**Lesson plan for the 7th Grades**

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| Module 6 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Art and media** | | | | | |
| Objectives according to the Curriculum | | 7.1.5.1- use feedback to set personal learning objectives;  7.1.6.1- organize and present information clearly to others  7.3.3.1- give an opinion at discourse level on a growing range of general and curricular topics;  7.3.4.1- 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:**  • learn vocabulary for art and media.  • talk about art and media.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Consider classmates' advice and set personal learning objectives based on their feedback  Demonstrate an ability to organize and express ideas clearly  Provide a point of view in conversations and discussions  Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility | | | | | |
| 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 art on the board. Ask: What is art?  • Put students into small groups and ask them to come up with a definition.  • Ask one member of each group to tell the class their group’s definition.  • Ask students to open their books at page 60 and describe the photograph.  • Put students into pairs and give them a couple of minutes to answer the three questions.  • Check answers with the class and then ask students to use their smartphones to research other interesting buildings or murals online.  • Tell students that the theme of Unit 6 is art in public places | | students respond to greeting and take their places.  Students work in small groups and find the definition. | students respond to greeting  Students work in small groups and find the definition. | |  | Book, internet resources |
| **The middle of the lesson – 35 min** | Introduction (5 min)  Books closed. Ask students if they ever listen to the news or music on the radio.  • If not, ask students to tell you where they find out the news, e.g. on television or online, and how do they normally listen to music, e.g. online.  Listening (10 min)  1. LISTENING  2.2 Ask students to open their books at page 61.  • Put students into pairs to match the words with the photos.  • Play the recording for students to listen, check their answers and repeat the words.  • Pay particular attention to students’ pronunciation of sculpture /ˈskʌlptʃə/ and busker /ˈbʌskər/.  Pair work (5 min)  2 • Ask students to copy the chart into their notebooks.  • Put students into pairs to complete the chart using the words and phrases from Exercise 1.  Activity (5 min)  • Put students into pairs to tell one another which types of art they prefer (e.g. concerts, graffiti, traditional paintings, pop music, sculpture, etc.) and why.  • Ask some students to report back to the class on what their partner said.  Listening (5 min)  2.3 Tell students they are going to listen to three students talking about art and media.  • Play the recording.  • Students listen and say what each person talked about.  Get it right (5 min)  4 • Read out the information in the Get it right! box. Explain that other common verbs do not use to before there, e.g. play, sit, walk: Where shall we play? Let’s play there. / Please sit there. / I want to walk there.  • Read out the questions and example answer.  • Put students into pairs to take it in turns to ask and answer the questions.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 126 and complete the exercises for Art and media. | | Students answer the questions about listening and do the research.  Students match the words and pictures in pairs and practice listening skills.  Students work in pairs and complete the chart. Stronger students work with weaker students  Students work in pairs and share their ideas about types of art  Students do listening task and identify the topic  Students read the box and learn new topic. Then they work in pairs and ask and answer the questions | Students answer the questions about listening and do the research.  Students match the words and pictures in pairs and practice listening skills.  Students work in pairs and complete the chart. Stronger students work with weaker students  Students work in pairs and share their ideas about types of art  Students do listening task and identify the topic  Students read the box and learn new topic. Then they work in pairs and ask and answer the questions | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer. | Book, internet resources  Book, slide, audio  Book, slide  Slide  Audio, book  Book, dictionaries |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 45 of the  Workbook for homework. | |  |  | |  |  |

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| Module 6 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Everyone’s an artist** | | | | | |
| Objectives according to the Curriculum | | 7.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;  7.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;  7.3.5.1- keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks;  7.3.6.1- begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an online debate about art is.  • learn some collocations.  • have a debate about art.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Discuss a problem in groups and suggest a solution for a problem  Give feedback to others orally  Demonstrate the ability to participate in a conversation  Interact in a pair, group and a whole class work presenting | | | | | |
| 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. Find out if any students in the class draw, paint or sculpt.  • Ask any students that do produce art of their own to tell the class a little bit about it.  Background  The painting on the page is by the Spanish artist Pablo Picasso (1881–1973). It is called Woman in Hat and Fur Collar and is a portrait of Marie-Thérèse Walter, with whom the artist had a daughter. | | students respond to greeting and take their places.  Students answer the questions and tell about art. | students respond to greeting  Students answer the questions and tell about art. | |  |  |
