**Lesson plan for the 7th Grades**

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| Module 3 Lesson 1 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | Expressions with *go* |
| Objectives according to the Curriculum | 7.1.6.1- organize and present information clearly to others;7.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics7.2.5.1-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:** • listen to a conversation about summer trips.**Most learners will be able to:**• learn expressions with *go*.**Some learners will be able to:**• talk about a trip to a summer camp. |
| Evaluation criteria | * Demonstrate an ability to organize and express ideas clearly
* Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences
* Identify the position of speakers in an extended talk with some support
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| 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)• T elicits the meaning of *trip*.• Elicits types of trip, e.g. school trip, business trip, skiing trip.• If students don’t come up with it, T introduces the phrase day trip, which refers to going to a place and back in a day, e.g. *We went on a day trip to Cracow.* | students respond to greeting and take their places. | students respond to greeting  |  |  |
| **The middle of the lesson – 35 min** | **Listening (5 min)**1.16 T asks students to open their books at page 31.• Focuses on the photos and the words and phrases in the box.• Puts students into pairs to do the matching exercise.• Tells students that one of the pictures shows some people pulling on a rope. Explains that the contest in which two teams pull different ends of a rope until one wins by pulling the other over a central line is called *tug* of *war* (the verb tug means pull hard.)• Plays the recording for students to listen, checks their answers and repeats the words and phrasesListening (5 min)1.17 T tells students they are going to listen to a conversation between Chloe and Ben.• Plays the recording.• Students listen and answer the question.Practice (10 min)1.17 T asks students to copy the chart into their notebooks.• Plays the recording again.• Students listen and complete the chart.• Checks answers.• T could elicit further examples of the use of the verb *go* with sports, activities and places and put them on the board, e.g. go running, go cycling, go on a trip, go on holiday, go to the beach.Pair work (5 min)• T reads out the three questions.• Puts students into pairs to answer them.• Checks answers.Speaking (10 min)• T asks students to imagine that they went on a summer camp last year.• Gives students time to choose four activities that they did at the camp.• Puts students into pairs to find out the activities by asking Yes/No questions.• To extend the work on the vocabulary, T could ask students to turn to the Vocabulary Bank on page 124 and complete the exercises for Expressions with go. | Students work in pairs to do the matching exercise. Students listen to the conversation and answer the questionsStudents listen to the recording and complete the chartStudents work in pairs and answer the questions.Students work in pairs and practice speaking skills. | Students work in pairs to do the matching exercise.Students listen to the conversation and answer the questionsStudents listen to the recording and complete the chartStudents work in pairs and answer the questions.Students work in pairs and practice speaking skills. | 1 point for each correct answer1 point for each correct answer1 point for each correct answerStudents evaluate each otherStudents evaluate each other | Book, slide, audioBook, audioBook, audio, slideBookBook, slide |
| **The end of the lesson – 5 min** | Homework (5 min)Exercises 1, 2, 3 and 4 on page 23 of the Workbook for homework. |  |  |  |  |

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| Module 3 Lesson 2 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | Life on the waves |
| 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;7.1.9.1 -use imagination to express thoughts, ideas, experiences and feelings7.3.7.1- 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:**• read an advertisement about a sailing trip.• learn words from the text.• talk about when they did something for the first time.**Some learners will be able to:** |
| Evaluation criteria | * Identify details in a text with little support
* Convey fantasy ideas including emotions and senses
* 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/** **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 draws a basic picture of a sailing ship on the board. Elicits the following vocabulary: *to sail, go sailing, sailing ship, sailor.*• If any students have been sailing, they can tell the class a little about their experience.BackgroundA tall ship is a sailing ship with high masts.The Tall Ships Youth Trust was set up in 1956 and is based in the port city of Portsmouth on the south coast of England. | students respond to greeting and take their places.•  | students respond to greeting •  |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)1 • T asks students to open their books at page 32 and look at the photos.• Reads out the two questions. Elicits answers from the class, but does not confirm or reject any ideas at this stage.2 • Asks students to read the text to check their answers to Exercise 1.Reading (10 min)3 • T asks students to read the text again.• Puts students into pairs and asks them to find out what the numbers in the box refer to.• Checks answers with the class and then reads out the information in the FACT! box. Asks: *Would you like to go on a sailing trip with the Tall Ships Youth Trust?