

Year 6		Theme: People who Inspire Us			
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure Vocabulary Language Function
LISTENING	LV 6.1 (comprehension, inferences, justification)	ongoing questions and participation	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Write 'GAME CHANGERS' on your IWB. Ask learners if they know what it means. (Game changers are people who have the courage and power to change the world in a positive way. They fight for what they believe in, and they never give up. They can be from any walk of life and social background and they behave in an admirable way. - Ask: <i>Do you know any names of famous game changers? Is someone in your family a game changer? Would you like to be a game changer? How could you do that?</i> - Show the paintings of Frida Kahlo. Ask: <i>What can you see in the painting...? What colours has the artist used in the painting? How does the painting make you feel? Why do you think the artist painted it? Think of three adjectives to describe this painting?</i> (e.g. bold, bright, colourful, creative, dramatic, evocative, expressive, iconic, patterned, political, vibrant, vivid ...) - Pre-teach vocabulary. <p>Main Task:</p> <ul style="list-style-type: none"> - Say: <i>Listen to the text. Tell me what it is about.</i> - Learners listen to the text. Elicit answers. - Share a set of questions and have learners read them. <i>Where is Frida Kahlo from? When was she born? What caused her leg damage? What happened when she was eighteen years old? Who was Diego Rivera? What did Frida like to wear? Describe her paintings. When did Frida die? What is La Casa Azul?</i> - Learners listen to the text again. Elicit answers. - Learners read the questions on the worksheet. - Learners listen to the text and questions and start answering the questions. - Learners listen to the text and questions again and continue answering the questions. - Final revision. <p>Post-Task:</p> <ul style="list-style-type: none"> - Pair learners. In pairs, learners discuss three questions. <ul style="list-style-type: none"> a. <i>Why do you think Frida Kahlo chose to use bold patterns and bright colours in her artwork?</i> b. <i>Frida attended her art exhibition in Mexico even though she was in hospital and had to go there in an ambulance. What adjectives could you use to describe Frida Kahlo's character? Explain your choices.</i> c. <i>Does Frida Kahlo inspire you? Which of her qualities do you admire? Why?</i> Ongoing discussion is encouraged. - At home, learners carry out research on Frida Kahlo. 	<p>pictures – Frida Kahlo paintings</p> <p>listening text – Frida Kahlo</p> <p>worksheet</p>	<p>LAP 6.1 I can continue and generate my own simple, compound and complex sentence patterns showing an awareness of language structure.</p> <p>LAP 6.3 I can consistently use the correct form of the past and present tenses as well as to refer to the future most of the time.</p> <p>bold, bright, colourful, creative, dramatic, evocative, expressive, iconic, patterned, political, vibrant, vivid, Mexican, polio, permanently damaged, self-portrait, murals, traditional, folk art, influenced, original ...</p> <p>to narrate, to describe</p>
	LV 6.2 (main idea, specific information)	worksheet			

RV 6.5
(using strategies,
finding
information)

RV 6.7
(expressing
opinion)

RV 6.8
(evaluating
viewpoints)

RV 6.9
(reading for
different
purposes)

RV6.10
(informational
texts)

ongoing
questions and
participation

worksheet

Pre-Task:

- Explain what a blog is (an online personal journal or diary).
- Ask: *What is an activist?*
- Show PPP of Malala Yousafzai. Ask: *Do you see Malala as an activist?* Ongoing discussion is encouraged.
- Pre-teach vocabulary in the text.