| **The middle of the lesson – 35 min** | Practice (10 min)  1 • Ask students to open their books at page 62.  • Put students into pairs to discuss the questions. Encourage students to give reasons for their opinions.  • Ask a few students to tell the class about their partner’s views.  2 • Tell students they are going to read an online debate between Josh and Kirsten about what art is.  • Give students time to read the debate and then elicit answers to the question from the class.  • Refer students to the information in the FACT! box about the British graffiti artist Banksy. Tell students that Banksy chooses to remain anonymous and that he has sold his work for large sums of money. You could then find some examples of Banksy’s graffiti on the Internet, put it on the interactive whiteboard, and ask students to comment on it.  Pair work (10 min)  3. Ask students to read the sentences and then read the debate again.  • Put students into pairs to decide whether the sentences are true or false and to correct the false sentences.  • Check answers.  Explore collocations (5 min)  4 • Read out the example collocation and then complete the remaining collocations with the whole class.  • Put students into pairs to complete the sentences with the collocations. Pair stronger students with weaker students for this task.  • Check answers with the class.  • To extend the work on the vocabulary, ask students to turn to the Vocabulary Bank on page 126 and do the exercises for Explore collocations.  Group work (10 min)  5 • Read through the information and the example sentences and make sure that students understand what they have to do. Arrange students into two groups to make their notes: Group A = ‘The case for ... ‘; Group B = ‘The case against ...’.  • Put students into new small groups. Make sure that each group contains students who are A and B. If all students in a group support Group A, no debate will be possible!  • Ask one member of each group to report back to the class on the debate that their group had. | | Students work in pairs and discuss in pairs.  Students do reading and debate the topic.  Students read the sentences and work in pairs, answering true/false.  Students read and complete the collocations. Then check the answers  Students work in groups and practice their speaking skills. They debate with each other | Students work in pairs and discuss in pairs.  Students do reading and debate the topic.  Students read the sentences and work in pairs, answering true/false.  Students read and complete the collocations. Then check the answers  Students work in groups and practice their speaking skills. They debate with each other | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher guides and evaluate students | Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 49 and Exercise 6 on page 46 of the Workbook for homework.  You could also ask students to read this article about the history of graffiti and do the accompanying exercises:  http://learnenglishteens.britishcouncil.org/skills/  reading-skills-practice/history-graffiti | |  |  | |  |  |

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| Module 6 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 *for* or *since*** | | | | | |
| Objectives according to the Curriculum | | 7.6.5.1- use questions which include a variety of different tense on a range of familiar 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:**  • learn the use of the present perfect with for or since  • learn the difference between for or since.  • learn the difference between the present perfect the past simple  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Form simple perfect forms for recent, indefinite and unfinished past actions  Demonstrate the ability to ask a variety of questions in different tenses | | | | | |
| 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. On the board write: Maya has lived in London since she was ten.  • Ask: When did Maya start living in London? Elicit that she started living in London when she was ten.  • Write on the board: Maya has lived in London for five years.  • Ask: Do we know how old Maya was when she started living in  London. Elicit the answer (no).  • Elicit that the sentences on the board are in the present perfect. | | students respond to greeting and take their places.  Students guess and introduce the topic. They ask and answer the questions. | students respond to greeting  Students guess and introduce the topic. They ask and answer the questions. | |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  1 • Ask students to open their books at page 63.  • Tell them that the sentences are all from the text on page 62.  • Put students into pairs to complete the sentences.  • Check answers and then go through the information in the grammar tip box. Elicit further example sentences with for and since to test students’ understanding of the difference between the two words.  • For further information and additional exercises, students can turn to page 118 of the Grammar reference section.  Game (5 min)  • Play Pelmanism to practise irregular verbs in the present perfect.  • See Games Bank on page 28.  Fast finishers (5 min)  Tell students to work alone to complete the sentences with *for* or *since*.  Students can write sentences of their own in the present perfect using for or since  Pair work (5 min)  2.4 Ask students to work in pairs to complete the text with the correct present perfect or past simple form of the verbs in brackets.  • Play the recording for students to listen and check.  • For further information and additional exercises, students can turn to page 118 of the Grammar reference section.  Present perfect and past simple (5 min)  2.5 Ask: What do you know about Istanbul? Elicit students’ ideas and write them on the board.  • Allow students time to read the text through and see if any of their ideas are mentioned in the text.  • Ask students to work in pairs to choose the correct answers.  • Play the recording for students to listen and check.  Reading (5 min)  Read out the phrases in the box and explain to students they have to use these phrases by asking the question How long have you ...? and one of the phrases.  • Give an example by practising with a student, e.g. How long have you known your best friend? Elicit the answer, e.g. I have known her for six years. or I have known her since I was ten.  • Remind students they should also use for or since in their responses.  • Put students into pairs to take turns asking and answering.  • Ask two or three pairs to report back to the class what they learned about their partner.  6 • Read out the example and complete the second sentence, e.g. I’ve known my best friend for 8 years. We met when I moved into the house next door.  • Remind students they should use the present perfect and the past simple in their sentences.  Video (5 min)  You can show this video as either a lead-in or a follow-up to the  Language Focus 1 lesson. **6.1 The art of storytelling**  Ask: Does art have a purpose?  • Elicit students’ ideas and then read out the information about the video.  • Play the video.  • Students watch it and answer the three questions.  • Check answers and then ask students: What do you think of the Aboriginal art shown in the video?  • See page 141 for further activities you can do with this video. | | Students work in pairs and complete the sentences. Then they discuss the differences between the words.  Students play the game and practice irregular verbs.  Students complete the sentences  Students work in pairs and complete the sentences. Students listen to the recording and check the answers  Students read the text and choose the correct answer in pairs.  Students read the phrases in the box and practice grammar. Then they check and evaluate each other  Students watch the video and answer the questions. | Students work in pairs and complete the sentences. Then they discuss the differences between the words.  Students play the game and practice irregular verbs.  Students complete the sentences  Students work in pairs and complete the sentences. Students listen to the recording and check the answers  Students read the text and choose the correct answer in pairs.  Students read the phrases in the box and practice grammar. Then they check and evaluate each other  Students watch the video and answer the questions. | | 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  1 point for each correct answer | Book, slide  Book, slide  Book, audio  Book, slide  Book, slide, internet resources  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 46 of the Workbook for homework. | |  |  | |  |  |

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| Module 6 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Instruments. An interview** | | | | | |
| 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;  7.2.3.1- understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics  7.1.5.1- use feedback to set personal learning objectives;  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:**  • learn vocabulary for instruments.  • listen to an interview with a musician.  • do a music survey.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify facts and details in extended talks with little support  Figure out the content of a conversation with some support in extended talk  Consider classmates' advice and set personal learning objectives based on their feedback  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. Draw a musical note on the board .  • Elicit types of music (e.g. pop, hip hop, classical). | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Pair work (10 min)  2.6 Ask students to open their books at page 64.  • Ask students to work in pairs to match the instruments listed with the pictures.  • Play the recording for students to listen, check their answers and repeat the words.  Group work (10 min)  Put students into groups to ask and answer the questions.  • Ask one member of each group to share their answers with the class.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 126 and do the exercises for Instruments.  Listening (10 min)  3 • Ask students to look at the picture of the musician.  • Put students into pairs to answer the questions.  4. 2.7 Tell students they are going to listen to an interview with the musician in the photo.  • Remind students that a good way to prepare for listening exercises is to think of some key words they might expect to hear.  • Play the recording for students to check their answers to Exercise 3.  2.7 Give students time to read the questions.  • Play the recording again for students to listen and answer the questions.  Your turn (5 min)  6 • Split students into groups A and B for each to do the music survey for their group.  • Ask one student to report their group’s information to the class.  • You could then swap the groups around so that students get a chance to ask and answer all the questions in the music survey. | | Students match the instruments with the pictures. Then they listen to the recording and check their answers.  Students work in groups and answer the questions.  Students work in pairs and answer the questions. Then they listen to the recording and answer the questions.  Students work in pairs and do the music survey | Students match the instruments with the pictures. Then they listen to the recording and check their answers.  Students work in groups and answer the questions. They may use vocabulary if necessary  Students work in pairs and answer the questions. Then they listen to the recording and answer the questions.  Students work in pairs and do the music survey | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide, audio  Book, audio  Book, slide, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 47 of the Workbook for homework. | |  |  | |  |  |

