
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to	should (for advice) of 6.4.6.1- recognize the range of general and 6.2.7.1- recognise the limited range of general should be s	e opinion of the speaker(s) in support eral and curricular topics6. it and proofread work at text level w	ricular topics short texts on red extended t	ga growing alk on a
Lesson objectives	growing range of general and curricular topics;  All learners will be able to:  To read for specific information, to practise the <i>infinitive/-ing</i> form, t advice, to listen for ideas, to write an email giving advice.  Most learners will be able to:  To read for specific information, to practise the <i>infinitive/-ing</i> form, t advice, to listen for ideas, to write an email giving advice.			
Previous learning		nformation, to practise the <i>infinitive</i> /deas, to write an email giving advice.		give
Plan				
Planned timings	Planned activities		Smiles Resources	Teacher Notes
Beginning the lesson 6.4.6.1  Main activities 6.6.13.1 6.2.7.1	Check Ss' answers.  To read for lexico-g infinitive and -ing for Explain the task and with the correct form Ss compare their answers around the Ask Ss to use the Words in the Check To practise giving a Go through the langue example.	rammatical structure; to practise orms give Ss time to complete the gaps as of the verbs in brackets. wers with their partner, then check the class. ord List to look up the meanings of ck these words box.		
		y Skills box and tell Ss that this tip uplete the task successfully.		

	Ask Ss to write the h	eadings into their notebooks and		
	•	ng. Ss listen and take notes.		
	in the proof of th			
Ending the lesson	To write an email g Explain the task and	iving advice go through the paragraph plan.		
		plete the task in class using their		
6.5.1.1	edit it and then ask v the class. Alternatively, assign	answers from Ex. 4. Tell Ss to check their writing and edit it and then ask various Ss to read out their emails to		
	next lesson.			
Additional infor	mation			
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		Answer the most relevant questions left about your lesson.	from the box on the	
Were the lesson objectives/learning objectives realistic?				
Did I stick to timings?				
What changes did plan and why?	I I make from my			

LESSON: Mo	odule 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	All learners will be able to:  To learn and discuss values, to do a quiz, to write a quiz, to listen for specific information, to talk about sports and health  Most learners will be able to:  To learn and discuss values, to do a quiz, to write a quiz, to listen for specific information, to talk about sports and health  Some learners will be able to:  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 Plan	To write email, infini	ite/-ing		
Planned timings	Planned activities		Smiles Resources	Teacher Notes
Beginning the lesson 6.4.6.1  Main activities 6.6.13.1	quiz and assess your Read out the quotation Then explain the task various Ss around the results.  To consolidate the i Explain the task and give them time to cre a healthy lifestyle. To as their own ideas.	importance of healthy habits; to do a r lifestyle on and elicit Ss' comments. and give Ss time to do the quiz. Ask e class to tell the rest of the class their importance of healthy habits ask Ss to work in small groups and eate a poster persuading people to lead ell Ss to use the ideas in Ex. 1 as well opresent their posters to the class.		
6.2.5.1	To test knowledge le	earnt in this module/to do a quiz ow Ss some time to read the questions		

	Alternatively, you m	atement is true or false.  ay allow Ss to review the module and ormation to mark the sentences answers.		
	To consolidate voca	abulary learnt in the module/to write		
6.5.1.1	a quiz Explain the task and look through the mo Tell Ss they can use model. Offer an exar Ss can swap their qu report back to the cla			
6.2.5.1	To listen and read to Read the definition a and follow the song Elicit an answer to the around the class.			
Ending the	To consolidate com	orehension of the theme of the song; to		
lesson	express an opinion	or the theme of the song, to		
6.2.7.1 6.3.3.1		n and elicit a variety of answers from		
Additional in	 formation			
to give more s	n – how do you plan upport? How do you age the more able	Assessment – how are you planning to check learners' learning?	Cross-curric Health and s check ICT links Values links	safety
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 habits	s: Healthy
asking them to	re able learners by show interest in partner's answer and			
Reflection		Answer the most relevant questions fr	om the box or	the left
		1 1		

about your lesson.

Were the lesson objectives/learning

What changes did I make from my

objectives realistic?

plan and why?

Did I stick to timings?

#### MODULE 6 "TRAVEL & HOLIDAYS"

LESSON: Modu	le 6 Lesson 1	School:			
Date:		Teacher name:			
CLASS:		Number present:	absent:		
Learning objectives(s) that this lesson is contributing to	general and curricula 6.4.2.1- understand a simple texts on a lim 6.4.5.1- deduce mea curricular topics, inc 6.4.6.1- recognise that range of general and 6.2.5.1- understand talk on a range gene 6.5.6.1- link, with making connectors on 6.6.8.1 - use future for growing range of far 6.6.10.1 - use preser	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			
Lesson objectives	All learners will be able to: identify some specific information in the text correctly and use some target vocabulary correctly in production tasks with support  Most learners will be able to: identify most specific information in the text correctly and use a range of target vocabulary correctly in production tasks with support  Some learners will be able to: identify all specific information in the text correctly and use a range of target				
Previous learning	healthy habits	in production tasks with little support	ori		
Plan					
Planned timings	Planned activities		Excel Resources	Teacher Notes	
Beginning the lesson 6.3.3.1 6.6.10.1	ask Ss to suggest whethe topic list and stininterest in the modu.  Find the page num Explain/Elicit the methen Ss find the page	module <i>Travel &amp; Holidays</i> and nat they think it means. Go through nulate a discussion to prompt Ss' le.	Class CD		
Main Activities 6.4.2.1	To present new voc	-			

	Ss listen and repeat chorally and/or individually. Elicit the L1 equivalents. (Ss' own answers)		
6.4.6.1	To talk about holiday activities 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.		
6561	To stimulate interest in the text, and read for		
6.5.6.1	confirmation 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.		
6.4.5.1	To read for lexico-grammatical structure(multiple choice cloze) Allow Ss some time to read the text and completethe gaps. Explain that Ss should read the wholesentence before they decide on the best word tocomplete each gap. Ask Ss to use the Word List to look up the meaningsof the words in the Check these words box. Check Ss' answers.		
6.2.5.1	3.1.2 · · · · · · · · · · · · · · · · · · ·		
	To understand the writer's purpose and suggest alternative headings  • Read the Study Skills box aloud and then explain/elicit the meaning of the purposes in the rubric. Askquestions to check Ss' understanding (e.g. Is the text full of names and numbers which give usinformation? Is the text amusing and/or entertaining? Does the text give reasons and use explanatorywords/phrases such as 'due to', 'because' or 'thereason for this is'? Does the text encourage us to visitand 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?)  • Elicit the writer's purpose and then give Ss time tothink of alternative headings for the paragraphs.		
Ending the	To read for specific information		
lesson 6.6.8.1	Allow Ss time to prepare their answers. Ss can work in closed pairs. Check Ss' answers.		
Additional in	formation		

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

LESSON: Module 6 Lesson 2		School:		
Date:		Teacher name:		
CLASS:		Number present:	absent:	
Learning objectives(s) that this lesson is contributing to	of general and curric 6.4.2.1- understand simple texts on a lin 6.4.5.1- deduce mea curricular topics, inc 6.4.6.1- recognise the growing range of gen 6.3.7.1- use approprimited range of gen 6.6.1.1- begin to use phrases describing that and curricular topics 6.2.5.1- understand talk on a range gene 6.5.6.1- link, with meaning the simple standard standa	independently specific information and detail in short, mited range of general and curricular topics; aning from context on a limited range of familiar general and acluding some extended texts; the attitude or opinion of the writer in short texts on a eneral and curricular topics; riate subject-specific vocabulary and syntax to talk about a neral topics, and some curricular topics e basic abstract nouns and compound nouns and noun times and location on a growing range of familiar general		
Lesson objectives	All learners will be able to: identify some specific information in speaking and listening and use some target vocabulary accurately in production tasks with support  Most learners will be able to: identify most specific information in speaking and listening and use most target vocabulary accurately in production tasks with support  Some learners will be able to:			
Previous	vocabulary accurate	c information in speaking and listening and use most target tely in production tasks with little support		
learning	talk about holiday a	ctivities		
Plan				
Planned timings	Planned activities		Excel Resources	Teacher Notes
Beginning the lesson 6.3.3.1 6.3.7.1	Explain/Elicit the m Ss match the attracti	eaning of any unknown words. ons (1-8) to the activities (A-H), around the class to make	Class CD	
Main Activities	To consolidate new Explain the task. Ss	vocabulary complete it. Check Ss' answers.		
6.6.1.1	To summarise a tex	xt		

6.4.2.1	Explain the task and ask Ss to give a summary of the text using the phrases in Ex. 5a.				
	T. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	1 0 1 1			
6.4.5.1	Explain the task and example. Ss act out their diale	o discuss holiday plans through role play xplain the task and choose two Ss to read out the xample. S act out their dialogues using ideas from the text in Ex. Monitor the activity around the class andthen ask some			
6.2.5.1		dialogues infront of the class.	,,,,,		
6.5.6.1	Explain the task and is missing from eac	To listen for specific information (gap fill) Explain the task and explain/elicit what sort ofinformation is missing from each gap. Play the recording. Ss listen and complete the task. Check Ss' answers.			
0.3.0.1		d brainstorm with Ss for a coupleof ideas for places they canwrite about			
Ending the lesson 6.5.6.1	Check Ss' answers paragraphs.	Check Ss' answers by asking various Ss to read out their paragraphs.			
Additional in	formation				•
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?	Hea ICT	Cross-curricular links Health and safety check CT 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	Wh	Why we should travel	
challenge mor write a text	e able learners to				
		Answer the most relevant question	ns fro	om the box on	the left
Were the lesso objectives real	n objectives/learning istic?	about your lesson.			
Did I stick to t	imings?				
What changes plan and why?	did I make from my				

