

English lesson plans for Grade 6

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Using these lesson plans

The lessons for Grade 6 do not represent a week's teaching; they are drawn from different points in the teaching year to show spread rather than sequence.

The objectives for the lessons are drawn from the curriculum standards and the relevant standards in each case are indicated on the lesson plan. Main standards are shown in bold and subsidiary standards in normal print beside the objectives at the top of each lesson plan.

Each lesson plan has sufficient material to support 45 minutes of direct teaching. Teachers may need to supplement the activities with additional simpler or more complex tasks if they have a mixed-ability class. If there is too much material for 45 minutes (this depends on the class), it is up to the teacher to designate which activities become homework or carry through to the next lesson. However, to maximise the learning cycle, teachers should be selective about which tasks to cut, and not just drop the last task because it comes at the end.

Answer keys are provided to guide teacher correction and feedback but where the tasks are subjective, these answers are not intended to be presented to students as the only 'right' way of completing the given tasks.

The lesson plans are organised as three-stage lessons with a feedback session at the end to sum up learning for students. In the speaking lesson, the three stages are presentation, practice and production. In the listening, reading and writing lessons the three stages are pre-, while, and post- (e.g. pre-listening, while listening and post-listening).

The lesson plans do not include revision warmers at the beginning to review language learned in previous lessons, nor do they include homework tasks at the end of the lesson because these lesson plans are taken out of sequence. However, the review and homework stages are necessary parts of the lesson and should be provided by the teacher.

6.1

Speaking: stating preferences with *I'd rather*

Objectives

Grade 6 curriculum standard **5.13**

Presentation

Resources

OHT 6.1a

Vocabulary

(to) go surfing
(to) go skiing
(to) play tennis
(to) play volleyball

- Practise using *I'd rather ...* to state preferences and alternatives.
- Revise making invitations with *Shall we ...?*

Pyramid

Tell students the topic is sport vocabulary. In pairs, get students to write down as many names of sports as they can. Put two pairs together and get them to share their words, adding any from the other's lists that they didn't have. Put two groups of four into groups of eight and repeat the sharing process. Get representatives from each group to put the words on the board. Organise it in such a way as to minimize repetitions. Present any of the vocabulary listed on the left that hasn't already been introduced.

Bingo

Tell students to choose any five words from those on the board and write them down in a list in their books.

SPORTS WE KNOW		
surfing	football	volleyball
swimming	jogging	tennis
badminton	fishing	baseball
cricket	sailing	skiing
skate boarding	racing	hiking
climbing	riding	

→

1	skate boarding
2	surfing
3	jogging
4	swimming
5	riding

Read the following script aloud. As soon as students hear you say one of their words they cross it off their list. The first one to cross off all five of their words shouts 'Bingo'. Double-check they have won by getting them to read aloud their winning five words. Declare them the winner and go on reading your list until you get two or three more winners.

Teacher's script

swimming, running, racing, sailing, baseball, climbing, football, surfing, volleyball, skiing, tennis, jogging, hiking, badminton, cricket, riding, skate boarding, fishing

Predict dialogue

Put the gapped dialogue (**OHT 6.1a**) on the board or the OHP. Get students to guess which words go in the gaps by taking it in turns to suggest words until all the gaps are filled and the dialogue is complete. The more suggestions they make, the more they practise the new vocabulary.

Answer key

Ann: Shall we watch the **tennis** championship or the **skiing** championship?
Sue: I'd rather watch the **skiing**.
Ann: Where's the best place? **Your house** or **mine**?
Sue: I'd rather not go to **my house**.
Ann: Why not?
Sue: Our **telly's broken**.

Get students to practise saying the dialogue with a partner.

Concept check

Get students to repeat the model sentences below chorally and individually. Write them on the board and get students to copy them into their notebooks.

Model sentence: I'd rather watch the skiing.

Model sentence: I'd rather not go to my house.

Ask the following checking questions (in Arabic if necessary):

- **What does Sue choose? The tennis or the skiing? The skiing.**
- **What words does she use to say she likes the skiing better than the tennis?**
I'd rather...
- **I'd – is the 'd short for had or would? Would.**
- **But do we say I would rather ... or I'd rather ...? I'd rather ...**
- **What's the negative? I'd rather not ...**
- **If you want to give someone a choice of what to do, what question could you ask with rather? What would you rather do?**

Get students to write the question *What would you rather do?* under the positive and negative model sentences with *I'd rather...* in their notebooks.

