**Lesson plan for the 7th Grades**

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| Module 2 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Communication | | | | | |
| Objectives according to the Curriculum | | 7.3.2.1- ask complex questions to get information about a limited range of general topics and some curricular topics;  7.2.3.1- understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics  7.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  • learn vocabulary for different forms of communication.  **Most learners will be able to:**  • listen to a conversation about how people communicate.  • talk about the different ways you communicate.  **Some learners will be able to:**  • talk about the different ways you communicate. | | | | | |
| Evaluation criteria | | * Make up complex interrogative sentences to get information about the topic * Figure out the content of a conversation with some support in extended talk * Identify facts and details in extended talks with little support | | | | | |
| 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. Elicit the different ways in which we communicate in the modern world, e.g. text, Tweet, email, Skype™.  • Ask: *What is the most popular way of communicating among*  *you and your friends?*  • Put students into pairs to ask and answer the question.  • Ask some students to report back to the class on what their  partner said.  Background  Twitter is a microblogging site, founded in 2006, which allows its users to post messages of 140 characters or fewer. Messages sent on Twitter are called Tweets. Skype™, which allows users to make free online calls, was set up in 2003. It is currently owned by Microsoft. | | 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. | | **1 point for each correct answer.** |  |
| **The middle of the lesson – 35 min** | Listening (5 min)  1.8 Ask students to open their books at page 17.  • Focus students’ attention on the photos and the words in the box.  • Play the recording for students to listen, check their answers and repeat the words.  Pair work (5 min)  • Put students into pairs and ask them to take it in turns to describe one of the forms of communication in Exercise 1 for their partner to guess:  Student A: You send them on your phone.  Student B: Text message.  Group work (10 min)  • Remind students which three forms of communication were not pictured in Exercise 1.  • Ask students to match these forms of communication with the definitions.  Matching (5 min)  Tell students that the comments are examples of the forms of communication in the box in Exercise 1.  • Ask students to match the comments with the correct communication forms.  Listening (5 min)  1.9 Tell students they are going to listen to a conversation about forms of communication.  • Play the recording.  Practice (5 min)  Ask students to work alone to order the forms of communication in Exercise 1 according to how often they use them.  • Put students into pairs to compare their answers to Exercise 4.  • Students can then work alone to complete the quiz before comparing their answers with a partner.  • Ask some students to tell the class about the form of communication that their partner prefers.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 123 and complete the exercises for Communication. | | Students match the forms of communication in the box with the correct photos.  Students work in pairs and do the task.  Students work in groups and complete the task.  Students match the comments with the correct communication form.  Students listen and make a note of which forms of  communication in the box in Exercise 1 are referred to in the conversation.  Students work individually and complete the tasks. | Students match the forms of communication in the box with the correct photos.  Students work in pairs and do the task.  Students work in groups with stronger students and complete the task.  Students match the comments with the correct communication form.  Students listen and make a note of which forms of  communication in the box in Exercise 1 are referred to in the conversation.  Students work individually and complete the tasks. | | 1 point for each correct answer.  Students evaluate each other.  1 point for each correct answer.  “thumb up”  1 point for each correct answer.  1 point for each correct answer. | Book, slide, audio  Book, slide  Book, slide  Book  Book, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3 and 4 on page 13 of the Workbook for homework. | |  |  | |  |  |

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| Module 2 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | How do you communicate | | | | | |
| Objectives according to the Curriculum | | 7.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;  7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics;  7.3.2.1- ask complex questions to get information about a limited range of general topics and some curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  • read and do a survey about how teens communicate.  **Most learners will be able to:**  • learn communication collocations.  **Some learners will be able to:**  • talk about how their friends communicate. | | | | | |
| Evaluation criteria | | * Identify facts and details in extended talks with little support * Read and identify the main idea in the text * Make up complex interrogative sentences to get information about the topic | | | | | |
| 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. Write *Facebook* on the board.  • Put students into small groups and ask them to brainstorm everything they know about the social networking website, e.g. where and when it was set up, who set it up, what the site is used for or how many people use it around the world.  • Ask one student from each group to report back to the class  Background  Facebook was set up in 2004 by five students at Harvard University and soon became the pre-eminent social network. One of its founders, Mark Zuckerberg, is the company’s chairman and CEO, and one of the most celebrated figures of the digital revolution | | students respond to greeting and take their places.  Students work in groups and brainstorm about social networking website. | students respond to greeting and take their places.  Students work in groups and brainstorm about social networking website. | | **Students evaluate each other.** | Internet resources |
