Full Blast. 9th grade

I- TERM

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| **Unit:** Unit 1**Hobbies and Qualities** | | | | | **School:** | | |
| **Lesson1** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Hobbies and Qualities** | | | |  | | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 9.3.1.1 use formal and informal registers in their talk on a range of general and curricular topics;  9.3.3.1 explain and justify their own point of view on a range of general and curricular topics; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**• learn vocabulary for hobbies and qualities | | | | |
| **Most learners will be able to:**  •recognise the hobbies and qualities needed for familiar person | | | | |
| **Some learners will be able to:** • talk about the types of hobbies and qualities that are most important to them. | | | | |
| **Assessment criteria** | | | will have had the opportunity to:  • demonstrate an understanding of what hobbies and qualities are;  • list personal skills and qualities;  • recognise the hobbies and qualities needed for familiar person;explain and justify their own point of view on types of hobbies and qualities that are most important to them. | | | | |
| **Value links** | | | Knowing yourself | | | | |
| **Cross curricular links** | | | Psychology | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Unit presentation | * Draw Ss' attention to the title of the module and the four pictures. Ask students what they can see and what they think the module will be about. * Ask SS some questions: What is your hobby? What hobby would you like to try someday? Do you prefer indoor or outdoor activities? | | | | |  | |
| Warm up | * Write the word *qualities* on the board and ask Ss if they understand its meaning . * ExplainSs hobbies and qualities (hobby is I can, quality is I am) Ss make the list of hobbies and qualities. | | | | | Quality is particular characteristics a person has | |
| Practice | * Draw their attention to the first question in the Discuss section. How would you describe the activities shown? Have Ss work in pairs and exchange opinions using the adjectives in the box. Then have them share their opinion in class.   **Activity "Continue the point of view"**   * What kinds of people usually do these activities**?**   **Use the words in the box.** | | | | | I would describe doing jigsaw puzzles as a.......  As far as bowling is .....I think that it can be described as.....  In oder to do a jigsaw puzzle you have to be really patient...... | |
| Your turn | **Formative Assessment**  • Put students into small groups.  • Students should decide on whether the types of  Hobbies and qualities from page 11 are popular with their classand then focus students’ attention on the questions.  • Encourage **stronger students** to talk as much as they  can. **Weaker students** can just say one sentence for each form of hobbies and qualities they choose. | | | | | **Descriptor**   |  |  |  | | --- | --- | --- | | Str.Stud. | Weak.Stud. | Scores | | Uses and pronounces key words correctly | Uses and pronounces key words correctly | 1 | | Talks as much as student can and by using correct form of sentence structure | Just says one sentence for each form of hobbies and qualities student chooses | 1 | | |
| Homework | W/B ex A p 2 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by giving them a modified worksheets in some tasks with greater support | | -through questioning and the redirecting of questioning in feedback activities  -through observation in group and end performance activities  -through formative task | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | | |

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| **Unit:** Unit 1**Hobbies and Qualities** | | | | | **School:** | | |
| **Lesson2** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Family order** | | | |  | | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 9.4.1.1understand the main points in extended texts on a range of unfamiliar general and curricular topics;  9.4.2.1understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**• understand vocabulary ,functions and structures in the context of an article | | | | |
| **Most learners will be able to:**  • identify specific information in a text | | | | |
| **Some learners will be able to:** • elaborate on the topic of the text | | | | |
| **Assessment criteria** | | | Introduce with the vocabulary ,functions and structures in the context of an article  Identify the meaning of unknown words from context and specific information in a text  Add some information from their own experience | | | | |
| **Value links** | | | Knowing yourself and Family | | | | |
| **Cross curricular links** | | | Psychology | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | * Ask students if they have any siblings and if they do , ask them if they are the oldest or the youngest child in their family?. * Draw their attention to the first question. (A p12) * You can draw two columns on the board with the headings *advantages* and *disadvantages*  to note down Ss' answers | | | | | |  |  | | --- | --- | | Advantages | Disadvantages | | Get new clothes and toys | More responsible | | Doesn't have many responsibilities | Get your older brother's and sister's thing | | |
| Presentation | * Draw Ss attention to the title and the subtitle of the article and ask them to tell you what they think the article is about. * Ask Ss to read through the headings 1-5 and check understanding. Explain to them that they are going to read the article and match each paragraph with suitable heading. * Read the first paragraph together with the students and tell them to underline key words and sentences that help them to summarise the content of this paragraph. (B.p. 12) | | | | | It is about how the order which you are born in affects your personality  A.2 B.3 C.5 D.1 | |
| Practice | * **C.p.14.** ask Ssto read through the questions 1-8 * allow Ss some time to do the activity * check the answers with the class. Ask Ss to provide justifications for their answers by reading the corresponding part in the text. * D. p. 14 Pair work. Draw Ss attention to the highlighted expressions in the text and their definitions 1-6. * Remind Ss that in order to understand the meaning of these expressions , they have to read the whole sentence they are in and often the previous /next one, as well. | | | | | 1.d 2.b 3.a 4b 5.c 6.a 7.d 8.c  1.suitable 2.give you a hard time 3. in no time 4. mature 5. siblings 6.willing | |
| Your turn | • Put students into small groups.  Try to do activity **"Five finger**". give to each group the picture of five finger that filled with the such questions that can help to summarise or elaborate on the topic of the text(F.e What do the eldest children seem to worry about the most? Why do middle children tend to willingly agree with their friends' plans? etc... )  C:\Users\user\Desktop\9 кл обновленка\large-2792826-1.jpg | | | | | **Descriptor**  4-5 Open answers with grammar accuracy - **Excellent**  **2-3 Open answers with some mistakes - Good**  **Less 2 answers - Try again!** | |
| Homework | S/B ex D p 14 to remember the phrases and new vocabulary of the topic | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by giving them a modified worksheets in some tasks with greater support | | -through questioning and the redirecting of questioning in feedback activities  -through observation in group and end performance activities  -through formative task | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | | |

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| **Unit:** Unit 1**Hobbies and Qualities** | | | | | **School:** | | |
| **Lesson 3** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Comparisons** | | | |  | | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 9.6.9.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics;  9.6.12.1 use an increased variety of comparative degree adverb structures with regular and irregular adverbs, use a variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**understand the usage of present and past forms | | | | |
| **Most learners will be able to:**  • make comparisons | | | | |
| **Some learners will be able to:** •use an increased variety of comparative degree in their speech | | | | |
| **Assessment criteria** | | | Form present and past sentences with increased variety of comparative degree of adjectives | | | | |
| **Value links** | | | Knowing yourself | | | | |
| **Cross curricular links** | | | Psychology | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | * Ask Ss to read the first two examples. * Draw Ss' attention to the words in bold p .14 and check their previous knowledge by asking them how we form the Comparative and Superlative and when they are used. Explain that the same applies to adverbs. * Ask Ss to come up with their own examples. | | | | | Grammar Section WB | |
| Presentation | * Draw Ss attention to the third example and ask them to say whatthey know about the formation of (not)as ...as and when it is used. Explain that the adjective/ adverb between as ..as is in the positive form. * Write the following sentence on the board: *I can draw better than Rusell and Rusell can't draw as well as me.* Help Ssrealise that both sentences have the same meaning. * Ask Ss to come up with their own examples. * Draw Ss attention to the fourth example and write the following sentence on the board: *It's quicker if Nadia does it than if I do it.*Ask them to tell you the difference between the two sentences * Help Ss understand that we can emphasise the meaning of adjectives/adverbs by adding **a lot a bit even ,far, much rather in the comparative degree.** * By this way try to exlain to Ss that we can use the structures the + comparative..., the+ comparative and comparative+ and + comparative as forms of successive comparison | | | | |  | |
| Practice | * Have Ss do the activity **" A Snow ball"** * **Put Ss into some pairs.** * Student A completes the given sentence with the correct form of the adjectives or adverbs in brackets by adding the and as where necessary. **p 15** * Student B finds key words ( that can show the comparison)and comes up with his own sentence by using it. | | | | | 1.taller  2 younger  3older....older  4. the most creative  5. as interested  6.less  7.The most important  8. more  9.better  **Oral assessment** | |