LESSON: Module 6 Lesson 3		School:		
Date:		Teacher name:		
CLASS:		Number present:	absent:	
Learning objectives(s) that this lesson is contributing to	of general and curric 6.4.5.1- deduce mea curricular topics, inc 6.4.6.1- recognise the growing range of ge 6.3.7.1- use approprimited range of gen 6.6.1.1- begin to use phrases describing the and curricular topics 6.2.5.1- understand talk on a range gene 6.5.6.1- link, with me basic connectors on	aning from context on a limited range of familiar general and acluding some extended texts; the attitude or opinion of the writer in short texts on a eneral and curricular topics; triate subject-specific vocabulary and syntax to talk about a neral topics, and some curricular topics are basic abstract nouns and compound nouns and noun times and location on a growing range of familiar general es; I most specific information and detail of supported, extended eral and curricular topics; minimal support, sentences into coherent paragraphs using a growing range of familiar general topics; form will to make offers, promises, and predictions on a		
<b>Lesson</b> 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			
Previous learning	in controlled tasks with little support  a tourist destination			
Plan				
Planned timings	Planned activities		Excel Resources	Teacher Notes
Beginning the lesson 6.3.3.1 6.6.8.1	call you later. Will y Elicit the forms will will not/won't + bar personal pronoun + Draw Ss' attention t will not = won't. Dr Say, then write on th	ay, then write on the board: <i>I'll</i> wou be at home? No, I won't.  + bare infinitive (affirmative), re infinitive (negative) and will + bare infinitive (interrogative).  to the short forms will = 'lland	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.	
Main Activities	To practise making on-the-spot decisions with will  Explain the task, read out the example and elicit the rest of the answers from Ss around the class.	
6.6.8.1	To practise making predictions with will/won't Explain the task and elicit answers from Ss around the class.	
	To practise pronunciation of contractedforms (will/won't) Play the recording with pauses for Ss to repeatchorally and/or individually. Pay attention to Ss' pronunciation and correct asnecessary.	
6.6.8.1	To present be going to Ss' books closed. Say, then write on the board: I amgoing to go on holiday in the summer. Explain thatwe use be going to + infinitive to talk about ourplans and future intentions. Say, then write onthe board: Look out! You're going to fall! Explain thatwe also use be going to to make predictionsbased on what	
6.6.8.1	we can see.  Ss open their books. Go through the table. Ask various Ss to read out the examples and thenelicit the L1 equivalents from them. Elicit anysimilar structures in Ss' L1.(Ss' own answers)  To practisebe going to in the affirmative Explain the task and read out the example. Give Ss some time to complete it.	
Ending the lesson	• Check Ss' answers around the class.	
Additional infor	mation	
Differentiation	how do you plan to Assessment – how are you Cross-curricular links	

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

challenge more able learners through probing and hypothetical questioning in eliciting views		
Reflection	Answer the most relevant question	s 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?		

LESSON: Module 6 Lesson 4		School:		
Date:		Teacher name:		
CLASS:		Number present:	absen	ıt:
Learning objectives(s) that this lesson is contributing to  Lesson objectives	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  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 language accurately in response to prompts and in controlled tasks with support			
	Some learners will be able to: 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	1			
Planned timings	Planned activities		Excel Resources	Teacher Notes
Beginning the lesson 6.3.7.1	Remind Ss of will and be going to from previous lesson  Explain the task. Ask Ss to work in pairs and find alternatives to said. Check Ss' answers.			

Main	To practise going to in the negative	
Activities	Explain the task and read out the example.	
	Give Ss some time to complete it.	
6.6.8.1	Check Ss' answers around the class.	
	Explain the task. Ss complete the task, then check	
	Ss'answers.	

6.6.8.1								
0.0.0.1	_	To practisewill/be going to for predictions  Explain the task. Ss complete the task, then check Ss'answers						
6.6.10.1	SS unis wers.							
		sent continuous withfuture mean and and elicit the L1 equivalentsfrom own answers)	<u>U</u>					
6.6.10.1	,	,						
	Ask Ss to talk in pai Monitor the activity	rs and complete the task. around the class and thenask from the class to tell therest of the class.						
6.6.10.1	continuous present							
Ending the	Ss complete the task Check answers arou	c. Check Ss' answers.						
Ending the lesson	Check answers arou	nd the class.						
6.2.5.1								
Additional in	formation							
to give more s	n – how do you plan support? How do you nge the more able	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links					
supportive con	ble learners through nvergent moving to stioning in eliciting	monitor accuracy, use of vocabulary and pronunciation in checking and whole class plenary and then feedback to	Why we should travel					
through probin	re able learners ng and hypothetical n eliciting views							
Reflection		Answer the most relevant question	ns from the box on the left					
Were the lesso objectives real	on objectives/learning	about your lesson.						
Did I stick to t	timings?							
What changes plan and why?	did I make from my							

LESSON: Modu	le 6 Lesson 5	School:			
Date:		Teacher name:			
CLASS:		Number present:	absent:		
Learning objectives(s) that this lesson is contributing to	curricular topics, ince 6.4.6.1- recognise the range of general and 6.4.9.1- recognise the on a wide range of general and curricular describing times and curricular topics; 6.2.8.1- understand strange of general and 6.3.7.1- use approprise limited range of general and 6.2.6.1- deduce mean general and curricular describing times and 6.3.7.1- use with sort 6.5.7.1- use with sort 6.5.7.1- use with sort 6.4.6.1- organise and 6.5.7.1- use with sort 6.4.9.1- organise and 6.4.9.1- organise and 6.5.7.1- use with sort 6.4.9.1- organise and 6.5.7.1- use with 6.4.9.1- organise and 6.5.7.1-	the difference between fact and opinion in short, simple texts ageneral and curricular topics sinion at sentence and discourse level on an increasing range of ular topics; see basic abstract nouns and compound nouns and noun phrase and location on a growing range of familiar general and discourse including some extended talk, on a and curricular topics priate subject-specific vocabulary and syntax to talk about a general topics, and some curricular topics caning from context in supported extended talk on a range of			
Lesson objectives	All learners will be identify some specific target language correct Most learners will lidentify a range of specific target language.	ne specific information and ideas in the text correctly and use som age correctly to recount information about the text			
	Some learners will Identify a range of space	guage correctly to recount information about the text			
Previous learning	going to in the negat	tive / the present continuous with fu	ture meaning		
Plan Planned timings	Planned activities		Excel Resources	Teacher Notes	
Beginning the lesson 6.4.5.1	text; to listen and r Direct Ss' attention	pic, to predict thecontent of the ead for gist to the picture and elicit what ng to read about. Ask four Ss	Class CD		
6.6.1.1  Main Activities	toeach read out the f	First sentence of one paragraph.  So listen and follow the text intheir			

6.4.6.1	Ask Ss to use the V	e to read the text again.  Vord List to look up the meanings				
6.4.9.1	Ss some time to an	1				
	Check Ss' answers	around the class.				
6.3.3.1	To consolidate com	prehension of a text				
6.2.8.1	_	Elicit a variety of reasons from Ss around the class why someone should visit Turgen Gorge.				
6.6.1.1						
	To identify specific	e types of nouns on the text again and find the nouns				
	•	vers around the class.				
	To listen for specif					
6.1.6.1		k Ss to read the stem sentences an	d			
6.2.8.1	possible answers to content of the record	familiarise themselves with the				
		Ss listen and choose the correct				
	answers	ss instell and enouse the correct				
	Check Ss' answers.					
6.1.6.1	To talk about fixed					
		sed pairs, then ask some pairs to a	ct			
	out their completed	dialogues in front of the class.				
6.5.7.1	-	r to a friend about fixed future				
	arrangements Allow Ss five minut	es to complete the task, then chec	k			
	Ss' answers around		K			
<b>Ending the</b>	To design a brochu	ire				
lesson		groups. Explain the task and assi	gn			
		it as HW. Tell Ss to use ideas from the text and/or				
	research online. Check Ss' answers i	n the next lesson				
Additional inf		in the next leggen.				
	- how do you plan to	Assessment – how are you	Cross-curricular links			
	ort? How do you plan	planning to check learners'	Health and safety check			
	e more able learners?	learning?	ICT links			
			Values links			
support less ab	le learners with	use thumbs up and down	Why we should travel			
supportive ques		technique and follow up				
prompting in eliciting answers and		questions to check				
views orally		comprehension				
	ige to more able	monitor pronunciation of target				
	ring them with less text comprehension	words in checking answers and highlight to board and redrill				
	n to guide less able	mainight to board and rediffi				
	to look in text for					
answers						

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?	

LESSON: Module 6 Lesson 6		School:			
Date:		Teacher name:			
CLASS:		Number present:	absent:		
Learning objectives(s) that this lesson is contributing to  Lesson objectives	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; All learners will be able to: identify some specific information and ideas in the text correctly and use some target language correctly to recount information about the text			as on a  a, simple  casing range  d noun  ar general  talk, on a  talk about a  on a range of  in a range	
	some target language Some learners will Identify a range of s	ill be able to: If specific information and ideas in the text correctly and use age correctly to recount information about the text ill be able to: If specific information and ideas in the text correctly and use anguage correctly to recount information about the text			
Previous learning	specific types of nou	ns / fixed future arrangements			
Plan					
Planned timings	Planned activities		Excel Resources	Teacher Notes	
Beginning the lesson 6.2.8.1	Play the recording. Sand/or individually. Elicit Ss' guesses as about	I language, introduce the ne and practise pronunciation and repeat chorally to what the dialogue might be a for some information).	Class CD		

Main Activities 6.3.7.1	Play the recording. S	c information So listen and follow the text in their the answer to the question in Ex. 1:				
6.6.2.1	To read for specific information 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 Check these words box.					
6.2.6.1		ous phrases s. Refer Ss back to the dialogue and us ones from various Ss around the				
6.4.2.1						
6.4.7.1	dialogue.  Monitor the activity		rs			
	Go through the theorat the end of a yes/nowh- question. Play the recording we chorally and/or indiversity and in the control of the control o	ry and explain how the pitchgoes of a question and downat the end of a with pauses for Ss to listen andreped vidually. Pay specialattention to Sa atonation and correct as necessary. The are pronounced in Ss' L1.(Ss' own a special strong of the strong of	eat S'			
Ending the	Allow Ss time to dis	•				
lesson	i nen ask ss around	the class to present their answers.				
Additional info	rmation					
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			
probing and hypoin eliciting views						
Reflection		Answer the most relevant question	ns from the box on the left			
Were the lesson	objectives/learning	about your lesson.				

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

LESSON: Module	6 Lesson 7	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				
Lesson objectives	range of written genres on familiar general topics and some curricular topics;  All learners will be able to: use some language from the module to express views and write some relevant questions accurately				
	Most learners will be able to: use a range of language from the module to express views and write a range of relevant questions accurately  Some learners will be able to: use a wide range of language from the module to express views and write a range of relevant questions accurately				
Previous learning		s / intonation in questions			
Plan	-		I = -	-	
Planned timings	Planned activities		Excel Resources	Teacher Notes	
Beginning the lesson 6.2.8.1	text Direct Ss' attention elicit guesses to the Play the recording. Stheir books and check Ask Ss to look up the	to the pictures and the title and question in the rubric. So listen and follow the text in ek. The meanings of the words in the pox in the Word List.	Class CD		

Main Activities	To write about a pa	ark in vourcountry		
6.1.6.1		work in groups and think of apark		
6.5.7.1		net, encyclopaedias or		
		s to find information about a park		
	•	hen Ss complete the task.		
		1		
	To give a presentat	ionon your own miniature mode	1	
	park			
6.1.6.1	Explain the task and	divide the class into groups. Tell		
6.5.7.1	Ss to brainstorm for	popular tourist attractions in their		
		eide which ones wouldbe good to		
	include in a model p	ark and why.		
Ending the	• Allow Ss some tim	e to formulate their ideas then ask		
lesson	various groups to pro	esent their park to the rest of the		
	class.			
Additional inform	nation			
Differentiation – h	low do you plan to	Assessment – how are you	Cross-curricular links	
give more support	? How do you plan	planning to check learners'	Health and safety check	
to challenge the m	ore able learners?	learning?	ICT links	
			Values links	
prompt less able le	earners to ask a	monitor question production in	Why we should t	travel
range of questions	with different	group activity	_	
question starters as	nd highlight areas of			
questions that need	d to be corrected			
before proceeding				
provide challenge	for more able	monitor writing		
	write another verse			
Reflection		Answer the most relevant question	us from the how on	the left
IXCHECHOH		about your lesson.	is mom the box on	i iiie ieit
Were the lesson ob		about your iessoir.		
objectives realistic	-			
	·•			
Did I stick to timin	ngs?			
What changes did	I make from my			
plan and why?	I make nom my			
r-311 4114 1111j.				