| **The middle of the lesson – 35 min** | Speaking (5 min)  Ask students to open their books at page 18 and look at the photo.  • Put students into pairs to answer the question.  • Ask some students to report back to the class on what their partner said.  • As preparation for the reading exercises which follow, test students on the communication vocabulary introduced on page 18.  Practice (5 min)  Read out phrases a–c and check students’ understanding of face-to-face (a common phrase which means directly, in person, e.g. I’d rather talk to you face-to-face than on the phone).  • Ask students to read the introduction to an online survey and say which of the three subjects the survey is about.  • Refer students to the information in the FACT! box. Ask: Do you know anyone who doesn’t have a Facebook account?  Survey (5 min)  Ask students to read the survey.  • Put students into pairs to answer the questions and read the results.  • Find out which students are Mostly A, which Mostly B, and which Mostly C.  • Students could then ask you the questions in the survey.  Communication (10 min)  • Refer students to the phrases in the box. Drill the pronunciation.  • Match the first phrase with its definition as an example.  • Ask students to work alone to complete the exercise. Help weaker students by giving them a translation in their own language of the phrases in the box.  • Check answers.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 123 and do the exercises for Explore communication collocations.  Practice (10 min)  Read out the four statements and check that students understand them.  • To provide students with a model to follow, tell them your views about these statements and explain why you hold them.  • Point out that there are no right answers in this exercise, but that it offers students a chance to express their personal opinions.  • Put students into pairs to say whether they agree or disagree with the statements. | | Students work with pictures and with the class.  Students do the task and check each other.  Students answer the questions and read the results in pairs.  Students work individually and complete the exercise.  Students refer to the statements and discuss. | Students work with pictures and with the class.  Students do the task and check each other.  Students answer the questions and read the results in pairs.  Students work individually and complete the exercise.  Students refer to the statements and discuss. | | 1 point for each correct answer.  Self-evaluation  1 point for each correct answer.  Self-evaluation  1 point for each correct answer. | Book, photo, slide  Book, slide  Survey, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3, 4 and 5 on page 17 of the Workbook for homework.  Students can also find out which are the top three social networks among their family and friends. | | Students can share what they find out with their partner at the beginning of the next lesson. | Students can share what they find out with their partner at the beginning of the next lesson. | |  |  |

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| Module 2 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | |  | | | | | |
| Objectives according to the Curriculum | | 7.6.7.1- use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics;  7.2.5.1- recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.2.6.1- deduce meaning from context with little support in extended talk on a limited range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn the present perfect for indefinite past time  • learn difference between been and gone  • ask and answer questions using the present perfect  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Form simple perfect forms for recent, indefinite and unfinished past actions * Identify the position of speakers in an extended talk with some support * Recognize detailed information in a short conversation with some support | | | | | |
| 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. On the board write: *Maya has been to lots of concerts.*  • Ask: When did Maya go to them? Elicit that she went in the past. Ask Do we know exactly when Maya went to the concerts? Elicit the answer (no).  • Elicit that the sentence on the board is in the present perfect. | | students respond to greeting and take their places.  Students answer the questions. | students respond to greeting and take their places.  Students answer the questions. | |  |  |
| **The middle of the lesson – 35 min** | Practice. (5 min)  • Ask students to open their books at page 19.  • Tell students that the example sentences are from the text on page 18.  • Ask students to work alone to complete the sentences using the present perfect.  • Put students into pairs to compare their answers.  • For further information and additional exercises, students can turn to page 115 of the Grammar reference section.  Grammar practice. (10 min)  Ask a student to read out the example sentence. Remind students they need to use the present perfect.  • Put students into pairs to complete the remaining sentences.  • Check answer and then go through the information in the Get it right! box. Elicit further example sentences with *been* and *gone* to test students’ understanding of the difference between the two verbs.  Vocabulary and grammar (5 min)  Read out the words in the box and the example sentence.  • Remind students they should use the present perfect and that they are all irregular verbs.  • Put students into pairs. Pair stronger students with weaker students for this task.  • Check answers.  