**Lesson plan for the 7th Grades**

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| Module 8 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Priorities** | | | | | |
| Objectives according to the Curriculum | | 7.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;  7.1.5.1 - use feedback to set personal learning objectives;  7.2.4.1 - understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics;  7.3.7.1- 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 vocabulary for talking about priorities in life.  • talk about what is important to them, what they argue about with their parents, what stresses them and what they enjoy doing.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Discuss a problem in groups and suggest a solution for a problem  Consider classmates' advice and set personal learning objectives based on their feedback  Recognize the content of an extended conversation using some supporting information  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. Explain the meaning of priority (something important which must be given attention before other things). Tell students some of your own priorities and then ask: What are your priorities in life? Give students a minute to write a list of three things that are most important to them.  • Students can compare their lists in pairs before you ask some students to share their lists with the class. | | students respond to greeting and take their places.  Students make a list of things and compare it with each other | students respond to greeting  Students make a list of things and compare it with each other | |  |  |
| **The middle of the lesson – 35 min** | Unit presentation (5 min)  Books closed. Write on the board: *healthy habits.* Elicit ideas from the students as to what they think this means.  • Write students’ ideas on the board, e.g. plenty of sleep, a balanced diet, not getting stressed, making time to relax.  • Ask them to open their books at page 86. Ask them to describe the photograph.  • Put students into pairs and give them a couple of minutes to ask and answer the three questions.  • Ask some students to tell the class about how organised their partner is.  • Tell students that Unit 8 is about the things we want to do and the things we have to do.  LISTENING (10 min)  2.20 Ask students to open their books at page 87.  • Elicit descriptions of the photographs and give students time to read the phrases.  • Ask students to work in pairs to match the correct phrases with the photos.  • Play the recording for students to check their answers.  • Play the recording again for students to repeat the phrases.  2.21 Tell students they are going to listen to teenagers talking about their priorities.  • Play the recording for students to match the speakers with the activities in Exercise 1.  • Check answers.  Group work (10 min)  • Put students into small groups to think of more things to add to the list of priorities in Exercise 1. These items could either be responsibilities or fun activities, e.g. visit family, go to the cinema, read, do homework.  • Ask one member from each group to read their new list of priorities out to the class. Encourage students to debate the importance of the new things groups have come up with.  Your turn (10 min)  4 • Read out the questions and check that students understand them.  • Give students a few minutes to make notes using the activities in Exercise 1.  • Put students into pairs to ask and answer the questions.  • Ask some students to tell the class what they found out about their partner.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 128 and do the exercises for Priorities. | | Students share ideas and work in pairs. They ask and answer the questions  Students do listening task and od matching.  Students work in groups and complete the task.  Students answer the questions and make notes. | Students share ideas and work in pairs. They ask and answer the questions  Students do listening task and od matching.  Students work in groups and complete the task.  Students answer the questions and make notes. | | 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, audio  Book, slide  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 65 of the Workbook for homework. Students can also find out the top three priorities  in life for different members of their family. At the beginning of the next lesson, they can tell a partner about what they found out, e.g. Money is the most important thing for my dad. | |  |  | |  |  |