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	All learners will be able to: identify some specific information and ideas in the text correctly and use some target language correctly to recount information about the text  Most learners will be able to: identify a range of specific information and ideas in the text correctly and use some target language correctly to recount information about the text  Some learners will be able to: 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  Main Activities 6.2.8.1	text Elicit what if anythin ask Ssto read the bio To predict the cont Direct Ss' attention	tent of a text to the pictures and elicit what they	Class CD	
6.4.2.1	Play the recording. S books and find out the rubric.  To read for sequen	may relate to the story.  So listen and follow the text in their the answers to the questions in the ce of events and retell a story to read the text carefully and put ter they happened.		

l A	Ask Ss to use the Word I	List to look up the meanings of		
		nese words box and then ask		
V	various Ss to retell the sto	ory.		
6.4.5.1		ves describing feelings		
	Explain the task and	elicit answers from Ss.		
(101	m 1. , 11.			
6.1.2.1 6.1.3.1	-	uss possible outcomes of a		
0.1.3.1	story  Explain the task and	allow Ss some time to talkabout		
	their ideas in pairs.	anow 35 some time to tarkabout		
	-	port back to the class.		
	Play the recording. S	=		
<b>Ending the lesson</b>		to formulate their ideas then ask		
8	various pairs to prese	ent their reports to the rest of the		
	class.			
Additional informa	ation			
Differentiation – ho	w do you plan to give	Assessment – how are you	Cross-cur	ricular
more support? How		planning to check learners'	links	ricarai
challenge the more a	<b>5</b> 1	learning?	Health and safety	
C			check	,
			ICT links	
			Values lin	ıks
support less able lea	rners with supportive	use thumbs up and down	Why we should	
questioning and pro-		technique and follow up	travel	
answers and views of	orally	questions to check		
		comprehension		
-	2	monitor pronunciation of target		
		words in checking answers and		
_	_	highlight to board and redrill		
	nere to look in text for			
answers Reflection		A navvor the most relevant avection	a from the h	ov on the
Reflection		Answer the most relevant question left about your lesson.	s mom the D	ox on the
Were the lesson objectives/learning		toti about your 1055011.		
objectives realistic?				
J				
Did I stick to timings?				
_				
What changes did I	make from my plan			
and why?				

LESSON: Modu	LESSON: Module 6 Lesson 9 School:				
Date:		Teacher name:			
CLASS:		Number present:	absent:		
Learning objectives(s) that this lesson is contributing to	range of general and 6.4.2.1- understand simple texts on a lim 6.4.5.1- deduce mea curricular topics, inc 6.1.2.1- use speaking 6.1.3.1- respect different of a lim 6.6.3.1- use common front of nouns on a general and 6.5.3.1- write with selimited range of fam 6.5.8.1 spell most him	d supported narratives including some extended talk, on a nd curricular topics d independently specific information and detail in short, imited range of general and curricular topics; eaning from context on a limited range of familiar general and including some extended texts; ing and listening skills to provide sensitive feedback to peers; ffering points of view; d independently specific information and detail in short, imited range of general and curricular topics; non participles as adjectives and order adjectives correctly in a growing range of familiar general and curricular topics; a some support about personal feelings and opinions on a similar general and curricular topics; high-frequency vocabulary accurately for a limited range of			
Lesson	All learners will be	ics and some curricular topics			
objectives	organised text for di  Most learners will	The information in texts and research a splay using some of their own words be able to:  The information in texts and research a splay is information in texts and research an	5		
	•	splay using a range of their own wor			
	Some learners will				
	_	eas and specific information in the text opriate features of style and organisa			
Previous learning	adjectives describin	g feelings / sequence of events			
Plan					
Planned timings	Planned activities		Excel	Teacher	
Beginning the lesson	of a text Direct Ss' attention	hor, intended reader and context to the text and elicit answers to the	Resources Class CD	Notes	
6.4.2.1	questions in the rubi	ric.			
Main Activities 6.4.2.1 6.5.8.1	Explain the task. Allow sentences in the right p	d List to look up the meanings of			
	Play the recording. Ss	listen and check their answers.			

6.6.3.1	Explain the task and elicit the topic of each the class.	topic of each paragraph in a text read out the topics in the list and ch paragraph from various Ss arou	then
6.1.2.1	Read out the Note!a	nctise order of adjectives and explain the order of adjectives. xamples. Give Ss time to complete wers.	
	help Ss to complete Allow Ss time to conto read their emails a Remind Ss to proofinave finished.	Skills box and explain that thistip we the task successfully.  In the task in class. Askvarious and the task in class.	us Ss hey
Ending the lesson 6.1.3.1	• Alternatively, assign the next lesson.	gn as HW and check Ss' answers i	n
Additional infor	rmation		
give more suppor	how do you plan to rt? How do you plan 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 task and provide further modelling sentence starters		use thumbs up and down technique and follow up questions to check comprehension	Why we should travel
two or three com	able learners to write nected sentences for lay. [as in reading	highlight errors in text in pencil for learners to self-correct before display	
Reflection		Answer the most relevant question about your lesson.	ns from the box on the left
Were the lesson of objectives realisti	objectives/learning c?		
Did I stick to time	ings?		
What changes did plan and why?	I I make from my		

LESSON: Module 6 Lesson 10		School:		
Date:		Teacher name:		
CLASS:		Number present:	absent:	
Learning objectives(s) that this lesson is contributing to	range of general and 6.4.2.1- understand is simple texts on a lim 6.4.5.1- deduce mea and curricular topics 6.1.2.1- use speaking peers; 6.1.3.1- respect different formular topics on a lim 6.6.3.1- use common in front of nouns on topics;	supported narratives including some extended talk, on a d curricular topics independently specific information and detail in short, mited range of general and curricular topics; aning from context on a limited range of familiar general es, including some extended texts; and and listening skills to provide sensitive feedback to fering points of view; independently specific information and detail in short, mited range of general and curricular topics; on participles as adjectives and order adjectives correctly a growing range of familiar general and curricular some support about personal feelings and opinions on a		
Lesson objectives		ideas and specific information is appropriate features of style and		
	short text with a rang	ain ideas and specific information in the text and write a range of appropriate features of style and organisation with		
	Some learners will	be able to:		
	•	fic information in texts and research and write a short text appropriate features of style and organisation with support		
Previous learning	order of adjectives /	write an email		
Plan				
Planned timings				Teacher Notes
Beginning the lesson 6.2.8.1	Check Ss' HW by as their e-mails about h	sking various Ss to read out nolidays to the class.	Class CD	

Main Activities	To understand a quotation and express opinion	
6.1.3.1	Ask Ss to read the quotation and then discuss in pairs what they think it means. Elicit answers from Ss around the class.	
6.5.3.1	To learn about the value of travel	
6.4.2.1	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	

	1.1 1 (0.1	,			
	around the class.(Ss <sup>3</sup>	own answers)			
6.5.8.1	Give Ss time to com	ion on why we should travel plete the task in class and then ask ir answers with the rest of the clas			
6.1.3.1	Explain the task. All and complete the gap	ew the module and find the releva	ions		
6.1.3.1	write a quiz Explain the task and look through the mo Tell Ss they can use model. Offer an exam writer. (so	iz with another pair and do it and	us		
6.1.3.1 6.4.5.1	Teacher's discretion Play the recording. Ss listen and think a	Song. To discuss the main message of the song(at Teacher's discretion) Play the recording. Ss listen and think about the question in the rubric. Ask various Ss to discuss their thoughts with the class.			
Ending the lesson 6.5.3.1	• Check the Ss know Summative Assessme "Travel and Holiday	rledge: ent for the Module 6			
Additional in		, <del></del>			
Differentiation give more supp	n – how do you plan to port? How do you plan the more able learners?	Assessment – how are you planning to check learners' learning?	Cross-curricular links Health and safety check ICT links Values links		
by eliciting in	ole learners in writing small groups model ings for the prompts	following speaking activity do a quick spelling elicitation of words	Why we should travel		
give more able their writing	e learners challenge in	take in final pieces of writing for feedback comment and assessment			
Reflection Were the lessor objectives reali	n objectives/learning	Answer the most relevant question about your lesson.	is from the box on the left		
Did I stick to ti	mings?				
What changes plan and why?	did I make from my				

#### MODULE 7 "READING FOR PLEASURE"

LESSON: Module	e 7 Lesson 1	School:		
Date:		Teacher name:		
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to	familiar general and 6.4.4.1 read and und and non-fiction texts 6.4.1.1 understand texts on general 6.4.2.1 understand	erstand with some support a limite	d range of sh ge of short s	ort fiction imple iil in
Lesson objectives  All learners will be able to: Read for specific information, to listen for sequence and order of about their experiences with some support			order of event	s, to tell
	Most learners will be able to:  Read for specific information, to listen for sequence and order of evaluation about their experiences with support			s, to tell
	Some learners will Read for specific infabout their experience	information, to listen for sequence and order of events, to tell		
Previous learning	Types of holidays an	nd holiday activities. Present Continu	uous ( future m	eaning)
Plan Planned	Planned activities		Excel	Teacher
timings	Fianned activities		Resources	Notes
Beginning the lesson	Go through	module <i>e</i> and nat they think it means.  mulate a discussion to prompt Ss'		
Main Activities 6.4.5.1 6.4.4.1 6.4.1.1 6.4.2.1	To present new voc To match description learn about types of Explain the task and descriptions.	ns to characters; to		
	To identify positive			

	positive/negative. Tell Ss to check their answers in the dictionary.	
	To describe pictures Direct Ss' attention to the pictures and ask various Ss around the class to describe them	
Ending the lesson	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.		
Reflection  Were the lesson	Answer the most relevant questions for about your lesson.	rom the box on the left
objectives/learning objectives realistic?		
Did I stick to timings?  What changes did I make from my plan and why?		

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			upport	
Previous learning	Character adjectives			
Plan				
Planned timings	Planned activities Excel Teacher Resources Notes			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.			

