**Lesson plan for the 7th Grades**

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| Module 1 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **HOBBIES AND LEISURE** | | | | | |
| Objectives according to the Curriculum | | 7.1.9.1- use imagination to express thoughts, ideas, experiences and feelings  7.6.1.1- use some abstract nouns and complex noun phrases on a limited range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * express thoughts, ideas, experiences and feelings with some support   **Most learners will be able to:**   * use some abstract nouns and complex noun phrases on a limited range of familiar general and curricular topics;   **Some learners will be able to:**   * express thoughts, ideas, experiences and feelings without any support | | | | | |
| Evaluation criteria | | * use imagination to express thoughts, ideas, experiences and feelings * use some abstract nouns and complex noun phrases on a limited range of familiar general and curricular topics; | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | Greeting (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. T writes *theme park* on the board. Checks that students understand that this is a park with lots of rides, which has a particular theme or setting, e.g. Disneyworld in Florida. | | students respond to greeting and take their places.  • Students find out which theme parks they have been to and what they thought of them | students respond to greeting  • Students find out which theme parks they have been to and what they thought of them | |  | Slide, pictures |
| **The middle of the lesson – 35 min** | Practice (10 min)  • T asks students to open their books at page 4.  • Elicits sentences to describe the photo, which shows people going round the loop of a rollercoaster. Finds out who enjoys going on rollercoasters and who dislikes them. Also finds out why students hold their opinions.  • T gives students a couple of minutes to answer the three questions.  • Students can then compare their answers in pairs before you check answers with the class.  • T tells students that the theme of Unit 1 is the different ways that people enjoy themselves.  Think – pair – share (10 min)  Teacher divides students into pairs.. The task is to collect information about their favorite theme park and share with the class. Let them use internet sources  Diagnostic test. (15 min)  For identification of levels for later work, reinforcement of learning and pupil motivation, identification of problem areas students have a 15 minute diagnostic test. | | Students answer to the teacher’s questions. Then compare their answers in pairs. Students guess the title of the lesson  Students work in pairs and prepare a poster on the topic  Students do the diagnostic test individually. | Students answer to the teacher’s questions. Then compare their answers in pairs. Students guess the title of the lesson  Students work with stronger students in pairs and prepare a poster on the topic  Students do the diagnostic test individually. | | 3 points:  1 point for each correct answer  5 points:  1 –pair work  1 – grammatically correct  1 – appropriate vocabulary  1 – content  1 – conclusion  1 point for each correct answer | Book p 4, slide  Posters, Internet sources  Handouts |
| **The end of the lesson – 5 min** | Hometask.  Teacher describes the hometask. Write a paragraph on the theme “Theme parks in UK” | | Students get the task and ask questions if needed. | Students get the task and ask questions if needed. | | Students evaluate each other. |  |

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| Module 1 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **HOBBIES AND LEISURE** | | | | | |
| Objectives according to the Curriculum | | 7.1.3.1- respect differing points of view;  7.1.4.1- evaluate and respond constructively to feedback from others;  7.2.1.1- understand with little support the main points in extended talk on a limited range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * identify phrases for free time activities   **Most learners will be able to:**   * learn phrases for free time activities * talk about the free time activities that they enjoy doing   **Some learners will be able to:**   * make a dialogue about the free time activities | | | | | |
| Evaluation criteria | | * Demonstrate respect to people’s opinions using lexical units of topic vocabulary * Analyze given feedback; Form opinion and give constructive answers to feedback * Identify facts and details in extended talks with little support | | | | | |
| Level of thinking skills | | high order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **7 min** | Greeting (2 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (5 min)  • Books closed. T writes *free time activities* on the board.  • Puts students into small groups. Asks students to brainstorm as many different free time activities in their groups as they can.  • T can make this competitive by telling students that the group which comes up with the most activities wins. | | students respond to greeting and take their places.  Students work in small groups. They write as many different free time activities as they can. | students respond to greeting  Students work in small groups. They write as many different free time activities as they can.  Students are allowed to use Internet sources | |  | Internet |
| **The middle of the lesson – 32 min** | Listening (16 min)  T asks students to open their books at page 5.  • To **extend** this exercise, asks students to order the free time activities in the box in Exercise 1 from most to least favourite. Students can then compare the order of activities with a partner.  • Puts students into pairs to match the pictures with the words in the box.  • Plays the recording for students to check their answers and repeat the words.  Practice (16 min)  Refers students to the eight incomplete questions.  • Completes the first question as an example and then write the completed question on the board.  • Asks students to work alone to complete the questions with the correct form of verbs in Exercise 1. Monitors while students do this. Helps as necessary.  Asks students to swap notebooks and check each other  • Checks answers. | | Students work in pairs. They order types of free time activities.  They listen and complete the task.  Students repeat the words with the teacher after task.  Students work individually.  Students practice the task with the teacher (1 example only).  Students swap notebooks and check each other | Students work in pairs. They order types of free time activities.  They listen and complete the task.  Students repeat the words with the teacher after task.  Students work individually.  Students practice the task with the teacher (1 example only).  Students swap notebooks and check each other | | 9 points  1 point for each correct answer.  Students evaluate each other.  8 points  1 point for each correct answer. | Book p 5, slide, audio  Book |