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| Module 6 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 perfect with *ever/never*** | | | | | |
| Objectives according to the Curriculum | | 7.6.5.1- use questions which include a variety of different tense on a range of familiar 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:**  • learn the present perfect with ever/never.  • ask and answer questions in the present perfect about experiences.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Demonstrate the ability to ask a variety of questions in different tenses  Form simple perfect forms for recent, indefinite and unfinished past actions | | | | | |
| 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 the following on the board:  *Have you ever played a musical instrument?*  *I’ve never played a musical instrument.*  • Elicit that ever and never refer to an unidentified time before now: never means not at any time or not one time and is used in negative sentences; ever means at any time and is used in questions. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Pair work (5 min)  1 • Ask students to open their books at page 65.  • Tell students that the examples are from the listening on page 64.  • Put students into pairs to complete the sentences with ever or never.  • Check answers.  • For further information and additional exercises, students can turn to page 118 of the Grammar reference section.  Practice (5 min)  Refer students to the completed questions in Exercise 1.  • Ask students to translate ever into their language and say where that word goes in the question.  Individual work (5 min)  Ask students to work alone to rewrite the questions using ever.  • Help weaker students with 3 and 4 as they are not as straightforward as 1 and 2.  • Check answers.  Say it right (10 min)  Strong and weak forms of have  1. 2.46 Ask students to turn to page 112.  • Play the recording. Students listen and repeat the sentences.  2. 2.47 Focus on the conversation.  • Put students into pairs and ask them to identify whether the forms of have are strong or weak.  • Play the recording.  3 2.47 Play the recording for students to check their answers to Exercise 2 and repeat what they hear.  4. Put students into pairs to act out the conversation in Exercise 2.  • Monitor while students do this and check they are pronouncing the strong and weak forms of have correctly.  To help weaker students, complete the first one as an example.  • Put students into pairs to do the exercise.  • Check answers. Students can then ask and answer the three questions in the pairs.  Pair work (5 min)  2.8 Check students understand choir /kwaɪə/ (a group of people who sing together).  • Put students into pairs to write the questions using the verbs in brackets.  • Pair stronger students with weaker students for this task.  • Play the recording for students to check their answers.  Your turn (5 min)  6 • Put students into pairs to ask and answer the quiz questions.  • Remind students that the past simple is needed to talk about definite time, e.g. Have you ever been to a music festival? Yes, I have. I went to Glastonbury last year. | | Students work in pairs and complete the sentences  Students complete the questions and translate them.  Students work individually and rewrite the questions  Students work in pairs and listen to the recording. Then they check the pronunciation  Students work in pairs and write the questions. Then they listen to the recording and check their answers  Students work in pairs and answer the quiz questions. | Students work in pairs and complete the sentences  Students complete the questions and translate them.  Students work individually and rewrite the questions. Weaker students may ask for help.  Students work in pairs and listen to the recording. Then they check the pronunciation  Students work in pairs and write the questions. Then they listen to the recording and check their answers  Students work in pairs and answer the quiz questions. They may work with stronger students | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Audio  Audio  Slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 48 of the Workbook for homework. | |  |  | |  |  |

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| Module 6 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A world of music** | | | | | |
| 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;  7.2.3.1- understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics  7.3.3.1- give an opinion at discourse level on a growing range of general and curricular topics;  7.3.4.1- 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:**  • watch a video about musical instruments in Mexico, India and Australia.  • talk about the musical instruments in the video and traditional instruments in their country.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify facts and details in extended talks with little support  Figure out the content of a conversation with some support in extended talk  Provide a point of view in conversations and discussions  Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility | | | | | |
| 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. Ask: What musical instruments are commonly played in your country?  • Put students into small groups to answer the questions.  • Ask one student from each group to report their group’s answers to the class. | | students respond to greeting and take their places.  Students work in small groups and answer the questions. | students respond to greeting  Students work in small groups and answer the questions. | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  1 • Ask students to open their books at page 66, look at the images and complete the table with the information.  2 6.2 Play the video for students to check their answers to Exercise 1.  • Check students can pronounce sitar /ˈsɪtɑː/, didgeridoo  /ˌdɪdʒ(ə)rɪˈduː/, trumpet /ˈtrʌmpɪt/.  Pair work (10 min)  Check students’ understanding of the words in the box.  • Put students into pairs to match the sentences with the words.  • Check answers.  Groups work (5 min)  Put students into small groups to decide if sentences 1–4 are true or false and correct the false sentences  Video (5 min)  5 6.2 Play the video again for students to check their answers to Exercise 4.  Reading (10 min)  Ask students to read the three messages and decide which one best reflects the content of the video.  • Students can compare answers in pairs.  • Check answers. | | Students complete the table and watch the video.  Students work in pairs and match the sentences with the words  Students work in small groups and complete the tasks.  Students watch the video and check the answers.  Students do reading and compare their answers with each other | Students complete the table and watch the video.  Students work in pairs and match the sentences with the words  Students work in small groups and complete the tasks.  Students watch the video and check the answers.  Students do reading and compare their answers with each other | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer    1 point for each correct answer | Video, book  Book  Book  Book, video  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Students choose a piece of paper from the bag. Their homework is to find out about music in the country named on the paper (they find out what type of music is popular, what musical instruments  are traditionally played, the names of notable musicians). Students can share what they find out with a partner at the beginning of the next lesson. | |  |  | |  |  |

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| Module 6 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A web page** | | | | | |
| 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;  7.3.6.1- begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  7.5.7.1- use with minimal support appropriate layout at text level for a growing range of written genres on 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 the Burning Man Festival in the USA.  • talk about festivals.  • write about the last festival they went to.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Read the given fiction or non-fiction text and identify the general information  Interact in a pair, group and a whole class work presenting  Write about the events they participated in | | | | | |
| 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. Ask: What is a festival? Elicit the answer and write it on the board (a festival is a period of celebration with special events). Elicit famous examples, e.g. Mardi Gras in New Orleans, Carnival in Rio, Las Fallas in Valencia.  • Put students into pairs to tell each about the festivals they have been to.  • Ask some students to tell the class about the festivals their partner has been to. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Pair work (5 min)  Ask students to open their books at page 67.  • Put students into pairs to look at the photos and answer the question. You could introduce some vocabulary here to help students describe the photos, e.g. statue, balloons, desert.  2 • Ask students to read the text to check their answers to Exercise 1.  Practice (5 min)  Before students do the exercise, check their understanding of the following vocabulary: goggles (noun): glasses which fit closely to the face and which protect the eyes from dust, water, etc. dust (noun): a fi ne, dry powder made up of particles of earth or other matter chain (noun): a series of objects, such as metal rings, linked together.  • Ask students to read the FAQs about The Burning Man Festival, then work in pairs to match the questions to the paragraphs in the text.  • Encourage students to make links between the questions and the text, e.g. Question F asks Why is it called The Burning Man Festival? Students should therefore look for a paragraph which gives a reason.  • Check answers with the class and then read out the information in the FACT! box.  4. Explore phrasal verbs with up (5 min)  • Tell students that get up is an example of a phrasal verb, i.e. a phrase made up of a verb and a preposition or adverb. Explain that phrasal verbs have very specific meanings and are very common in informal written and spoken English. Elicit further examples of phrasal verbs and put them on the board, e.g. wake up, turn off, look for.  Pair work (5 min)  Put students into pairs to complete the sentences with the verbs in the box in the correct form. Tell students to use the context of the highlighted phrasal verbs in the text to help them decide which phrasal verbs are required to complete the sentences. Check answers.  • To extend work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 126 and do the exercises for Explore phrasal verbs with up.  Your turn (10 min)  5 • Put students into pairs to ask and answer the questions.  • Ask some students to report back to the class on what their partner said.  6 • Read out the example sentence.  • Give students a few minutes to write a brief description of the last festival they went to. Students should write around 100 words.  • Monitor while students write their descriptions. Help with vocabulary as necessary.  • Collect and check students’ work.  Optional activity (5 min)  • Put students into small groups to design their own festival.  • Students give their festival a name, explain what the festival celebrates, come up with a programme of events and design a poster advertising their festival.  • Students present their poster to the class.  • Display the posters on the wall and ask the class to vote for its favourite. | | Students work in pairs and answer the questions. Then students read the text and check their answers.  Students work on vocabulary and answer the questions.  Students work with phrasal verbs.  Students work in pairs and complete the sentences with the verbs. Then they check the answers.  Students work in pairs and answer the questions.  Students write description of the last festival they went to.  Students work in small groups and design their own festival | Students work in pairs and answer the questions. Then students read the text and check their answers.  Students work on vocabulary and answer the questions.  Students work with phrasal verbs.  Students work in pairs and complete the sentences with the verbs. Then they check the answers.  Students work in pairs and answer the questions.  Students write description of the last festival they went to.  Students work in small groups and design their own festival | | 1 point for each correct answers  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  1 point for each correct answer | Book, slide  Book, slide, vocabulary  Vocabulary, book  Book, slide  Book, slide, internet resources |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercise 5 on page 48 of the Workbook for homework. Ask students to write a profile of an interesting or unusual festival such as The Burning Man Festival. Students can include the following information in their profiles: the name of the festival, where it takes place, what it celebrates, what you can do there, how many people usually attend. Students can read out their profile to a partner in the next class. | |  |  | |  |  |

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| Module 6 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Invitations and arrangements** | | | | | |
| 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;  7.2.3.1- understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics  7.1.6.1- organize and present information clearly to others;  7.1.7.1- develop and sustain a consistent argument when speaking or writing | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch teenagers taking about going to concerts.  • listen to a conversation about invitations and arrangements.  • practise inviting people to do things and making arrangements.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify facts and details in extended talks with little support  Figure out the content of a conversation with some support in extended talk  Demonstrate an ability to organize and express ideas clearly  Make an argument and evolve reasoning while speaking | | | | | |
| 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 the following question on the board:  *Where is the best place to enjoy live music?*  • Put students into pairs to answer the question.  • Ask some students to report back to the class on their partner’s opinion. | | students respond to greeting and take their places.  Students answer the questions and discuss the topic | students respond to greeting  Students answer the questions and discuss the topic | |  |  |
| **The middle of the lesson – 35 min** | **Real talk: Have you ever been to a concert? (5 min)**  6.3 Ask students to open their books at page 68.  • Tell students they are going to watch some teenagers answering the following question: Have you ever been to a concert?  • Give students some time to look at the questions and then play the video.  • Students work alone to answer the questions. They can compare answers in pairs before you check answers with the class.  Practice (5 min)  Put students into pairs to ask and answer the question.  Encourage them to ask additional questions, e.g. What did you think of the concert?  • Ask some students to report back to the class on what their partner said.  Listening (5 min)  3 2.9 Tell students they are going to listen to Fran and Nicky making an arrangement.  • Play the recording.  • Students listen and answer the question.  • Check answers.  Individual work (5 min)  Students can work alone to complete the conversation using the phrases in the Useful language box.  • Ask stronger students to try to complete the gaps in the conversation without looking at the phrases in box.  Listening (5 min)  2.9 Play the recording again for students to check their answers to Exercise 4.  Speaking (5 min)  Put students into pairs to act out the conversation in Exercise 4.  • Students can act out the conversation twice, taking a different part each time.  Pair work (5 min)  Go through the information about the concerts.  • Put students into pairs.  • Point out that speaking is a form of performance and that when speaking in another language it can help to think of yourself as an actor delivering lines. Speaking a foreign language is more artificial than speaking your own, so encourage students to turn that fact to their advantage.  • Students practise a conversation by changing the words in bold in Exercise 4 and using the information from Exercise 7 and whatever they found out when doing the digital activity. | | Students watch the video and answer the questions  Students work in pairs and answer the questions.  Students listen to the audio and answer the questions  Students work individually and complete the conversation  Students listen to the audio and check their answers  Students prepare conversation and develop their speaking skills  Students work in pairs and practice the conversation | Students watch the video and answer the questions  Students work in pairs and answer the questions.  Students listen to the audio and answer the questions  Students work individually and complete the conversation  Students listen to the audio and check their answers  Students prepare conversation and develop their speaking skills  Students work in pairs and practice the conversation | | 1 point for each correct answer  1 point for each correct asnwer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Students evaluate each other  Teacher evaluates and guides students | Book, video  Book, slide  Book, audio  Book, slide  Book, audio  Book  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to find out the most exciting places in their town or city to enjoy live music. At the beginning of the next lesson, students can share what they found out with a partner. | |  |  | |  |  |