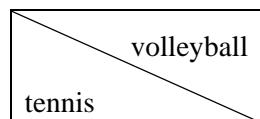
Practice

Resources

Cue cards
OHT 6.1b

Word cue drill

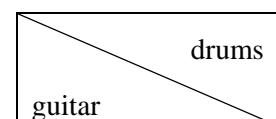
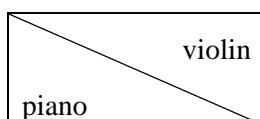
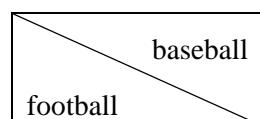
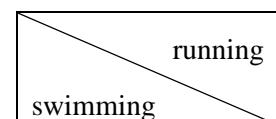
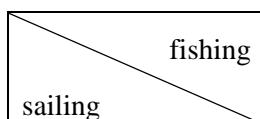
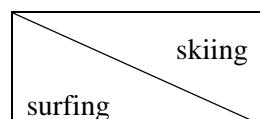
Using the following cue cards, get students to practise asking and answering.



A: *What would you rather do?*

B: *I'd rather play tennis.*

Add the musical instrument cues to broaden the context from sports to pass-times. Get students to practise in open pairs first. Then stick the cue cards on the board and get students to practise in closed pairs, taking it in turns to ask and answer.



Mapped dialogue

Run through the mapped dialogue on **OHT 6.1b**, eliciting what Sam and Dan say to each other.

Sam	Dan		Sam	Dan
DVD?	Cinema	→	Shall we watch a DVD?	I'd rather go to the cinema.
What's on?	<i>The Return of the King</i> or <i>Shrek 2</i>	→	What's on?	Well, there's <i>The Return of the King</i> or <i>Shrek 2</i> .
<i>Shrek 2</i>	Me too 3:30 or 7:00?	→	I'd rather see <i>Shrek 2</i> .	So would I. Shall we go at 3:30 or at 7 o'clock?
7:00	OK	→	I'd rather go at 7.	OK. I'll meet you there.

Get students to practise the dialogue in pairs as above. Then get them to expand the dialogue by asking *Why?* each time the other says *I'd rather ...* so that they have to come up with a reason for their preferences.

B (Dan): *I'd rather go to the cinema*

A (Sam): *Why?*

B (Dan): *Because I like seeing films on the big screen.*

Production

Resources

Worksheet 6.1
Dice, counters

Board game

Put students into groups of four and give each group the board game on **worksheet 6.1**. Get students to choose a small object like a paperclip or an eraser as their counter or give them a button or a coloured counter. The first student to throw a six starts and the turns go clockwise around the group from that person. To take a turn, a student throws the dice and moves their counter that number of spaces along the board. As the student whose turn it is lands on a square, the rest of the group ask *What would you rather be / do / play / learn ...?* or *Where would you rather go / stay / visit ...?* The player replies by stating a preference *I'd rather ...* The group asks *Why?* and the player replies *Because I like ...* or *Because then I can ...* etc.

[A throws a two and lands on the rat/snake square]

Group: *What would you rather be, a rat or a snake?*

A: *I'd rather be a rat.*

Group: *Why?*

A: *Because rats are more intelligent than snakes.*

The first player to get to the end is the winner.

Monitor the students' utterances and make notes of good ideas and common errors.

Feedback

Nominate certain students who had particularly good ideas and get them to tell the class what their choice and reason were for a particular square. For example, 'Hessa, tell the class why you'd rather have a holiday in the mountains.'

Deal with the most common errors orally and/or on the board.

Summary for students

In Arabic

We use '*d rather*' to talk about preferences and choices especially where there are two alternatives. We often say what we'd rather do in conversations where our friends invite us to do something. We can also say *I'd prefer to* but *I'd rather* is more common.

6.2

Listening: telephone messages

Objectives

Grade 6 curriculum standards **3.5, 3.6, 5.12, 1.2**

Pre-listening

Vocabulary

a vacation
a booking form
fully booked
a tour
a festival
the (summer) period

- Understand and take notes of details given in recorded telephone messages.
- Practise giving and receiving telephone messages.
- Use tourism vocabulary from the recommended word list.

Set the scene

Teacher's script

Jane Wesley runs East West Travel, a small travel and tourism company. While she is away, a lot of people call her and leave messages on her answering machine. It's your job to listen to the messages and fill in a message form for each one.