| **The end of the lesson – 6 min** | Homework (6 min)  Exercises 1, 2, 3 and 4 on page 3 of the **Workbook** for homework.  T asks students to do a survey among their friends and family members to find out which of the free time activities on page 5 are the most and least favourite. | | Students are allowed to ask questions if needed. At the beginning of the next lesson, students can compare their results in pairs. | Students are allowed to ask questions if needed. At the beginning of the next lesson, students can compare their results in pairs. | | Students evaluate each other. | Workbook |

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| Module 1 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **HOBBIES AND LEISURE** | | | | | |
| Objectives according to the Curriculum | | 7.2.2.1- understand with little support most specific information in extended talk on a limited range of general and curricular topics;  7.4.2.1- understand specific information and detail in texts on a range of familiar general and curricular topics;  7.3.6.1- begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  • talk about what people can do in their town on a long weekend  **Most learners will be able to:**  • read an online forum about a long weekend  • learn expressions with have  • talk about what people can do in their town on a long weekend  **Some learners will be able to:**  • write about their long weekend  • make example expressions with have | | | | | |
| Evaluation criteria | | * Identify the main idea in extended talks with little support * Identify details in a text with little support * Interact in a pair, group and a whole class work presenting | | | | | |
| Level of thinking skills | | High order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. T asks: *Do you go out with your friends or family on public holidays? Where do you go and what do you do?*  • Elicits students’ ideas and write them on the board, e.g. *meet friends in a café, have a picnic, go for a walk, visit relatives or do activities* | | students respond to greeting and take their places.  Students share their ideas and make phrases. | students respond to greeting and take their places.  Students share their ideas | |  |  |
| **The middle of the lesson – 30 min** | Speaking time. (10 min)  3. Refers students to the six questions.  • Puts students into pairs and ask them to read the text again and answer the questions. Asks students to underline phrases in the text that contain the answers, e.g. in answering the question in item 1 students would underline the phrase *lunch with my grandparents*, which can be found in the paragraph about Michele Green.  • Checks answers. Encourages stronger students to give as much detail as possible in their answers.  • Refers students to the information in the FACT! box. Asks students to say if there are any open-air swimming pools in their area and what they are like.  Phrasal verb practice (10 min)  4.Books closed. T writes the verb *have* on the board, then elicit any expressions that students know using this verb. Students may know phrases such as *have breakfast, have a drink* and *have a bath*.  • Asks students to open their books at page 6 and find three expressions with *have* in the text.  • Checks that students have found the expressions, then go through the meaning of each. Does this by asking students to use the context of each expression in the text to determine the meaning.  Watching (10 min)  T can show this video as either a lead-in or a follow-up to the Language focus 1 lesson.  VIDEO  1.1 A New York City food tour  • Asks: *Do you enjoy going to cafés and restaurants?* Put students into pairs to ask and answer the question.  • Reads out the information about the video.  • Plays the video.  • Students watch it and answer the three questions.  • Checks answers.  • Then asks students to name some of the best cafés and restaurants in their town.  • Sees page 137 for further activities you can do with this video. | | Students describe the photos.  Then students are divided into pairs and ask and answer the given questions.  Students work alone and read the text.  Stronger students could say what the next holiday is called and what it marks.  Students collaborate with each other by using phrasal verbs.  Students work individually and do the task.  Students watch the video and work in pairs. They answer the questions and check each other. | weaker students work with vocabulary: *open-air swimming pool, concert, museum, exhibition*.  Students collaborate with stronger students by using phrasal verbs.  Students work individually and do the task.  Students watch the video and work in pairs. They answer the questions and check each other. | | 1 point for each correct answer.  1 point for each correct answer.  Students evaluate each other. | Book, slide  Book, slide, posters  Book, slide, video |
| **The end of the lesson – 10 min** | Reflection. (5 min)  Teacher asks students to make sentences by using these beginnings:   * I liked ….. * I understood that ….. * I didn’t understand ……. * I didn’t like …..   Hometask. (5 min)  Exercise 6 on page 4 and Exercises 1, 2, 3 and 4 on page 7 of the Workbook for homework. | | Students revise the lesson and complete the sentences. | Students revise the lesson and complete the sentences. | |  | Slide. |

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| Module 1 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 1 *one/ones*. Indefinite pronouns | | | | | |