Main	To listen and read for specific information	
Activities	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.	
6.4.5.1	Refer Ss to the Word List to look up the words in the	
6.4.4.1	Check these words box.	
6.4.1.1	Play the video for Ss and elicit their comments.	
6.4.2.1		
	To read for specific information	
	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.	
	To compare characters in a story	
	Divide the class into small groups and ask them to compare	
	the characters and their motives for finding the Emerald	

	City.  Monitor the activity around the class and then ask some groups to report back to the rest of the class.				
Ending the lesson	Ss give the description	n of various heroes of			
Additional in	formation				
to give more s	n – how do you plan support? How do you nge the more able	Assessment – how are you planning to check learners' learning?			
	ort for writing task by able learners with ers	check answers in comprehension task using thumbs up or down technique and follow-up questions	• Work w board Use the in	rith the SMART	
learners to jus	challenge more able stify their opinions in the probing questions	monitor pronunciation of new vocabulary in paraphrasing task and highlight any word-stress errors to board			
Reflection  Were the less objectives rea	on objectives/learning	Answer the most relevant questions about your lesson.	from the b	oox on the left	
Did I stick to	timings?				
What changes plan and why	s did I make from my ?				

LESSON: Module 7 Lesson 3		School:		
Date:		Teacher name:		
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to	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			
Lesson objectives	All learners will discuss meaning cexchanges with survive with suppo	learners will be able to:  cuss meaning clearly at sentence level during, pair, group and whole class hanges with support; ite with support factual descriptions at text level  st learners will be able to:		
	Some learners widiscuss meaning cexchanges write factual descriptions	earners will be able to: meaning clearly at sentence level during, pair, group and whole class		
Previous learning	Subject in a sentence.			
Plan				
Planned timings	Planned activities	S	Excel Resources	Teacher Notes
Beginning the lesson	To consolidate net Explain the task at Ss' answers.	w vocabulary nd give Ss time to complete it. Check		
Main Activities 6.4.5.1 6.4.4.1 6.4.1.1 6.4.2.1	put them into the of the class.  To summarise a selicit a verbal sum around the class of	nmary of the story from various Ss r give Ss time to complete a short Ask various Ss to read their s.		
		nce of events (e.g. next, then, after that,		

	To predict the end of a story 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</b>	Ask Ss to write down their own story using the given	
lesson	heroes	

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

LESSON: Module 7 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 6.4.2.1 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;			
Lesson objectives	All learners will I recognize the attiturecognise the opin	ude or opinion of the writer in short texts	with support	
	recognize the attitute recognise the opin Some learners will discuss meaning coexchanges recognize the attitute.	the attitude or opinion of the writer in short texts without support		
Previous learning	recognise the opinion of the speaker  Subject in a sentence.			
Plan Planned timings	Planned activities	5	Excel Resources	Teacher Notes
Beginning the lesson	ask Ss to read the	on hing Ss know about J.M. Barrie, then biography to check.	Resources	Titles
Main Activities 6.4.1.1 6.4.2.1 6.4.4.1 6.5.4.1	and read for gist Play the recording books and find our answers from Ss a  To read for speci Ask Ss to read the Allow Ss some tin the task. Check S  Give Ss time to re again, and comple	fic information questions and the answer choices. ne to read the text again and complete s' answers.  ead the gapped sentences and the text		

	each gap. <b>To present and practise it/there</b> 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.	
<b>Ending the</b>	Give Ss time to consider the question and then elicit	
lesson	answers from various Ss 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
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 veiw 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?	Answer the most relevant quest about your lesson.	tions from the box on the left
What changes did I make from my plan and why?		

LESSON: Module 7 Lesson 5		School:			
Date:		Teacher name:			
CLASS:		Number present:		absent:	
Learning objectives(s) that this lesson is contributing to	texts on genera 6.4.2.1 understan simple texts on a 6.4.4.1 read short fiction and n	exts on general and curricular topics 5.4.2.1 understand with little support specific information and detail in short, imple texts on a limited range of general and curricular topics 5.4.4.1 read and understand with some support a limited range of hort fiction and non-fiction texts 5.5.4.1-write with some support topics with some paragraphs to give basic personal			
Lesson	All learners will l	be able to:			
objectives	recognize the attitute recognise the opin	ude or opinion of the writer in short texts ion of the speaker	with support		
	Most learners wil	ll be able to:			
	recognise the opin	<u> </u>	with some s	upport	
	Some learners wi	ll be able to:			
	exchanges	clearly at sentence level during, pair, group and whole class itude or opinion of the writer in short texts without support inion of the speaker			
Previous learning	Subject in a sentence.				
Plan					
Planned timings	Planned activities	S	Excel Resources	Teacher Notes	
Beginning the lesson	Elicit what if anytl	opic and read for specific information hing Ss know about J.M. Barrie, then biography to check.			
Main		story and practise error correction			
<b>Activities</b> 6.4.1.1		closed pairs and take turns to use the short summary to their partner.			
6.4.2.1	They may write or				
6.4.4.1	2 2	three deliberate mistakes which their			
6.5.4.1	partner must correct. Monitor the activity around the class.				
	Ss work in groups next. Ask some groups to to watch a video to	and discuss what they think happens to share their ideas with the class. for confirmation ile Ss watch and check their guesses			

Ending the	To draw a map of a fictional land	
lesson	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.	
	(Ss' own 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 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 veiw 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?	Answer the most relevant quest about your lesson.	tions from the box on the left
What changes did I make from my plan and why?		

LESSON: Module 7 Lesson 6		School:		
Date:		Teacher name:		
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to  Lesson	to check mea 6.4.4.1 rea fiction and non-fi 6.4.7.1 recogn range of written 6.1.7.1- develop a All learners will	iction texts gnise typical features at word, sentence and text level in a limited genres and sustain a consistent argument when speaking or writing		
objectives	Most learners with To write short ser grammar material Some learners w	will be able to: entences in a paragraph. Answer the questions. Do exercises with al; will be able to:		
Previous learning Plan		Use grammar to make sentences. Speak about places in the city  it and there in the sentences		
Planned timings	Planned activitie	es	Excel Resources	Teacher Notes
Beginning the lesson	gist Direct Ss to the p groups how they	icture and the title. Ask Ss to discuss in think the grove came to be. g. Ss listen and follow the text in their at.		
Main Activities 6.4.8.1 6.4.4.1	Check these word Play the video for To read for spec Give Ss time to re questions. Check	Ss and elicit their comments.  ific information ead the text again and answer the Ss' answers.		
6.4.7.1 6.1.7.1	Allow them to us necessary. Chec	and give Ss time to complete it. the their dictionaries to help them if the Ss' answers.  Idistinguish fact from opinion and give Ss time to scan the text		

	Explain what fact (sth that is true/correct), and opinion (what sb thinks) mean. Give Ss time to read the story and then elicit which sentences express	
	fact/opinion. Ask Ss to compare their answers in pairs.	
Ending the	To discuss characters' feelings	
lesson	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	

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	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 veiw 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	Answer the most relevant quest about your lesson.	ions from the box on the left		
objectives realistic?  Did I stick to timings?				
What changes did I make from my plan and why?				

LESSON: Module 7 Lesson 7		School:		
Date:		Teacher name:		
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to	to check mea 6.4.4.1 rea fiction and non-fi 6.4.7.1 recogn range of written 6.1.7.1- develop a	on and non-fiction texts		
<b>Lesson</b> objectives	grammar material;			ercises with
	To write short ser grammar material  Some learners w	rs will be able to:		
Previous learning	it and there in the	nake sentences. Speak about places in the e sentences	Corry	
Plan	T		I	1
Planned timings	Planned activitie	es	Excel Resources	Teacher Notes
Beginning the lesson	gist Direct Ss to the p groups how they	icture and the title. Ask Ss to discuss in think the grove came to be. g. Ss listen and follow the text in their it.		
Main Activities 6.4.8.1	To discuss characters' feelings 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.			
6.4.4.1	Go through the Study Skills box and explain when we use other/another/all/any and why.  Elicit further examples from Ss around the class.			
6.1.7.1	Then elicit examp To practise determ	ples from the text. miners <i>other</i> , <i>another</i> , <i>all</i> and give Ss time to complete it.		
	<b>To summarise a</b> Ask Ss to work in	story n small groups and make a list in their		

	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.	
	To create a story	
	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.	
Ending the	To draw a story	
lesson	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	

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	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 veiw 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?	Answer the most relevant quest about your lesson.	ions from the box on the left
Did I stick to timings?		
What changes did I make from my plan and why?		

LESSON: Mo	dule 7 Lesson 8	School:		
Date:		Teacher name:		
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to  Lesson objectives	to check mea 6.4.4.1 rea fiction and non-fi 6.4.7.1 recogn range of written 6.1.7.1- develop a All learners will To write short ser grammar material	5.4.8.1 use with some support familiar paper and digital reference resour o check meaning and extend understanding 5.4.4.1 read and understand with some support a limited range of shirtion and non-fiction texts		e of short  a limited ting
	To write short ser grammar material  Some learners w	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	it and there in the sentences			
Plan				
Planned timings	Planned activitie		Excel Resources	Teacher Notes
Beginning the lesson	Ask Ss what, if ar discuss in pairs.	copic; to read for gist nything, they know about Er-Tostik and ead the small text box and find out		
Main Activities 6.4.4.1 6.1.7.1 6.5.5.1 6.4.1.1	for specific infor Play the recoding books to find out related to Er-Tost class.  To read for spec Give Ss time to requestions. Check Ss' answer  To read for compask Ss to read the	Ss listen and follow the text in their how the characters in the rubric are ik. Elicit answers from Ss around the ific information ead the text again and answer the s.		

	To read for comprehe	nsion			
	Ask Ss to read the text a				
	Check Ss' answers aroun				
Ending the	To draw a poster and pr	esent a fairy tale			
lesson	1 1	s 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 complet	te the task in class and ask			
	Ss to present the fairy ta	le to the class.			
Additional inf	ormation				
Differentiation	– how do you plan to	Assessment – how are you	Cro	ss-curricular	links
give more supp	ort? How do you plan	planning to check learners'		alth and safety	check
to challenge the	e more able learners?	learning?	_	links	
			Values links		
monitor weak l	earners in task	In order to motivate learners	Learners use their gestures		r gestures
completion and	l question and answer	after each their answer a	and motions to explain		
sequences		teacher assesses them in oral	their point of veiw Presentation of the lesson		
		form			
				ower point or	n Active
ah allan sa atnan	a la amana ta fin d 2		Boa	ıra	
_	g learners to find 3 ds that can complete the				
Check these wo	-				
Reflection	Jids ook.	Answer the most relevant quest	ions	from the box	on the left
Remotion		Answer the most relevant questions from the box on the left about your lesson.			
Were the lesson objectives/learning		accur your resson.			
objectives realistic?					
,					
Did I stick to ti	mings?				
_	did I make from my plan				
and why?					