| Feedback | **3-2-1 feedback activity**  **C:\Users\user\Desktop\9 кл обновленка\thCA2ATIDD.jpg** | | | | | Have students write or talk about 3 things they learned, 2 things they still want to learn, and 1 question they have. | |
| Homework | W/B ex B, C p 3 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **3-2-1**feedback activities  -through observation in group and end performance activities  -through formative activity A Snow ball | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Hobbies and Qualities** | | | | | **School:** | | |
| **Lesson 4** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Vocabulary: Describing personality** | | | |  | | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 9.3.7.1use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics  9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**understand meaning of some personality adjectives | | | | |
| **Most learners will be able to:**distinguish positive adjectives fromnegative and find adjectives with opposite meaning | | | | |
| **Some learners will be able to:** •use imagination to express thoughts about describing personality and quality of a person | | | | |
| **Assessment criteria** | | | Have the active vocabulary to express thoughts about describing personality and quality of a person | | | | |
| **Value links** | | | Knowing yourself | | | | |
| **Cross curricular links** | | | Psychology | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | * Draw Ss' attention to the words in bold and explain to them that these are adjectives describing somebody's personality. Ask them if they know any of these adjectives. Elicit answers. * Remind Ss that when they encounter an unknown word ,they should try to identify what part of speech it is(noun, verb, adjectives) and that the other words in the sentence can help them understand its meaning **p 16** | | | | |  | |
| Presentation | * Draw Ss' attention to the Note and explain it. * Ask Ss to read through the sentences 1-7 and the definitions a -g | | | | | Note p.16  1.d 2.f3.a 4.c 5.b 6.g 7.e | |
| Practice | * Have Ss do the activity **" classification"** * Encourage Ss to try to understand which adjectives are positive and which are negative * **B.p.16** Matching. give Ss the opportunity to find adjectives with opposite meaning by matching and look them up by using dictionary | | | | | **Easy-going-strict**  **Miserable -cheerful** | |
|  | **Formative Assessment**  **Short discussion. "Your personality"** Ask students to guess each other’s personality. The simplest way is for them to make statements such as “I think you are quite patient” for their partner to respond to with expressions like “Are you pulling my leg?” or “You could say that.” You could also ask them to guess facts that support that judgement, e.g. “I think that you are quite adventurous. I guess that you have been hiking on your own a few times.” | | | | | **Descriptor**   * **The usage of personality adjectives correctly -1** * **Making sentences with grammar accuracy - 1** * **Initiation a short discussion -1** | |
| Feedback |  | | | | |  | |
| Homework | W/B ex A, B p 4 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **Traffic Light** feedback activities  -through observation in group and end performance activities  -through formative activity Short Discussion | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Hobbies and Qualities** | | | | | **School:** | | |
| **Lesson5** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Vocabulary: Present Simple vs Present Continuous** | | | |  | | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 9.6.1.1 use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topic | | | | |
| **Lesson objectives** | | | **All learners will be able to:**revise and understand some new uses of the Present Simple and the Present Continuous | | | | |
| **Most learners will be able to:**differentiate between the two tenses and use them in context | | | | |
| **Some learners will be able to:**distinguish between habitual actions and current activities and use Present Continuous with Stative verbs | | | | |
| **Assessment criteria** | | | Differentiate between the two tenses and use them in context and understand the usage of Present continuous with Stative verbs | | | | |
| **Value links** | | | Knowing yourself | | | | |
| **Cross curricular links** | | | Psychology | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | * Check Ss' previous knowledge of the two tenses (we use the Present Simple to refer to habitual actions and the Present Continuous to refer to current and temporary actions.) by showing pictures. | | | | |  | |
| Presentation | * Ask Ss to identify any time expressions of each tense used in the first example . (Present Simple : every day/ Present cont.s: at the moment) * You can draw two columns on the board with the heading Present Simple and Present Cont. Write the following time expressions/adverbs on the board and have Ss write them in the correct column : now, always, on Mondays, this week, sometimes, at the moment. * Draw Ss' attention to the second example and more specifically to the use of Present Cont. (is always chatting)   Point out that the Present Cont is used with always when describing an annoying habit.   * Draw Ss' attention to the NOTE and explain the use of Stative verbs. Give some examples and ask Ss to come up with some others. | | | | | Note p.34 W.B. | |
| Practice | * Have Ss do the activity "**Four Corners".** * **You can make up test with A,B,C,D answers by using Ex p.17** * You can give exercise for completing with the Present Continuous or the Present Simple   A B  C D | | | | | **Four Corners:**This is a great way to encourage dynamic movement while learning multiple-choice questions. Designate each corner of the classroom to represent A, B, C, and D. Students go to the corner that they believe corresponds with the correct answer. | |
| Feedback | **Venn Diagram**  **Present S Present Cont** | | | | | **Venn Diagram:** Use of a Venn diagram (interconnected circles) to demonstrate how  different subjects or topics overlap and how they are unique. | |
| Homework | W/B ex `C,D p 5 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **Venn Diagram** feedback activities  -through observation in group and end performance activities  -through formative activity Short Discussion | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Hobbies and Qualities** | | | | | **School:** | | |
| **Lesson 6** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Vocabulary: Listening: Hey, what are you doing** | | | |  | | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics  9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**practice in listening for specific information and understand the expressing an opinion | | | | |
| **Most learners will be able to:**describe people and talk about characteristics required for different professions | | | | |
| **Some learners will be able to:** support their arguments when describing a person | | | | |
| **Assessment criteria** | | | Understand specific information in listening  Talk about characteristics required for different professions and support their arguments when describing person | | | | |
| **Value links** | | | Knowing yourself | | | | |
| **Cross curricular links** | | | Psychology | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | * Write on the board **Expressing an opinion** * **Try to do the association with Ss on it.** | | | | | F.e point of view I think As for me...... Say the mind | |
| Presentation | * Draw Ss' attention to the TIP and explain it. p.18 * Ask students to read through the questions and the options and check their understanding * Point out to SS that each question corresponds to a different situation in the form of a short dialogue * Play each dialogue twice and have Ss listen and do the activity | | | | | Note p.34 W.B. | |
| Practice | * Ask Ss to look at the pictures and read the accompanying captions. * Ask students to read through the phrases in the boxes and check understanding. Point out to them that some of these phrases can be used to describe more than one profession * Draw Ss' attention to the TIP and explain it. p.19 * Divide Ss into small groups and have them do the activity * Choose several groups to report their answers in class   **Formative assessment.**  • Put students into small groups.  • Students should describe a person they admire , a person they like hanging out with and a person they find annoying   * Tell them that they should think of an appropriate example to support their opinion about the person's personality expressed in each situation   • Encourage **stronger students** to talk as much as they  can. **Weaker students** can just say one sentence for each form of hobbies and qualities they choose. | | | | | **Descriptor**   |  |  |  | | --- | --- | --- | | Str.Stud. | Weak.Stud. | Scores | | Uses and pronounces key words correctly in describing a person | Uses and pronounces key words correctly in describing a person | 1 | | Talks as much as student can and by supporting his or her opinion about the person's personality expressed in each situation | Just says one sentence for expressing opinion about person's personality | 1 | | |
| Feedback | **Expressing opinion about the lesson**  **In my opinion .......** | | | | |  | |
| Homework | Reproducethedialogue | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through  **oral** feedback activities  -through observation in group and end performance activities  -through formative activity Short Discussion | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Hobbies and Qualities** | | | | | **School:** | | |
| **Lesson7** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Talking about computer/video games** | | | |  | | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;  9.4.2.1understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts | | | | |
| **Lesson objectives** | | | **All learners will be able to:**understand vocabulary, functions and structures in the context of a text | | | | |
| **Most learners will be able to:**recognise the specific information and detail in text | | | | |
| **Some learners will be able to:**exchange their opinions about computer and video games | | | | |
| **Assessment criteria** | | | Identify the vocabulary, functions and structures of computer and video games  Exchange their opinions about computer and video games by understanding specific information of given text | | | | |