| Objectives according to the Curriculum | | 7.6.6.1- use a variety of possessive and reflexive pronouns on a growing range of familiar general and curricular topics;  7.4.8.1- use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  Identify indefinite pronouns  **Most learners will be able to:**  • learn *one* and *ones*  • learn indefinite pronouns.  **Some learners will be able to:**  Make sentences using new topic’s vocabulary | | | | | |
| Evaluation criteria | | * Apply some abstract nouns and complex noun phrases in the context * Clarify the meaning of the word in a dictionary or other digital references | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books closed. T offers some pens to a student. Ask: *Which one would you like?*  • Writes the question on the board and underline the word *one*.  • Explains that *one* is a pronoun and that it is used when we wish to avoid repeating a noun (in the example *one* refers to whichever pen would be chosen by the person offered a choice of three). | | students respond to greeting and take their places.  Students answer the questions. Guess the topic of the lesson. | students respond to greeting and take their places.  Students answer the questions. | |  |  |
| **The middle of the lesson – 35 min** | Grammar introduction. (10 min)  Asks students to open their books at page 7.  • Tells students that the example sentences in the box are from the text on page 6.  • Asks students to look back at the text and then copy and complete the sentences.  • Checks answers.  • For further information and additional exercises, students can turn to page 114 of the **Grammar reference** section.  Practice (10 min)  1.3 Refers students to the conversations. To help **weaker students**, completes the first gap with the class as an example.  • Asks students to complete the conversations with *one* or *ones*.  • Plays the recording for students to check their answers.  • Asks students to practice reading the conversations in pairs.  Practice (15 min)  Books closed. T writes the following on the board: *I’d like to live somewhere hot*. Refers students to the underlined word. Explains that it is an example of an indefinite pronoun. Elicits that indefinite pronouns are used to refer to people or things without saying exactly who or what they are.  • Asks students to open their books at page 7.  • Tells students that the example sentences in the table are from the text on page 6.  • Asks students to look back at the text and then copy and complete the sentences.  • Checks answers and then read out the information in the **Get it right!** box.  • For further information and additional exercises, students an turn to page 114 of the **Grammar reference** section. | | Students read and complete the examples and discuss with the teacher. Students swap notebooks and check each other.  Students complete the conversations with *one* or *ones*  Students work in pairs and practice the conversations.  Students work individually and do the tasks. | Students read and complete the examples and discuss with the teacher. Teacher checks their work.  Students can ask teacher to help.  Students work in pairs and practice the conversations.  Students work individually and do the tasks. | | Students evaluate each other  8 points.  1 point for each correct answer.  1 point for each correct answer. | Book  Book, audio  Grammar reference, book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3, 4 and 5 on page 4 of the **Workbook** for homework. | |  |  | |  | Workbook |

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| Module 1 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | A radio interview. Adjectives of feeling | | | | | |
| Objectives according to the Curriculum | | 7.2.2.1- understand with little support most specific information in extended talk on a limited range of general and curricular topics;  7.2.4.1- understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics  7.6.3.1 - use a growing variety of compound adjectives and adjectives as participles;  7.6.12.1- use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • listen to a radio interview  • learn adjectives of feeling  • practice using adverbs of feeling in a conversation  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify facts and details in extended talks with little support * Recognize the content of an extended conversation using some supporting information * Apply the rule for compound adjectives and adjectives as participles in practice * Apply regular and irregular adverbs and comparative degree structures accurately | | | | | |
| Level of thinking skills | | High order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books closed. T puts students into pairs and asks them to tell one another about the best school trip they have been on. | | students respond to greeting and take their places.  Students discuss in pairs | students respond to greeting and take their places.  Students discuss in pairs and work with stronger students | |  | Slide |
| **The middle of the lesson – 35 min** | Listening time (10 min)  T asks students to open their books at page 8.  • Refers students to the photos.  • Puts students into pairs to answer the questions.  LISTENING 1.4 Tells students they are going to listen to young people talking about school trips.  • Plays the recording for students to check their ideas from Exercise 1. Plays the recording again.  • Asks students to listen and work alone to answer the questions.  • Checks answers.  Practice. (15 min)  Adjectives of feeling.  LISTENING 1.5  Puts students into pairs to match the pictures with the adjectives in the box.  • Plays the recording for students to listen, checks their answers and repeats the words.  Word stress (10 min)  1 • Explains that words of more than one syllable carry the main stress on one of those syllables.  • Asks students to open their books at page 112.  • Refers students to the stress patterns.  • Puts students into pairs and ask them to complete the table with the adjectives on page 8. | | Students work with photos and discuss. Then they work in pairs and answer the questions.  Students do listening task individually.  Students work in pairs and match the pictures with the adjectives.  Students do the task individually first, then they work in pairs and follow the instructions | Students work with photos and discuss. Then they work in pairs and answer the questions.  Students do listening task individually.  Students work in pairs and match the pictures with the adjectives.  Students do the task individually first, then they work in pairs and follow the instructions | | 1 point for each correct answer.  9 points.  1 point for each correct answer.  Teacher evaluates “good job”, “try again” etc. | Book, audio, slide  Book,  Audio  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3 and 4 on page 5 of the Workbook for homework. | |  |  | |  | Workbook |