*Vocabulary (5 min)4. Explore words in context• T asks students to find the first phrase in the reading text. Elicits the matching definition with the class.• Puts students into pairs to match the remaining words and expressions with the correct definitions, using context to help them. Points out that working out the meaning of new words from their context, rather than simply finding out from a dictionary how the new word translates into your own language, is a very good way of taking a more active role in learning.• Pairs stronger students with weaker students for this task.• Checks answers with the class.Pair work (10 min)• T puts students into pairs.• Asks students to write sentences using the words and phrases in Exercise 4.• Encourages students to use the context in which the words and phrases are found in the article on tall ships to help them write their own sentences.• Monitors while students do this task. Helps as necessary.Your turn (5 min)5 • T reads out the three questions and the example sentence.• Puts students into pairs to ask and answer the questions.• Asks a few students to report back to the class on what their partner said.6 • Reads out the example paragraph.• Gives students five minutes to write their own paragraph about the first time they experienced something.• Monitors while students do this task. Helps with vocabulary as necessary.• Students can read their paragraphs to a partner. | Students work with photos and answer the questionsStudents read the text and do the tasks.Students work in pairs and complete the tasks.Students work in pairsStudents ask and answer the questions in pairs.  | Students work with photos and answer the questionsStudents read the text and do the tasks.Students work in pairs and complete the tasks. Weaker students work with stronger studentsStudents work in pairsStudents ask and answer the questions in pairs. | 1 point for each correct answerStudents evaluate each other1 point for each correct answerStudents evaluate each other1 point for each correct answer | Book, slideBook, slideBook, slideBook, slideBook, slide |
| **The end of the lesson – 5 min** | Homework (5 min)Exercises 1, 2, 3, 4 and 5 on page 27 of the Workbook for homework. Students could design a round-the-world route for the tall ship referred to in the article. While designing the route, students should consider which would be the most interesting places to stop at on the trip. At the beginning of the next lesson, students can compare their routes in pairs. |  |  |  |  |

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| Module 3 Lesson 3 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | Language focus 1 Present Perfect with *still, yet, already, just* |
| Objectives according to the Curriculum | 7.6.9.1- use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar 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;7.3.3.1-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:** **Most learners will be able to:**• learn the present perfect with *still, yet, already* and *just*.• practice asking and answering questions using the present perfect and the four adverbs.**Some learners will be able to:** |
| Evaluation criteria | * Use simple present and past forms including past perfect tenses in active and passive voice
* Make up complex interrogative sentences to get information about the 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/** **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 the following on the board: still, yet, already and just.• Asks students if they can add the words to sentences in the present perfect.• Guides students to correct sentences and shows how the adverbs change the meaning of the sentence. | students respond to greeting and take their places. | students respond to greeting  |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)1 • T asks students to open their books at page 33.• Tells students that the example sentences are from the text on page 32.• Asks students to copy and complete the sentences.• Checks answers.• Asks students to translate still, yet, already and just into their own languages.• For further information and additional exercises, students can turn to page 116 of the Grammar reference section.Pair work (5 min)2 • T reads out the example sentence in the exercise.• Puts students into pairs to complete the remaining sentences.• Supports weaker students by encouraging them to identify the type of sentence they must complete – is it a question or a negative? Students should also use the position of the gap in the sentence to help them decide on the right word.• Checks answers with the class.Individual work (5 min)3 • T asks two students to read out the example question and answer.• Asks students to work alone to complete the dialogues.• Checks answers.• Students can practice reading the dialogues in pairsPair work (10 min)4 1.18 T reads out the example.• Asks students to work in pairs to complete the remaining gaps.• Pairs stronger students with weaker students for this task.• Plays the recording for students to check their answers.5 • T tells students they are going to write five questions of their own to ask their partner. As the aim of the guessing game in Exercise 6 will be to get the most number of yes answers, students should write questions to which they think their partner will respond affirmatively.• Asks students to work alone to write questions using the activities in the box and yet.Video (10 min)T can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.3.2 The age of discovery• T asks: *How many explorers can you name?