Noughts and crosses

Introduce the new vocabulary while setting the scene. Get students to play noughts and crosses, in teams or in pairs, with the new words and other target words which come up in the listening texts from the Grade 6 vocabulary list.

a vacation	a booking	(to) collect
a mixture	a tour	the ... period
local	a festival	international

The first to have three noughts or three crosses in a row, wins. To win a square, students have to say which square they want by calling out the word written there and then making a tourism request with *I'd like ...* and the word.

	a booking	(to) collect	X a vacation: I'd like to book a vacation please.'
mixture		the summer period	0 a tour: I'd like to do a desert tour.
	a festival	international	X local: I'd like to take a local guide.

Tell students these are the key words in the messages left on Jane Wesley's answering machine.

While listening

Resources

Tape or tape script 6.2
Worksheet 6.2a
exercises 1, 2, 3

Pre-questions

Before listening, put these questions on the board and get students to predict the answers.

How many messages are there? Nine

Are the messages from people she knows? Some are, some aren't.

Get students to listen to **tape 6.2** and then answer the pre-questions.

Matching

Get students to look at exercise 1 on **worksheet 6.2a** and, working in pairs, match any they can from the first listening. Have students listen a second time and complete the matching exercise as they listen. Get them to compare answers in pairs or small groups and check orally with the whole class that they agree on the answers:

Answer key

Rajaa – airline tickets
Peter – no rooms at the Marriott
Husband – coming home Tuesday
Sarah Dean – information and booking form
Bill Grant – photos
Nayef – return call
Father – no message
John Weeks – new tours
Son – party

Taking notes

Show students the message forms in exercise 2 on **worksheet 6.2a**. Get them to fill in the ‘name’ and ‘about’ sections in each form from the information they already have from doing exercise 1.

Name	Rajaa			
About	airline tickets			
Action				
Contact				
Call back	You <input type="checkbox"/>	They <input type="checkbox"/>		

With a partner, have students fill in as much as they can of the rest of the forms from memory. Then play the tape again, and rewind and replay individual messages as often as the students require to get everything they need. Explain to students they can replay the message as many times as they like because in reality they would also do this – rewind the answering machine and play it back in order to write down the necessary details correctly.

Answer key

Name	About	Action	Contact	Call back
Rajaa	airline tickets	send or collect?		you
Peter	no rooms at the Marriott	see other hotels	5563945	you
Husband	coming home Tuesday	pick him up from the airport		they
Sara Dean	information and booking form	email her	sarahdean@yahoo.com	you
Bill Grant	photos	in the post	8412321 ext. 178	you?
Nayef	return call	call him at home	4659511	you
Father	no message			
John Weeks	new tours	he'll email		they
Son	party	borrow the car		

Listen and fill in the gaps

Let students look at exercise 3 on **worksheet 6.2a**. Have them fill in as many of the gaps as they can. Tell them one of the verbs is used twice. Then play the tape and have them confirm or correct their choices.

Answer key

- a **Give** me a ring
- b I'm **phoning** from the Marriott
- c so you can **call** me back
- d I'll **give** you a call at home
- e I'm just **ringing** to say ...
- f I'll **put** them in the post
- g I'm **returning** your call
- h I'll **drop** you a line

Post-listening

Resources

Worksheet 6.2b
exercise 4

Roleplay

Hand out **worksheet 6.2b**. Tell students they are going to practise leaving telephone messages and writing down messages in note form.

Teacher's script

Callers phone Jane Wesley's office at East West Tours and leave a message with her secretary. Secretaries write down the message and check it with the caller.

Get students to take it in turns to be the caller and the secretary with the situations on **worksheet 6.2b**.

Answer key

- 1 You'd like East West to book three nights at the Marriott Hotel, 2–4 July. You need a single room. Your name's John Smith.

Caller: *Hi, this is John Smith. I'd like you to book me a single room for three nights at the Marriott, July second, third and fourth.*

Secretary: *Could you please spell your name for me?*

Caller: *Certainly. My last name's Smith, s-m-i-t-h. Mr John Smith.*

Secretary: Thank you Mr Smith. Let me repeat that. You need a single room at the Marriott, for three nights: the second, third and fourth of July.

Caller: That's it.

Secretary: Fine. I'll tell Mrs Wesley.

Caller: Thank you. Bye.

Secretary: Bye-bye.

Monitor and record written and spoken errors for the feedback session.