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| Module 1 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 2 too + adjective, adjective + enough | | | | | |
| Objectives according to the Curriculum | | 7.6.3.1 - use a growing variety of compound adjectives and adjectives as participles;  7.6.5.1- use questions which include a variety of different tense on a range of familiar general and curricular topics;  7.6.12.1- use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  • learn too + adjective with some help  • learn (not) adjective + enough with some help  **Most learners will be able to:**  • learn too + adjective  • learn (not) adjective + enough  **Some learners will be able to:**  • make sentences according to the grammar topic. | | | | | |
| Evaluation criteria | | * Apply the rule for compound adjectives and adjectives as participles in practice * Differentiate between possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves * Apply regular and irregular adverbs and comparative degree structures accurately | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  **•** Books closed. T asks students what they think of the temperature in the room and then ask: *Is it too hot or too cold?*  • Checks students understanding of too. | | students respond to greeting and take their places.  Students answer the questions | students respond to greeting and take their places.  Students answer the questions | |  | Slide |
| **The middle of the lesson – 35 min** | Vocabulary (5 min)  T asks students to open their books at page 9.  • Puts the words that students will need to complete the sentence on the board.  • Students work alone to copy the sentences into their  notebook and complete them.  • Checks answers.  • For further information and additional exercises, students can turn to page 114 of the Grammar reference section.  Pair work (10 min)  Reads out the example.  • T puts students into pairs to complete the remaining sentences with *too + adjective + infinitive*. Points out that the infinitive must be used with *to*. We can say *It’s too cold to swim but not It’s too cold swim.*  • Checks answers.  Grammar time. (10 min)  *(not) adjective + enough*  3 • Books closed. T writes *enough* on the board and reminds students of how this word is used as a determiner with nouns, e.g. I’ve got enough time. We haven’t got enough milk.  • Tells students that they are going to look at the use of  *enough* as an adverb, e.g. Are you old enough to drive?  • Asks students to open their books at page 9.  • Refers to the example sentences and explain that they are from the listening on page 8. Puts the words that students will need to complete the sentence on the board.  • Students work alone to copy the sentences into their  notebook and complete them.  Checks answers.  • For further information and additional exercises, students can turn to page 114 of the Grammar reference section.  Practice time (5 min)  Asks a student to read out the example.  • Puts students into pairs and ask them to complete the remaining sentences with (not) adjective + enough.  • Checks answers.  Practice time (5 min)  T reads out the example.  • Puts students into pairs to order the words to make  questions. | | Students complete the sentences and write them down.  Students work in pairs.  Students do the teacher’s instruction and work with books.  Students work in pairs and complete the sentences using the given grammar.  Students work in pairs and complete the sentences using the given grammar. | Students complete the sentences and write them down.  Students work in pairs with stronger students.  Students do the teacher’s instruction and work with books.  Students work in pairs and complete the sentences using the given grammar.  Students work in pairs and make questions | | 1 point for each correct answer.  Students evaluate each other.  1 point for each correct answer.  1 point for each correct answer  1 point for each correct answer. | Book, slide  Book, slide  Book, slide  Book  Book |
| **The end of the lesson – 5 min** | Assessment while the lesson:  Evaluation of the lesson by means of oral feedback from students – thumbs up or down.  Teacher asks guiding questions to less able students  Homework. (5 min)  Exercises 1, 2, 3, 4 and 5 on page 6 of the  Workbook for homework. | |  |  | |  | Book |

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| Module 1 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | A Punkin Chunkin! competition | | | | | |
| Objectives according to the Curriculum | | 7.2.2.1- understand with little support most specific information in extended talk on a limited range of general and curricular topics;  7.2.4.1- understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics  7.1.9.1- use imagination to express thoughts, ideas, experiences and feelings  7.4.7.1- recognize typical features at word, sentence and text level in a range of written genres | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  • watch a video about a pumpkin competition  **Most learners will be able to:**  • watch a video about a pumpkin competition  • write and talk about an unusual competition with some support  **Some learners will be able to:**  • write and talk about an unusual competition without support | | | | | |