| **Value links** | | | Knowing yourself | | | | |
| **Cross curricular links** | | | IT | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | * Ask Ss the questions and initiate a short discussion.   A.p20 | | | | |  | |
| Presentation | * Draw Ss' attention to the TIP and explain it. p20 * Ask students to read through the descriptions 1-3 of the teens and underline unknown words at the same time * Ask students to read through the descriptions a-f of some computer games and underline unknown words at the same time * explain some unknown words by paraphrasing. | | | | |  | |
| Practice | Have Ss do the activity. Point out to them that there are three extra games which they do not need to use.  **Matching**  Draw S attention to the highlighted phrasal verbs in the text and their definitions 1-5. Make sure they haven't got any unknown words . You can have Ss work in pairs and do the activity  **Formative assessment.**  Have SS read through the descriptions of the remaining computer games (c,d,e) again and describe the person who would be interested in them.  You can have Ss work in pairs and exchange opinions Encourage them to use as many adjectives as possible and support their argument with the example. | | | | | 1.f 2.a 3.b  1. lock up 2.try out 3. run into  4. build up 5. show off  Descriptor   |  |  | | --- | --- | | Uses and pronounces adjectives and words about computer games correctly | 1 | | Talks as much as student can and by supporting his or her argument with the example | 1 | | |
| Feedback | **Traffic Cards** | | | | | **Traffic Cards:**Students create index cards with a large green marker circle on one side and red on the other. If they are following along and understanding the lesson, the green side of their card is upright and visible to you. When they do not understand something and need clarification, they flip the card to show you the red side. | |
| Homework | W/B ex A,B p 6 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **traffic cards** feedback activities  -through observation in group and end performance activities  -through formative activity Short Discussion | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Hobbies and Qualities** | | | | | **School:** | | |
| **Lesson 8** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Clauses of result** | | | |  | | |  |
| **Learning objective (s)** | | | 9.6.16.1 use a variety of conjunctions including so that, (in order) to indicate purpose although, while, whereas to contrast on a range of familiar general and curricular topics | | | | |
| **Lesson objectives** | | | **All learners will be able to:**differentiate between the variety of conjunctions and apply them with support | | | | |
| **Most learners will be able to:**differentiate between the variety of conjunctions and apply them with a little support | | | | |
| **Some learners will be able to:**differentiate between the variety of conjunctions and apply them in context | | | | |
| **Assessment criteria** | | | Apply the variety of conjunctions including so that, (in order) to indicate purpose although, while, whereas to contrast | | | | |
| **Value links** | | | Knowing yourself | | | | |
| **Cross curricular links** | | | Russian and Kazakh language | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | Try to make the associations on following words  **Result Concession Purpose** | | | | |  | |
| Presentation | Ask Ss to read through the examples and draw their attention to the words in bold  Ask Ss what they remember about the use and formation of clauses of result and difference between so (followed by an adj. or adv.) and such (always followed by a noun)  By this step you can present clause of concession and purpose | | | | | Note p.35 W.B. | |
| Practice | Refer Ss to the Grammar Section in the Workbook.  Ask Ss to come up with their own examples.   * p.23 SB Rewrite the sentences using the words given   D.p7 Complete the second sentence so that it has the same meaning as the first sentence, using the word given .Do not change the word given .You must use between two and five words including the word given   |  |  | | --- | --- | | Descriptor | A learner: | | Completes sentences with appropriate word  Uses between two and five words correctly | | | | | |  | |
| Feedback | Reflection: Hamburger  Ss write their opinions for today’s lesson  First layer- What was good at lesson and what did you understand?  Second Layer-What could you improve or develop in the future?  Third Layer- positive conclusions.  I liked today’s lesson because…  **Feedback: T asks Ss what task was difficult to them** | | | | | hamburger.jpg | |
| Homework | W/B ex `C p 5 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **Hamburgers** feedback activities  -through observation in group and end performance activities  -through formative activity Short Discussion | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Hobbies and Qualities** | | | | | **School:** | | |
| **Lesson 9** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Talking about hobbies** | | | |  | | |  |
| **Learning objective (s)** | | | 9.3.7.1use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics  9.3.6.1write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics | | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * categorizephrases with prediction * use the subject - specific vocabulary with support * make up sentences with some connectors | | | | |
| **Most learners will be able to:**   * categorize phrases with support * use the subject - specific vocabulary with a little support * make up the short summary with connectors | | | | |
| **Some learners will be able to:**   * categorize phrases * use the subject - specific vocabulary without support * make up the text with connectors | | | | |
| **Assessment criteria** | | | Demonstrate the ability to use the subject - specific vocabulary and syntax  Apply the variety of connectors at text level | | | | |
| **Value links** | | | Knowing yourself | | | | |
| **Cross curricular links** | | | Russian and Kazakh language | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | **Guessing**  You can draw the two columns on the board and draw a happy and a sad face as headings to each column. Explain that they have to decide which phrases mean like and which phrases mean dislike | | | | |  | |
| Presentation | * Draw Ss' attention to the sentences 1-4. Allow them some time to read throw the sentences and determine if the phrases in bold have a positive or a negative meaning. * Draw Ss' attention to the NOTE and ask ss to tell you what they notice about these verbs( they are followed by an -ing form or a noun) * They can make their own sentences for the structure   -ing or noun   * Write the verbs gain and win on the board and explain to them that these verbs are similar in meaning, but they differ in the nouns they collocate with. | | | | | Key  1. isn't my thing - n  2. enthusiastic about - p  3. fed up with - n  4. sick of - negative | |
| Practice | * Have Ss do the activity B p. 24   Encourage them to find the nouns that collocate with the verb win first.   * Explain to Ss that they have to complete the sentences with the correct form of the collocations.   **Formative assessment**  **Complete the sentences with the prepositional phrases in the box. Make up your own story. Use phrases in the box. C.p25**   |  |  | | --- | --- | | Descriptor | A learner: | | Completes sentences with appropriate phrase  Makes up his/her own story  Uses phrases in the box | | | | | | **Key**  **Win-b**  **Gain-a**  **1.** won, medal  **2.** gain speed  **3.** gain, weight  **4.**win,race/competition  **5.** gained, experience.  Key  1. at last  2. at all times  3. at the age of  4. at the beginning, at the end  5. at the latest  6. at least  7. at present  8. at once  9. at a later time | |
| Feedback | **Reflection**  **Roll the Dice**   1. I want to remember … 2. Something I learned today 3. One word to sum up what I learned 4. Something I already knew 5. I’m still confused about … 6. An “aha” moment that I had today | | | | | [Put a die at each desk](https://www.pinterest.com/pin/288019338644204345/). At the end of class, each student rolls and briefly answers aloud a question based on the number rolled: | |
| Homework | W/B ex A, B, C, p7-8 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **Roll the Dice** feedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Hobbies and Qualities** | | | | | **School:** | | |
| **Lesson10** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Writing/ an informal letter/email** | | | |  | | |  |
| **Learning objective (s)** | | | 9.4.2.1understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;  9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * Identify specific information in text through predictions * Write sentences at text level with given plan | | | | |
| **Most learners will be able to:**   * Identify specific information in text through questions * Make a clear plan of writing; Write a text; Check the written draft with little support | | | | |
| **Some learners will be able to:**   * Identify specific information in text without support * Make a clear plan of writing; Write a text; Check the written draft without support | | | | |
| **Assessment criteria** | | | Indicate particular facts and parts in reading passage  Make a clear plan of writing; Write a text; Check the written draft | | | | |
| **Value links** | | | Knowing yourself | | | | |
| **Cross curricular links** | | | Russian and Kazakh language | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | **An email**   * Who do you usually write emails to? * How often do you email them? * What do you usually write in your emails? * Do they reply to your emails? * What do they write in their emails? | | | | |  | |
| Presentation | Ask Ss to read through the email and underline any unknown words at the same time.  Ask Ss to read through the questions and check their understanding  Ask them to read through the plan and give them any necessary explanations about the structure of an informal email/letter and the set phrases they can use | | | | | 1.Scott  2. He is writing to give news and to make a request  3. To begin: How are things?  To end: Write back soon with all your news........ | |