* Elicits students’ answers and then read out the information about the video. Plays the video.• Students watch it and answer the three questions. T checks answers and then asks students: *What is left to discover in the world?* Page 139 for further activities T can do with this video. | Students copy and complete the sentences and practice grammarStudents work in pairs with weaker students and complete the sentences.Students complete the dialogue and practice in pairs Students work in pairs and practice speaking Students watch the video and answer the questions. Then they check answers with each other | Students copy and complete the sentences and practice grammarStudents work in pairs with stronger students and complete the sentences.Students complete the dialogue and practice in pairsStudents work in pairs and practice speakingStudents watch the video and answer the questions. Then they check answers with each other | 1 point for each correct answer1 point for each correct answerStudents evaluate each other1 point for each correct answer1 point for each correct answer | Book, grammar bankBook, slideBook, slideBook, slide, audioBook, video |
| **The end of the lesson – 5 min** | Homework (5 min)Exercises 1, 2, 3, 4 and 5 on page 24 of the Workbook for homework. |  |  |  |  |

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| Module 3 Lesson 4 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | An interview. Phrasal verbs |
| Objectives according to the Curriculum | 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;7.2.1.1- understand with little support the main points in extended talk on a limited range of general and curricular topics;7.1.6.1- organize and present information clearly to others; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• listen to teenagers talking about a school trip.• learn phrasal verbs.**Some learners will be able to:** |
| Evaluation criteria | * Recognize the content of an extended conversation using some supporting information
* Identify the main idea in extended talks with little support
* Demonstrate an ability to organize and express ideas clearly
 |
| 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 asks students to talk about their last school trip. | students respond to greeting and take their places.•  | students respond to greeting •  |  |  |
| **The middle of the lesson – 35 min** | Brainstorming (5 min)1 • T asks students to open their books at page 34.• Asks students to brainstorm activities the teenagers in the photo might have done in Paris. Checks their ideas.2. **Listening (5 min)**1.19 T tells students they are going to listen to three conversations.• Students listen and choose the best summary.3. 1.19 T gives students time to read the questions.• Plays the recording again. Students listen and answer.Phrasal verbs (10 min)4. 1.20 T puts students into pairs to do the exercise.• Plays the recording for students to listen, check their answers, and repeat.• Checks answers. Reads out the *Get it right*! box.5. T reads out the example sentence.• Asks students to work alone to complete the sentences.Listening (10 min)Consonant to vowel linking. **Listening**1. 2.42 T asks students to turn to page 112.• Plays the recording. Students listen and repeat.2. 2.43 Focuses on the example, showing how consonant at the end of *visited* links to the indefinite article.• Plays the recording for students to mark the links.3. 2.43 Plays the recording for students to check their answers to Exercise 2 and repeat.Vocabulary (5 min)6 • T reads out the example sentences.• Gives students a few minutes to think and make notes.7 • Puts students into pairs to ask and answer questions.• To extend the work on the vocabulary, T could ask students to turn to the Vocabulary Bank on page 124 and do the exercises for Phrasal verbs. | Students work with pictures and share ideasStudents listen to the recording and answer the questionsStudents work in pairs and complete the sentences. Then students check each otherStudents work on pronunciation and mark the linksStudents work in pairs and ask and answer the questions  | Students work with pictures and share ideasStudents listen to the recording and answer the questionsStudents work in pairs and complete the sentences. Then students check each otherStudents work on pronunciation and mark the linksStudents work in pairs and ask and answer the questions | 1 point for each correct answerStudents check each otherTeach evaluates and guides students. 1 point for each correct answer | Book, audio, slideBook, audioBook, slide, audioBook, slide |
| **The end of the lesson – 5 min** | Homework (5 min)Exercises 1, 2, 3 and 4 on page 25 of the Workbook for homework. |  |  |  |  |

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| Module 3 Lesson 5 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | Language focus 2 Present simple passive |
| Objectives according to the Curriculum | 7.6.9.1- use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar 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;7.3.3.1-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:** **Most learners will be able to:**• learn the present simple passive.• learn when to use active voice or passive voice• learn present simple passive question forms**Some learners will be able to:** |
| Evaluation criteria | * Use simple present and past forms including past perfect tenses in active and passive voice