| Evaluation criteria | | * Identify facts and details in extended talks with little support * Recognize the content of an extended conversation using some supporting information * Convey fantasy ideas including emotions and senses * Identify the correct form of a word, appropriate sentence structure and text layout | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books closed. T draws a picture of a pumpkin on the board to elicit the word from the class.  **Background**  Punkin is an informal variant of the word pumpkin. Chunkin  is used in the title of the competition rather than chucking (an informal alternative to throwing) in order to rhyme with punkin | | students respond to greeting and take their places.  Students guess the title of the topic according to answers and pictures | students respond to greeting and take their places.  Students guess the title of the topic according to answers and pictures | |  |  |
| **The middle of the lesson – 35 min** | Pair work (10 min)  T asks students to open their books at page 10 and look at the photos.  • Puts students into pairs to answer the questions. Students may struggle to think of any other uses for pumpkins. If necessary, you could suggest some such as play football with them, throw them, paint them.  • Checks answers.  **Background**  Bridgeville is a town in the US state of Delaware. Delaware is located in the northeast of the country, in an area known as the Mid-Atlantic states.  Video time (10 min)  • Writes Punkin Chunkin on the board and explain that it is the name of a festival in a place called Bridgeville in the USA.  • Reads out the question and then put students into pairs to answer it.  • Does not confirm or reject students’ ideas at this point.  Students will check their answers in Exercise 3.  VIDEO 1.2 Plays the video for students to check their answers to Exercise 2.  Refers students to the words in the box. Checks that they understand that the verb chuck is an informal word meaning throw, and that the noun mess refers to an untidy  place, e.g. Your bedroom is a mess.  • Puts students into pairs to complete the text about the Punkin Chunkin festival with the words from the box.  • Checks answers.  Pair work. (5 min)  Puts students into pairs to choose the correct answers in  each sentence.  • Plays the video again for students to check their answers.  Optional activity (10 min)  • T asks students to use their smartphones to research unusual competitions or festivals online. Examples of festivals that students might research include the Cooper’s Hill Cheese-Rolling and Wake in England, the São João festival in Portugal.  • Students should find out the following information: what the festival is called, what it celebrates, what visitors to it can do, how long it lasts, and where it takes place.  • Students can tell their partner what they find out. | | Students work in pairs and answer the questions.  Students watch the video and answer the questions  Students work in pairs.  Students work with the Internet resources and find the extra information | Students work in pairs and answer the questions.  Students watch the video and answer the questions  Students work in pairs.  Students work with the Internet resources and find the extra information | | “thumb up - evaluation”  1 point for each correct answer.  Students evaluate each other | Book, slide  Book, slide, video  Book, video  Internet resources |
| **The end of the lesson – 5 min** | Homework. (5 min)  For homework, students make a poster to advertise the competition they invented in Exercise 6. | |  |  | |  |  |

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| Module 1 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | April Fools’ Day | | | | | |
| Objectives according to the Curriculum | | 7.4.2.1- understand specific information and detail in texts on a range of familiar general and curricular topics;  7.4.7.1- recognize typical features at word, sentence and text level in a range of written genres;  7.4.8.1- use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding  7.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  • read an article about April Fools’ Day with support  **Most learners will be able to:**  • read an article about April Fools’ Day  • learn about making nouns from verbs  • talk about practical jokes to fool people on April Fools’ Day with some support  **Some learners will be able to:**  • talk about practical jokes to fool people on April Fools’ Day without support | | | | | |
| Evaluation criteria | | * Identify details in a text with little support * Identify the correct form of a word, appropriate sentence structure and text layout * Clarify the meaning of the word in a dictionary or other digital references * Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books closed. T introduces the idea of fooling people by telling students a story, making them believe it, and then telling them that he made the story up and that it is not true. This story can be anything, but it could perhaps be related to English, e.g. the spelling of English words is to be changed.  • Writes he’s a fool and I fooled you on the board. | | students respond to greeting and take their places.  Students work with teacher on the story | students respond to greeting and take their places.  Students work with teacher on the story | |  |  |
| **The middle of the lesson – 35 min** | Pair work ( 15 min)  Asks students to open their books at page 11 and do the quiz about April Fools’ Day in pairs.  • Asks students to read the article to check their answers to Exercise 1.  • Tells students that after you have played a joke on someone on April Fools’ Day and you want them to realize what has happened, you say April Fool!  • Reads out the information about an Internet search engine joke in the FACT! box. Asks students which search engine they think was responsible for the joke. (Answer: Google was the search engine in question and the service was called Google Nose).  Practice (30 min)  Reads out the example sentence. Reminds students the form of verbs, which is formed by adding -ing to the verb, is used when the noun is the subject of the sentence, e.g. we say *Playing jokes is popular not Play jokes is popular*. Tells students to note the use of a singular rather than plural verb.  • Puts students into pairs to complete the remaining sentences by using the -ing form of the words in the box. Reminds students that verbs ending in -e such as have, take and use, lose the -e in the -ing form and are spelt having, taking, using.  • To extend the work on the vocabulary, could ask students to turn to the Vocabulary bank on page 122 and do the exercises for Explore making nouns from verbs. | | Students work in pairs and do the quiz. Then students respond to teacher’s questions  Students revise grammar with their teacher.  Students work in pairs and complete the sentences.  Students work with vocabulary | Students work in pairs with stronger students. Then students respond to teacher’s questions  Students revise grammar with their teacher.  Students work in pairs and complete the sentences.  Students work with vocabulary | | Students evaluate each other.  6 points.  1 point for each correct answer. | Book, slide, Internet Resources  Book, slide, |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercise 6 on page 6 of the Workbook for homework. Asks students to look up more examples of famous April Fools’ jokes. At the beginning of the next lesson, students can tell each other the jokes they found out about. | |  |  | |  |  |
| Module 1 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | How do you celebrate your birthday? | | | | | |
| Objectives according to the Curriculum | | 7.2.2.1- understand with little support most specific information in extended talk on a limited range of general and curricular topics;  7.2.4.1- understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics  7.3.6.1- begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  7.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  • watch teenagers talking about how they celebrate their birthday  **Most learners will be able to:**  • watch teenagers talking about how they celebrate their birthday  • listen to a conversation about what to do for a birthday  • practice suggesting ideas and responding to suggestions  **Some learners will be able to:**  • practice suggesting ideas and responding to suggestions without any support | | | | | |
| Evaluation criteria | | * Identify facts and details in extended talks with little support * Recognize the content of an extended conversation using some supporting information * Interact in a pair, group and a whole class work presenting * Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books closed. T writes *birthdays* on the board. Elicits examples of things people usually do to celebrate their birthdays, e.g. have a party, go out for a meal, go to the cinema, do a group activity such as bowling.  • Tells students how he likes to celebrate his birthday. | | students respond to greeting and take their places.  Students discuss the new topic with each other. | students respond to greeting and take their places.  Students discuss the new topic with each other. | | Students evaluate and correct each other | Book, slide |
| **The middle of the lesson – 35 min** | Video (10 min)  1.3 Asks students to open their books at page 12.  • Tells students they are going to watch some teenagers answering the following question: How do you celebrate your birthday?  • Refers students to the questions.  • Plays the video.  • Students work alone to answer the questions. They can compare answers in pairs before you check answers with the class.  Listening preparation (15 min)  Puts students into pairs to ask and answer the question.  Encourages them to ask additional questions and to develop a conversation.  • Asks some students to report back to the class on what their  partner said.  Listening  1.6 Tells students they are going to listen to Paul and Molly talking about a birthday celebration.  • Reads out the question.  • Plays the recording.  • Students listen and answer the question.  • Checks answer.  **Listening (10 min)**  1.6 Refers students to the phrases in the Useful language box.  • Checks students’ understanding of the language.  • Asks stronger students to try to complete the gaps in the conversation without looking back at the phrases in the Useful language box.  • Plays the recording for students to check their answers. | | Students answer the questions and watch the video  Students work in pairs and make a dialogue by asking and answering questions  Students listen to the task and answer the questions.  Students can work alone to complete the conversation using the phrases in the Useful language box. | Students answer the questions and watch the video  Students work in pairs and make a dialogue by asking and answering questions  Students listen to the task and answer the questions.  Students can work alone to complete the conversation using the phrases in the Useful language box. | | 6 points.  1 point for each correct answer.  Students evaluate each other  1 point for each correct answer | Book, video  Book, slide, audio  Book, slide, audio  Book, slide, audio |
| **The end of the lesson – 5 min** | Homework (5 min)  Asks students to find out about places in or near their town or city where they can do similar activities to the ones which feature in Exercise 6. Students can share what they find out with a partner at the beginning of the next lesson. | |  |  | |  | Internet resources |

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| Module 1 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | An e-mail invitation | | | | | |
| Objectives according to the Curriculum | | 7.5.1.1 - plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;  7.5.3.1- write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;  7.5.9.1- punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy punctuate written work at text level on a growing range of familiar general and curricular topics with growing accuracy | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  • read an email invitation with support  **Most learners will be able to:**  • read an email invitation  • learn about the use of referring words to avoid repetition  • write an email invitation to a friend with some support  **Some learners will be able to:**  • write an email invitation to a friend without any support | | | | | |