| Practice | * Ask Ss to read Mark's email and answer the questions * Draw Ss attention to the boxes with tips and explain them to Ss   **Formative Assessment**  **Task. Imagine that Scott is a friend of yours and has sent you the email in activity A. Write an email responding to him, in which you agree to part of his request but also refuse a part of it. You can use Mark's email as a model, but you must use your own ideas and other expression Before you begin , read the TIP below and follow the plan on page 32**   |  |  | | --- | --- | | Descriptor | A learner: | | Writes an email with agree part  Writes an email with refusing part  Uses expression for giving own ideas  Follows the plan | | | | | | **Key**1. Yes /he does. He agrees to give Scot the camera, two extra lenses and the tripod  2. So, of course you can You're more than welcome to... | |
| Feedback | **Exploration Table**:   * What did we do in class? * Why did we do it? * What did I learn today? * How can I apply it? * What questions do I have about it? | | | | | **Exploration Table:**At the end of class, each student answers the following questions presented to them on index cards: | |
| Homework | W/B ex C p 10 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **Exploration Table** feedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Hobbies and Qualities** | | | | | **School:** | | |
| **Lesson12** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: What is in a name?** | | | |  | | |  |
| **Learning objective (s)** | | | 9.4.4.1read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;  9.4.2.1understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * Identify specific information and detail in text through predictions | | | | |
| **Most learners will be able to:**   * Identify specific information and detail in text through questions | | | | |
| **Some learners will be able to:**   * Identify specific information and detail in text without support | | | | |
| **Assessment criteria** | | | Indicate particular facts and parts in reading passage | | | | |
| **Value links** | | | Respect others | | | | |
| **Cross curricular links** | | | Russian and Kazakh language | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | Write the phrase What's in a name? on the board and Ask Ss to tell you what they understand. Elicit answers and encourage Ss to express themselves. Accept all logical answers. Use the Background note to provide Ss with further information | | | | | **What's in a name**is a famous quotation found in Shakespeare's play Romeo and Juliet. A rose by any other name would smell as sweet is what Juliet says about Romeo, suggesting that it doesn't matter that Romeo belongs to a family rival to hers. His name doesn't change the way she feels about him nor defines him as a person | |
| Presentation | Write the word surname on the board. Make sure they understand what it means and ask them to tell you whether they think a surname can have a special meaning or reveal things about ourselves  Ask them to read the first two paragraphs of the text silently and check their answers | | | | | Surnames started to develop as a way to tell the difference between different people with the same name | |
| Practice | * Have Ss read the whole text. Ask them to underline unknown words at the same time   Ask Ss some comprehension questions.  Draw Ss attention to the surnames in the box. Read them aloud and tell Ss that they have to use the information from the text and draw conclusions about the people they originated from  You can have Ss work in pairs  Have Ss do the activity and go round the class helping them when necessary | | | | | **Smithson :** this person is the son of a smith (a person who makes things out of metal)  **Armstrong :** this surname comes from the words "strong' and "arm' and it is a surname suggesting a personal attribute strength of arm  **Underhill:** this surname suggests that this person lives at the foot of the hill and it is connected to the place this person lived | |
| Feedback | **Exploration Table**:   * What did we do in class? * Why did we do it? * What did I learn today? * How can I apply it? * What questions do I have about it? | | | | | **Exploration Table:**At the end of class, each student answers the following questions presented to them on index cards: | |
| Homework | PROJECT Work | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **Exploration Table** feedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Exercise and Sport** | | | | | **School:** | | |
| **Lesson13** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Exercise and Sport** | | | |  | | |  |
| **Learning objective (s)** | | | 9.3.2.1ask complex questions to get information on a range of general and curricular topics;  9.3.3.1 explain and justify their own point of view on a range of general and curricular topics; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * answer to the given complex questions * give information about the topic with 2 sentences | | | | |
| **Most learners will be able to:**   * make up the complex questions with support * give information about the topic | | | | |
| **Some learners will be able to:**   * Make up the complex questions to get information on a given topic * Give information about the topic and prove it | | | | |
| **Assessment criteria** | | | Make up the complex questions to get information on a given topic  Give information about the topic and prove it | | | | |
| **Value links** | | | Taking care of your body and health | | | | |
| **Cross curricular links** | | | PE | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | • Draw Ss’ attention to the title of the  module and ask them the following  questions:  *How often do you exercise?*  *Do you prefer going to the gym orplaying sports?* | | | | |  | |
| Presentation | Climb up a rope bungee jump hold your breath  Underwater for a minute run marathon  To present the meaning and pronunciation of these phrases  • Ask Ss to look at the pictures and read  through the accompanying captions.  • Help Ss deduce the meaning of any  unknown words from the content of the  corresponding pictures. | | | | |  | |
| Practice | • Draw Ss’ attention to the first question  in the Discuss section and elicit answers.  Encourage Ss to elaborate more by asking  if they know anyone who has done any  of these things, or if they would like to try  any of these.  • Ask Ss the second question. Tell Ss to  justify their answer.  • Draw Ss’ attention to the third question  and write the word *endurance* on the  board. Help Ss understand its meaning  *(the ability to withstand a difficult*  *situation/activity for a long period of time).*  • Draw a mind map on the board and write  the word *endurance* in the centre. Ask Ss  to come up with as many words/phrases/  ideas related to this word as possible.  Allow the use of L1 and write the English  equivalent on the board.  • Ask Ss the third question and elicitanswers | | | | | KEY  *Suggested answers*  • The only activity I can do is climb up  a rope. The rest seem really hard for  me.  • I think the hardest is to do a bungee  jump.  • No, I’m not because I’m not very  sporty so I don’t believe that I’m in  good shape. / Yes, I am because I like  all sorts of activities which test both  my physical and mental endurance. | |
| Feedback | 3-2-1 | | | | | **3-2-1:**Have students write or talk about 3 things they learned, 2 things they still want to learn, and 1 question they have. These values are interchangeable and can be used in different combinations, or with different questions altogether. | |
| Homework | w/b ex A p 16 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through**3-2-1**feedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Exercise and Sport** | | | | | **School:** | | |
| **Lesson14** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: The urban playground** | | | |  | | |  |
| **Learning objective (s)** | | | 9.4.2.1understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**  Identify specific information and detail in text thro  ugh predictions | | | | |
| **Most learners will be able to:**  Identify specific information and detail in text through questions | | | | |
| **Some learners will be able to:**Identify specific information and detail in text without support | | | | |
| **Assessment criteria** | | | Indicate particular facts and parts in reading passage | | | | |
| **Value links** | | | Taking care of your body and health | | | | |
| **Cross curricular links** | | | PE | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | • Draw Ss’ attention to the pictures  accompanying the text and ask them to  tell you if they know what they show.  • Explain to Ss that they show instances  of an extreme physical activity called  *parkour* or *freerunning*.  • Ask Ss the questions and initiate a short  discussion. | | | | | *Open answer*  • *Suggested answer*  I think that extreme physical activities  are great for those who like to take  risks. Unfortunately, I am not one of  those people. I enjoy doing more  conventional sports and activities. It  must be great being so fearless and  brave, but I just don’t have what it  takes. | |
| Presentation | Climb up a rope bungee jump hold your breath  Underwater for a minute run marathon  To present the meaning and pronunciation of these phrases  • Ask Ss to look at the pictures and read  through the accompanying captions.  • Help Ss deduce the meaning of any  unknown words from the content of the  corresponding pictures. | | | | |  | |
| Practice | **1**• Ask Ss some comprehension questions:  *When was freerunning or parkour*  *created? in the 1980s*  *Who was it created by? by David Belle*  *and SebastienFoucan*  *What were David and Sebastien*  *interested in? They were interested*  *in learning how to go over, under or*  *through any obstacles that they met in*  *their urban environment.*  *What does free running involve?*  *It involves spectacular tricks and*  *somersaults, which are not really*  *necessary.*  **2.**• Ask Ss to read through the statements 1-7.  Make sure Ss understand everything.  • Have Ss do the activity.  • Check the answers with the class.  **3.**Ask Ss to read through the words/  phrases and the de\_initions a-f and check  understanding.  • Have Ss do the activity.  • Check the answers with the class.  **Formative Assessment**  **Make a short discussion by answering to the question. Use the topic related vocabulary.**  • What’s your opinion about parkour and freerunning?   |  |  | | --- | --- | | Descriptor | A learner: | | Makes short discussion  Answers to the question  Uses the topic related vocabulary | | | | | | KEY  1. F 2. T 3. F 4. T  5. F 6. T 7. F  KEY  1. c 2. f 3. b  4. e 5. d 6. a | |