Listening 1.10 (5 min)  Play the recording for students to listen and check their answers to Exercise 4.  Video (10 min)  You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.  2.1 Social networks  • Ask: What social network sites do you use? Put students into pairs to ask and answer the question.  • Read out the information about the video.  • Play the video.  • Students watch it and answer the two remaining questions.  • Check answers.  • Then ask students: Is friendship online the same as friendship offline?  • See page 138 for further activities you can do with this video. | | Students work in pairs and compare their answers.  Students work in pairs and complete the sentences.  Students use the present perfect to complete the task.  Students listen to the audio and answer the questions.  Students watch the video and work in pairs. | Students work in pairs and compare their answers.  Students work in pairs and complete the sentences.  Students use the present perfect to complete the task.  Students listen to the audio and answer the questions.  Students watch the video and work in pairs. | | Students evaluate each other.  1 point for each correct answer.  1 point for each correct answer.  1 point for each correct answer. | Book  Book, slide  Book, dictionaries  Book, audio |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3, 4 and 5 on page 14 of the Workbook for homework. | |  |  | |  |  |

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| Module 2 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Communication verbs. Short conversations | | | | | |
| Objectives according to the Curriculum | | 7.1.7.1- develop and sustain a consistent argument when speaking or writing;  7.1.8.1- develop intercultural awareness through reading and discussion;  7.2.7.1-begin to recognize typical features at word, sentence and text level of a limited range of spoken genres;  7.2.8.1- understand supported narratives on a wide range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  • learn communication verbs.  **Most learners will be able to:**  • talk about communicating with others.  • listen to conversations about relationships.  **Some learners will be able to:**  • talk about communicating without any support | | | | | |
| Evaluation criteria | | * Make an argument and evolve reasoning while speaking * Raise awareness about cultural diversity through reading and discussion * Identify the correct form of a word, appropriate sentence structure and text layout * Figure out the content of a conversation with some support in extended talk | | | | | |
| 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. Tell students you have broken your friend’s smartphone by accident. You are worried he will be very angry with you and not listen to what you have to say.  • Explain that this is an example of a communication problem. Ask: What should I do? Elicit students’ ideas. | | students respond to greeting and take their places.  Students listen to the teacher and suggest solutions. | students respond to greeting and take their places.  Students listen to the teacher and suggest solutions. | | Students evaluate each other. |  |
| **The middle of the lesson – 35 min** | LISTENING 1.11 (5 min)  Ask students to open their books at page 20.  • Elicit the meanings of all the verbs in the box as a whole class activity.  • Ask students to complete the sentences with the correct forms of the communication verbs.  • Play the recording for students to listen, check their answers and repeat.  • Pay particular attention to the pronunciation of *boast* /bəʊst/, *argue* /ˈɑːgjuː/ and *shout* /ʃaʊt/.  Speaking (10 min)  Give students time to think of which three situations they would like to talk about.  • This exercise asks students about events which may have caused them distress, so let them know they don’t have to say any more than they wish to.  Practice (10 min)  • Put students into pairs to tell each other about the three situations they chose in Exercise 2.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 123 and complete the exercises for Communication verbs.  LISTENING 1.12 (10 min)  Tell students they are going to listen to four conversations.  • Play the recording for students to listen and match the photos in Exercise 4 with the conversations.  Play the recording again.  • Students listen and answer the questions. | | Students complete the sentences with the correct forms of the communication verbs.  Students listen and complete the task.  Students work in pairs and talk on the topic.  Students work in pairs and discuss the topic using appropriate vocabulary.  Students listen to the task and match the photos with the conversations. | Students complete the sentences with the correct forms of the communication verbs.  Students listen and complete the task.  Students work in pairs and talk on the topic.  Students work in pairs and discuss the topic using appropriate vocabulary.  Students listen to the task and match the photos with the conversations. | | 1 point for each correct answer.  Teacher evaluates students and help them if needed.  Students create a FA and evaluate each other.  1 point for each correct answer. | Book, audio  Book, slide  Book  Book, audio |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercises 1, 2, 3 and 4 on page 15 of the Workbook for homework | |  |  | |  |  |

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| Module 2 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 2 First conditional + *may/might, be able* | | | | | |
| Objectives according to the Curriculum | | 7.6.17.1- use if / unless in first conditional clauses; use defining relative clauses with which who that where on a wide range of familiar general and curricular topics  7.3.8.1- recount some extended stories and events on a growing range of general and curricular topics  7.3.3.1- give an opinion at discourse level on a growing range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  • to talk about possible future situations in their life.  **Most learners will be able to:**  • learn the first conditional with may/might, be able to.  **Some learners will be able to:**  • to make sentences with the first condition | | | | | |