| Evaluation criteria | | * Plan, write, edit and proofread work at text level * Use punctuation marks correctly | | | | | |
| Level of thinking skills | | High order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books closed. T writes *invitation* on the board.  • Asks: What phrases do we use to invite people to do things?  • Elicits some phrases, e.g. Would you like to …? Do you want to …? How about …? Let’s … Why don’t we …? Also elicits phrases used in responding to invitations, e.g. I’d love to, I can’t, I’m sorry, OK, why not?  • Puts students into pairs and ask them to practise inviting one another to do things. | | students respond to greeting and take their places.  Students are divided into pairs and practice inviting one another to do things. | students respond to greeting and take their places.  Students are divided into pairs and practice inviting one another to do things. | |  | Slide |
| **The middle of the lesson – 35 min** | Reading (10 min)  Asks students to open their books at page 13.  • Asks students to look at the photo, read Sara’s email and say what she is planning to do.  • Checks the answer.  • T could then ask the class what they think of Sara’s plans to celebrate the end of the school year.  Dialogue time (5 min)  Reads out the five questions.  • Gives students time to read Sara’s email again.  • Asks students to work in pairs to answer the question.  • Checks answers.  Useful language section. (5 min)  Reads out the information in the Useful language section.  • Explains that referencing words are used to avoid repetition and that their use makes a piece of writing easier and more enjoyable to read.  • Puts students into pairs to say what each of the words picked out in in Sara’s email in Exercise 1 refers to. Helps weaker students with this exercise by completing the first one with the class as an example.  Vocabulary (5 min)  Reads out the example sentence.  • Puts students into pairs to complete the sentences with suitable reference words. Students should use the example sentences in Exercise 3 to help them.  • This is a difficult exercise. T could help weaker students by putting the reference words that are needed to complete the sentences on the board.  • After T has checked answers, he could go through each sentence in turn and explain, or elicit, the precise meaning of each referencing word. In some items the meaning is clear (e.g. in item 1 it means my homework), whereas in others it’s less immediately obvious (e.g. in item 5 there means at the cinema).  PLAN (10 min)  • Students should do their planning in class. The writing can either be done in class or at home.  • Tells students they are going to write an email invitation. Before students plan what they are going to write, brainstorm examples of celebrations, e.g. anniversaries, parties to celebrate the end of exams or the end of school, weddings.  • Refers students back to the example email in Exercise 1 and the questions in Exercise 2. Students should use this information when working alone to plan the content of their emails.  WRITE  • Tells students to use Sara’s email as a model to follow. Also encourages them to add extra information to their own emails.  • Gives students ten minutes to complete the writing task. Students should write about 100 words.  • Monitors while students are writing. Helps with grammar and vocabulary as necessary.  CHECK  • Tells students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.  • Gives students a few minutes to look through their emails  and check them against the points here.  • Collects students’ stories and mark them. | | Students look at the photo and read an e-mail.  Students work in pairs and make a dialogue.  Students read the section and complete the sentences.  Students do the instructions and work with vocabulary.  Students do their planning in class. | Students look at the photo and read an e-mail.  Students work in pairs and make a dialogue. They are able to ask teacher’s help  Students read the section and complete the sentences.  Students do the instructions and work with vocabulary. They can work in pairs  Students do their planning in class. | | 1 point for each correct answer.  Students evaluate each other  1 point for each correct answer.  1 point for each correct answer.  Teacher controls the process and give directions. | Book, slide  Book  Slide, book  Slide, book  Slide, book |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3, 4 and 5 on page 8 and Exercises 6, 7, 8, 9, 10 and 11 on page 9 of the Workbook for homework.  Asks students to read the following email invitation and complete the accompanying exercises: http://learnenglishteens.britishcouncil.  org/skills/writing-skills-practice/invitation | |  |  | |  |  |
| Module 1 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | CLIL. Functional zones | | | | | |
| Objectives according to the Curriculum | | 7.4.2.1- understand specific information and detail in texts on a range of familiar general and curricular topics;  7.4.8.1- use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding  7.1.8.1- develop intercultural awareness through reading and discussion;  7.1.9.1- use imagination to express thoughts, ideas, experiences and feelings | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn about the different zones within a city  • talk about the functional zones in the nearest city  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify details in a text with little support * Clarify the meaning of the word in a dictionary or other digital references * Raise awareness about cultural diversity through reading and discussion * Convey fantasy ideas including emotions and senses | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. T writes *functions* on the board and then asks students: *What different functions does a city have? Makes sure that students understand that the word function refers to the use or purpose of something.*  • Elicits students’ ideas and put them on the board, e.g. cities provide transport links, are centres for business and entertainment.  • Tells students that the adjectival form of function is functional /ˈfʌŋkʃənəl// and ask students to repeat it after you. | | students respond to greeting and take their places.  Students answer the questions and discuss the topic. | students respond to greeting and take their places.  Students answer the questions and discuss the topic. | |  |  |