| Feedback | **Peer Quizzes** | | | | | **1. Peer Quizzes:**Students can write their own questions about the content and then quiz each other. They would also spend time going through the incorrect answers with each other to heighten their understanding. | |
| Homework | S/b ex E p 40 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through**Peer Quizzes** feedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Exercise and Sport** | | | | | **School:** | | |
| **Lesson15** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Past Simple/used to/be/get used to** | | | |  | | |  |
| **Learning objective (s)** | | | 9.6.9.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics  9.5.2.1write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**  Uses past forms with support  Expresses factual and imaginary past events with some sentences | | | | |
| **Most learners will be able to:**  Uses past forms with little support  Expresses factual and imaginary past events with logical sentences | | | | |
| **Some learners will be able to:**  Uses past forms without support  Expresses factual and imaginary past events without difficulties | | | | |
| **Assessment criteria** | | | Use active and passive past forms on a general and curricular topics  Express factual and imaginary past events, activities and experiences independently in written form | | | | |
| **Value links** | | | Taking care of your body and health | | | | |
| **Cross curricular links** | | | PE | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | • Ask Ss to read through the examples of  the Past Simple and used to /get used to in the grammar box andcheck their previous knowledge of the  tense. | | | | |  | |
| Presentation | Refer Ss to the Grammar section in the  Workbook.  • Ask Ss to find examples of the Past Simple  in the text (e.g. *shared, met, developed,*  *joined,* etc.)*.*  • Ask Ss to come up with their own  sentencespractising the tense. the structures *used to* and *be/get used to*  are formed *(the former is followed by a*  *base form while the latter are followed by*  *an -ing form).*  • Point out to Ss that the structures *be/get*  *used to* can also be followed by an object  personal pronoun or a noun (e.g. *I’m not*  *used to it. / I can’t get used to this kind of*  *weather.*).  • Explain to Ss that if you are used to doing  something, it means that you are familiar  with it and you don’t find it unusual.  • Tell Ss that *be used to* can be used with  past, present and future tenses.  • Ask Ss to find examples of the structure  *be used to* and *get used to* in the text  *(…were used to climbing, running and*  *jumping around the streets).*  • Ask Ss to tell you when we use the  structure *get used to* and help them  deduce that we use it to talk about the  process of something becoming a habit  of us. Tell Ss that *get used to* can be used  with past, present and future tenses.  • Ask Ss to find examples of the structure  *get used to* in the text *(…gets used to*  *dealing with di\_ferent obstacles in their*  *own way).*  • Ask Ss to come up with their own  examplespractising the two structures. | | | | |  | |
| Practice | **1** • Have Ss do the activity.  • Check the answers with the class.  **Formative Assessment**  Have Ss work in pairs and write the  following on the board: *Imagine that you*  *woke up last week and you realised that*  *you were a famous singer*.  • Have Ss tell their partners how their life  has changed, using *used to, be used to*  and*get used to*.  • Allow Ss some time to think of what  they want to say and have them do the  activity.  • Go round the class helping them when  necessary.  2   |  |  | | --- | --- | | Descriptor | A learner: | | Writes imaginary past events  Uses *used to, be used to,get used to* correctly |   A | | | | | KEY  1. b2. b3. c4. b  5. a6. a7. c8. c | |
| Feedback | **Exploration Table** | | | | | **Exploration Table**At the end of class, each student answers the following questions presented to them on index cards:What did we do in class?Why did we do it?What did I learn today?How can I apply it?What questions do I have about it? | |
| Homework | W/b ex B,C,D | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **Exploration Table**feedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Exercise and Sport** | | | | | **School:** | | |
| **Lesson16** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Practising word building** | | | |  | | |  |
| **Learning objective (s)** | | | 9.6.14.1use an increased variety of prepositions before nouns and adjectives, use a growing number of dependent prepositions following nouns, adjectives and verbs on a range of familiar general and curricular topics;  9.5.8.1spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics | | | | |
| **Lesson objectives** | | | **All learners will be able to:**  Useprepositions followed verbs with support  Write most high-frequency vocabulary with some error | | | | |
| **Most learners will be able to:**  Useprepositions followed verbs  Write most high-frequency vocabulary with little support | | | | |
| **Some learners will be able to:**  Useprepositions followed verbs  Write most high-frequency vocabulary accurately | | | | |
| **Assessment criteria** | | | Use prepositions followedverbs on a familiar topic  Write most high-frequency vocabulary accurately | | | | |
| **Value links** | | | Taking care of your body and health | | | | |
| **Cross curricular links** | | | PE | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | • Ask Ss to read through the sentences 1-4.  • Ask Ss the question in the rubric.  • Draw Ss’ attention to the verbs in bold.  • Help Ss deduce the meaning of the verbs  in bold from the context.  • Elicit answers (*they are all followed by a*  *preposition*).  • Check the answers with the class. | | | | | KEY  prevent sb from sth/doing sth = to stop  sb from sth/doing sth  rely on = to trust sb/sth, to count on sb  provide sb with sth = to give sbsth  that they need  search for = to try to \_indsth by  looking carefully in a place | |
| Presentation | Ask Ss to read through the verbs in the  box and check understanding.  • Have Ss do the activity.  • Check the answers with the class.  • Ask Ss to come up with their own  sentences demonstrating the meaning  of the verbs followed by prepositions  presentedhere. | | | | | from on with for  benefit depend deal apologise  borrow concentrate interact prepare | |
| Practice | • Draw Ss’ attention to the verb *overdo* in  the extract from the text on p. 39.  • Draw Ss’ attention to the NOTE and  explain it.  • Ask Ss to try and guess what the verb  means*(overdo = to do sth too much).*  • Ask Ss to read through the sentences 1-7  and draw their attention to the words in  the box.  • Have Ss do the activity.  • Check the answers with the class.  **Formative Assessment**  **Make up sentences by using following words.**  1. overcooked  2. overslept  3. overcrowded  4. overexcited  5. overweight  6. overpriced  7. overuse  a ass   |  |  | | --- | --- | | Descriptor | A learner: | | Makes up 7 sentences  Uses given words | | | | | | KEY 1. overcooked  2. overslept  3. overcrowded  4. overexcited  5. overweight  6. overpriced  7. overuse | |
| Feedback | **Exploration Table** | | | | | **Exploration Table**At the end of class, each student answers the following questions presented to them on index cards:What did we do in class?Why did we do it?What did I learn today?How can I apply it?What questions do I have about it? | |
| Homework | W/b ex A, B p 18 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **Exploration Table** feedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| **Unit:** Unit 1**Exercise and Sport** | | | | | **School:** | | |
| **Lesson17** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Past Simple – Past Continuous** | | | |  | | |  |
| **Learning objective (s)** | | | 9.6.9.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics;  9.3.8.1recount extended stories and events on a range of general and curricular topics | | | | |
| **Lesson objectives** | | | **All learners will be able to:**  Apply past forms with some support | | | | |
| **Most learners will be able to:**  Apply past forms with little support | | | | |
| **Some learners will be able to:**  Apply active and passive past forms on a general and curricular topics | | | | |
| **Assessment criteria** | | | Apply active and passive past forms on a general and curricular topics | | | | |
| **Value links** | | | Taking care of your body and health | | | | |
| **Cross curricular links** | | | PE | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | • Ask Ss to read through the examples in the grammar box. • Draw Ss’ attention to the words in bold and ask them to tell you what the difference between the Past Simple and the Past Continuous is  You can use the **VienDiagramme** . | | | | |  | |
| Presentation | • Refer Ss to the Grammar section in the Workbook.  • Ask Ss to come up with their own examples.  • Ask Ss to read through the text below the grammar box and make sure they haven’t got any unknown words. | | | | | from on with for | |
| Practice | • Have Ss do the activity.  • Check the answers with the class.  Complete using the Past Simple or the Past Continuous of the verbs in brackets.  **Formative Assessment**  • Draw Ss’ attention to the activity. Have Ss think of an accident or something funny that happened while doing a sport, and narrate their experience to the rest of the class. • Write the words while and when on the board and encourage Ss to use the structures presented in the lesson. • Allow Ss some time to think of what they want to say. • Choose several Ss to narrate their experience in class.  **Narrate an experience. Think of an accident or something funny that has happened to you while doing a sport. Use past forms with while when.**  a ass   |  |  | | --- | --- | | Descriptor | A learner: | | Narrates an experience  Uses past forms  Identifies while and when | | | | | |  | |