| Evaluation criteria | | * Differentiate between if/unless in first conditional clauses; between defining relative clauses with which who that and where * Retell extended stories and episodes on a given topic * Provide a point of view in conversations and discussions | | | | | |
| 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. Write the following on the board: *If I go to New York on holiday, …* introduce ways of finishing the sentence and write them on the board, e.g. I’ll see the Statue of Liberty or I’ll visit the Museum of Modern Art.  • Explain that the sentences are examples of the first conditional.  • Ask: *When will I see the Statue of Liberty?* (Answer: If I go to New York.)  • Explain that one action can’t happen without the other. | | students respond to greeting and take their places.  Students listen to the teacher’s instruction. | students respond to greeting and take their places.  Students listen to the teacher’s instruction. | |  |  |
| **The middle of the lesson – 35 min** | Practice. (10 min)  • Ask students to open their books at page 21.  • Tell students that the example sentences are from the listening on page 20.  • Give out photocopies of the audioscript, which students can use to help them complete the sentences.  Complete the first sentence with the class.  • Ask students to complete the remaining sentences with the expressions in the box. Pair stronger and weaker students together. Check answers with the class.  Rules (5 min)  Ask students to read and complete the rules.  • Check the answers.  • Read out the information in the Get it right! box.  • For further information and additional exercises, students can turn to page 115 of the Grammar reference section.  INTONATION IN FIRST CONDITIONAL SENTENCES (10 min)  1. 2.40 Ask students to turn to page 112.  • Play the recording.  2. 2.41 Play the recording for students to mark the intonation patterns on the stressed words in the sentences.  3. 2.41 Play the recording for students to check their answers to Exercise 2.  4. Ask students to work in pairs to practise saying the sentences in Exercise 2. Monitor while students do this, checking that they use the correct intonation patterns.  YOUR TURN (5 min)  • Give students time to read through the incomplete sentences and then ask them to work alone to complete the sentences.  • Put students into pairs to compare their sentences they wrote in Exercise 6.  • Ask some students to tell the class some interesting things their partner told them.  Game (5 min)  • Play Expanding Sentences to practise the first conditional.  • See Games Bank on page 28. | | Students use the given audioscript and complete the tasks.  Students complete the sentences in pairs with weaker students  Students read and complete the task.  Students listen and repeat the sentences.  Students work in pairs and complete the task | Students use the given audioscript and complete the tasks.  Students complete the sentences in pairs with stronger students  Students read and complete the task.  Students listen and repeat the sentences.  Students work in pairs and complete the task | | 1 point for each correct answer  1 point for each correct answer.  “thumb up”  “thumb up” | Book, slide  Book, slide, audio  Book, slide, audio |
| **The end of the lesson – 5 min** | Homework  Exercises 1, 2, 3 and 4 on page 16 of the Workbook for homework | |  |  | |  |  |

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| Module 2 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | The language of future | | | | | |
| Objectives according to the Curriculum | | 7.2.6.1- deduce meaning from context with little support in extended talk on a limited range of general and curricular topics;  7.2.7.1-begin to recognize typical features at word, sentence and text level of a limited range of spoken genres;  7.3.3.1- give an opinion at discourse level on a growing range of general and curricular topics;  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:**  **Most learners will be able to:**  • watch a video about Mandarin Chinese and the growth of China.  • talk about China and their country.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Provide a point of view in conversations and discussions * Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences * Recognize detailed information in a short conversation with some support * 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. Ask: What do you know about China?  • Put students into small groups and ask them to make a list of things they know about China.  • Ask one member of each group to report back to the class. | | students respond to greeting and take their places.  Students task about China in groups | students respond to greeting and take their places.  Students task about China in groups | |  |  |
| **The middle of the lesson – 35 min** | Practice (10 min)  Ask students to open their books at page 22 and look at the photos.  • Put students into pairs to answer the two questions.  • Go through the questions with the class a whole. Do not accept or reject any ideas at this stage as students will watch the video in Exercise 2 to check their answers.  VIDEO 2.2 (10 min)  Play the video for students to check their answers to Exercise 1.  Practice (5 min)  2.2 Focus attention on the numbers in 1–4. Check that students are able to pronounce billion /ˈbɪljən/ and know how to read 40,000 (forty thousand).  • Play the video again for students to note down what these numbers refer to.  • Check answers.  Give students time to read through the sentences and choose the answers.  • Students can compare answers in pairs before you check answers with the class.  VIDEO 2.2 (5 min)  Play the video again for students to check their answers to Exercise 5.  YOUR TURN (5 min)  • Read out the questions.  • Put students into small groups to ask and answer them.  • Ask some students to report back to the class on the answers their partner gave. | | Students work in pairs and answer the questions.  Students watch the video and check the answers.  Students follow the instruction  Students work in pairs.  Students work in small groups and make dialogue. | Students work in pairs and answer the questions.  Students watch the video and check the answers.  Students follow the instruction  Students work in pairs.  Students work in small groups and make dialogue. | | “Thumb up”  1 point for each correct answer.  1 point for each correct answer.  1 point for each correct answer. | Book, slide  Book, slide, video  Book, slide, video  Book, slide, |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students can learn some basic Mandarin with this short BBC course:  <http://www>.bbc.co.uk/languages/chinese/real\_chinese/ | |  |  | |  |  |

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| Module 2 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | The world of English | | | | | |
| Objectives according to the Curriculum | | 7.3.2.1- ask complex questions to get information about a limited range of general topics and some curricular topics;  7.3.3.1- give an opinion at discourse level on a growing range of general and curricular topics;  7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics;  7.4.3.1- understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an article about the English language.  • talk about their experience of learning English.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Make up complex interrogative sentences to get information about the topic * Provide a point of view in conversations and discussions * Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences * Recognize factual details in a given argument related to the topic | | | | | |
| 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. Put students into small groups and give them 30 seconds to come up with a list of the most widely-spoken languages in the world, e.g. Mandarin Chinese, Spanish, English.  • Put the languages that students come up with on the board and then ask students to name countries where each of those languages is spoken as a first language, e.g. English is spoken in the UK, the USA, Canada, Australia, New Zealand, etc. | | students respond to greeting and take their places.  Students work in pairs and make a list of the most widely-spoken languages in the world. Then they name the countries of these languages. | students respond to greeting and take their places.  Students work in pairs and make a list of the most widely-spoken languages in the world. Then they name the countries of these languages. | | Self-assessment |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  Ask students to open their books at page 23 and look at the pictures.  • Put students into pairs to answer the two questions.  • Check answers.  Reading (10 min)  Read out the question and then ask students to read the article to find the answer to it. Help weaker students by encouraging them to skim the text to look for key words such as *number one, world, language*. Check the answer.  • Read out the information in the FACT! box. Ask students if they think that Mandarin will ever become the world’s lingua franca. You could also ask students if they think that their own language will become the world’s number one language.  Individual work (5 min)  Give students time to read the text again.  • Ask students to work alone to decide whether the statements are true or false. Tell students to correct the false sentences.  • Students can compare answers in pairs before you check answers with the class.  Explore phrasal verbs (10 min)  • Read out the example and test students’ understanding of go up by eliciting example sentences using that particular meaning of the phrasal verb.  • Put students into pairs to complete the rest of the exercise. Encourage students to look at the phrasal verbs in context in the article to help them determine their meaning.  • Check answers.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 123 and do the exercises for Explore phrasal verbs.  YOUR TURN (5 min)  • Ask a student to read out the example sentence.  • Ask them to complete the four sentences with their own ideas.  • Monitor while students write their sentences. Help as necessary.  • Put students into pairs to compare their sentences.  • Ask students to tell the class something they found out about their partner. | | Students work in pairs and answer the questions  Students read the article and do the tasks.  Students work alone and correct the sentences. Then students can compare their answers with each other.  Students may work in pairs and complete the task.  Students work with vocabulary bank and learn new words.  Students make sentences and compare the answers in pairs. | Students work in pairs and answer the questions  Students read the article and do the tasks.  Students work alone and correct the sentences. Then students can compare their answers with each other.  Students may work in pairs and complete the task.  Students work with vocabulary bank and learn new words.  Students make sentences and compare the answers in pairs. | | 1 point for each correct answer.  1 point for each correct answer.  1 point for each correct answer.  1 point for each correct answer.  Students evaluate each other | Book, slide  Book  Book, slide  Book, dictionaries.  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Exercise 5 on page 16 of the Workbook for homework. Ask students to look at the website of polyglot Alex Rawlings: http://rawlangs.com/. Students can watch his videos, read his posts, and see what they think of his approach to language learning. | |  |  | |  |  |

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| Module 2 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Reassuring someone | | | | | |