LESSON: Module 7 Lesson 9		School:			
Date:		Teacher name:			
CLASS: Number present:		Number present:		absent:	
Learning objectives(s) that this lesson is contributing to	to check mea 6.4.4.1 rea fiction and non-fic 6.4.7.1 recogn range of written a 6.1.7.1- develop a	iction texts gnise typical features at word, sentence and text level in a limit		ge of short	
Lesson objectives				ercises with	
		s will be able to:			
Previous learning	it and there in the	<u> </u>	Conty		
Plan Planned timings	Planned activitie	s	Excel Resources	Teacher Notes	
Beginning the lesson		rehension e text again and correct the statements. s around the class.			
Main Activities 6.4.4.1 6.1.7.1	Ask various Ss are and the theory box	good example of a fairy tale and tale elements ound the class to use their notes x in Ex. 6a to tell the class why Er- xample of a fairy tale.			
6.5.5.1 6.4.1.1	To draw a story Explain the task. A draw fifteen picture Give Ss time to consome Ss to present Alternatively, assist their comic strips Display the comic Answers) Alternatively, assist their comic strips Display the comic Answers)	Ask Ss to work in small groups and res to represent the events in the story. It is omplete the task in class and then ask at their comic strips to the class. It is ign the task as HW and then Ss present in the next lesson. It is strips around the classroom. (Ss' own tign the task as HW and then Ss			
lesson Additional info	1	tales in the next lesson.			

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 veiw 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?	Answer the most relevant quest about your lesson.	ions from the box on the left
Did I stick to timings?  What changes did I make from my plan and why?		

LESSON: Mod	lule 7 Lesson 10	School:		
Date:		Teacher name:		
CLASS: Number present:			absent:	
Learning objectives(s) that this lesson is contributing to	topics; 6.1.3.1-respect dif 6.4.6.1 - recognise range of general a 6.6.1.1- begin to u	le questions to get information about a growing range of general affering points of view se the attitude or opinion of the writer in short texts on a growing and curricular topics; use basic abstract nouns and compound nouns and noun phrases and location on a growing range of familiar general and curricul		
Lesson objectives Understand main Differentiate sto		dea of the topic		
	Ask basic question Use the vocabular	estions for personal information with support bulary topic in their own sentences fiction and non-fiction topic		
Previous learning	all and any give o	ve additional information.		
Plan				
Planned timings	Planned activities	activities		Teacher Notes
Beginning the lesson	Ask Ss to discuss means in closed partner ask some partner answers with the	what they think the quotation airs.  irs to share their		
Main Activities	hero/villain Read out the quest qualities and decid	estion and ask Ss to read the list of eide on their answers. Then, compare their d pairs and discuss their choices with		
6.1.3.1 6.4.6.1 6.6.1.1	To think of share villains Read out the rubri	c and give Ss time to consider their swers from Ss around the class from the		

	To talk about a character 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.	
	To test knowledge learnt in this module/ to do a quiz 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.	
	To consolidate vocabulary learnt in the module/to write a quiz  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. Bill Sikes is a character from 'Oliver Twist'. [T])  Ss can swap their quiz with another pair and do it and then report back to the class.	
	To listen for specific information 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.	
	To discuss the writer's attitude Play the recording. Ss listen and think about the question in the rubric. Ask various Ss to discuss their thoughts with the class.	
Ending the lesson	Play the video and elicit Ss' comments at the end.	

#### Additional information

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	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 veiw 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	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?	

LESSON: Mod	lule 7 Lesson 11	School:			
Date:		Teacher name:			
CLASS:		Number present:		absent:	
that this lesson is contributing to  6.3.2.1- ask simple questions to get information about a growing range of ger 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 grow range of general and curricular topics; 6.6.1.1- begin to use basic abstract nouns and compound nouns and noun phradescribing times and location on a growing range of familiar general and curr topics;				a growing n phrases	
Lesson objectives	Use the vocabular Differentiate fiction Some learners wi	idea of the topic y genre  Il be able to: ns for personal information with support y topic in their own sentences on and non-fiction topic ill be able to:			
	Make up basic questions to get information about topic Complete sentences using information from the stories				
Previous learning	all and any give	additional information.			
Plan	D			- T	
Planned timings	Planned activities	S	Excel Resources	Teacher Notes	
Beginning the lesson	closed pairs.	what they think the quotation means in irs to share their answers with the			
Main Activities 6.3.2.1 6.1.3.1 6.4.6.1 6.6.1.1	Explain the task. A questions and mar can review the moto help them if new write a quiz  Explain the task at look through them Tell Ss they can us model. Offer an expression of the task at look through them Tell Ss they can us model. Offer an expression of the task at look through them.	Allow Ss some time to read the Allow Ss they odule and find the relevant information cessary. Check Ss' answers.  Check Ss' answers.			

	To listen for specific information 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.	
	To discuss the writer's attitude Play the recording. Ss listen and think about the question in the rubric. Ask various Ss to discuss their thoughts with the class.	
Ending the lesson	Play the video and elicit Ss' comments at the end.	

#### Additional information

Additional information		
Differentiation – how do you plan to	Assessment – how are you	Cross-curricular links
give more support? How do you plan	planning to check learners'	Health and safety check
to challenge the more able learners?	learning?	ICT links
		Values links
monitor weak learners in task	In order to motivate	Learners use their gestures
completion and question and answer	learners after each their	and motions to explain their
sequences	answer a teacher assesses	point of veiw
	them in oral form	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	Answer the most relevant qu	estions 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 8 "OUR NEIGHBOURHOOD"

LESSON: Module 8 Lesson 1		School:			
Date:		Teacher name:			
CLASS:		Number present:		absent:	
Learning objectives(s) that this lesson is contributing to	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				
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	future tense will/won't.				
Plan Planned timings	Planned activities		Excel Resource	Teacher Notes	
Beginning the lesson	Ss to suggest what they	dule <i>Our neighbourhood</i> and ask think it means. Go through te a discussion to prompt e.			
Main Activities 6.3.2.1 6.1.3.1	To present shops Draw Ss' attention to the of the shops in it. Play the recording. Ss list individually. Ask various equivalents. (Ss' own and Elicit what sort of things)	e street map and the names sten and repeat chorally or as Ss to give the L1			
6.4.6.1 6.6.1.1	one thing for each shop.				

	been exhausted.			
	To practise preposition Revise prepositions of pelicit the meanings of the translation into Ss' L1 of with objects in the classi Explain the task and read ask and answer in pairs.	lace with Ss and explain/ e ones presented through r by demonstrating them		
	To predict the content of the text 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.			
	To read for specific information 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.			
	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			
Ending the lesson	To consolidate new voca Explain the task. Give S check Ss' answers.	s time to complete it, then		
Additional info	rmation			
give more suppo	how do you plan to ort? How do you plan to ore able learners?	Assessment – how are you planning to check learners' learning?	Cross-curric Health and check ICT links Values link	safety
supportive quest conscripting firs modelling	e learners through more ioning and prompts and t immediately after able learners by flashing adom numbers	monitor pronunciation and accuracy in whole class drilling and check and remodel as appropriate		

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

LESSON: Module	e 8 Lesson 2	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				
Lesson objectives	All learners will be able to:  To write short sentences in a paragraph. Listen and answer the questions with support. Do exercises with grammar material;  Most learners will be able to:  To write short sentences in a paragraph.				
	Listen and answer the questions with some support. Do exercises with grammar material;  Some learners will be able to:  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	express your opinion Explain the task. We board and ask varion offer comparisons a under the headings but Verona, Italy is make as many com Then, allow Ss a feanswers about which	Vrite the two locations on the bus Ss around the class to and make notes about them (e.g. Verona, USA is quiet a busy etc). Encourage Ss to aparisons as possible. Ever minutes to formulate their ch place they prefer and why as Ss to read out their			
Main Activities		nd match them to the places			
6.5.6.1. 6.6.1 6.6.9.1	they can be seen. Check Ss' answers helped them decide	. Ask Ss to say which words			

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10	1 tau	101	2121

Explain the task and allow Ss some time to read the sentences and match them to the shops. Check Ss' answers.

#### To listen for specific information

Explain the task. Ask Ss to identify the places in the photographs.

Play the recording. Ss listen and complete the task. Check Ss' answers.

#### To act out a dialogue

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.

	Ending the lesson	To write a short paragraph making comparisons • Explain the task and brainstorm with Ss for ideas to help them complete the task if necessary. • Ss complete the paragraph. Check Ss' answers				
	Additional information	1				
Differentiation – how do you plan to give			Assessment – how are you plann	ing	Cross-G	curricular

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	
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 links  Values: Caring about p laces of natural	
Starters	technique and follow-up questions	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	
Reflection Were the lesson objectives/learning objectives realistic?	Answer the most relevant questions fro box on the left about your lesson.	m the
Did I stick to timings?		
What changes did I make from my plan and why?		

LESSON: Module	8 Lesson 3	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	Present continuous (fi	uture meaning)		
Plan				
Planned timings	Planned activities		Excel Resources	Teacher Notes
Beginning the lesson  Main Activities	equivalents for the exa (Ss' own answers)  To practisea/an and and Explain the task.	s with Ss and elicit the L1 amples.		7.000
6.6.6.1 6.6.9.1	answers.  To present the passive past simple) Present the passive. Ento talk about an action performed it or when it from the context or	we (present simple and xplain that we use the passive when we don't know who it is obvious who performed when the action is more rson who performed it.		

	Read out the theory be the passive tense with <i>pastparticiple</i> .	ox and explain/elicit that weform the verb <i>to be</i> + <i>the</i>	
Ending the lesson	To practise the passi Explain the task and g Check Ss' answers around th	give Ss time to complete it.	
Additional informa	tion		
Differentiation – ho more support? How challenge the more		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 vo- in paraphrasing task and highligh word-stress errors to board	-
Reflection Were the lesson objectives/learning objectives realistic?		Answer the most relevant question box on the left about your lesson.	
Did I stick to timing	gs?		
What changes did I and why?	make from my plan		

LESSON: Modul	e 8 Lesson 4	School:		
Date:		Teacher name:		
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to	including someone, familiar general and 6.6.9.1- use appropr	y of personal, demonstrative and qua- somebody, everybody, no-one on a g curricular topics; iately an increased variety of present orms on a growing range of familiar g	rowing range and past simp	of ole active
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 made Speak about places			
Previous learning	Passive			
Plan				
Planned timings	Planned activities		Excel Resources	Teacher Notes
Beginning the lesson  Main Activities	passive  To practise the pas	I give Ss time to complete it. Check		
6.6.6.1 6.6.9.1	passive sentences () Explain that to chan passive sentence the becomes the subject form changes to a passive sentence the becomes the agent. Do the first item with	ng active sentences to present simple) ge an active sentence to a e object of the active verb t of the passive verb and the active assive form while the subject the the class as an example and the plete the task alone. Check Ss'		

	1			
	passive sentences (			
	Explain the task and			
	then check their ans	wers around the class.		
	To practise changi	ng active sentences		
<b>Ending the</b>	to passive sentence	S		
lesson	Explain the task and	I give Ss time to complete it. Che	ck	
	Ss' answers around			
Additional inform	nation			
Differentiation – h	now do you plan to	Assessment – how are you	Cross-curricular links	
	? How do you plan	planning to check learners'	Health and safety check	
	nore able learners?	learning?	ICT links	
to charrenge the m	iore dore rearriers.	learning.	Values links	
provide support for		check answers in	• Work with the SMART	
providing less able	e learners with	comprehension task using	board	
sentence starters		thumbs up or down technique	Use the internet	
		and follow-up questions		
monitor and challe	enge more able	monitor pronunciation of new		
learners to justify	•	vocabulary in paraphrasing task		
group task with pr	-	and highlight any word-stress		
	<i>U</i> 1	errors to board		
Reflection		Answer the most relevant question	ons from the	
	hiectives/learning	box on the left about your lesson		
Were the lesson objectives/learning objectives realistic?		on the left about your lesson		
objectives realistic:				
Did I stick to timi	ngs?			
What changes did	I make from my			
plan and why?				

