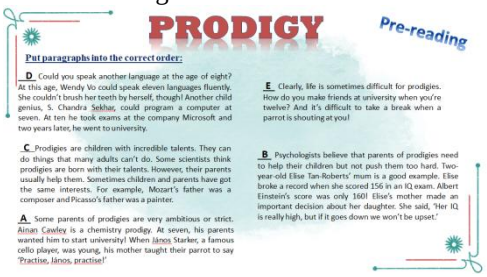
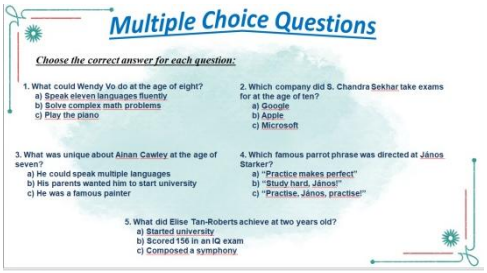
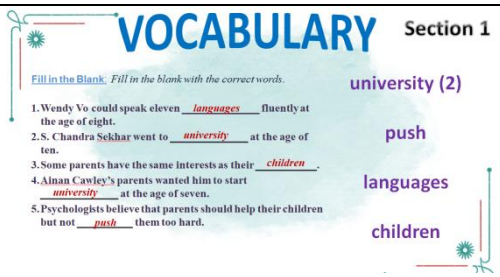
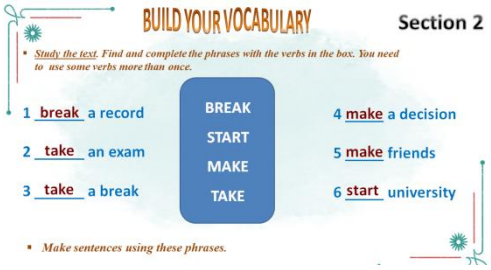
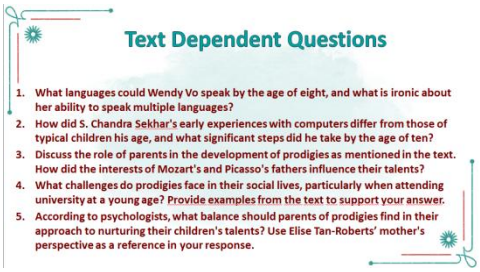
Learning objectives	7. 2. 2. 1 understand some information on general and academic topics in a long conversation in a limited environment with little support from the teacher; 7. 3. 3. 1 express opinion with judgment within general and educational topics; 7. 4. 3. 1 understand evidence in the context of general and academic topics familiar to most people, including some longer texts.
Lesson objectives (assessmentcriteria)	**Learners will be able to:** - Read about prodigies. - Read for general meaning and specific information. - Talk about topics raised in the text.
Value links	"Law and Order" Ensuring the protection and safety of society understand the importance of law and order as

Stages/ Time	**Teachers actions**	**Students actions**	**Assessment**	**Resources**
Beginning **5 min**	**Greeting. (Whole class, Individually)** Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. **Warm-up** What is a Child Prodigy? Ask students if they know anyone like this. **Background** In British schools, children who are recognized as 'gifted' or exceptionally talented are sometimes given extra lessons by their school, or may attend special classes	Learners answer the question and give their predictions of prodigy skills	Teacher evaluate pupils with phrases like: "Good job! Well done!" Formative Assessment	PPT Assessment sheets
Middle **25 min**	**Pre-reading** **Task I (Gr)** Teacher tells the students that they will listen to the CD and put mixed paragraphs into the correct order. Then check together.  PRODIGY Pre-reading Put paragraphs into the correct order: D Could you speak another language at the age of eight? At this age, Wendy Vo could speak eleven languages fluently. She couldn't brush her teeth by herself, though! Another child genius, S. Chandra Sekhar, could program a computer at seven. At ten he took exams at the company Microsoft and two years later, he went to university. C Prodigies are children with incredible talents. They can do things that many adults can't do. Some scientists think prodigies are born with their talents. However, their parents usually help them. Sometimes children and parents have got the same interests. For example, Mozart's father was a composer and Picasso's father was a painter. A Some parents of prodigies are very ambitious or strict. Ainan Cawley is a chemistry prodigy. At seven, his parents wanted him to start university! When János Starker, a famous cello player, was young, his mother taught their parrot to say 'Practise, János, practise!' E Clearly, life is sometimes difficult for prodigies. How do you make friends at university when you're twelve? And it's difficult to take a break when a parrot is shouting at you! B Psychologists believe that parents of prodigies need to help their children but not push them too hard. Two-year-old Elise Tan-Roberts' mum is a good example. Elise broke a record when she scored 156 in an IQ exam. Albert Einstein's score was only 160! Elise's mother made an important decision about her daughter. She said, 'Her IQ is really high, but if it goes down we won't be upset.' **Reading** **Task II (Task for understanding) (Wh, I)** **Ex: 2 p. 66** Tells students to read the text in tens. Then choose the correct answer for the questions. Check the task with whole class.  Multiple Choice Questions Choose the correct answer for each question: 1. What could Wendy Vo do at the age of eight? a) Speak eleven languages fluently b) Solve complex math problems c) Play the piano 2. Which company did S. Chandra Sekhar take exams for at the age of ten? a) Google b) Apple c) Microsoft 3. What was unique about Ainan Cawley at the age of seven? a) He could speak multiple languages b) His parents wanted him to start university c) He was a famous painter 4. Which famous parrot phrase was directed at János Starker? a) "Practice makes perfect" b) "Study hard, János!" c) "Practise, János, practise!" 5. What did Elise Tan-Roberts achieve at two years old? a) Started university b) Scored 156 in an IQ exam c) Composed a symphony **Task III (Wh, I) (Vocabulary)** After closely reading the text, students complete the sentences.	Learners listen to the text and put paragraphs into the correct order Learners read the text and choose the correct answer Learnersread the text again and complete the sentences with one.	**Descriptor:** - listen to text - put paragraphs into the correct order Self -assessment **Descriptor:** -read the text - choose the correct answer Self -assessment **Descriptor:** -read the text - complete the sentences **Descriptor:**	CD PPT Envelope with cutting paragraphs Assessment sheets Student's book PPT Hand out 1 Hand out 2 Student's book

	 **Task IV (Task for understanding)** **Build your vocabulary!** Students read the text again and complete the phrases with the correct words. Asks student to make sentences using these phrases.  **After-reading** **Task V (Task for understanding)** **Text Dependent Questions** Students read the questions and ask each other.  Students' presentations.	Learners find and complete the phrases with the verbs in the box. Learnersread the questions and answer them Learners perform their presentations about wiz-kids.	- find and complete the phrases - use verbs in the box - make the sentences **Descriptor:** -read the questions - give answers **Descriptor:** -perform presentation	PPT PPT
End **10 min**	**DISCUSSION QUESTIONS** **FEEDBACK** Learners provide feedback on what they have learned at the lesson. Home task:Make a project	Learners discuss and answer the questions At the end learners choose the smile for their own according to the work at the lesson. 		Poster