| Feedback | **Four Corners**  **You can prepare test with 5-6 task with** multiple-choice for past forms and the usage while and when | | | | | **Four Corners:**This is a great way to encourage dynamic movement while learning multiple-choice questions. Designate each corner of the classroom to represent A, B, C, and D. Students go to the corner that they believe corresponds with the correct answer. | |
| Homework | W/b ex C,D p 19-20 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **Four Corners** feedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Exercise and Sport** | | | | | **School:** | | |
| **Lesson18** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Listening: Cyclng endurance race** | | | |  | | |  |
| **Learning objective (s)** | | | 9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics;  9.1.2.1use speaking and listening skills to provide sensitive feedback to peers;  9.3.6.1link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; | | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | | |
| **Most learners will be able to:** | | | | |
| **Some learners will be able to:** | | | | |
| **Assessment criteria** | | | Identify facts and details in extended talks with no support | | | | |
| **Value links** | | | Taking care of your body and health | | | | |
| **Cross curricular links** | | | PE | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | Write down on the board Bicycle Race  They will answer following questions:  What is a Bicycle Race?  Have you taken part in such races?  What is the opportunity of that race?  Who do you know that takes part in such races? | | | | |  | |
| Presentation | • Ask Ss to read through questions 1 and 2 and the corresponding answer choices and check their understanding.  • Play the CD and have Ss listen to the first part (Before the race) carefully so as to answer the questions.  • Follow the same procedure with the rest of the parts.  CD 1 7, 8, 9 | | | | | from on with for | |
| Practice | a Play the CD again and  • Play the CD again and have Ss listen to the three parts and check their answers   * They are going to listen to a live radio report of the final stage of a cycling endurance race in three parts. The first part is before the race, the second one is during the race and the third one is after the race. Listen to each part, and answer the questions that follow. Choose a, b or c.   • Ask Ss if they have heard of activity gifts, if they know what they are, etc.  • Elicit answers and point out to Ss that activity gifts are alternative gifts which engage people in various activities they enjoy.  • Ask Ss to read through the three advertisements for activity gifts and check understanding.  • Ask Ss which activity gift they would choose for themselves and which one they would choose for their partner. • Elicit answers.  • Ask Ss if they can think of any other activity gifts for themselves and for their partners. • Elicit answers. • Ask Ss to look at the pictures of the three people, read through their profiles and check their understanding. • Ask Ss to read through the phrases in the box and check understanding. • Get Ss to do the activity in pairs and go round the class helping them when necessary. • Choose several pairs to act out their dialogues in class. | | | | | KEY 1. b 2. c 3. c 4. c 5. a 6. b | |
| Feedback | **Roll the Dice** | | | | | Put a die at each desk. At the end of class, each student rolls and briefly answers aloud a question based on the number rolled: I want to remember …Something I learned today  One word to sum up what I learned  Something I already knew  I’m still confused about  An “aha” moment that I had today | |
| Homework | S/b p 45 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through**Roll the Dice** feedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Exercise and Sport** | | | | | **School:** | | |
| **Lesson19** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Listening: Formulating different types of questions** | | | |  | | |  |
| **Learning objective (s)** | | | 9.3.2.1ask complex questions to get information on a range of general and curricular topics;  9.4.2.1understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;  9.6.5.1 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**  Make up and ask complex questions with support  Identify specific information in extended texts with support  Use questions including prepositions at what time, in which direction, from whose with support | | | | |
| **Most learners will be able to:**  Make up and ask complex questions with some support  Identify specific information in extended texts with some support  Use questions including prepositions at what time, in which direction, from whose with some support | | | | |
| **Some learners will be able to:**  Make up and ask complex questions  Identify specific information in extended texts  Use questions including prepositions at what time, in which direction, from whose | | | | |
| **Assessment criteria** | | | Make up and ask complex questions to get information on a given topic  Identify specific information in extended texts on familiar and unfamiliar topics  Use questions including prepositions at what time, in which direction, from whose | | | | |
| **Value links** | | | Taking care of your body and health | | | | |
| **Cross curricular links** | | | PE | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | • Draw Ss’ attention to the questions. • Elicit answers and initiate a short discussion. Encourage them to express themselves without worrying about making any mistakes. | | | | |  | |
| Presentation | Draw Ss’ attention to the layout of the first text and ask them what it is (an email). Draw their attention to the second text and ask them what it is (a leaflet). • Ask Ss the question in the rubric. Tell Ss that they don’t have to read every single word. They have to move their eyes quickly along the texts in order to understand what they have in common. • Elicit answers (both texts refer to Atlas Fitness Centre). • Ask Ss to read through the texts and underline any unknown words at the same time. • Ask Ss some comprehension questions:   * Ask Ss to tell you what question words are and what they are used for. • Elicit the answer that question words are used to form questions; that is why they are put at the beginning of questions. • Ask Ss to tell you all the question words they can think of and write them on the board. Ask them to tell you when they are used (e.g. who - in context for people, what/which- for things, where- for places, when- for time, why- for reasons and how- for specific information, manner, quantity, frequency, someone’s health). • Draw Ss’ attention to the NOTE and explain it. • Explain to Ss that question words with prepositions are common, and that we usually have a preposition at the end of the sentence. When the preposition is at the beginning of the sentence, it sounds more formal. However, when we make questions shorter, we usually place the preposition before the question word. • Refer Ss to the Grammar Section in the Workbook. * **Subject-Object questions** • Ask Ss to read through the examples in the grammar box and draw their attention to the words in bold. • Ask Ss what they notice about the formation of the questions (the first question is formed without an auxiliary verb while the second is formed with an auxiliary verb). • Remind Ss of SVO (Subject-Verb-Object) and write the following on the board S V O The storm damaged the roof. • Write the following questions What damaged the roof? What did the storm damage? and ask Ss which question is asking about the subject of the verb (the first one- the storm) and which about the object of the verb (the second one- the roof). • Elicit answers and explain to Ss that when we use the question words who, which and what to ask about the subject of the verb, we form the questions without auxiliary verbs (who/which/what + verb in the affirmative form), while when we ask about the object of the verb, we form the question with auxiliary verbs (who/which/ what + auxiliary verb). | | | | | from on with for  Text A Who is working at Atlas Fitness Centre? Kim Why is Kim writing to Penny? to inform her about the newcomer’s week at the fitness centre and encourage her to apply for a membership | |
| Practice | a Play the CD again and  • Draw Ss’ attention to the activity and the TIP. Explain it to them and have them read through the sentences. Make sure they understand everything. • Have Ss do the activity. • Check the answers with the class.  • Draw Ss’ attention to the highlighted expressions in the text and their definitions 1-6. Make sure they haven’t got any unknown words. You can have Ss work in pairs and do the activity. • Remind Ss that in order to understand the meaning of these expressions, they have to read the whole sentence they are in and often the previous/next one, as well. • Check the answers with the class.  **Formative Assessment**  **Write Subject -Object questions. The words in bold are the answers**  **p.49**   |  |  | | --- | --- | | Descriptor | A learner: | | Writes Subject – Object Questions  Makes appropriate questions to the bold words | | | | | | KEY 1. c 2. b 3. c 4. b 5. A  KEY 1. sign up 2. sum 3. opportunity 4. guarantee 5. refund 6. complain | |
| Feedback | **Roll the Dice** | | | | | Put a die at each desk. At the end of class, each student rolls and briefly answers aloud a question based on the number rolled: I want to remember …Something I learned today  One word to sum up what I learned  Something I already knew  I’m still confused about  An “aha” moment that I had today | |
| Homework | S/b p 45 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **Roll the Dice** feedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Exercise and Sport** | | | | | **School:** | | |
| **Lesson20** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Listening: Practising word building** | | | |  | | |  |
| **Learning objective (s)** | | | 9.5.8.1spell most high-frequency vocabulary accurately for a  wide range of familiar general and curricular topics  9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**  Write the most high- frequency vocabulary with support  Recognise the main points in unsupported extended talk through questions | | | | |
| **Most learners will be able to:**  Write the most high- frequency vocabulary with some support  Recognise the main points in unsupported extended talk through key words | | | | |