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| Module 6 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **An internet post** | | | | | |
| Objectives according to the Curriculum | | 7.4.6.1- recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics;  7.5.3.1- write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;  7.5.4.1- use with some support style and register appropriate to a limited variety of written genres on general and curricular topics;  7.5.7.1- use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read a blog about a concert.  • learn about avoiding repetition in writing.  • write a blog post about a concert they have been to.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify the attitude and opinion of the author  Express their opinion about the visited events  Use grammatical structures in the sentences correctly | | | | | |
| 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. Find out if any students in the class have a blog and what they like to blog about.  • If no one in the class has a blog, you could ask students if they ever read blogs, what their favourite blog is, and what they think are the best and worst things about blogs. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  Ask students to open their books at page 69.  • Ask students to read Alba’s blog about a concert she went to in order to find out whether she enjoyed it.  • Check the answer with the class. You could then tell students that the word gig is a very common informal alternative for concert.  Reading (5 min)  Ask students to read Alba’s blog again.  • Put students into pairs to answer the questions. Encourage students to underline in the blog post any information relating to the questions.  • Check answers.  Language box (5 min)  Go through the information in the Useful language box and ask students what they remember about Avoiding Repetition (1), which featured in Unit 2.  • Remind students that avoiding repeating words in a text is done to make that text more interesting.  • Read out the question and elicit the answer from the class.  Individual work (5 min)  Read out the example sentence.  • Students work alone to complete the sentences.  • Students can compare answers in pairs before you check answers with the class  Get writing (15 min)  PLAN  5 • 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 a blog post about a concert they have been to.  • Refer students back to the questions in Exercise 2 and ask them to decide how they are going to order information in their blog posts.  WRITE  6 • Tell students to use Alba’s blog post as a model to follow and encourage them to add extra information to their own blog posts, e.g. what your friends thought of the concert. Students should write about 120 words.  • Give students ten minutes to complete the writing task.  • Monitor while students are writing. Help with grammar and vocabulary as necessary.  CHECK  7 • Give students a few minutes to look through their blog posts and check them against the points here.  • Collect students’ blog posts and mark them. | | Students read the blog and answer the questions.  Students read the text again and work in pairs to answer the questions.  Students work with language box and answer the questions.  Students read the examples and complete the sentences  Students do steps of writing and practice their writing skills | Students read the blog and answer the questions.  Students read the text again and work in pairs to answer the questions.  Students work with language box and answer the questions.  Students read the examples and complete the sentences  Students do steps of writing and practice their writing skills | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students | Book, slide  Book  Book, language box  Book  Book, sldie |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 50 and Exercises 6, 7, 8, 9, 10, 11 and 12 on page 51 of the Workbook for homework. If students know any musicians, or are themselves musicians, they could make a video of themselves or those musicians playing. They could then bring this video to the next lesson for the rest of the class to watch. Alternatively, they could post the video to YouTube which students could then access and watch | |  |  | |  |  |

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| Module 6 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **CLIL. Art. Perspective** | | | | | |
| Objectives according to the Curriculum | | 7.1.6.1- organize and present information clearly to others;  7.4.3.1- understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts;  7.4.5.1- deduce meaning from context in short texts 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:**  • read about the technique of perspective in art.  • listen to an art teacher talking to a class.  • research information about a painting online.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Demonstrate an ability to organize and express ideas clearly  Recognize factual details in a given argument related to the topic  Figure out the content of a short text 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/**  **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 the following questions on the board:  Do you enjoy looking at paintings? Do you paint yourself?  Which museums have you been to?  • Put students into pairs to ask and answer the questions. | | students respond to greeting and take their places.  Students answer the questions and share ideas | students respond to greeting  Students answer the questions and share ideas | |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  Ask students to open their books at page 70.  • Put students into pairs to discuss the question.  