* Make up complex interrogative sentences to get information about the 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/** **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 the following two sentences on the board: *Millions of tourists visit the Eiffel Tower every year. The Eiffel Tower is visited by millions of tourists every year.*• Asks: *What is the difference between the sentences?* Elicits or introduces the idea that the first sentence is an active voice sentence and the second is passive. | students respond to greeting and take their places.• Students answer the questions and guess the topic. | students respond to greeting • Students answer the questions and guess the topic. |  |  |
| **The middle of the lesson – 35 min** | Pair work (5 min)1 • T asks students to open their books at page 35.• Tells students that the gapped sentences are from the listening on page 34.• Puts students into pairs to complete the sentences.• Checks answers.• For further information and additional exercises, students can turn to page 116 of the Grammar reference section.Grammar (5 min)2 • T reads out the example.• Tells students to complete the sentences by putting the verbs in brackets into the present simple passive form.• Students can compare answers in pairs before you check answers with the class.Grammar (10 min)3. 1.21 T refers students to the information in the Get it right! box.• Checks that students understand that the first pair of sentences are in the passive because neither the Romans nor Budapest do the actions of calling or locating.• The second pair of sentences are in the active form because we do not have to refer to the human beings involved in driving trains or opening and closing things, e.g. we say *The film starts at 7.00* not *The film is started at 7.00 by the assistant.*• T asks students to read the text and work in pairs to complete it with the correct words.• Plays the recording for students to check their answers.• For further information and additional exercises, students can turn to page 116 of the Grammar reference section.**Present simple passive questions (5 min)**4 • T puts students into pairs to read the questions and complete the rule.• Checks the answer.Pair work (5 min)5 • T asks students to work alone to answer the questions in Exercise 4.• Students can compare answers in pairs before T checks answers with the class. 6 • T asks students to work in pairs to make the questions.• Checks answers with the class.Practice (5 min)7 • T puts students into pairs to ask and answer the questions they wrote in Exercise 6.• Monitors and helps as necessary. | Students work in pairs and complete the sentences.Students complete the sentences in pairs using grammar bankStudents read the text and work in pairs to complete it with the correct words.Students ask and answer the questions.Students work in pairs and make questions. Then they check each other.Students answer the questions | Students work in pairs and complete the sentences.Students complete the sentences in pairs using grammar bankStudents read the text and work in pairs to complete it with the correct words.Students ask and answer the questions.Students work in pairs and make questions. Then they check each other.Students answer the questions | 1 point for each correct answer1 point for each correct answerStudents evaluate each other1 point for each correct answerStudents evaluate each other1 point for each correct answer | Book, slideBook, slide, grammar bankBook, slideBook, slideBook, slideBook, slide |
| **The end of the lesson – 5 min** | Homework (5 min)Exercises 1, 2, 3, 4 and 5 on page 26 of the Workbook for homework. |  |  |  |  |

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| Module 3 Lesson 6 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | The strange and beautiful land of Australia |
| Objectives according to the Curriculum | 7.2.1.8- understand supported narratives on a wide range of general and curricular topics7.2.6.1-deduce meaning from context with little support in extended talk on a limited range of general and curricular topics7.3.3.1- 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:**• learn about places, animals and sports in Australia.• talk about whether they would like to go to Australia and what landmarks, animals and sports are special to their country.**Some learners will be able to:** |
| Evaluation criteria | * Identify the main idea in extended talks with little support
* Recognize detailed information in a short conversation with some support
* Provide a point of view in conversations and discussions
* 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/** **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 Australia on the board. Asks students to say which continent Australia is in. | students respond to greeting and take their places.• Students response to teacher’s questions | students respond to greeting • Students response to teacher’s questions |  |  |