Feedback

Deal with most common errors orally or on the board. Elicit from students, in Arabic, which part of the lesson they found most difficult – listening for details, taking notes or leaving a message on the phone. Use this information as a needs analysis for future lessons.

Summary for students

In Arabic

It's important to have a good telephone manner so that you can leave and take messages on the phone well. Many people have a very bad telephone manner because they are not confident or they have problems with their English or because they haven't learned how to be polite on the phone. Because the person you're talking to can't see you, it's important to:

- be extra polite;
- put a 'smile' into your voice;
- speak slowly and clearly;
- ask the caller to repeat their message if you don't understand them the first time.

When you write down telephone messages you don't have to write an essay! Just one word or phrase to say what the call was about. Then, if there is any action to be taken, write it in the command form – *Do this ...*, *Call him back ...* *Send the information ...* etc.

When you leave a telephone message with a secretary or on an answering machine, plan what you are going to say before you call. Don't be like Jane's father! Say your name clearly, why you are calling, what you want them to do and remember to give your call-back number.

Tape script 6.2

- Rajaa:** Hello, Jane? Rajaa here from Qatar Airways. Just calling to let you know that those tickets you wanted are ready. Shall I send them over to your office or would you rather collect them from the airline? Give me a ring and let me know.
- Peter:** June? Hi. It's Peter. Look, I'm phoning from the Marriott. They're fully booked for the whole summer period. I'm going to see what the other hotels can do. I'll give you my mobile so you can call me back. It's five five six three nine four five.
- Husband:** Hello darling. I'm afraid I'm still in Dubai. There's an important meeting that I have to go to. So I won't be home tonight. I won't be back until tomorrow evening. That's Tuesday. Can you pick me up from the airport? Anyway I'll give you a call at home tonight. Hope everything's going well. Miss you. Bye.
- Sara Dean:** Hello, my name's Sarah Dean. I'm interested in some of your vacation tours. I'd like to find out more about them. Could you send me some information and a booking form? My email is s-a-r-a-h dot d-e-a-n at yahoo dot com – all lower case. Thanks. Bye for now.
- Bill Grant:** Hello, East West Tours? This is Bill Grant. We talked last week about the music festival? I'm just ringing to say the photos are ready. They look great. I'll put them in the post. You should get them on Friday. Let me know if you need anything else. My number's four eight one two three two one, extension one seven eight.
- Nayef:** Jane? It's Nayef. I'm returning your call. I'm working at home all day today so can you phone me here when you get in? It's four six five nine five one one. Talk to you soon.
- Father:** Jane. It's Dad. Jane? It's your father here... oh dear, um, er, oh I hate this answering machine of yours. I'll um, oh, never mind. It's not important.
- John Weeks:** This is John Weeks from Intertours calling for Jane Wesley. It's Monday morning at eleven thirty. I wanted to talk to you about the new tours we're offering for the winter period. We're including a mixture of local and international stuff, so tourists can select what they really want to do. Look, I'll drop you a line about it in an email with more details. I think it's easier if you read it first. Talk to you soon. Bye for now.
- Son:** Yo, Mum. I'm going out now and then I'm going to a party with my friends so I don't know when I'll be back. (Hey, stop it! Look, I'm talking to my mum here all right?) Sorry about that, Mum. Anyway look, Mum, I just wanted to ask you, um, would it be all right if I borrowed the car? Thanks, Mum!

6.3

Reading and scanning: The big man

Objectives

Grade 6 curriculum standards **6.6, 7.1**

Pre-reading

Resources

Worksheet 6.3a

Vocabulary

an addiction
enormous
an accident
stuck
a diet
(to) cut down on

- Read and scan for details: facts and figures, quantities and examples.
- Revise quantity vocabulary and *used to*.

Pre-teach vocabulary

Set the scene: tell the class they're going to read about a man called Walter Hudson, who is very, very fat. If you have *Lifelines Pre-Intermediate Student's Book* get them to look at the 'before' and 'after' pictures of Walter on pages 66–67. Get them to discuss the following pre-questions on the board before reading.

Why did he get so fat?

Why did he decide to lose weight?

Use the pictures and the discussion to pre-teach the vocabulary. Also revise relevant vocabulary that students should already know (weight, to lose/put on weight, etc.).