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| Module 8 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A good night’s sleep** | | | | | |
| 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 topics  7.4.2.1- understand specific information and detail in texts on a range of familiar 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 teenagers and sleep.  • learn verb and noun collocations.  • talk about their sleeping habits.  **Some learners will be able to:** | | | | | |
| 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 details in a text with little support  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 question on the board:  Why do we need to sleep?  • Put students into small groups and give them a minute to think of answers to the question.  • Ask one student from each group to report their answers to the class. | | students respond to greeting and take their places.  Students answer the questions and work in small groups | students respond to greeting  Students answer the questions and work in small groups | |  |  |
| **The middle of the lesson – 35 min** | Pair work (5 min)  1 • Ask students to open their books at page 88 and look at the photo. Read out the two questions. Put students into pairs to answer the questions.  Reading (5 min)  3 • Read out the five questions.  • Ask students to work alone to read the text again and answer the questions. Encourage students to highlight the part of the text that led them to their answers.  • Students can compare answers in pairs before you check answers with the class.  Optional activity (5 min)  • Current research suggests that teenagers would benefit from starting lessons later than is currently the norm, e.g. [http://www.reuters.com/article/2014 /08/25 /us-](http://www.reuters.com/article/2014%20/08/25%20/us-)highschool-start-time-idUSKBN0GP07720140825  • Put students into small groups and ask them to discuss the ideal school day. *What time would lessons start? When do students think they would be most awake and active and able to benefit from teaching?* Ask one member of each group to report back to  Explore collocation (5 min)  4. • Write collocations on the board. Explain or elicit the idea that a collocation is a pair or a group of words that are routinely used together, e.g. have dinner, go home, do homework. Complete the first one as an example.  • Ask students to work alone to form collocations by matching the verbs with the nouns. Help weaker students by directing them to the parts of the text where the collocations can be found.  • Check answers and then tell students that the best way to learn new vocabulary such as the verb + noun collocations is to use it as soon as possible.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 128 and do the exercises for Explore verb + noun collocations.  Fast finishers (5 min)  Students write sentences using the verb and noun  collocations in Exercise 4. Collect and check students’ work.  Your turn (5 min)  5 • Read out the questions.  • Put students into pairs to ask and answer the questions.  • Ask a few students to report back to the class on what their partner said.  Optional activity (5 min)  • Ask students to log on to this website to fill in the questionnaire about sleeping habits. http://www.bbc.co.uk/science/humanbody/sleep/profiler/  • Students can compare their results with a partner. | | Students read the questions and answer them  Students read the text and answer the questions.  Students work in groups and discuss the ideal school day.  Students work alone and make collocations. They check the answers together and work with vocabulary  Students write sentences using the verb and noun  collocations  Students work in pairs. They ask and answer the questions.  Students work online and compare the results in pairs. | Students read the questions and answer them  Students read the text and answer the questions.  Students work in groups and discuss the ideal school day.  Students work alone and make collocations. They check the answers together and work with vocabulary  Students write sentences using the verb and noun  collocations  Students work in pairs. They ask and answer the questions.  Students work online and compare the results in pairs. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book  Book, slide  Book, slide  Book, slide  Book  Book, slide  Internet resources |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercise 6 on page 66 and Exercises 1, 2, 3 and 4 on page 69 of the Workbook for homework. You could also ask students to keep a sleep diary for a week, recording what they do in the evening before they go to bed, how many hours they sleep each night, and how they feel the next day. Students can then share their sleep diaries with a partner and decide if they have learnt anything about what is best for them. | |  |  | |  |  |

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| Module 8 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Language focus 1 *should/must*** | | | | | |
| 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;  7.6.16.1- use a growing variety of conjunctions including *because, since, as* to explain reasons on a range of familiar 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; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn should and must.  • talk about problems and give advice using should and must.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Use simple present and past forms including past perfect tenses in active and passive voice  Link sentences into a paragraph using suitable conjunctions of reasons including *because, since*, and *as*  Figure out the content of a conversation with some support in extended talk | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **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 sentences on the board: You should get more sleep. You must get more sleep.  • Ask students to focus on the verbs should and must.  • Explain or elicit that should is used to give advice and that must is used to express obligation. | | students respond to greeting and take their places.  Students listen to the teacher and make notes | students respond to greeting  Students listen to the teacher and make notes | |  |  |
| **The middle of the lesson – 35 min** | Practice  1 • Ask students to open their books at page 89.  • Tell students that the example sentences are from the text on page 88.  • Ask students to look back at the text and then copy and complete the sentences.  • Check answers.  • For further information and additional exercises, students can turn to page 120 of the Grammar reference section.  Pair work  2 • Read out the example sentence.  • Ask students to work in pairs to complete the remaining sentences using should or shouldn’t and a verb in the box. Check answers.  3 • Read out the example sentence.  • Put students into pairs to complete the remaining sentences using must or mustn’t. Check answers.  LISTENING  2.22 Ask students to read the gapped conversation quickly for general understanding. Ask them to say what the conversation is about (plans for Friday night).  • Students can then work in pairs to complete the conversation using the phrases in brackets to help them to decide whether to use *should/shouldn’t* or *must/mustn’t*. Pair stronger students with weaker students to do this task.  • Play the recording for students to listen and check their answers.  • Students can then act out the conversation in pairs.  Your turn  5 • Read out the example problems and elicit advice for each of them.  • Ask students to work alone to think of two more problems.  • Monitor while students do this. Help with vocabulary as necessary.  6 • Put students into pairs to tell each other the problems they noted down in Exercise 5 and offer advice.  • Ask one or two students to report back to the class on the problems they discussed and the advice that was offered.  Game  • Play The memory game to practise *must* and *should*.  • See Games Bank on page 29.  Optional activity  • Ask students to work in groups.  • Each group writes sentences describing what students must and should do in order to do well in exams.  • One member from each group can read out their group’s list to the class.  • The class can then come up with a definitive list using ideas from all of the groups.  Watching  You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.  8.1 Get up and go!  • Ask: Do you use an alarm to help you get up in the  morning?  • Elicit student’s answers and then read out the information about the video.  • Play the video. Students watch it and answer the three questions. Check answers.  • Then ask students: Would you use the machine the inventors built?  • See page 143 for further activities you can do with this video. | | Students read the examples and copy and complete the sentences.  Students work in pairs and complete the sentences.  Students listen to the recording and say what conversation is about.  Students work in pairs and complete the conversation  Students read the examples and work alone to think of two more problems.  Students work in pairs and discuss the topic.  Students play game and practice *must* and *should*.  Students work in groups and write sentences describing what students must and should do in order to do well in exams.  Students watch the video and answer the questions. | Students read the examples and copy and complete the sentences.  Students work in pairs and complete the sentences.  Students listen to the recording and say what conversation is about.  Students work in pairs and complete the conversation  Students read the examples and work alone to think of two more problems.  Students work in pairs and discuss the topic.  Students play game and practice *must* and *should*.  Students work in groups and write sentences describing what students must and should do in order to do well in exams.  Students watch the video and answer the questions.  Weaker students may use dictionaries | | 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.  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  Book, slide  Book, slide  Book, slide  Book, slide, audio |
| **The end of the lesson – 5 min** | Homework  Set Exercises 1, 2, 3, 4 and 5 on page 66 of the Workbook for homework. | |  |  | |  |  |