| **The middle of the lesson – 35 min** | Introduction (5 min)1. • T asks students to open their books at page 36.• Students look at the photos and answer the question.Pre-watching (5 min)2. T puts students into pairs to list images they would expect to see in the video about Australia, e.g. a kangaroo, Ayers Rock.3. 3.2 T plays the video for students to check the accuracy of predictions they made in Exercise 2. Students also make a noteof the images they see related to three categories in Exercise 3.4. VIDEO (10 min) 3.2 T plays the video again.• Students watch and complete the sentences with the correct words.• Students can compare answers in pairs before you check answers with the class.Vocabulary (5 min)5. T reads out the words in the box. Asks students to match them with the things they describe in the video.Practice (10 min)6 3.2 T plays the video again for students to note down all the information they hear about the things in Exercise 5.• Checks answers.7 • T asks a student to read out the three summaries.• Puts students into pairs to choose which of the three summaries best describes the video. | Students work with photos and answer the questionsStudents Make predictions and share their ideas with each otherStudents watch the video and complete the taskStudents work with vocabulary and complete the taskStudents watch the video and make notes.Students read the summaries and match them with video | Students work with photos and answer the questionsStudents make predictions and share their ideas with each otherStudents watch the video and complete the taskStudents work with vocabulary and complete the taskStudents watch the video and make notes.Students read the summaries and match them with video | 1 point for each correct answerStudents evaluate each other1 point for each correct answer1 point for each correct answerStudents evaluate each other1 point for each correct answer | Book, slideBook, slide, videoBook, videoBook, dictionariesBook, slideVideo, book |
| **The end of the lesson – 5 min** | Practice (5 min)8 • T reads out the questions.• Puts students into pairs to ask and answer them.• Asks some students to report back to the class on the answers their partner gave. |  |  |  |  |

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| Module 3 Lesson 7 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | New Zealand |
| Objectives according to the Curriculum | 7.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics7.4.5.1- deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.3.4.1- respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics7.3.3.1- 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:** **Most learners will be able to:**• read about the people, landscape, sports, art and education system in New Zealand.• talk about a country of their choice.**Some learners will be able to:** |
| Evaluation criteria | * Identify details in a text with little support
* Figure out the content of a short text with some support
* Read the given fiction or non-fiction text and identify the general information
* Provide a point of view in conversations and discussions
 |
| 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/** **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 *New Zealand* on the board. Elicits what students know about that country. If students struggle to think of anything, T could mention Peter Jackson’s Lord of the Rings and The Hobbit trilogies, which were filmed in New Zealand. | Students respond to greeting and take their places.•  | students respond to greeting •  |  |  |
| **The middle of the lesson – 35 min** | Pair work (5 min)1 • T asks students to open their books at page 37 and look at the photos.• Puts students into pairs to answer the question. Checks answers.Reading (5 min)2 • T gives students time to read the presentation about New Zealand.• Students can compare answers in pairs before T checks answers with the class.• T reads out the information in the FACT! box and then asks: What animals are there in your country in large numbers? (sheep)4. Explore interesting adjectives (5 min)• T reads out the example sentence.• Asks students to work in pairs to look in the text to find the adjectives to complete the remaining phrases. Checks answers.Practice (10 min)5 • T reads out the example sentence and then asks students to work alone to use the adjectives from Exercise 4 to describe their own country.• Students can compare their sentences with a partner.• Asks some students to report back to the class on how their partner described their country. To extend the work on the vocabulary, T could ask students to turn to the Vocabulary Bank on page 124 and do the exercises for Explore interesting adjectives.Research (10 min)• If there is an Internet in the classroom, T asks students to go online and research places in New Zealand. They can look at this website: http://www.newzealand.com/uk/destinations/• Students should look for a place in New Zealand that they would like to visit. They can tell their partner about the place and why they would like to go there. | Students work in pairs and answer the questionsStudents read the presentation and answer the questionStudents work in pairs and complete the phrasesStudents do practical tasks and compare the sentences with each otherStudents do the research and share their ideas | Students work in pairs and answer the questionsStudents read the presentation and answer the questionStudents work in pairs and complete the phrasesStudents do practical tasks and compare the sentences with each otherStudents do the research and share their ideas |  1 point for each correct answerStudents evaluate each other1 point for each correct answer1 point for each correct answer1 point for each correct answer | Book, slideBook, presentationBook, slideBook, slide, vocabulary bankBook, Internet resources |
| **The end of the lesson – 5 min** | Homework (5 min)Exercise 6 on page 26 of the Workbook for homework. Students could make a poster presentation about the country they chose to make notes about in Exercise 6. They can then present this to a partner (a different one to the one they worked with in Exercise 7) at the beginning of the next lesson. |  |  |  |  |

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| Module 3 Lesson 8 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | Signing up for an activity |