| Objectives according to the Curriculum | | 7.2.1.1- understand with little support the main points in extended talk on a limited range of general and curricular topics;  7.2.3.1- understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics;  7.2.5.1- recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.2.6.1- deduce meaning from context with little support in extended talk on a limited range of general and curricular topics;  7.2.8.1- understand supported narratives on a wide range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  • talk about class presentations.  **Most learners will be able to:**  • watch teenagers talking about class presentations.  • listen to a girl reassuring her younger sister.  **Some learners will be able to:**  • practice reassuring each other. | | | | | |
| Evaluation criteria | | * Identify the main idea in extended talks with little support * Figure out the content of a conversation with some support in extended talk * Identify the position of speakers in an extended talk with some support * Figure out the content of a conversation with some support in extended talk | | | | | |
| 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. Tell students that your friend is worried about an important exam tomorrow. Explain that you have reassured your friend that everything would be all right. Write reassure someone on the board and explain that the verb means to say something to someone to stop them from worrying about something.  • Elicit any phrases students know for reassuring someone and write them on the board. | | students respond to greeting and take their places.  Students apply their ideas on the topic. | students respond to greeting and take their places.  Students apply their ideas on the topic. | |  |  |
| **The middle of the lesson – 35 min** | REAL TALK: (10 min)  Have you ever given a class presentation?  2.3 Ask students to open their books at page 24 and tell them they are going to watch some teenagers answering the following question: Have you ever given a class presentation?  • Give students some time to read the three questions and then play the video or the recording.  Pair work (5 min)  Put students into pairs to ask and answer the question. Encourage them to ask additional questions, e.g. What was the presentation about? How did you feel before you gave the presentation? Did it go well?  • To extend this, you could then ask the class: What makes a good presentation?  LISTENING 1.13 (5 min)  Tell students they are going to listen to Helen talking to her older sister.  • Play the recording for students to listen and answer the question.  Give students time to look through the gapped conversation.  • Ask students to work alone to complete the conversation with the words in the Useful language box. Stronger students can try to complete the conversation without looking at the phrases in the box.  • Students can compare answers in pairs.  Listening (5 min)  1.13 Play the recording for students to check their answers to Exercise 4.  • Ask students to pay particular attention to the intonation used by the speakers on the recording.  Speaking (10 min)  Ask students to work in pairs to act out the conversation in Exercise 4. They can act it out twice, taking a different part each time. | | Students talk about presentations and their experiences. Students can compare answers in pairs before you check answers with the class.  Students work in pairs and exchange opinions.  Students listen to the recording and answer the questions.  Students listen to the task and complete the sentences.  Students act out the dialogue | Students talk about presentations and their experiences. Students can compare answers in pairs before you check answers with the class.  Students work in pairs and exchange opinions.  Students listen to the recording and answer the questions.  Students listen to the task and complete the sentences.  Students act out the dialogue. Teacher connect weaker students with stronger one. | | Students evaluate each other.  “thumb-up”  1 point for each correct answer  1 point for each correct answer.  Self-evaluation | Book, slide  Book, audio  Book, audio  Book |
| **The end of the lesson – 5 min** | Optional activity (5 min)  • Put students into small groups.  • Ask students to invent a problematic situation such as the ones in Exercise 7.  • Ask a student from each group to read out their problem.  • Put students into pairs.  • Ask them to choose one of the new problems to talk about.  • Students act out a conversation in which one student explains their problem and the other student offers them reassurance. | | Students invent situation and act it out. | Students invent situation and act it out. | | Students evaluate each other. | Book |

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| Module 2 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | An essay writing | | | | | |
| 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;  7.5.5.1- develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics;  7.5.8.1- spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  • read an essay about mobile phones  **Most learners will be able to:**  • learn how to introduce points and arguments in an essay.  • write an essay about social networking with some support  **Some learners will be able to:**  • write an essay about social networking without any support | | | | | |