Slap the board

Put the new vocabulary randomly all over the board at different heights. Choose two teams of five students. Draw a 'starting line' on the floor about two metres from the board. Get the first member of each team to approach the line. Call out, in Arabic, the equivalent of one of the words or phrases on the board. The first person to slap the correct English word on the board wins a point for their team. The loser goes back to his or her seat. Get the next pair to come to the line and call out a different word or phrase in Arabic. Continue to play until everyone has had a go or the words have been learned or one of the teams is 'out'.

Remind students to focus on the questions you discussed before when they read the text the first time.

While reading

Resources

Worksheets 6.3a and 6.3b exercise 1

Reading comprehension

Hand out the text on **worksheet 6.3a**. Give students five minutes to read the text. Then get them to answer the pre-questions.

Answer key

Why did he get so fat? He ate far too much. / He had a food addiction.

Why did he decide to lose weight? He got stuck in a doorway and needed eight people to get him out.

Then ask the following questions orally to see if they have understood the main ideas.

- **Who is the man?** Walter Hudson.
- **Where does he live?** In the USA / near New York.
- **What is he doing about his problem?** He's on a diet. He stopped eating.
- **Is he successful?** Yes. (He's losing nine kilos a week.)
- **How can a picture of him help fat children?** They see how bad he looks so they stop eating so much.

True/false

Ask students to read the text again and then do exercise 1 on **worksheet 6.3b**. In pairs, get them to check their answers and justify their answers with line references if there are any disagreements.

Answer key

- | | | |
|---|---|---|
| a | Walter has lost over 400 kilos in ten months. | x |
| b | His waist measurement is now 302 centimetres. | x |
| c | He used to eat a big breakfast but no lunch. | x |
| d | Walter used to spend almost the whole day in bed. | ✓ |
| e | Walter began his diet ten months ago. | ✓ |
| f | He only eats one meal a day now. | x |
| g | Walter is two metres tall. | ? |
| h | He still watches TV most of the day. | x |
| i | There are a lot of adverts for food on TV. | ✓ |

Answers given

Put the following numbers on the board.

10	630	12	6	
	12–15	96	302	8
95	9	43	25	

Tell students to find the numbers in the text and then write a question for each number. The number is the answer. Do the first one together.

10 → How many packets of crisps did he eat every afternoon?

Put students into groups of three. Each student has to find four of the numbers (one row each) and write the questions for them. It's a race, so that students speed up their scanning skills. Once they've got all four of their questions written, get them to share them as a group. The first group with 12 questions is the winner.

Answer key

If students include *used to* in the questions, all the better but they don't have to.

How many packets of crisps did he eat?

How many kilos did he weigh?

How many doughnuts did he eat every morning?

How many Danish pastries did he eat every morning?

How many hours of TV did he watch a day?

How many cans a day did he drink?

How many centimetres was his waist?

How many people did it take to free him?

How many kilos does he want to weigh?

How many kilos is he losing a week?

How old is he?

How old was he when he last went outside?

Production

Resources

Worksheet 6.3b
exercise 2

Grammar extension: *used to* ...

Get students to find and copy out, as quickly as possible, all the sentences they can in the text with *used to*. Then, using the cues in exercise 2 on **worksheet 6.3b**, get students to add to the list as many sentences as possible about Walter, using *used to*, *didn't use to*, *never used to*.

His waist used to be 302 centimetres.

He never used to go outside.

He didn't use to exercise.

If there's time, get students to improve the first seven *How many ...* questions they wrote in the 'Answers given' exercise, by adding *use to* ...

How many packets of crisps did he use to eat?

Feedback

Deal with the most common errors while monitoring. In plenary, get different students to read out different sentences they have written as good examples of *used to*.

Summary for students

In Arabic

The purpose of today's reading was to find and pull out of the text lots of bits of specific information. You were practising so that you can do this more quickly in future: finding out what all the numbers meant, finding all the words for size, quantity, and weight, and finding all the sentences with *used to*. There were some other words in the text that you didn't understand but you didn't have to understand them to find the information you needed. When you read, you don't have to understand every word to understand the whole thing. When you read for a purpose, you focus in on specific bits of information and you forget about the rest.

6.4

Writing instructions: Making a model volcano

Objectives

Grade 6 curriculum standards **9.2**, **7.4**

Pre-writing

Resources

Worksheet 6.4a

OHT 6.4

Scissors, glue sticks,
black marker pens

Vocabulary

a tab

(to) fold

(to) face outwards

glue

tape

(to) stick

- Read and analyse a set of instructions and use as a model for own writing.
- Write a set of instructions for making a model volcano, with a title, numbered steps, and a clear sequence that works.