Main Task:

- Share text with learners. Ask learners to go through the first part of the text. Elicit features of a fact file.
- Ask learners to read the second part of the text. Ask: *Who is telling the story?* Elicit answers.
- Explain that the second part of the text is told in the first-person narrative
- Share a set of questions and have learners read them.
Why was Malala flown out of Pakistan? Does Malala want to return to Pakistan? Mention two conveniences Malala has in her new country. List three things Malala sees out of her window. Who is Malala's best friend? Did Malala like exams? How did Malala get to school? What did the girls do as soon as they arrived at school? What did Malala and her best friend share? What are girls in Pakistan expected to become when they grow up? What did Malala want to be when she grew older?
- Learners read the text silently and look for answers to the above questions.
- Elicit answers.
- Read the text aloud.
- Learners read text aloud.
- Ask: *The BBC Urdu Service had asked Malala to blog about her life for two years before she was shot. What is your opinion of Malala being asked to write a blog, given the dangers?*

Post-Task:

In pairs, learners compare their life with Malala's. (See table below.)

My Life	Areas to Compare	Malala's life in Pakistan
	Schooling	
	Transport to school	
	Lifestyle	
	Social activities	

At home, learners carry out research on Malala.

PPP - Malala
Yousafzai

handout with
questions –
'Malala
Yousafzai'

LAP 6.1
I can continue and generate my own simple, compound and complex sentence patterns showing an awareness of language structure.

LAP 6.3
I can consistently use the correct form of the past and present tenses as well as to refer to the future most of the time.

blog, Nobel Peace Prize, household name, convenience, bazaar, bookish girl, rickshaws, helter-skelter, desire ...

to narrate, to describe

LIT 6.7
(performance)ongoing
questions and
participation**Pre-Task:**

- Show learners the cover of the book *The Diary of a Young Girl*. Ask: *Describe the book cover. What do you think the book is about? Do you think it's a fiction or non-fiction book? Would you be interested in reading this book?*
- Introduce Anne Frank. Explain to learners the political situation in Europe at the time when Anne Frank was living in Amsterdam. (Refer to handout 'Extraordinary Lives – Anne Frank.'). Learners view the video clip [Anne Frank](#). Ongoing discussion is encouraged.
- Pre-teach vocabulary.

Main Task:

- Explain that learners will read and act out a play adaptation of this book.
- Share the playscript with the learners. Ask them to go through p. 510. Ask: *Who are the characters? When is the play set? Where is it set? Describe the scene.*
- Elicit answers.
- Share a set of questions and have learners read them. Learners read silently p. 512 and look for answers to these questions.
When is the scene set? Where is the scene set? Who are the two characters in Scene 1? What is the mood in Scene 1? Why?
- Elicit answers.
- Share a set of questions and have learners read them. Learners read silently p. 512 – 513 (till the end of Scene 1) and look for answers to these questions.
Why is Mr Frank leaving Amsterdam? What makes Mr Frank cry? What did Miep find on the floor? What does Mr Frank read? Is Anne present in the scene? What is Mr Frank's business? What are the activities that Anne can't do since the war broke? What did Anne's mum tell her to do that morning? Where was their hiding place? Who was going to join them?
- Elicit answers. Explain why during Scene 1 the author is using flashforwards and flashbacks. Ask: *Do you feel intrigued to continue reading the rest of the play?*
- Share the below set of questions and have learners read them. Ask them to read from p. 521 till line 722 of p. 523.
- *How long have the families been in the attic? Why aren't they wearing shoes? Why does Mr Frank give them a signal? What is the first thing that Mrs Van Daan does? How does Anne tease Peter? What does Peter do after collecting his shoes? Does Mrs Frank approve of the way Anne plays with Peter? Can Margot dance with Anne? Why is Mr Van Daan going to be angry with Peter? Do you think Peter really blushed? Why? Why does Mrs Van Daan think that they will be related by the end of the war? What makes them tense? What does Anne do while in Peter's room? What is the mood in this scene? What kind of relationship do Anne and Peter have? What kind of relationship is there between Anne and Mr Frank? What kind of props do you need to act out this scene?*
- Group learners in groups of six. Assign a character to every group member. The groups rehearse part of Scene 3 (lines 552 – 722).

Post-Task:

Groups act out the play in front of their classmates.
Learners are encouraged to read the book *The Diary of a Young Girl at home*.