LESSON: Module	8 Lesson 5	School:			
Date:		Teacher name:			
CLASS:		Number present:	:	absent:	
Learning objectives(s) that this lesson is contributing to	<ul> <li>6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics;</li> <li>6.4.7.1- recognise typical features at word, sentence and text level in a range o written genres</li> <li>6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;</li> </ul>				
Lesson objectives	All learners will				
	Answer the quest	r information and details while listening tions.  Inication while discussion	ng.		
	Identify particula Answer the ques Some learners w Identify particula information				
Previous learning	Some/any/every/i	tions. Maintain communication while controls	11304331011		
Plan					
Planned timings	Planned activition	es	Excel Resources	Teacher Notes	
Beginning the lesson	Explain the task a from the internet short text about a country. Give Ss them to use the p	and ask Ss to collect information or from other resources and write a statue or a monument in their time to complete the task and remind passive and then ask various Ss to present the statue/monument to			
Main Activities	Play the recordin one of the tall bu	g and tell Ss to imagine they are in ildings in the pictures. round the class to say how they feel.			
6.2.4.1 6.4.7.1 6.2.5.1	Elicit what, if an and where the ter	g. Ss listen and follow the text in			
	-	cific information 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 textand answer the questions. Read out the <i>Did you know?</i> box. Check Ss' answers around the class.			
Ending the lesson	To consolidate information in atext 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			
Additional inform	ation			
Differentiation – ho more support? How challenge the more a		Assessment – how are you planning to check learners' learning?	Cross-curric Health and s check ICT links Values links	safety
provide support for providing less able l starters	writing task by earners with sentence	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 vo in paraphrasing task and highligh word-stress errors to board	-	
Reflection Were the lesson objectives/learning objectives realistic?		Answer the most relevant questi left about your lesson.	ons from the	box on the
Did I stick to timings?				
What changes did I and why?	make from my plan			

LESSON: Module 8	Lesson 6	School:		
Date:	te: Teacher name:			
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to	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;			
Lesson objectives	All learners will k			
	use some target lar intelligibly in resp	nguage accurately and produce some onse to prompts	e target word	ds
	intelligibly in response learners wi use most target lan	anguage accurately and produce mos		
Previous learning	Ğ	nt simple/past simple)		
Plan				
Planned timings	Planned activities	S	Excel Resources	Teacher Notes
Beginning the lesson	Explain the task ar and look on the Int photos and videos Give Ss some time	esentation on skyscrapers and ask Ss to work in small groups ternet or in other resources for of the skyscrapers in the text. The to prepare a presentation or each one and present them to		
Main Activities 6.1.3.1 6.5.3.1 6.4.6.1	complete it using produces. Ask various Ss to produce and then display the recording chorally or individing Repeat if necessary stressed.	and allow Ss some time to obbotos from the Internet or other present their posters to the class nem around the classroom.  ional language and iation and intonation with pauses for Ss to repeat		
	and read for spec situational langua	rific information and consolidate age through translation and read out the question.		

	Play the recording. Ss listen and follow the dialoguein their books and find out the answer.	
	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>Ending the lesson</b>	Ss divide into pairs and practice the dialogues Ask some Ss to demonstrate it.	

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	
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	
	Answer the most relevant questions from the box on the left about your lesson.	

LESSON: Module 8	B Lesson 7	School:		
Date:	ate: Teacher name:			
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to	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;			
Lesson objectives	All learners will be use some target lar intelligibly in resp	nguage accurately and produce some	e target word	ls
	Most learners will be able to: use most target language accurately and produce most target words intelligibly in response to prompts  Some learners will be able to: use most target language accurately with some extended answers and produce most target words intelligibly in response to prompts			
Previous learning	The passive(preser	nt simple/past simple)		
Plan			ı	
Planned timings	Planned activities	<b>S</b>	Excel Resources	Teacher Notes
Beginning the lesson  Main Activities	Explain the task and and look on the Inphotos and videos Give Ss some time write a fact about the class.  To read for specific property of the class	ead the dialogue again and mark		
6.1.3.1 6.5.3.1 6.4.6.1	To practise role-partial dialogues asking: Ask Ss to work in dialogues. Reminin Ex. 3 as a moduseful language bask. Ss complete the following dialogues appropriate phrast the board. Ss	playing and act out for and giving directions pairs and take roles and act out ad Ss that they can use the dialogue lel as well as any ideas from the boxes to help them complete the the task in pairs. To help Ss, draw gram on the board and elicit ses Ss should use. Write them on agram while doing the task.		
	To read for speci	fic information		

	Allow Ss time to read the dialogue again and mark the route on the map.	
Ending the lesson	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.	

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

LESSON: Module 8	Lesson 8	School:		
Date:		Teacher name:		
CLASS:		Number present:	:	absent:
Learning objectives(s) that this lesson is contributing to	growing range of § 6.5.3.1- write with limited range of fa 6.4.7.1- recognise of written genres 6.6.1.1- begin to u		gs and opinic nd text level i nd nouns and	ons on a n a range noun
Lesson objectives	identify some spec	eific information in the text correctly in spoken and written production to		_
	target language co Some learners will identify all specific	eific information in the text correctly rrectly in spoken and written produc	etion tasks wi	th support
Previous learning	Question tags	1		
Plan				
Planned timings	Planned activities	S	Excel Resources	Teacher Notes
Beginning the lesson	text Direct Ss' attention Ss around the class	n to the pictures and ask various s to describe them. s have been to a street market.		

	To personalise the topic and write	
	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.	
	To learn the intonation for multisyllabic	
	words	
	Explain that in multisyllabic words sometimes more	
	than one syllable is stressed.	
<b>Ending the lesson</b>	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.	

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	
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?	Answer the most relevant questi the left about your lesson.	ons from the box on
Did I stick to timings?		
What changes did I make from my plan and why?		

LESSON: Module 8 Lesson 9		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 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;			on a
<b>Lesson objectives</b>	All learners wi	ll be able to:		
		pecific information in the text correctly tly in spoken and written production tas		_
	identify most space target language  Some learners identify all spece	ners will be able to: ost specific information in the text correctly and use a range of uage correctly in spoken and written production tasks with supports will be able to: specific information in the text correctly and use a range of tar orrectly in production tasks with little support		
Previous learning	Relative pronou		- •	
Plan				
Planned timings	Planned activit	ties	Excel Resources	Teacher Notes
Beginning the lesson	explain/elicit the towns/cities hav Then, draw Ss'	public facilities aloud and eir meanings. Elicit which ones Ss'		7,000
Main Activities 6.5.3.1		around the class to tell the class what activities are and which public		
6.4.6.1	Read the rubric	nd discuss the topic aloud and elicit a variety of answers the class. Write the two best the board.		
	Play the recordi their books and mentioned. Ask Ss to use the	content of the text  ng. Ss listen and follow the text in see if their suggestions are\  ne Word List to look up the e words in the Check these wordsbox		

Ending the lesson	fromSs around the class necessary.  To personalise the top Explain the task and re Give Ss some time to fi	and elicit a variety of answers ss referring to the text as	
	write their sentences. Check Ss' answers by class to read out their s	asking various Ss around the sentences	
Additional inform	ation		
Differentiation – ho more support? How challenge the more	• •	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 questi the left about your lesson.	ons from the box on

LESSON: Module 8	B Lesson 10	School:		
Date:		Teacher name:		
CLASS:		Number present:	:	absent:
Learning objectives(s) that this lesson is contributing to	6.5.3.1- write with limited range of fa 6.4.6.1 - recognise growing range of § 6.5.8.1- spell most	fering points of view a some support about personal feeling imiliar general and curricular topics the attitude or opinion of the write general and curricular topics; thigh-frequency vocabulary accurate topics and some curricular topics;	; r in short texts	s on a
Lesson objectives	-			
	with some appropried dialogue reading to Some learners with take part in a range	e of exchanges using most target lar riate intonation and identify most ta ask	rget informati	ion in
Previous learning	Defining relatives	clauses		
Plan				
Planned timings	Planned activities	S	Excel Resources	Teacher Notes
Beginning the lesson	Direct Ss' attention ask Ss to use them Ss'answers. Then ask Ss to use	sion and coherence in to the sentences (A-D) and then it to fill the gaps (1-4). Check the Word List to look up the fords in the <i>Check these words</i>		
Main Activities  6.4.6.1 6.6.1.1 6.5.3.1 6.4.7.1	your neighbourhe Read the Study Sk what brainstormin ideasrelated to a th whatever comes to mind). Explain the task an	tills box aloud and explain/elicit g is (thinking of various neme/topic and writing down and allow Ss some time to as and complete the sentences.		
	1			

	yourneighbourhood 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.	
Ending the lesson	Ask various Ssto read out their emails to the class. Alternatively, assign the task as HW and check Ss' answers in the next lesson.	

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

LESSON: Module	SSON: Module 8 Lesson 11 School:			
Date: Teacher name:				
CLASS:	Number present:		absent:	
Learning objectives(s) that this lesson is contributing to	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 giveanopinionat sentencelevelona limitedrangeofgeneral and curricular topics			essity),
Lesson objectives	language correctl	ecific information in the text correctly a y to write a short informative text with		target
	identify most spe language correctl <b>Some learners w</b> identify all specif	Most learners will be able to: identify most specific information in the text correctly and use a range of target language correctly to write a short informative text with support  Some learners will be able to: 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		
Previous learning	Defining relative	s clauses		
Plan				
Planned timings	Planned activition	es	Excel Resources	Teacher Notes
Beginning the lesson  Main Activities	Allow Ss time to to use their answer in Ex. 1 as a modemails to the class Alternatively, assumers in the new To give an opinineighbour Ask Ss to read the a good neighbour agree with and pudisagree with. Compactise mode Give Ss time to use their answers in the new to be a summer of the state	sign the task as HW and check Ss'ext lesson.  on on the value of being a good  e list of sentences about what makes and tick '\( \sigma''\) the ones that they at an '\( \sigma''\) next to the ones they Check Ss' answers.  lals  ise the modals in the list and their  1 to make sentences. Elicit		
		alue of being a good neighbour in small groups and discuss the value neighbour.		