| 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 7.2.5.1-recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics7.3.2.1 - ask complex questions to get information about a limited range of general topics and some curricular topics7.3.3.1- 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:** **Most learners will be able to:**• watch teenagers taking about the most exciting things they have done.• listen to two people talking about a canoeing trip.• practice signing up for an adventure activity.**Some learners will be able to:** |
| Evaluation criteria | * Identify facts and details in extended talks with little support
* Identify the position of speakers in an extended talk with some support
* Make up complex interrogative sentences to get information about the 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/** **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 *adventure activity* on the board.• Elicits examples of such activities, e.g. *white water rafting, bungee jumping, kitesurfing, windsurfing.*• If any students have ever done any of these activities, they can tell the class something about their experience. | students respond to greeting and take their places.•  | students respond to greeting •  |  |  |
| **The middle of the lesson – 35 min** | VIDEO (5 min)Real talk: What’s the most exciting thing you’ve ever done?1 3.3 T asks students to open their books at page 38.• Tells students they are going to watch some teenagers answering the following question:*What’s the most exciting thing you’ve ever done?*• Gives students some time to read the three questions and then plays the video.• Students work alone to answer the questions. Students can compare answers in pairs before T checks answers with the class.Pair work (5 min)2. T puts students into pairs to ask and answer the question.Encourages them to ask additional questions, e.g. *Where did you do it? When did you do it?*• Asks some students to report back to the class on what their partner said.Listening (10 min)3. 1.22 T tells students they are going to listen to Gemma talking to an activity guide.• Before playing the recording, T checks students’ understanding of the following vocabulary: *helmet* (noun): a protective hat worn by people doing certain sports*wetsuit* (noun): a close-fitting garment made of rubber worn for warmth in water sports*lifejacket* (noun): a sleeveless jacket worn to keep the wearer afloat in water.• Plays the recording for students to listen and answer the question. Checks the answer.Vocabulary (5 min)4 • T goes through the phrases in the Useful language box and then reads out the example sentence in the conversation.5. 1.22 T plays the recording again for students to check their answers to Exercise 4.Pair work (10 min)6. T asks students to work in pairs to act out the conversation in Exercise 4.• Students can act out the conversation twice, taking a different part each time.7. T reads through the instructions and makes sure that students understand what they have to do. Puts students into pairs to practice their conversations.• Students practice a conversation by changing the words in bold in Exercise 4 and using the information from Exercise 7.Asks one pair to act out a conversation in front of the class | Students watch the video and answer the questions Students work in pairs and develop their speaking skillsStudents listen to the recording and answer the questionsStudents work in pairs to complete the conversation using the phrases in the box.Students work in pairs and act out a conversation | Students watch the video and answer the questionsStudents work in pairs and develop their speaking skillsStudents listen to the recording and answer the questionsStudents work in pairs to complete the conversation using the phrases in the box.Students work in pairs and act out a conversation | 1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer | Book, videoBook, slideBook, slide, audioBook, slideBook, slide |
| **The end of the lesson – 5 min** | Homework (5 min)For homework, students can use their smartphones to record some (English-speaking) friends answering the question What’s the most exciting thing you’ve ever done? Students can then play their video to a partner at the beginning of the next lesson. |  |  |  |  |

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| Module 3 Lesson 9 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | A travel blog |
| Objectives according to the Curriculum | 7.4.5.1- deduce meaning from context in short texts on a growing range of familiar general and curricular topics7.4.8.1- use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding7.5.2.1-write with some support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• read a travel blog.• learn about ways of expressing feelings.• write a blog post about a holiday.**Some learners will be able to:** |
| Evaluation criteria | * Figure out the content of a short text with some support
* Clarify the meaning of the word in a dictionary or other digital references
* Write about real and imaginary past events, activities and experiences
 |