| Evaluation criteria | | * Plan, write, edit and proofread work at text level * Create discourse with grammatical accuracy * Spell most high-frequency vocabulary 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. Write essay on the board.  • Check students’ understanding of the word and then find out how often they are asked to write essays in school, whether they enjoy writing them, and what makes an essay interesting to read.  Background  An **essay** is a short written composition in which the writer sets out to discuss a particular subject or put forward an argument without going into the detail associated with a formal academic text. | | students respond to greeting and take their places.  Students show their opinion on the word “essay”. | students respond to greeting and take their places.  Students show their opinion on the word “essay”. | |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  Ask students to open their books at page 25.  • Ask students to look at the photo, read the essay and choose the correct title for it.  • Students can compare answers in pairs before you check the answer with the class.  Reading (10 min)  Ask students to read the essay again.  • Put students into pairs to answer the questions.  • Check answers.  • Ask students which of the arguments are the strongest and why.  Read out the information in the Useful language box.  • Ask students to work alone to find four other words or phrases used to introduce arguments in the essay.  • Check answers.  Fast finishers (5 min)  Students can translate the words and phrases in the Useful language box into their own language and write an example sentence in English with each of those words and phrases.  Get writing (15 min)  PLAN  • Students should do their planning in class. The writing can either be done in class or at home.  • Tell students they are going to write an essay about social networking.  • Refer students to the words and phrases in Exercise 4 used to introduce points and arguments and then go through the plan of how to organise information in an essay.  • Point out that the introduction and conclusion should not be too long. The detail should go in the main part of the essay.  • Ask students to work alone to plan their essays.  WRITE  • Tell students to use the essay in Exercise 1 as a model to follow.  • Give students ten minutes to complete the writing task. Students should write about 120 words.  • Monitor while students are writing. Help with grammar and vocabulary as necessary.  • Encourage students to produce at least two drafts of their essay.  CHECK  • Give students a few minutes to look through their essays and check them against the points here.  • Collect students’ essays and mark them. | | Students choose the correct answer and check with each other.  Students read the essay again and answer the questions.  Students do their planning in class. They may ask questions if needed.  Students complete the writing and share their works. | Students choose the correct answer and check with each other.  Students read the essay again and answer the questions.  Students do their planning in class. They may ask questions if needed.  Students complete the writing and share their works. | | 1 point for each correct answer.  1 point for each correct answer.  Teacher guides and evaluates.  Students complete the writing and share their works. | Book, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework. (5 min)  Exercises 1, 2, 3 and 4 on page 18 and Exercises 5, 6, 7, 8, 9, 10 and 11 on page 19 of the Workbook for homework. You can also ask students to write three essay questions related to the theme of technology. Collect these at the start of the next lesson, read them out, and ask students to choose one to write about. Students can then write their new essays for homework to provide them with further practice of the useful language and the essay form. | |  |  | |  |  |

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| Module 2 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | End-of-term test | | | | | |
| Objectives according to the Curriculum | | 7.1.7.1- develop and sustain a consistent argument when speaking or writing;  7.2.7.1-begin to recognize typical features at word, sentence and text level of a limited range of spoken genres;  7.2.5.1- recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.3.2.1- ask complex questions to get information about a limited range of general topics and some curricular topics;  7.4.2.1- understand specific information and detail in texts on a range of familiar general and curricular topics;  7.5.1.1- plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;  7.6.7.1- use a variety of simple perfect forms to express recent, indefinite and unfinished past 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:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Giving each pupil a summative assessment  Checking on general progress and obtaining feedback  Measuring what pupils have learnt  Identification of problem areas | | | | | |
| 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) | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | Revise all the themes of the Units 1-2, answer the students’ questions.  Explain how to work on the tasks, time limits and requirements. | | Students look through units 1-2 and do all the exercises. | Students look through units 1-2 and do all the exercises. | | 1 point for each correct answer. | Book, internet resources |
| **The end of the lesson – 5 min** | Students work on: Language focus, Vocabulary, Useful language, Listening, Reading, Writing. Speaking tests are downloaded separately. | |  |  | |  |  |

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| Module 2 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | CLIL. Early written communication | | | | | |
| Objectives according to the Curriculum | | 7.5.6.1- link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;  7.5.8.1- spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics  7.4.2.1- understand specific information and detail in texts on a range of familiar general and curricular topics;  7.2.5.1- recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • listen to and read about the development of written communication.  • write a short message in pictures.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Use a variety of basic connectors in writing sentences into coherent paragraphs * Spell most high-frequency vocabulary accurately * Identify details in a text with little support * Identify the position of speakers in an extended talk with some support | | | | | |