Ending the lesson	Give Ss some time to some Ss to tell the class		
Additional inform	ation		
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 gr play and production with further modelli		monitor accuracy and interactional appropriacy in situational tasks	
challenge more able expansive answers i play prompts	learners to give more n response to role	monitor pronunciation performance in final activity and give feedback to whole class	

<b>LESSON: Module</b>	8 Lesson 12	School:		
Date: Teach		Teacher name:	Teacher name:	
CLASS:		Number present:	:	absent:
Learning objectives(s) that this lesson is contributing to	6.5.3.1- write with limited range of 6.4.6.1 - recognisg growing range of 6.5.8.1- spell mo	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 familiar general topics and some curricular topics;		
Lesson objectives	All learners will	be able to:	e accurately a	nd
		take part in some exchanges using some target language accurately and intelligibly and identify some target information in dialogue reading task		
	Most learners will be able to:			
		e part in a range of exchanges using most target language accurately and h some appropriate intonation and identify most target information in logue reading task		
	-	<u> </u>		
Previous learning	modals			
Plan				
Planned timings			Teacher Notes	
Beginning the lesson	Ask Ss to work is of being a good r	To discuss the value of being a good neighbour 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		

# To test knowledge learnt in this module/ to do a quiz 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. To consolidate vocabulary learnt in the module/to write a quiz 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 asa model. Offer an example (e.g. The Winged Victoryis

in the Louvre. [T])

	Ss can swap their quiz	with another pair and do it and	
	then report back to the	e class.	
	SongTo listen and read for specific information  Ask Ss to look at the picture and describe what it shows (a market stall with fresh fruit and vegetables on display).  Play the recording.  Ss listen and choose lines from the song that best matches the picture.  Ask various Ss to tell the class.		
	To describe an imagi Explain the task and g about their answers an a scene at the market i who can see what you		
Ending the lesson	To design a market – Explain the task and a complete it in small gr module as well as thei Tell Ss to make notes ask various Ss to prese		
Additional inform	ation		
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 gr tasks and highlight for learners to self-c	any errors in spelling	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  Were the lesson objectives/learning objectives realistic?		Answer the most relevant questio the left about your lesson.	ons from the box on
Did I stick to timing What changes did I and why?	gs? make from my plan		

# MODULE 9 "TRANSPORT"

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;  All learners will be able to:			
<b>,</b>	identify some specific information from the text and use some target vocabulary to describe transort 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			
Previous learning	To practise modals			
Plan				
Planned timings  Beginning the lesson	Planned activities What's in this mod	ule?	Excel Resources	Teacher Notes
	Read the title of the to suggest what they the topic list and sti Ss'interest in the mo	module <i>Transport</i> and ask Ss y think it means. Go through mulate a discussion to prompt odule.		
<b>Main Activities</b> 6.3.7.1 6.4.4.1	recording. Ss listen	o the pictures. Play the and repeat chorally and/or the L1 equivalents.(Ss' own		

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

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	All learners will be able to: identify some specific information from the text and use some target vocabulary to describe transort 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			
Previous learning	To practise modals			
Plan				
Beginning the lesson  Main Activities	guesses to the que Play the recording their books and ch	ntent of the text n to the pictures and elicit stion in the rubric. So listen and follow the texts in eck if their guesses are correct.  fic information and the text again and then answer staround the class.	Excel Resources	Teacher Notes
6.3.7.1		tion and elicit answers from		

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

LESSON: Module 9	9 Lesson 3	School:		
Date:		Teacher name:		
CLASS:		Number present:	:	absent:
Learning objectives(s) that this lesson is contributing to	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			
Lesson objectives	vocabulary to desc production tasks Most learners will -identify most spectarget vocabulary and in production Some learners will -Identify all specification	specific information from the text and use some target describe transports accurately in response to prompts and in as will be able to:  specific information from the text and use a limited range of any to describe transports accurately in response to prompts ion tasks will be able to:  ecific information from the text and use a wide range of target describe some transports accurately in response to prompts and		and in range of rompts e of target
Previous learning	Preposition:by,on,			
Plan				
Planned timings	Planned activities	S	Excel Resources	Teacher Notes
Beginning the lesson	transport Go through the vertime to use them to to check the mean dictionaries and the class.	ractise verbs relating to  rbs in the list and then give Ss to complete the sentences. Ask Ss ings of the verbs in their ten check Ss' answers around the		
Main Activities 6.5.9.1 6.6.2.1 6.6.5.1	transport Go through the vertime to use them to	rbs in the list and then give Ss o complete the sentences. Ask Ss ings of the verbs in their		

6.6.17.1	dictionaries and then check Ss' answers around the class.			
	Class.			
		ctise both and, neither no	or,	
	either or. Read the examp	oles aloud and explain that we		
	_	to show that two things or people	,	
	share	things or people do not share a specific and either or (affirmativesentence) to refer		
	1 0			
	_			
	to a choice betw	veen two possibilities.		
	Give Ss time to	complete the task, then check Ss	3'	
	To listen for sp	ecific information		
	Explain the task	a. Play the recording twice if		
	necessary.	swer the questions in the rubric.		
	Check Ss' answ			
	To talk about a journey			
	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.			
	To complete a postcard from holiday Explain the task and allow Ss some time to complete it. Remind Ss they can use the texts in Ex.			
	1 as a model.			
<b>Ending the lesson</b>	Check Ss' answers by asking various Ss to read out			
	their completed	postcards.		
Additional informa	tion			
Differentiation – how		Assessment – how are you	Cross-curricular links	
give more support? How do you plan		planning to check learners'	Health and safety check	
to challenge the more able learners?		learning?	ICT links Values links	
monitor learner spellings in categorisation task and provide		monitor learner spellings in categorisation task and provide	monitor learner spellings in categorisation task and	
remedial support		remedial support	provide remedial support	
Reflection		Answer the most relevant		
XX		questions from the box on the		
Were the lesson object	uves/iearning	left about your lesson.		

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

LESSON: Module 9	Lesson 4	School:		
Date:		Teacher name:		
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to	and a growing range and curricular topic 6.6.17.1- use subordinate clauses with which and curricular topic 6.6.2.1- use quantiff not as much on a growing 6.6.17.1- use subordinate clauses with which and curricular topic clauses will be use and pronounce support consumptions of the consumption of the cons	rdinate clauses following think known that where on a growing ranges fiers including more, little, few, less rowing range of familiar general rdinate clauses following think known that where on a growing range of a growing range of the clauses following sure, certain; the who that where on a growing range of able to:  I be able to:  I be able to:  I be able to:  I be able to:	ow believe house defining rege of familiar ss, fewer not a and curricular ow believe house defining rege of familiar in controlled to	pe, say, elative general as many, topics; pe, say, elative general asks with
Previous learning		d, neithernor, either or.		
Plan				
Planned timings	Planned activities		Excel Resources	Teacher Notes
Beginning the lesson	comparatives & sup	evious knowledge about perlatives  ratives & superlatives s. Explain that we use the	resources	110005
Main Activities 6.6.5.1 6.6.17.1 6.6.2.1 6.6.17.1	comparative form to places, etc. We usu adjectives (e.g. Jan the superlative form to	to compare two people, things, ally use than with comparative net is taller than Paul.). We use compare one person/thing, etc up (e.g. Danny is the tallest boy		

-biggest).

Explain that with adjectives of more than two syllables, we form the comparative with more and the superlative with the most (e.g. expensive – more expensive – the most expensive).

Explain that with some two-syllables adjectives, such as *clever*, *narrow*, *gentle*, *friendly* etc, we form the comparative and superlative either with *-er/-est* or with more/most (*e.g. friendly – friendlier – friendliest or friendly – more friendly – most friendly*).

Explain that with one-syllable adjectives ending in -e, we add -r in the comparative and -st in the superlative form (*e.g. simple – simpler – simplest*). Explain that with one-syllable adjectives ending in a vowel + a consonant, we double the last consonant and add -er/-est (*e.g. fat – fatter – fattest*). Explain that with two-syllable adjectives ending in -ly or -y, we change the -y to -i and add -er/-est (*e.g. happy – happier – happiest*).

Explain that we use (not) as + adjective/ adverb + as to compare two people/things. (e.g. He's as quiet as a mouse. She isn't as beautiful as her friend.). NOTE: We use (not) as + adjective + as to show that two people, things, etc are (not) similar (e.g. The white bag is not as expensive as the brown one.).

Explain that we use much + comparative to emphasize the meaning of an adjective in its comparative form (e.g. We'll get to the airport much faster by train.).

Explain that we use less + adjective + than for two people or things (e.g. This book is less interesting than the one I read last week.).

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)

#### To practise comparative forms

Explain the task and allow Ss some time to complete it.

Check Ss' answers around the class.

# To personalise the topic and practise comparatives

Explain the task and give Ss some time to make comparative sentences about two towns/cities/villages in their country.

Elicit answers from Ss around the class.

	To compare two means of transport using comparative forms  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) asas.  Check Ss' answers around the class.	
Ending the lesson	Ask some the weak Ss to give some examples of comparisons some kind of transport	

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 lin Health and safety check ICT links Values links	nks
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 onanswers		
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		
Reflection  Were the lesson objectives/learning objectives realistic?	Answer the most relevant questions from the box on the left about your lesson.		
Did I stick to timings?			
What changes did I make from my plan and why?			

LESSON: Module 9	9 Lesson 5	School:		
Date:		Teacher name:		
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to	and a growing rang and curricular topic 6.6.17.1- use subortell; use subordinat clauses with which and curricular topic 6.6.2.1- use quantit not as much on a g 6.6.17.1- use subortell; use subordinat clauses with which and curricular topic All learners will b use and pronounce support  Most learners will use and pronounce support  Some learners will	rdinate clauses following think known that where on a growing range of fiers including more, little, few, less rowing range of familiar general rdinate clauses following think known that where on a growing range of able to:  some target structures accurately in the able to:  e most target structures accurately in the able to:	ow believe house defining rege of familiar and curricular ow believe house defining rege of familiar and controlled to the controlled to t	pe, say, elative general as many, topics; pe, say, elative general asks with
Previous learning	little support  comparisons			
Plan				
Planned timings	Planned activities		Excel Resources	Teacher Notes
Beginning the lesson	To revise the Ss procomparatives & sup	evious knowledge about perlatives		
Main Activities 6.6.5.1 6.6.17.1 6.6.2.1	in pairs and compl around the class.	nd read out the example. Ss work lete the task. Check Ss' answers		
6.6.17.1	Allow Ss some time comparisons from To practise superla	nd read out the examples. The to complete the task. Elicit various Ss around the class.		