| **The middle of the lesson – 35 min** | Introduction (5 min)  Asks students to open their books at page 14 and look at the photos.  • Explains that zone /zəʊn/ is another word for area.  • Puts students into pairs to do the matching exercise.  • Does not confirm or reject students’ ideas at this point as they will check their answers in Exercise 2.  **Listening (5 min)**  1.7 Tells students they are going to read a text about functional zones in cities to check their ideas from Exercise 1.  • Checks answers with the class.  Vocabulary (5 min)  Asks students to use their smartphones to look online for the meaning of any words in the box that they don’t know.  • Puts students into pairs and ask them to complete the table with the words in the box.  • Checks answers as well as the pronunciation of the words in the box  Speaking (10 min)  Reads out the questions.  • Asks students to read the text again and then put them in pairs to answer the questions. Helps weaker students by pointing out that the verb in item 4 suggests that more than one answer is needed here.  • Check answers.  Think-pair-share (5 min)  Puts students into pairs to identify functional zones in their nearest city.  • Asks one member from two or three pairs to share their ideas with the class.  VIDEO (5 min)  1.4 An ancient answer  Sees page 144 for activities you can do with this video. | | Students work with pictures and do the exercises in pairs.  Students follow the instruction.  Students use digital technologies and complete the task.  Students ask and answer the question and help weaker students to complete the task.  Students follow the instructions.  Students watch the video and do the tasks. | Students work with pictures and do the exercises in pairs with stronger students.  Students follow the instruction.  Students use digital technologies and complete the task.  Students ask and answer questions  Students follow the instructions.  Students watch the video and do the tasks. | | Students evaluate each other.  “Thumb up”  1 point for each correct answer.  Students evaluate each other.  1 point for each correct answer.  1 point for each correct answer. | Book, slide  Book  Book, slide, internet resources  Book, slide  Book |
| **The end of the lesson – 5 min** | Homework (5min)  For homework, asks students to write a description of the different functional zones within their city. Students should include the following in the descriptions: the names of the zones, number of people living in each zone, what each particular zone is known for. Collects students’ work in the next  lesson and check it. | |  |  | |  |  |

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| Module 1 Lesson 12 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Hobbies in Kazakhstan | | | | | |
| Objectives according to the Curriculum | | 7.4.2.1- understand specific information and detail in texts on a range of familiar general and curricular topics;  7.4.7.1- recognize typical features at word, sentence and text level in a range of written genres;  7.4.8.1- use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  • read an email about popular hobbies in Kazakhstan  **Most learners will be able to:**  • answer comprehension questions about the e-mail  **Some learners will be able to:**  • talk about the most and least popular hobbies in the class | | | | | |
| Evaluation criteria | | * Identify details in a text with little support * Identify the correct form of a word, appropriate sentence structure and text layout * Clarify the meaning of the word in a dictionary or other digital references | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  T elicits some common hobbies and then asks students to talk about their hobbies in pairs.  • Asks two or three students to report back to the class on the hobbies their partner enjoys doing, e.g. Nurlan likes playing computer games, reading fantasy novels and swimming.  Background  Folk music is the traditional music of a particular country or group of people. The songs that form part of a particular folk music tradition are passed from one generation to the next, and  the authors of those songs are usually unknown. The word folk itself means people | | students respond to greeting and take their places.  Students talk about their hobbies in pairs. | students respond to greeting and take their places.  Students talk about their hobbies in pairs. | |  |  |
| **The middle of the lesson – 35 min** | Reading (15 min)  • Checks students’ understanding of the following vocabulary: *to note something, warriors*. Notes that the noun *warrior* tends to be used for a soldier from the past, e.g. Mythology is full of stories of great battles and warriors.  • Asks students to work alone to read the text and answer the questions.  • Students can compare answers in pairs before T checks answers with the class.  • To extend the work on the email, puts students into pairs and asks them whether have similar interests to Alina. (Alina enjoys folk music, singing, practicing to be an akyn, watching her country compete at the Olympics, and doing judo).  Additional activity (20 min)  • Does a survey to find out which hobbies are the most and least popular with the class.  • Once he has found out the most and least popular hobbies, T elicits reasons from the class, e.g*. I love playing football because it gets me out in the fresh air and keeps me fit. I don’t like watching TV because it makes me feel tired and lazy.* | | Students read the test and answer the questions.  Students do the survey and talk about hobbies. | Students read the test and answer the questions.  Students do the survey and talk about hobbies. | | Teacher evaluates students by giving them “smiles-stickers”  Students evaluate each other. | Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, asks students to write a response to Alina’s email. They should express interest in Alina’s hobbies and give their own view about things such as folk music and watching the Olympic Games. | |  |  | |  |  |