Reading (5 min)  2.10 Ask students to read the information to check the ideas they had in Exercise 1  Practice (5 min)  Give students time to read the questions and the text.  • Ask students to work in small groups to answer the  questions.  • Check answers.  Listening (5 min)  2.11 Play the recording. Students listen and write down which of the words and phrases are mentioned.  • Check answers.  Matching (5 min)  Focus on the two paintings.  • Students work in pairs to do the matching.  Your turn (5 min)  6 • Read out the instructions.  • Give students time to search and make notes.  • Encourage students to give their personal opinion.  Video (5 min)  VIDEO  6.4 Art in perspective  See page 148 for activities you can do with this video. | | Students work in pairs and discuss the questions.  Students read the check the ideas  Students read the questions and answer them. They work in pairs  Students do listening and make notes  Students work in pairs to do the matching.  Students make notes  Students watch the video and do activities | Students work in pairs and discuss the questions.  Students read the check the ideas  Students read the questions and answer them. They work in pairs  Students do listening and make notes  Students work in pairs to do the matching.  Students make notes  Students watch the video and do activities | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer.  1 point for each correct answer.  1 point for each correct answer.  Teacher evaluates and guides students | Book  Book, slide  Book, slide  Audio, book, dictionaries  Book  Book, slide  Video, book |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to find out about a painter from their country. At the beginning of the next class, students can tell their partner. | |  |  | |  |  |

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| Module 6 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Ulytau** | | | | | |
| Objectives according to the Curriculum | | 7.4.3.1- understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts;  7.4.4.1- read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;  7.4.5.1- deduce meaning from context in short texts 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:**  • read an article about the rock band Ulytau.  • decide if information about the article is true or false.  • talk about downloading music from the Internet.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Recognize factual details in a given argument related to the topic  Read the given fiction or non-fiction text and identify the general information  Figure out the content of a short text 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/**  **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)  Write \_ \_ \_ \_ \_ on the board. Elicit letters until students guess or complete the word (music). Elicit styles of music, musical instruments, and the names of musicians and groups whose songs the students enjoy.  • Tell them to remember what their classmates said.  • Stop the activity after three or four minutes. Students return to their places. Ask several students to report what their classmates said, e.g. Dina likes hip hop and pop. Her favourite singer is Beyoncé. | | students respond to greeting and take their places.  Students guess the word and | students respond to greeting  Students guess the word and | |  |  |
| **The middle of the lesson – 35 min** | Practice (10 min)  Focus on the photograph of the band Ulytau. Elicit anything students know about the band, e.g. the names of the members, famous songs, how many albums the band has released. If students are not familiar with Ulytau, you could play one of their hit songs, or show a video clip.  • Check students’ understanding of the following vocabulary: conservatory (a college at which students study classical music or other forms of art) and award (a prize or money for winning a competition).  Reading (10 min)  Ask students to read the text and then refer them to sentences 1-6, making sure students understand them.  • Help weaker students by showing how to determine whether or not a statement is false. For example, we know that the third statement is false because the second paragraph in the article tells us that it was Kydyrali Bolmanov who had the idea of forming Ulytau’ not Maxim Kichigin.  • Encourage students to read the text carefully to find the answers and remind them to correct the false sentences.  Speaking (5 min)  After you have checked the answers to the exercise, you can extend the task by asking questions to test comprehension. For example: What does the band’s name mean? (Big Mountain.) Who gave Maxim a guitar? (His parents.)  Optional activity (10 min)  • Elicit the different ways we can access music, e.g. by buying a CD from a shop, by going to a concert, by downloading music from the Internet.  • Write the following statement on the board: Downloading music from the Internet without paying for it is wrong.  • Put students into small groups and ask them to come up with some ideas for and against the statement.  • Write For and Against on the board and elicit ideas to put under each heading.  • With the class as a whole, discuss the rights and wrongs of downloading music from the Internet. | | Students work in photos and talk about the topic.  Students read the text and find the answers.  Students practice their speaking skills. They ask and answer the questions.  Students write the statements and share ideas in small groups | Students work in photos and talk about the topic.  Students read the text and find the answers.  Students practice their speaking skills. They ask and answer the questions.  Students write the statements and share ideas in small groups | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to look online to find which bands are playing in Kazakhstan over the next few months. Students should note down which bands they would most like to see and why. At the beginning of the next lesson they can discuss this briefly with a partner | |  |  | |  |  |