	Play the recording for Ss to check their answers.  To practise making comparisons  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.	
	To present/practise relative pronouns/defining relative clauses 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 who/that for people, which/that for animals and things, and whose 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.	
Ending the lesson	To practise superlative forms Explain the task. Ss complete the task. Play the recording for Ss to check their 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 link Health and safety ch ICT links Values links	
monitor less able groups in controlled tasks and highlight any errors in spelling for learners to self-correct challenge more able learners to produce easily confusable sound ordinal sound contrasts e.g	monitor pair sentence completion tasks and encourage learners to give feedback to each other onanswers  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 th left about your lesson.	e	

LESSON: Module 9	9 Lesson 6	School:			
Date:		Teacher name:			
CLASS:		Number present:		absent:	
Learning objectives(s) that this lesson is contributing to	of perspectives on 6.1.8.1- develop in	ntercultural awareness through readi understand with some support a l	ing and discu	ssion;	
Lesson objectives				nd use some	
		Il be able to:  ific information in listening and rea accurately in production tasks with		d use most	
	identify all specifi	me learners will be able to:  ntify all specific information in listening and reading texts and use get vocabulary accurately in production tasks with little support			
Previous learning	comparatives & si		•		
Plan					
Planned timings	Planned activities	S	Excel Resources	Teacher Notes	
Beginning the lesson	To introduce the Elicit answers to the various Ss around	he questions in the rubric from			
Main Activities 6.1.10.1 6.1.8.1 6.4.4.1	they know about s the tip in the <i>Study</i> Play the recording their books and ch  To read for speci	n to the pictures and elicit what afe cycling. Draw Ss' attention to w Skills box.  So Ss listen and follow the text in eck.  fic information			
	sentences. Ask Ss the meanings of th box. Check Ss' answers	ime to read the text and mark the to use the Word List to look up he words in the <i>Check these words</i> around the class.  tures to sentences in the			

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 To consolidate new vocabulary Explain the task and refer Ss to the Check these words box. Give Ss time to complete the task, then check Ss' answers. To practise verbs relating to transport 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 To listen for specific information (multiple choice) 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. listen and complete the task. Check Ss' answers. To ask and answer questions about the rules of riding a motorcycle in the UK 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 (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.) 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. **Ending the lesson** To give a presentation on how to stay safe while using public transport 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.

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

LESSON: Module 9	Lesson 7	School:		
Date:	Date: Teacher name:			
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to	a range of general 6.3.2.1- ask simple general topics; 6.3.7.1- use appropriate for the second secon	nd with limited support the main point and curricular topics; equestions to get information about priate subject-specific vocabulary and eneral topics, and some curricular to	a growing rand syntax to t	inge of
Lesson objectives	All learners will l			
	-	exchanges using some target langua entify some target information in lis		and
	Most learners wil	ll be able to:		
		e of exchanges using most target lar riate intonation and identify most ta		
		Il be able to: e of exchanges using most target lar on and identify all target informatio		
Previous learning	practise verbs rela	ating to transport		
Plan				
Planned timings	Planned activities	S	Excel Resources	Teacher Notes
Beginning the lesson	language Play the recording or individually. Pay attention to Ss intonation and cordinated to the state of th			
Main Activities	• Ss listen and foll	aloud. Play the recording. ow the text in their books and Omarov wants to go.		
6.2.4.1 6.3.2.1 6.3.7.1	To read for special Allow Ss time to r	fic information read the dialogue again and Check Ss' answers.		
	Read out the phras	ses. Refer Ss back to the dialogue onymous ones from various Ss		

	To act out a dialogue and consolidate situational language through translation 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 groups to read out the dialogue in front of the class.	
Ending the lesson	.To practise role-playing 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.	

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

LESSON: Module 9	Desson 8	School:		
Date:		Teacher name:		
CLASS:		Number present:		absent:
Learning objectives(s) that this lesson is contributing to	6.1.8.1- develop in	ction and non-fiction texts ntercultural awareness through readi or writing as a means of reflecting o	ng and discu	
Lesson objectives	organised text usin  Most learners will identify most spec	cific information in texts and researcing some of their own words		
Provious loorning	Some learners wi identify all specifi	ill be able to: c information in texts and research a ng a range of their own words	and write mo	re extended
Previous learning		-		
Plan Planned timings	Planned activities	s	Excel Resources	Teacher Notes
Beginning the lesson	content of a text Direct Ss' attentio elicit guesses to th Give Ss time to re  To read for lexice (missing words)	on to the pictures and the title and the questions in the rubric. and through the text and find out.		
Main Activities 6.4.4.1 6.1.8.1 6.1.10.1	gaps with the miss grammatical corre Ask Ss to use the of the words in the Play the recording Play the video for	Word List to look up the meanings a <i>Check these words</i> box.  So listen and check their answers.  So and elicit their comments.		
	Elicit comparisons between the metro <b>To practise the p</b> : Play the recording the /eI/ sound in the	ronunciation of /eI/ g and ask Ss to find and underline		

	chorally and/or individually. Pay attention to Ss' pronunciation and correct as	
	necessary.	
	To plan a trip using different means of	
	<b>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	
Ending the lesson	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.	

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

LESSON: Module 9	Lesson 9	School:			
Date:		Teacher name:			
CLASS:		Number present:	:	absent:	
Learning objectives(s) that this lesson is contributing to	<ul> <li>6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding</li> <li>6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics;</li> <li>6.3.2.1- ask simple questions to get information about a growing range of general topics;</li> <li>6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;</li> </ul>				
Lesson objectives					
	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				
Previous learning	To read for lexico-grammatical structure (missing words)				
Plan	'				
Planned timings	Planned activities	s	Excel Resources	Teacher Notes	
Beginning the lesson	predict the content of the Draw Ss' attention whichones show the Elicit Ss' guesses related to the text Play the recording their books and characteristics.	to the pictures and elicit he actions given in the rubric. as to how the pictures can be s. g. Ss listen and follow the text in heck if their guesses were correct.			
Main Activities 6.4.8.1	the task. Check Ss' answers Ask Ss to use the	ne to read the text and complete			

6.2.4.1	Play the video for Ss and elicit their comments.	
6.3.2.1	, and the second	
6.3.7.1	To collect information related to the topic and present it to the class  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.  Allow Ss some time to complete the task and then ask various groups of Ss to give their presentation to the class.	
Ending the lesson	To de-construct an essay 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.	

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 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	
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 the left about your lesson.	s from the box on

LESSON: Module 9	Lesson 10	School:			
Date:		Teacher name:			
CLASS:		Number present:		absent:	
Learning objectives(s) that this lesson is contributing to	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				
Lesson objectives	All learners will l				
	-	exchanges using some target languagulary with correct word stress	ge accurately	and use	
	Most learners wi	ll be able to:			
	-	exchanges using a range of target lar ocabulary with correct word stress	nguage accur	ately and	
	Some learners wi	ll be able to:			
		exchanges using a range of target lar cabulary with correct word stress	nguage accur	ately and	
Previous learning	learn synonymous	phrases			
Plan					
Planned timings	Planned activities	s	Excel Resources	Teacher Notes	
Beginning the lesson	their notebooks. Go then complete the Check Ss' answers Ask Ss to use the of the words in the	and ask Ss to copy the table into give Ss time to read the essay and table. So on the board. Word List to look up the meanings to Check these words box.			
Main Activities  6.4.4.1 6.1.8.1 6.1.10.1	their notebooks. Go then complete the board. Ask Ss to use the of the words in the	and ask Ss to copy the table into give Ss time to read the essay and table. Check Ss' answers on the Word List to look up the meanings at Check these words box.			
	we use linkers.	skills box aloud and explain why hkers in bold in the essay and give			

	Ss time to match them to their uses. Check Ss' answers.  To identify pros/cons and think of relevant Justification s/examples  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.	
	Pros Justifications/Examples 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	
	Cons Justifications/Examples quite expensive tickets cost a lot of money not environmentally friendly planes cause a lot of pollution	
Ending the lesson	To write an essay 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.	

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 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: Module 9	Lesson 11	School:			
Date:		Teacher name:			
CLASS:		Number present:	:	absent:	
Learning objectives(s) that this lesson is contributing to	6.1.10.1- use talk or writing as a means of reflecting on and exploring a rang 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 limited range of general topics, and some curricular topics;			tative ge of	
Lesson objectives	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 a production tasks				
	-identify most spectarget vocabulary and in production	st learners will be able to:  ntify most specific information from the text and use a limited range of et vocabulary to describe transports accurately in response to prompts in production tasks			
	Some learners will be able to:  -Identify all specific information from the text and use a wide range of targe vocabulary to describe some transports accurately in response to prompts an in production tasks				
Previous learning	lexico-grammatica	al structure (missing words)			
Plan					
Planned timings	Planned activities	S	Excel Resources	Teacher Notes	
Beginning the lesson	To sum up the idea around the class.  To write an essay	as of an essay. Brainstorm them			
Main Activities 6.4.4.1 6.1.8.1 6.1.10.1	Explain the task a essays using their answer helpthem. Remind model and to use Ask various Ss to	and give Ss time to write their s in Ex. 3 and the plan to l Ss to use the essay in Ex. 1 as a appropriate linkers. read out their essays to the class. gn the task as HW and check Ss'			
Ending the lesson	value of green tra Ask Ss to read the	ences relating to the ansport sentences and then complete the s from Ss 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
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		
Reflection Were the lesson objectives/learning objectives realistic? Did I stick to timings?	Answer the most relevant que the left about your lesson.	stions from the box on
What changes did I make from my plan and why?		

LESSON: Module 9	Lesson 12	School:		
Date:		Teacher name:		
CLASS:		Number present:	:	absent:
Learning objectives(s) that this lesson is contributing to	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;			tative ge of
Lesson objectives				
	identify most spec	ific information from the text and us to describe transports accurately in		_
	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			
Previous learning	value of green tra	insport		
Plan				
Planned timings	Planned activities	s	Excel Resources	Teacher Notes
Beginning the lesson	Ask Ss to read the which benefits of s Ss around the class c) To discuss your habits Give Ss tin	regreen transport ne to complete the task in class and to share their answers with the rest		
Main Activities 6.4.4.1 6.1.8.1 6.1.10.1	to do a quiz Explain the task. A questions and mar Tell Ss they can re	Allow Ss some time to read the k the statements correctly. Eview the module and find the on to help them if necessary.		

	Check Ss' answers.	
	To consolidate vocabulary learnt in the module/to write a quiz  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 (e.g. Gondoliers sing when they give you a tour. [T])  Ss can swap their quiz with another pair and do it and then report back to the class.	
	To listen for specific information Play the recording. Ss listen and think about the question in therubric. Ask various Ss to discuss their thoughts with the class.	
Ending the lesson	To listen for specific information 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.	

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