| 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/** **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 the following question on the board:*What is your idea of a perfect holiday?*• Puts students into pairs to ask and answer the question. Asks some students to report back to the class on what theirpartner said. | students respond to greeting and take their places.•  | students respond to greeting •  |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)1 • Tasks students to open their books at page 39.• Students look at the photos, read Mitch’s blog post, and say where he is on holiday.• Checks the answer with the class. Tells students that Highway 101 runs down the west coast of the USA, linking many places, including San Francisco and Los Angeles.Reading (5 min)2 • T asks students to read Mitch’s blog again and answer the five questions.• Students can compare answers in pairs before T checks answers with the class.Individual work (5 min)3 • T goes through the information in the Useful language box.• Asks students to work alone to find an example of how Mitch feels bad in the blog.• After checking answers, T points out that when making exclamations, emphasis tends to be placed on both the adjective and the noun in the sentence, giving them greater stress than they would customarily have.Pair work (10 min)4 • T reads out the examples.• Asks students to work in pairs to write further exclamations using the adjectives from the box.• Checks answers with the class. Encourages students to read out their sentences with the exaggerated emphasis referred to in Exercise 3 above.Get writing (10 min)PLAN5 • Students should do their planning in class. The writing can either be done in class or at home. T tells students they are going to write a blog post about a holiday.• Refers students back to the questions in Exercise 2 and asks them to decide how they are going to order information in their blog posts.WRITE6 • T tells students to use Mitch’s blog post as a model to follow and encourages them to add extra information to their own blog posts, e.g. what the weather has been like.Also encourages students to use exclamations in their blog posts to show how they feel about the places they have visited.• Gives students ten minutes to complete the writing task. Students should write about 120 words.• Monitors while students are writing. Helps with grammar and vocabulary as necessary. Encourages students to write freely when doing the first draft of a piece of writing. Points out that they should only focus on the structure, coherence and accuracy of their work once they have first got some ideas down on the page.CHECK7 • T gives students a few minutes to look through their blog posts and checks them against the points here. Collects students’ blog posts and mark them. | Students work individually and answer the questionsStudents read the text and answer the questionsStudents work individually and complete the taskStudents work in pairs and check answers with the classStudents do the instructions and practice their writing skills | Students work individually and answer the questionsStudents read the text and answer the questionsStudents work individually and complete the taskStudents work in pairs and check answers with the classStudents do the instructions and practice their writing skills | 1 point for each correct answer1 point for each correct answerTeacher evaluates students and guide them1 point for each correct answerTeacher does not evaluate students. Teacher guides and gives recommendations  | Book, slideBook, slideBook, slideBook, slideBook, slide |
| **The end of the lesson – 5 min** | Homework (5 min)Exercises 1, 2, 3, 4 and 5 on page 28 and Exercises 6, 7, 8, 9, 10, 11, 12 and 13 on page 29 of the Workbook for homework. Students could also research Highway 101 and find three places along it that they would like to visit. At the beginning of the next lesson, they tell a partner which places they chose and why. |  |  |  |  |

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| Module 3 Lesson 10 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | CLIL. Time zones |
| Objectives according to the Curriculum | 7.2.1.8- understand supported narratives on a wide range of general and curricular topics7.2.4.1- understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics7.3.4.1- respond with some flexibility at both sentence and discourse level to unexpected comments 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:**• listen to and read about time zones.• solve problems about time zones.**Some learners will be able to:** |
| Evaluation criteria | * Identify the main idea in extended talks with little support
* Recognize the content of an extended conversation using some supporting information
* Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility
 |
| 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/** **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 asks: *What is the Equator?*• Elicits the answer, using L1 if necessary (the Equator is the line of 0 latitude equidistant from the poles which divides the northern and southern hemispheres).• Asks students if they can name any of the other imaginary lines used to determine location. Writes *parallels* (or lines of latitude) and *meridians* (or lines of longitude) on the board. Explain that these are the imaginary lines that divide up the surface of the earth.• Teaches the pronunciation of the following words: parallel/ˈparəlɛl/, meridian /məˈrɪdɪən/, longitude /ˈlɒŋɡɪtjuːd/,latitude /ˈlatɪtjuːd/ and equator /ɪˈkweɪtə/.• If necessary, drills the pronunciation of the words until students are comfortable saying them. | students respond to greeting and take their places.•  | students respond to greeting •  |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)T asks students to open their books at page 40 and focus on the diagram.