LIT 6.10
(verbal response)

play

picture – cover
of book
handout – *The
Diary of a Young
Girl*handout -
'Extraordinary
Lives – Anne
Frank'videoclip -
'Anne Frank'
<https://www.youtube.com/watch?v=PWxmGk4cQos>playscript - *The
Diary of Anne
Frank Drama* by
Frances
Goodrich and
Albert Hackett
file:///C:/Users/schools_home/Downloads/The%20Diary%20of%20Anne%20Frank%20play.pdfprops – piece of
cloth and needle
with thread, coat
(Mrs Van Daan's
fur coat), three
pairs of shoes,
soft toy of a cat,
table, pen, paper
(school paper),
boy's coat and
trousersLAP 6.1
I can continue and
generate my own
simple, compound and
complex sentence
patterns showing an
awareness of language
structure.LAP 6.3
I can consistently use
the correct form of the
past and present tenses
as well as to refer to the
future most of the time.warehouse, sharply
peaked, belfry, sparsely
furnished, makeshift
blackout curtains,
concealed, cultured,
German accent,
supreme effort,
threadbare, protective,
compassionate,
pleading, torturing,
paperbound notebook,
emigrated, Dutch
capitulation ...

to narrate, to describe

<p>WR 6.6 (complex sentences)</p> <p>WR 6.10 (organisation)</p>	<p>ongoing questions and participation</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Link with previous lessons. - Explain that learners will write a short message to either Frida Kahlo, Malala Yousafzai or Anne Frank. In their message they should explain why they admire them, and if they write a message to: <ul style="list-style-type: none"> a. Frida Kahlo, ask her about one of her paintings (see Listening Lesson – Frida Kahlo paintings) OR b. Malala Yousafzai, ask her how she felt when she woke up in hospital OR c. Anne Frank, ask her about her life in the attic. 	<p>short message title: <i>At school you have been learning about various inspirational people.</i> <i>Write a short message to Frida Kahlo, to explain why you admire her and to ask her about one of her paintings.</i> OR <i>Write a short message to Malala Yousafzai, to explain why you admire her and to ask her how she felt when she woke up in hospital.</i> OR <i>Write a short message to Anne Frank, to explain why you admire her and to ask her about her life in the attic.</i></p>	<p>LAP 6.1 I can continue and generate my own simple, compound and complex sentence patterns showing an awareness of language structure.</p>
<p>WR 6.11B (message)</p> <p>WR 6.13 (sentence structure)</p>	<p>short message</p>	<p>Main Task:</p> <ul style="list-style-type: none"> - Explain 'Pre-Writing' stage. Share title (GAP). - Elicit success criteria for a short message. Share the success criteria for writing a short message. - Elicit from learners the genre, audience and purpose and discuss together each component in detail. - Explain 'Drafting' stage. Share and explain writing frame. - Display writing model. Ongoing discussion is encouraged. - Explain 'Revision' stage. Learners check that writing is relevant, and ideas are organised properly. - Explain 'Editing' stage. Learners check grammar, punctuation and spelling. 	<p>OR <i>Write a short message to Anne Frank, to explain why you admire her and to ask her about her life in the attic.</i></p>	<p>LAP 6.3 I can consistently use the correct form of the past and present tenses as well as to refer to the future most of the time.</p>
<p>WR 6.14 (vocabulary)</p>		<p>Post-Task: Learners write the short message and share it with their classmates.</p>		<p>as in previous lessons</p>
<p>WR 6.15 (spelling)</p>			<p>Writing Resource Pack:</p> <ul style="list-style-type: none"> - short message writing frame - writing model - success criteria 	<p>to congratulate, to ask</p>

SR 6.5
(LO/HO
questions)

SR 6.8
(role-play)

SR 6.11
(sharing
opinions)

SR 6.12
(discussions)

SR6.15
(speech/
presentation)

SR 6.16
(fluency/
accuracy,
sentence
structures, sound
patterns)

ongoing
questions and
participation

interview

Pre-Task:

- Link with previous lessons.
- Explain that everyone makes an impact on the world in some way. We can be a guide to others, inspire millions or just smaller circles of friends and family through our actions, our beliefs, or our commitments.