Shared writing: Making a dice

Show students a dice you made earlier. Put students in groups of four and give each group a dice pattern (**worksheet 6.4a**), a pair of scissors, a glue stick and a black marker pen. Appoint one person in the group to make the dice. Appoint a second person to be the secretary. The other two will give oral instructions for how to make the dice. Get students to brainstorm what vocabulary they will need to give the instructions in English. Have them ask you, *How do you say ... in English?* and build up a word list on the board.

Get the groups to make the dice: two speaking, one writing, one doing. When they've finished, get them to share with you their instructions: elicit, improve, order and write them up on the board or on an OHT. Use the following eliciting questions to add detail and order.

- Is it easier to colour the dots before or after you cut out the pattern?
- Do you fold it with the dots facing inwards or facing outwards?
- Should you fold it to see how the pattern fits together before putting the glue on the tabs?

Answer key

Making a dice

- 1 Colour in the dots in black before cutting out the pattern.
- 2 Cut along all the outside edges.
- 3 Fold the pattern along all the lines as shown in Diagram A so that the dots face outwards.
- 4 See how the pattern fits together before sticking the tabs.
- 5 Put glue on the tabs.
- 6 Stick the sides together. Your completed dice should look like Diagram B.

Substitution drill

Underline the two phrases in instructions 1 and 4 above which contain the construction 'Do X before doing Y'. Get students to practise the construction with this drill.

Cue cards	Students say
1 colour it 2 cut it	<i>Colour it before cutting it.</i>
1 fold it 2 stick it	<i>Fold it before sticking it.</i>
1 read the instructions 2 make it	<i>Read the instructions before making it.</i>
1 look at it 2 fold it	<i>Look at it before folding it.</i>

Using the same cues, get students to reverse the construction ‘Before doing Y, do X’ and point out that if they’re writing it, they’ll have to add a comma.

Before cutting it, colour it.

Before sticking it, fold it. etc

Text analysis

Ask the following questions in Arabic to elicit the text features of written instructions.

- Is there a title?
- Are the steps numbered?
- Do we use *You should...* or just the command form?
- What phrase do we use when we want the reader to look at a diagram?
- When we want to remind the reader to do something first before something else, what do we say?
- If we start the sentence with *Before doing ...*, what punctuation do we need?

While writing

Resources

Worksheets 6.4b, 6.4c

Transformation writing

Hand out enlarged photocopies of **worksheet 6.4b** and discuss what it is with students. Get them to think of a title and have them orally run through the instructions for making the volcano, using the shared instructions for making the dice as a model.

Hand out the writing frame on **worksheet 6.4c**. Tell the students they will now write their own instructions for making the volcano, working on their own. Make them fill in the title and the list of things they will need before writing the six steps.

Monitor and point out any written errors or omissions you see as you circulate.

Post-writing

Get students to swap scripts, compare and correct.

Get students to make the model volcano according to their partner’s instructions, modifying any instructions that don’t ‘work’.

Answer key – suggested script

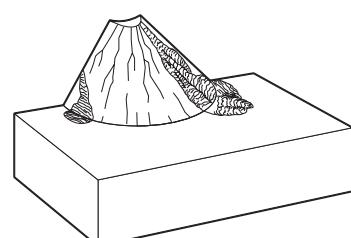
Making a model volcano

You will need

coloured pencils, scissors, glue

Instructions

- 1 Colour in the pattern before cutting it out.
- 2 Cut along all the outside edges as shown in diagram A.
- 3 Fold the pattern as shown in diagram B so that the printed side faces outwards.
- 4 See how the pattern fits together before sticking the tabs.
- 5 Put glue on the tabs.
- 6 Stick the sides together.



Your completed volcano should look like this:

Deal with most common written errors on the board if necessary.

Summary for students

In Arabic

Look again at your two sets of instructions for making a dice and making a volcano from a paper pattern.

When you write instructions like this, it's like writing a cooking recipe. First there's the title, then there's a list of things you will need. Then come the steps, which are often numbered, to tell you what to do.

The steps use the command (imperative) form. This makes the instructions short, clear and direct.

Sometimes steps are connected with words like *before*, *after that*, *finally*. If the set of steps are not numbered, then these connecting words become more important.

There are usually some diagrams to show you what to do and the text refers to them, using a phrase like '... as shown in diagram B'.

Follow up with a reading comprehension lesson on volcanoes.