• Puts students into pairs and ask them to complete the diagram with the parallels and meridians in 1–4.Listening (15 min)1.23 T asks students to read the information about parallelsand meridians to check their answers to Exercise 11.24 T tells students they are going to learn about the way the world is organized into different time zones. • Asks students to read the text and then work in pairs to complete it with the words from the box.• Plays the recording for students to check their answers.Your turn (15 min)4 • T reads out the questions.• Puts students into pairs to ask and answer the questions.• Asks a few students to report back on their answers. | Students work in pairs and complete the diagramStudents listen to the recording and complete the task.Students read and answer the questions and practice their speaking skills | Students work in pairs and complete the diagramStudents listen to the recording and complete the task.Students read and answer the questions and practice their speaking skills | 1 point for each correct answer1 point for each correct answer1 point for each correct answer | Book, slideBook, audio, slideBook |
| **The end of the lesson – 5 min** | Homework (5 min)For homework, students can read A brief history of time zones on the BBC website: <http://www.bbc>.co.uk/news/world-12849630 |  |  |  |  |

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| Module 3 Lesson 11 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | The Silk Road Tour |
| Objectives according to the Curriculum | 7.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics7.4.4.1 -read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics7.5.3.1- write with moderate grammatical accuracy on a limited range of familiar general and curricular topics |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• read an article about visiting places along the former trade route known as the Silk Road.• look in the text to find examples of different things.• write about a place in Kazakhstan using adjectives from the article.**Some learners will be able to:** |
| Evaluation criteria | * Identify details in a text with little support
* Read the given fiction or non-fiction text and identify the general information
* Write with moderate grammatical accuracy using adjectives from the article
 |
| 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)• T writes the following question on the board: *Where would you**take a British visitor in Kazakhstan?*• Elicits suggestions and write them on the board.• When students suggest a place for people to visit they should also come up with a reason for going there, e.g. *I would take them to Almaty because it used to be the capital of the country and is still a very important city.* | students respond to greeting and take their places.•  | students respond to greeting •  |  |  |
| **The middle of the lesson – 35 min** | Introduction (10 min)T writes *tour* on the board. Elicits or explains that this refers to visiting different places of interest in a city, region or country. It also refers to looking around one specific place, e.g. a guided tour of a medieval castle.• Asks students to describe the photographs, but does not go into any detail or introduce specific vocabulary yet.• Checks students’ understanding of the following vocabulary: trade route, ceramics, exotic, mausoleum, buried. There are other items of vocabulary which may be unfamiliar (e.g. silk, merchant, nature reserve), but as these form part of the exercise do not check students’ understanding of them at this stage.Reading (15 min)T asks students to work alone to read the text. They can then work in pairs to find examples of the descriptions in 1–8.• When the T checks answers, he should make sure that students understand the meaning of each of the words by asking further questions, e.g. What type of material is silk? (A soft material used in expensive clothing.) What type of bird is an eagle? (A large bird of prey.)• Refers students to the ‘About Tulips’ box. Reads out the formation and drill the pronunciation of tulip /ˈtʃuːlɪp/. Finds out if any students have seen wild tulips in the mountains of Kazakhstan.• Asks students to look at the photographs again. Encourages them to use vocabulary from the text to describe what is shown.Vocabulary (10 min)• T asks students to locate these adjectives in the text (wild, important, exotic, traditional, fabulous, wonderful, beautiful, ancient, amazing). Then asks them to work in pairs to write their own paragraph about a place in Kazakhstan using these words.• Monitors while students write their descriptions, helping as necessary.• Students can illustrate their descriptions, which can then be displayed on the walls of the classroom. | Students describe the photos and share their ideas with each other.Students read the text and in pairs find examples of the descriptionStudents work with vocabulary and complete the tasks. After they write their paragraphs about Kazakhstan | Students describe the photos and share their ideas with each other.Students read the text and in pairs find examples of the descriptionStudents work with vocabulary and complete the tasks. After they write their paragraphs about Kazakhstan | 1 point for each correct answer1 point for each correct answer1 point for each correct answer | Book, slideBook, slideBook, slide, dictionaries |
| **The end of the lesson – 5 min** | Homework (5 min)For homework, asks students to do further research into Taraz, Turkestan and the Aksu-Zhabagly Nature Reserve. They should then note down which of the three they would most like to visit and why. At the beginning of the next lesson, they can share their ideas with each other in small groups. |  |  |  |  |