| **Some learners will be able to:**  Write the most high- frequency vocabulary accurately  Recognise the main points in unsupported extended talk | | | | |
| **Assessment criteria** | | | Write the most high- frequency vocabulary accurately  Recognise the main points in unsupported extended talk | | | | |
| **Value links** | | | Taking care of your body and health | | | | |
| **Cross curricular links** | | | PE | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | Read the notes and complete the tables  Adjective Noun  Popular -  able -  fit -  lonely dark responsible similar similarity kind possible weak ill necessary | | | | | Use the notes on p 50 SB | |
| Presentation | Write the following on the board: He is a well-known actor. • Draw Ss’ attention to the compound adjective well-known and the NOTE. Read out the definition for the compound adjectives and provide any further explanations. • Point out that these adjectives are also called hyphenated because the use of a hyphen is necessary. Use the NOTE to explain to Ss when we don’t use a hyphen. • Also, point out to Ss that when we have a compound adjective using numbers, that word is always in singular form (e.g. twohour-lesson, five-year-old boy). | | | | | from on with for | |
| Practice | a Play the  Have to do activity.on p 51gain and  • Draw Ss’ attention to the TIP and explain it. • Ask Ss to read through the questions 1-4 and look at the set of pictures following each question. • Play each dialogue twice and have Ss do the activity. • Check the answers with the class. | | | | | KEY 1. sugar 2. new 3. ice 4. year 5. highly 6. cost 7. day 8. tech  KEY 1. b 2. b 3. c 4. a | |
| Feedback | **Roll the Dice** | | | | | **Roll the Dice:**[Put a die at each desk](https://www.pinterest.com/pin/288019338644204345/). At the end of class, each student rolls and briefly answers aloud a question based on the number rolled:   1. I want to remember … 2. Something I learned today 3. One word to sum up what I learned 4. Something I already knew 5. I’m still confused about … 6. An “aha” moment that I had today | |
| Homework | W/b ex A,B,C p 22 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **Roll the Dice** feedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Exercise and Sport** | | | | | **School:** | | |
| **Lesson 21** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Listening: Write: A semi-formal letter/email asking for and giving information** | | | |  | | |  |
| **Learning objective (s)** | | | 9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics  9.6.11.1 use an increased variety of reported speech forms for statements, questions and commands, including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics; 9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general | | | | |
| **Lesson objectives** | | | **All learners will be able to:**  Express writer's viewpoint and attitude by answering given questions  Apply reported speech forms with support  Use appropriate style and register with support | | | | |
| **Most learners will be able to:**  Express writer's viewpoint and attitude with 2 more sentences  Apply reported speech forms with minimal support  Use appropriate style and register with minimal support | | | | |
| **Some learners will be able to:**  Express writer's viewpoint and attitude without support  Apply reported speech forms with no support  Use appropriate style and register with no support | | | | |
| **Assessment criteria** | | | * Identify writer’s viewpoint and attitude in extended texts on a range of familiar general and curricular topics * Apply a range reported speech forms for statements, questions and commands * Demonstrate the ability to use appropriate style and register with limited support | | | | |
| **Value links** | | | Taking care of your body and health | | | | |
| **Cross curricular links** | | | PE | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | • Write the word *charity* on the board and  ask Ss the following questions:  *Have you ever taken part in an event to*  *raise money for a good cause?*  *How do you try to help other people in*  *your everyday life?*  • Elicit answers and initiate a short  discussion. If necessary, allow the use  of L1 to encourage all Ss to express  themselves.  • Draw Ss’ attention to the questions. Read  them aloud and initiate a short discussion. | | | | | KEY  *Suggested answers*  • Yes, I would really like it because it  would be for a good cause. / No, I  don’t think I would because I’m not  particularly active and I don’t enjoy  cycling.  • I would like to know how long the  cycling race is, what time it starts,  how much I need to pay in order to  take part in it, what kind of bikes are  suitable for the race, etc. | |
| Presentation | • Ask Ss to read through the announcement  and the letter and tell them to underline  unknown words at the same time.  • Ask Ss to read through the questions 1-5  and check understanding.  • Have Ss do the activity.  Ask Ss some comprehension questions:  *Who was this announcement issued by?*  *by the Expats Cycling Club*  *Why is the bike ride being organised? to*  *help the International Children’s Heart*  *Foundation raise money to \_ight against*  *heart disease*  *When is the bike ride? on 27 May 2018*  *Who is Jenny Collins? the club secretary*  *What should be done by 5 March?*  *Anyone who wishes to take part in the*  *bike ride should contact Jenny Collins.*  *What kind of information should*  *participants send? name, age and*  *whether they have participated in any*  *other cycling events*  *When does general registration start? on*  *12 March*  *Where did David see the announcement?*  *on his school noticeboard*  *Is he a member of the cycling club? No,*  *he isn’t.*  *Has he taken part in any other cycling*  *events? No, he hasn’t.*  *Would he like to become a member of*  *the cycling club? Yes, he would.*  • Explain any unknown words and choose  • Ask Ss to read through the information  in the box and draw their attention to  the phrases we use to introduce indirect  questions.  • Point out to Ss that we use indirect  questions to sound more polite.  • Draw Ss’ attention to the examples in  the table and ask them what they notice  about the formation of indirect questions.  • Elicit the answer that indirect questions  are formed in two ways:  i) an introductory phrase (e.g. *I would like*  *to know…*) + a question word (e.g. *how*  *much*) + a subject (e.g. *the registration fee*)  + a verb (e.g. *is*) when the direct  question begins with a question word (e.g.  *How much is the registration fee?*),  ii) an introductory phrase (e.g. *I was*  *wondering…*) + if/whether + a subject (e.g.  *the team*) + verb (e.g. *will do*) when the  direct question does not begin with a  question word (e.g. *Will the team do any*  *training before the race?*). | | | | | from on with for | |
| Practice | a • Point out to Ss that in indirect questions  the word order is the same as in  a\_ff\_irmative sentences and the tenses do  not change.  • Ask Ss to read through the direct  questions 1-5 and check understanding.  • Have Ss do the activity.  • Check the answers with the class.Pla  y the CD again and  • Ask Ss to read through the email and  underline any unknown words at the  same time.  • Refer Ss’ to David’s letter in activity B  and have them divide the letter into  paragraphs.  • Allow Ss some time to do the activity.  • Then draw their attention to the  underlined sections. Explain to them that  they are written in a rather informal style  and therefore the register is inappropriate.  • Refer Ss to David’s letter again and have  them rewrite the underlined parts of the  email in a more appropriate style.  • Encourage them to use some of the  indirect questions in activity C too.  • As soon as they finish, have Ss compare  their answers with their partners’.  • Check the answers with the class. Explain  any unknown words.  **Formative Assessment**  **E. You have seen the following announcement on your school**  **noticeboard. You are interested in taking part, but you need more information**  **before you decide. You want to ask about:**  **• the price of the caving trip**  **• if lunch is provided**  **• whether you need any special equipment**  **Write a letter to Mr Maratov giving any necessary information about**  **yourself and asking for the information you want.**   |  |  | | --- | --- | | Descriptor | A learner: | | Uses information on noticeboard  Writes a letter by given plan  Gives the personal information | | | | | | KEY  1. how many students are participating  2. when the cycling team meets  3. if/whether a certi\_icate is given to all  participants  4. if/whether this event takes place  every year  5. where the registration o\_\_ice is | |
| Feedback | **Peer Quizzes** | | | | | **Peer Quizzes:**Students can write their own questions about the content and then quiz each other. They would also spend time going through the incorrect answers with each other to heighten their understanding. | |
| Homework | W/B ex C p 24-25 | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through Peer Quizzesfeedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Exercise and Sport** | | | | | **School:** | | |
| **Lesson 22** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Summative Assessment on Term 1** | | | |  | | |  |
| **Learning objective (s)** | | |  | | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | | |
| **Most learners will be able to:** | | | | |
| **Some learners will be able to:** | | | | |
| **Assessment criteria** | | |  | | | | |
| **Value links** | | | Taking care of your body and health | | | | |
| **Cross curricular links** | | | PE | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up |  | | | | |  | |
| Presentation |  | | | | | from on with for | |
| Practice | a Play the CD again and | | | | |  | |
| Feedback |  | | | | |  | |
| Homework |  | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -throughfeedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Exercise and Sport** | | | | | **School:** | | |
| **Lesson 23** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Culture page: Football codes** | | | |  | | |  |