| 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. Ask: What is an alphabet?  • Elicit students’ ideas. Suggested answer: A set of letters or symbols used to represent sound s in a particular language | | students respond to greeting and take their places.  Students answer the questions. | students respond to greeting and take their places.  Students answer the questions. | |  |  |
| **The middle of the lesson – 35 min** | Practice (10 min)  Ask students to open their books at page 26.  • Read out the questions.  • Ask students to work in pairs to ask and answer them.  LISTENING 1.14 (15 min)  Ask students to read the text to check their answers to Exercise 1.  • Check the pronunciation of *hieroglyphics* /hʌɪrəˈɡlɪfɪks/ and  *papyrus* /pəˈpʌɪrəs/.  • Give students time to read through the statements.  • Students work alone to decide whether the statements are true or false. They should correct the false sentences.  • Check answers.  Vocabulary (10 min)  Give students dictionaries so they can check the meanings of the words in the box.  • Students can work in pairs to complete the text.  1.15 Tell students they are going to listen to a linguist.  • Play the recording for students to listen and decide which of  the subjects the linguist talks about. | | Students work in pairs, they read and answer the questions.  Students listen to the task and complete it.  Students do true/false activity and correct the false statements  Students work with vocabulary | Students work in pairs, they read and answer the questions.  Students listen to the task and complete it.  Students do true/false activity and correct the false statements  Students work with vocabulary | | 1 point for each correct answer.  1 point for each correct sentence  1 point for each correct answer. | Book, slide  Book, slide, audio |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students can do online research about the Rosetta Stone. | |  |  | |  |  |

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| Module 2 Lesson 12 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | EXPO-2017 | | | | | |
| 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;  7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics;  7.3.8.1 Recount some extended stories and events on a growing range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an article about a 2017 international exhibition on alternative energy sources.  • decide if information about the article is true or false.  • talk about ideas for a future expo event.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify details in a text with little support * Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences * Retell extended stories and episodes on a given topic | | | | | |
| 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)  Write *Expo* on the board. Elicit or teach that this is an abbreviation of exposition. Ask students what they know about expos, where previous ones have been held, what their themes have been, etc.  • As students may not know much about these events, you could turn this into a digital activity, asking students to do some research online into which cities have hosted expos.  Background  EXPO is an abbreviation of exposition. It refers to an exhibition which usually has a unifying theme and lasts for anything from a few weeks to a few months. Such exhibitions have been held since the mid-nineteenth century, and tend to be held every three or four years, although expos have also been held in consecutive years or even in the same year. They have been known by a variety of names, such as the great exhibition, world fairs, international expositions or universal expositions | | students respond to greeting and take their places.  Students talk about EXPO and share their ideas on the topic. | students respond to greeting and take their places.  Students talk about EXPO and share their ideas on the topic. | |  |  |
| **The middle of the lesson – 35 min** | Practice (35 min)  Read out the headline and point students to the photo, then ask: What do you think the theme of the 2017 Expo was? Elicit that the photo shows wind turbines or renewable energy. Elicit the idea that new forms of energy are needed to replace our reliance on fossil fuels.  • Check students’ understanding of the following vocabulary:  live sustainably, pavilions, environmentally-friendly, energy-saving technology, decorated, represent, craftsmen, specially designed, spirit, landscape.  • Ask students to work alone to read the text. They can then answer the questions.  When you check the answers, ask students to point out the part of the text which led them to say that each of the statements was either true or false. For example, we know that statement 1 is false because of the sentence ‘the exhibition in Astana lasted from 10th June to 10th September 2017.’  • To extend the work on the text, write the two questions at the beginning of the article on the board. Put students into groups and give them a few minutes to discuss these questions. One person from each group can report their group’s ideas to the class. You can then continue the discussion with the class as a whole. | | Students answer the questions and elicit ideas  Students point out the part of the text which led them to say that each of the statements was either true or false. | Students answer the questions and elicit ideas  Students point out the part of the text which led them to say that each of the statements was either true or false. | | 1 point for each correct answer  1 point for each correct answer | Book, dictionary  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to do some research into something mentioned in the article: the smart city. What is a smart city? Is it really the city of the future? Students can look online to find out more about this. At the beginning of the next lesson, they can share what they found out in groups before you discuss it briefly with the class as a whole. | |  |  | |  |  |