Main Task:

Task 1 – Interview (See Scheme of Work – Adventure Sports)

- Pair learners. Learners pretend to interview either Frida Kahlo, Malala Yousafzai or Anne Frank and imagine what the interviewee’s responses would be. Learner 1 pretends to be the interviewer and asks the questions and Learner 2 pretends to be either Frida Kahlo, Anne Frank or Malala Yousafzai and answers the questions. Then, learners invert roles.
- Explain the difference between open and closed questions. A closed question will create only one or two-word answers whereas an open question requires the interviewee to talk for longer on the subject. Then, learners can invert roles.
- Ask the whole class to give you examples of questions they could ask and write them down on the whiteboard.
- The teacher monitors the pairs.

Task 2 – Debate

- Divide learners into three groups. Each group must represent one of the game changers covered during the Reading, Listening and Literature lessons. The group must say why they should be the Number 1 game changer. The rest of the class must ask questions and challenge each group.
 - Elicit from learners the rules for a good, healthy debate (e.g. look at your audience, use persuasive language, research your topic, listen to each side ...)
- Before presenting their opinions. groups should plan their arguments for and against.

Reasons why ... is the number 1 game changer	Reasons why ... is not the number 1 game changer

- At the end the class takes a class vote.

Post-Task:

- At home, learners research other people who have made a difference to the world. They write a list of their own top three game changers (inspirational people) and share it with their classmates the next day.

Task 3 – Presentation

- Learners select one of these persons and prepare a short presentation about their life and achievements. Learners explain why they admire the person and include a famous quote by this person.

For debate
resources go
to
<https://www.englishprimarymalta.com/speaking/speaking>

LAP 6.1

I can continue and generate my own simple, compound and complex sentence patterns showing an awareness of language structure.

LAP 6.3

I can consistently use the correct form of the past and present tenses as well as to refer to the future most of the time.

as in previous lessons

to ask, to argue

Further links:

Text – Frida Kahlo <https://learnenglishkids.britishcouncil.org/read-write/reading-practice/level-3-reading/frida-kahlo-biography>

Text – International Women’s Day <https://learnenglishkids.britishcouncil.org/read-write/magazine/international-womens-day>

Video – Beatrix Potter <https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/beatrix-potter>

Video – Boudica <https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/boudica>

Video – Brydi’s Story <https://learnenglishkids.britishcouncil.org/listen-watch/video-zone/brydis-story>

Video – Dua Lipa’s Advice to Girls <https://learnenglishkids.britishcouncil.org/listen-watch/video-zone/dua-lipas-advice-girls-international-womens-day>

Video – Emmeline Pankhurst <https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/emmeline-pankhurst>

Video – Florence Nightingale <https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/florence-nightingale>

Video – Isaac Newton <https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/isaac-newton>

Video – Kamala Harris Why is her new job so important? <https://learnenglishkids.britishcouncil.org/listen-watch/video-zone/kamala-harris-why-her-new-job-so-important>

Video – Meet the kids racing electric cars <https://learnenglishkids.britishcouncil.org/listen-watch/video-zone/meet-kids-racing-electric-cars>

Video – Siblings who love inventing <https://learnenglishkids.britishcouncil.org/listen-watch/video-zone/siblings-who-love-inventing>

Video – Ten year-old chess champion Tani <https://learnenglishkids.britishcouncil.org/listen-watch/video-zone/ten-year-old-chess-champion-tani>

Video – Women in male careers <https://learnenglishkids.britishcouncil.org/listen-watch/video-zone/women-male-careers>