| **Learning objective (s)** | | | 9.4.9.1recognise inconsistencies in argument in extended texts on a range of general and curricular topics 9.5.5.1develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics;  9.1.6.1organise and present information clearly to others; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**  Identify an argument in text with support  Write argument supported by examples with support  Organize the information logically with support | | | | |
| **Most learners will be able to:**  Identify an argument in text with some support  Write argument supported by examples with some support  Organize the information logically with some support | | | | |
| **Some learners will be able to:**  Identify an argument in text  Write argument supported by examples and reasons  Organize the information logically and present clearly | | | | |
| **Assessment criteria** | | | Identify inconsistencies in argument in extended texts on a range of general and curricular topics  Write with support coherent arguments supported when necessary by examples and reason  Organize the information logically and present clearly to others | | | | |
| **Value links** | | | Taking care of your body and health | | | | |
| **Cross curricular links** | | | PE | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | Write the phrase Football Codes on the board and ask Ss to tell you what they understand. Elicit answers and encourage Ss to express themselves. Accept all logical answers. • Use the Background note to provide Ss with further information. | | | | | Football is an ancient sport whose origins date back to ancient China, according to historical evidence. Football codes is a phrase which is used to refer to a wide variety of team sports whose main similarity is kicking or throwing the ball toward or in a net with the intent of scoring a goal. Although football is played all over the world, there are many variations according to where they are played (e.g. European football is different to American and Australian football) and each game has different rules, laws and styles – for example, in some football codes players are allowed to use their hands. | |
| Presentation | Ask Ss to tell you if they knew these facts and ask them to tell you what kind of football is played in their country. • Write the word football on the board. Ask them to tell you any rules or other facts they know concerning the game of football. • Draw Ss' attention to the question, the sentences a-c and the picture accompanying the text. Ask Ss to scan quickly through the text and match each player to the appropriate paragraph. Elicit answers, but do not correct Ss at this stage (first player - paragraph A, second player - paragraph C, third player  Paragraph player  paragraph B). • Ask Ss to read the text carefully and tell you what its main purpose is. • Check the answers with the class. | | | | | from on with for | |
| Practice | a Have Ss read the text again. Ask them to underline any unknown words at the same time. • Ask Ss some comprehension questions:  According to evidence, when did people start playing some sort of football games? around 2,000 years ago Are all football codes played in the same way? No, they aren’t. What is British football officially called? Association Football Is Association Football the most popular type of football in the world? Yes, it is. What do players mostly use in American Football? their hands When was American Football invented? in the late 1800s What is another name for Australian Rules Football? Aussie Rules What are cricket fields like? They are round and much bigger than those of football.  • Have Ss do the activity. • Check the answers with the class. P  **Formative Assessment**  FFay the CD again and  Draw Ss’ attention to the project. • Explain to Ss that it will be done as homework. • Explain to them that they have to use the Internet, the school library or any other available resources to find information about Canadian or Gaelic Football. Recommend some safe websites for Ss to use (see Introduction for a list of useful websites). • Make sure half of the Ss have used Canadian football and the other half Gaelic Football so that Ss can gain a variety of knowledge during the presentations. • They should make notes on the following topics: • how it started • how it is played • Explain to Ss that they are going to present their projects. Refer them to the Project Skills section on page 262 and explain to them the steps they have to follow. • After each presentation, encourage Ss to ask questions in order to find out more about the specific topic. Initiate a short discussion.  Task Do you know anything about Canadian or Gaelic Football? Choose one and do some research. Then write a paragraph. You should mention: • how it started • how it is played  **Task**  Do you know anything about Canadian or Gaelic Football? Choose one and do some research. Then write a paragraph. You should mention: • how it started • how it is played   |  |  | | --- | --- | | Descriptor | A learner: | | Does some research  Writes paragraph  Mentions given part | | | | | | KEY 1. B 2. A 3. B  4. C 5. C 6. A | |
| Feedback | **Talk it Out** | | | | | **Talk it Out:**Students can host their own talk show and discuss the important points of any lesson. They write their own questions and answers, and can even play characters of their own creation. | |
| Homework |  | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **Talk it Out** feedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |

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| **Unit:** Unit 1**Exercise and Sport** | | | | | **School:** | | |
| **Lesson 24** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: CLIL/Sports science/ Bones** | | | |  | | |  |
| **Learning objective (s)** | | | 9.4.2.1understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;  9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**  Identify specific information and detail in texts with support  Apply topic related vocabulary in 1-2 sentences | | | | |
| **Most learners will be able to:**  Identify specific information and detail in texts with some support  Apply topic related vocabulary on topic with some support | | | | |
| **Some learners will be able to:**  Identify specific information and detail in texts with support  Apply topic related vocabulary in project | | | | |
| **Assessment criteria** | | | Identify specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences on different topics | | | | |
| **Value links** | | | Taking care of your body and health | | | | |
| **Cross curricular links** | | | PE | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | Draw Ss’ attention to the word Sports Science and ask them if they like the subject and if they are good at it. • Write the word body on the board and have Ss come up with as many words related to their body they can think of. | | | | |  | |
| Presentation | Draw Ss’ attention to the picture with the human skeleton and the title, and ask them the following question: Why do you think we have a skeletal system? • Elicit answers, but do not correct Ss at this stage. Allow the use of L1 to encourage all Ss to express themselves. • Draw their attention to the statements and the highlighted words. Ask Ss to use their dictionaries to look up the meaning of these words. Provide any clarifications, if necessary. • Then ask Ss to do the activity and compare their answers with their partners’. Explain to Ss that they are going to check their | | | | | from on with for | |
| Practice | a Play the CD again and  Draw Ss’ attention to the diagram. Ask Ss to think of the parts missing in L1. Elicit answers. • Have Ss read the first paragraph. Ask them to underline any unknown words. Ask Ss the following questions: What is the part of our body that protects our brain? the skull What is the part of our body that protects our heart and our lungs? the ribcage • Have Ss underline the words skull and ribcage in the text. Explain to them that they are going to follow the same procedure for the rest of the text. They are going to underline the parts of our body each paragraph is about. • Have Ss read the second paragraph. Ask them the following questions: When do bones move? when muscles contract and relax How are muscles attached to the bone? by a piece of tendon Can muscles push? No, they can’t. They can only pull. Do muscles work in pairs? Yes, they do. • Ask Ss to tell you the key information they should underline in this paragraph (muscles, tendon). • Have Ss read the third paragraph. Ask them the following questions: What is the body part that keeps the body upright and connects the different parts of the skeleton together? the spine How many bones is the spine made up of? 26 bones Is the spine the same length among people? No, it isn’t. Why is everyone’s spine a different length? Because each person is a different height. • Ask Ss to tell you what they are going to underline in this paragraph (the word spine). • Have Ss read the fourth paragraph. Ask them the following questions: What is the soft tissue inside larger bones called? bone marrow What is formed in the bone marrow? blood cells How many blood cells can your body make every second? 2 million red blood cells  **Formative Assessment**  **How much do you know about the human body? Choose a group of muscles (e.g. the smallest ones, the biggest ones, the ones that belong to the leg) and do research. Then label the diagram below with the muscles you have chosen, and say what their purpose is**   |  |  | | --- | --- | | Descriptor | A learner: | | Does the research by choosing a group of muscles  Labels the diagram  Proves with reasons  Uses topic related vocabulary | | | | | |  | |
| Feedback | **Traffic Cards** | | | | | **Traffic Cards:**Students create index cards with a large green marker circle on one side and red on the other. If they are following along and understanding the lesson, the green side of their card is upright and visible to you. When they do not understand something and need clarification, they flip the card to show you the red side. | |
| Homework |  | | | | | | |
| **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?** | | | | **Health and safety check ICT links** | |
| More support will be given to weaker learners by making the task easier than for stronger learners with greater support | | -through **Traffic Cards** feedback activities  -through observation in group and end performance activities  -through formative activity | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |