**Lesson plan for the 7th Grades**

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| Module 5 Lesson 1 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **Introduction. Charles Dickens’ biography** |
| Objectives according to the Curriculum | 7.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;7.1.3.1- respect differing points of view;7.4.2.1- understand specific information and detail in texts 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:**• read a biography of Charles Dickens.• learn vocabulary for describing important periods during lifetime• practise guessing the meaning of vocabulary from context.**Some learners will be able to:** |
| Evaluation criteria | Give feedback to others orallyDemonstrate respect to people’s opinions using lexical units of topic vocabularyIdentify details in a text 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/** **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. Write character on the board. Ask: *What is a character?* Elicit the answer: a person represented in a novel, film or play.  | students respond to greeting and take their places.Students discuss the term and share ideas | students respond to greeting Students discuss the term and share ideas |  |  |
| **The middle of the lesson – 35 min** | Speaking (5 min)Elicit examples of well-known characters from Kazakh literature, e.g. figures from folklore such as Aldar Kose and Zhalmauyz Kempir, and twentieth-century characters such as Berdibek Sokpakbaev’s Kozha.Practice (10 min)• Ask students to open their books at page 56.• Refer students to the photograph and the three questions.• Put students into pairs and give them a couple of minutes to answer the questions.• Elicit ideas about the character shown in the photograph. Then explain that the character is called Miss Havisham and that she appears in a novel called Great Expectations.Reading (10 min)Ask student to read the text and answer the questions. Check the answerDiscussion (10 min)Students discuss the text and share ideas on the topic. | Students revise well-known characters and describe them.Students work with the photos and answer the questions. Students read the text individually and answer the questions. Students discuss the text and share ideas on the topic. | Students revise well-known characters and describe them.Students work with the photos and answer the questions.Students read the text individually and answer the questions.Students discuss the text and share ideas on the topic. | 1 point for each correct answer1 point for each correct answer1 point for each correct answerTeacher evaluates students and gives direction  | Internet resourcesBook, slideBook, slideSlide |
| **The end of the lesson – 5 min** | Homework. (5 min)Students write a review on the text. |  |  |  |  |

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| Module 5 Lesson 2 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **Great expectations. Part I** |
| Objectives according to the Curriculum | 7.4.4.1- read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;7.4.8.1- use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding;7.6.2.1- use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• talk about the past of a character from Great Expectations.• read an extract from the Great Expectations.**Some learners will be able to:** |
| Evaluation criteria | Figure out the content of a short text with some supportClarify the meaning of the word in a dictionary or other digital referencesApply the correct quantifiers including too much, too many, none any, enough for countable and uncountable nouns in the context |
| 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. Write Charles Dickens on the board. Elicit anything students know about the man.• If students do not recognise the name, say that Dickens was the most popular English-language writer of the mid-nineteenth century, and that many of his characters remain well-known,e.g. Oliver Twist, The Artful Dodger, Ebenezer Scrooge, Wilkins Micawber. | students respond to greeting and take their places.Students remind the author and share what they know about him | students respond to greeting Students remind the author and share what they know about him | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | Practice (10 min)1 • Ask students to open their books at page 57. Focus their attention on the photograph of Charles Dickens.• Ask students to read the biography and complete the fact file. Students can compare answers in pairs before you check them with the class.A novel (10 min)1 • Write Great Expectations on the board. Point out that this novel, published in 1861, is one of Dickens’ most famous works.• Elicit or teach that to have an expectation of someone, means to believe that they will achieve something.• Read out the questions and make sure students understand that the character Pip is the one telling the story.• Students read the text and answer the questions.• Check answers.Reading (15 min)2 • Read out the four items.• Put students into pairs to discuss what they think will come next in the story.3 • Students read the first two paragraphs in the next part of the story to check their answer to Exercise 2.• Ask students the impression we get of the woman from the way Pip describes her. At first we get the sense of something clean and pure – everything is white, jewels ‘lay shining on the table’. But then the mood changes. The woman is only wearing one shoe, the wedding dress she is wearing is not white, but ‘faded and yellow’. | Students work with the biography and fill in the fact file. Students compare answers and check.Students read the questions and answer themStudents work in pairs, discuss the topic, and make predictions. Then they read firs two paragraphs and talk about them.  | Students work with the biography and fill in the fact file. Students compare answers and check.Students read the questions and answer themStudents may use dictionaries if neededStudents work in pairs, discuss the topic, and make predictions. Then they read firs two paragraphs and talk about them.  | 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)Ask students to conclude the novel.  |  |  |  |  |

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| Module 5 Lesson 3 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **Great expectations. Part II** |
| Objectives according to the Curriculum | 7.4.4.1- read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;7.4.8.1- use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding;7.6.1.15- use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• practice using the past simple to talk about what happened in the novel• read an extract from the Great Expectations.• answer the questions.**Some learners will be able to:** |
| Evaluation criteria | Figure out the content of a short text with some supportClarify the meaning of the word in a dictionary or other digital references Apply some abstract nouns and complex noun phrases in the context |
| 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)• Refer students to the word and phrases in the box. Check their understanding of the vocabulary. Make sure students can pronounce veil /veɪl/. | students respond to greeting and take their places.Students work on pronunciation and phrases | students respond to greeting Students work on pronunciation and phrases |  |  |
| **The middle of the lesson – 35 min** | Reading (10 min)• Students then read the whole of the second part of the story and make a note of which items in the box Miss Havisham is wearing.Matching (10 min)• Ask students to look at the photograph of a bride.• In pairs, students compare this photograph with the description of Miss Havisham in the extract from Great Expectations, noting both the differences and the similarities.• Check answers.Pair work (15 min)• Put students into pairs to discuss the question of what Pip finds in the other room.• Elicit ideas and put them on the board.• Ask students to read the next part of the story to check their answers. | Students read the second part and make notes.Students work in pairs and compare the photos with the descriptions. Then they check the answers togetherStudents work in pairs and discuss the questions and a character. Then students read next part of the story and check answers.  | Students read the second part and make notes.Students work in pairs and compare the photos with the descriptions. Then they check the answers togetherStudents work in pairs and discuss the questions and a character. Then students read next part of the story and check answers. | 1 point for each correct answer.1 point for each correct answer |  Book, slideBook, slideBook, slide |
| **The end of the lesson – 5 min** | Homework (5 min)Students read the second part of the novel and answer the questions |  |  |  |  |

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| Module 5 Lesson 4 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **Miss Havisham’s story** |
| Objectives according to the Curriculum | 7.5.3.1- write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;7.5.4.1- use with some support style and register appropriate to a limited variety of written genres on 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 understanding |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• write about her clothes, appearance• predict what they think will happen• write about the past of a character from Great Expectations**Some learners will be able to:** |
| Evaluation criteria | Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;Use with some support style and register appropriate to a limited variety of written genres on general and curricular topicsClarify the meaning of the word in a dictionary or other digital references |
| Level of thinking skills | low order thinking |
| **During the lesson:** |
| **The stage of the lesson/timing** | **Actions of the teacher:** | **Actions of the pupils:** | **Student actions with special educational needs** | **Assessment** | **Resources** |
| **The beginning of the lesson/** **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)The ball game (5 minutes)• Play this game with the whole class.• Students take it in turns to hold a ball. While holding the ball they say a word, e.g. *spider*.• They then throw the ball to another student who has to use that word in a sentence or with a phrase.• If this student makes a correct sentence, he or she then choosesthe next word and throws the ball to a new student. If not, he or she drops out and the ball passes to his or her neighbour.• The last students left is the winner. | students respond to greeting and take their places.Students play the game and work with vocabulary  | students respond to greeting Students play the game and work with vocabulary  |  |  |
| **The middle of the lesson – 35 min** | Pair work (5 min)Put students into pairs to discuss the question of what Pip finds in the other room.• Elicit ideas and put them on the board.• Ask students to read the next part of the story to check their answers.Practice (10 min)Read out the information in the Get reading box. Tell students that using context to guess the meaning of new vocabulary is a very useful skill – it encourages students to see how the meaning of a word is dependent on those it is used with. A word can have many (sometimes contradictory) meanings, which can only be understood by an analysis of the context that word is used in.• Refer students to the items in exercise 7. Encourage students to examine the context for words 1–8 in the text and then match them to the best definition in a–h. Students can do this exercise in pairs or in small groups of three.• When you check the answers, ask students to point out the part of the text containing the word in question, making sure that everyone understands how each of the words has been used.Speaking (10 min)• Refer students back to the photograph on page 56 of the actress portraying Miss Havisham.• Ask students to work alone to decide whether the photograph is an exact match of the description in the text of Miss Havisham and her house.• Students can compare their answers in pairs before you check answers with the class.• You can extend this activity by asking students whether they think plays, TV dramas or films based on novels should follow exactly what is in the book or whether it is better for the ideas in the story to be re-imagined.Practice (10 min)Give students a couple of minutes to read through items 1–6.• Students then work alone to read through the whole extract from Great Expectations.• Students can work in pairs to choose the best answer in 1–6. Make sure they write the line of the text that helps them choose their answer.• When checking answers, ask students to read out the part of the text that led them to their answer. For example, in item 1, the answer is **a** because of what we learn in this section: ‘And then she walked away – and took the candle with her. This was very uncomfortable, and I was afraid.’ | Students discuss the questions and read the storyStudents guess the meaning of the words. Students do exercise 7 and work with words.Students work with the photos and read the text. Then they compare their answers. Students read the sentences and choose the best answers. Students may work in pairs or in small groups. | Students discuss the questions and read the storyStudents guess the meaning of the words. Students do exercise 7 and work with words.Students work with the photos and read the text. Then they compare their answers.Students read the sentences and choose the best answers. Students may work in pairs or in small groups. | 1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer | Book, slideBook, slideBook, slideBook, slide |
| **The end of the lesson – 5 min** | Homework. (5 min)Students write about their favourite part of the story.  |  |  |  |  |

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| Module 5 Lesson 5 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **My favourite writer’s biography** |
| Objectives according to the Curriculum | 7.1.6.1- organize and present information clearly to others; 7.1.7.1- develop and sustain a consistent argument when speaking or writing 7.5.3.1- write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;7.5.4.1- use with some support style and register appropriate to a limited variety of written genres on general and curricular topics |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• learn vocabulary for describing important periods during lifetime• talk about people in the family• practise using the past simple to talk about what happened in the author’s life• talk about the author’s life**Some learners will be able to:** |
| Evaluation criteria | Demonstrate an ability to organize and express ideas clearlyMake an argument and evolve reasoning while speakingWrite a letterUse with some support style and register appropriate to a limited variety of written genres on general and curricular topics |
| 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)Students read the extract. Teacher explain the next topic and theme. After reading an extract, encourage your students to write letters to the author.  | students respond to greeting and take their places.Students read the extract | students respond to greeting Students read the extract |  |  |
| **The middle of the lesson – 35 min** | Practice (10 min)While e-mail may be a quick means of communication, students also need practice in writing formal letters. By writing a letter to an author, students will take time to compose their thoughts and master the form of writing a letter.Writing criteria (15 min)All of us enjoy receiving comments about our writing. Authors want to know what you think about their books, too. Did you like the ending? Would you have written a different ending? Would you like the author to write a sequel?1. Write a letter to the author of a story that you have just read.2. In your letter, tell the author why you liked this book. Tell the author if you would like to read a sequel to this book.3. You may wish to ask the author some of the following questions:• How did you get the idea for this book?• Did you model the main character after someone you know?• How long did it take you to write this book?• How much time do you spend writing each day?• Do you like to write in the morning, afternoon, or evening?• Do you write with pen and paper or do you use a computer to write your stories?Discussion (10 min)Ask students to find information about their favourite author using the Internet. Then in small groups get students discuss their favourite authors’ biographies or make mini-projects about their favourite author. Finally, ask students to present their projects and answer the class’ questions. | Students practice writing formal letters. Students read the instruction and do writing. Students discuss the topic and share ideas. | Students practice writing formal letters.Students read the instruction and do writing. Students discuss the topic and share ideas. | Teacher guides and evaluates students1 point for each correct answerStudents evaluate each other. | Book, internet resourcesBook, slideInternet resources |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2, 3 and 4 on page 43 and Exercises 5, 6, 7, 8 and 9 on page 44 of the Workbook for homework. For homework, ask students to do some more research into the life and work of Charles Dickens. Encourage students to read, listen to or watch some of Dickens’ stories. As Dickens’ stories havebeen made into so many different versions – film, TV, animation, audio books – students should be able to find material online. |  |  |  |  |

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| Module 5 Lesson 6 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **My favourite book** |
| Objectives according to the Curriculum | 7.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;7.1.6.1- organize and present information clearly to others; 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 |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• practice using the past simple to talk about what happened in their favourite book• answer the questions**Some learners will be able to:** |
| Evaluation criteria | Give feedback to others orallyDemonstrate an ability to organize and express ideas clearlyMake an argument and evolve reasoning while speakingRaise awareness about cultural diversity through reading and discussion |
| 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)You could provide them with a few key words such as ‘ghosts’, ‘country’, ‘encyclopedia’, ‘fairy tales’ and ‘thieves’. They then have to match the key word to the book on the shelf. | students respond to greeting and take their places. | students respond to greeting  |  |  |
| **The middle of the lesson – 35 min** | **Practice (10 min)**They could then make up their own titles – you could allocate one book to one group if time is an issue, if not it could be interesting to compare the different titles the groups come up with.Once they have the original titles and have a general idea of the content of each of the books you can move onto which one would they want to buy and why? Remember at this stage their choice is only based on part of the cover.**Survey (10 min)**You can lead on from this to do a pre-reading class survey. You could photocopy miniatures of this page and they could cut and stick onto the survey poster the book cover they like the best. You can even come back to this activity post-reading and compare to see if opinions have changed.**Practice (15 min)**They could choose a story from the book and as a group write the continuation or end.They can choose their favourite book at home and do a ‘show and tell’. This can actually make up a large proportion of your project. You can teach them language they need to express how they feel about a book they love with a few key adjectives. If you have a large class this could be done in groups. You could find out what sort of book they want to talk about and arrange the groups so that you have a selection of book types. You may find at this age that there are very similar tastes or a split with girls and boys. You could group together like-minded readers and together they decide why they all like that particular type of book. They could even try to write, as a group, a page long short story. This is obviously aimed at the older primary learners.They could learn about different types (genres) of books and complete an updated version of the earlier class chart and see if they all still prefer the same genre of book as before. | Students think about titles of their work. Then they brainstorm the general idea of the book. Students do a survey and complete it. Students practice their writing skills and prepare for the project. | Students think about titles of their work. Then they brainstorm the general idea of the book.Students do a survey and complete it.Students practice their writing skills and prepare for the project. | Students evaluate each other1 point for each correct answerStudents evaluate themselves.  | Book, slideBook, slideBook, slide, internet resources |
| **The end of the lesson – 5 min** | **Homework (5 min)**Students should present their favourite books and talk about them. |  |  |  |  |

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| Module 5 Lesson 7 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | **My favourite character** |
| Objectives according to the Curriculum | 7.3.6.1- begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;7.5.3.1- 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:**• talk about their favourite characters• write about what they think happened in the character’s life**Some learners will be able to:** |
| Evaluation criteria | Interact in a pair, group and a whole class work presentingWrite description of a character with moderate grammatical accuracy |
| 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)Encourage students to participate at the lesson actively. Ask Who is your favorite character? Why? Let students describe their favorite characters.  | students respond to greeting and take their places. | students respond to greeting  |  |  |
| **The middle of the lesson – 35 min** | Introduction (5 min)Distribute the template to the class and say that they are going to write about their favourite character.My favourite characterDraw your favourite character.Write about your favourite character.Write 5 sentences about your favourite character.1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Brainstorm (10 min)Have students read the lesson section 'Describe Appearance and Speech.' Model for students how you would write a paragraph about your book character's appearance and speech, using 'think aloud' statements and writing ideas on the board. Now think about your book character. What do they look like? How do they speak? Give students time to write a paragraph that addresses their book character's appearance and speech. They can also use the white paper and markers to draw an image of their character, and they can create speech bubbles to illustrate how their character talks.Speaking (10 min)Say, “Today we are going to talk about characters in stories and shows. A character is a person or animal that does things or has Corduroy by Don Freeman feelings or thoughts in the show or story. For example, Dora is one character in the show Dora the Explorer. Boots is another character in the show. Can you think of any characters in shows that you watch?"After some sharing say, “Can you think of a favorite character in a book that you have read?" Mention some familiar stories or fairy tales to get the students thinking.Practice (10 min)Prepare four index cards by writing the name of one character from the book on each card. Place them face down on the floor or table. Instruct one student to choose a card and say one thing about the character they have chosen. Continue until each card is chosen, then mix the cards up and repeat. Play as long as time permits. | Students do the task and complete the sentencesStudents revise phrases and vocabulary according to the topic. They answer the questions and develop their critical thinking skillsStudents develop their speaking skills by working in pairs or small groups. Students work with cards and do speaking  | Students do the task and complete the sentencesStudents revise phrases and vocabulary according to the topic. They answer the questions and develop their critical thinking skillsStudents develop their speaking skills by working in pairs or small groups. They may use dictionaries if necessary Students work with cards and do speaking | 1 point for each correct answer1 point for each correct answer Point for each correct answer1 point for each correct answer | SlideBook, slideCards |
| **The end of the lesson – 5 min** | Homework (5 min)Children can dress up as a character from a book! The student must provide the actually book or a card with the title and author. The student must be able to describe the character and share some of the character’s activities with the class. Provide students with a letter to their parent about dressing up like their favorite book character. |  |  |  |  |