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| Module 8 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A radio interview. Healthy habits** | | | | | |
| 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;  7.2.5.1- recognize the opinion of the speakers in supported extended talk on a 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 vocabulary to describe healthy habits.  • listen to advice about healthy habits.  • talk about your own healthy habits.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Recognize the content of an extended conversation using some supporting information  Identify the position of speakers in an extended talk with some support  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. Write \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ on the board. Elicit letters until vegetables is spelt out.  • Put students in pairs to discuss what vegetables they eat and how often they eat them. | | students respond to greeting and take their places.  Students work in pairs to discuss what vegetables they eat and how often they eat them. | students respond to greeting  Students work in pairs to discuss what vegetables they eat and how often they eat them. | |  |  |
| **The middle of the lesson – 35 min** | Practice (10 min)  1 • Ask students to open their books at page 90.  • Read out the questions.  • Put students into pairs to ask and answer them.  2 LISTENING  2.23 Play the recording for students to check their аnswers to Exercise 1.  2.23 Give students time to answer the questions.  • Play the recording again for students to complete them.  Vocabulary (5 min)  4 2.24 Check students’ understanding of healthy habits.  • Read out the example.  • Put students into pairs to complete the sentences.  • Play the recording for students to check their answers and repeat the phrases.  LISTENING (10 min)  2.51 Ask students to turn to page 113.  • Play the recording. Students listen and repeat the words.  2. 2.52 Ask students to copy the table into their notebooks.  • Play the recording for students to listen and match  the words with the correct stress pattern.  3. 2.52 Play the recording for students to check their answers to Exercise 2 and repeat the words.  4. Ask students to add the words in the box to the correct place in the chart in Exercise 2.  5. 2.53 Play the recording for students to check their answers to Exercise 4.  Pair work (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.  • To extend the work on this vocabulary, you could ask students to turn the Vocabulary Bank on page 128 and do the exercises for Healthy habits. | | Students work in pairs and answer the questions.  Students do listening task and check the answers.  Students read the examples and complete the sentences  Students do listening task and copy the table.  Students do matching task.  Students work in pairs and answer the questions. | Students work in pairs and answer the questions.  Students do listening task and check the answers.  Students read the examples and complete the sentences  Students do listening task and copy the table.  Weaker students may use dictionaries.  Students work in pairs 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. | Book, slide, audio  Book, slide  Book, slide, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 67 of the Workbook for homework. | |  |  | |  |  |

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| Module 8 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Language focus 2 *(don’t) have to*** | | | | | |
| Objectives according to the Curriculum | | 7.3.5.1- keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks;  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 *have to*.  • learn *don’t have to* and how it differs from *mustn’t*.  • talk about what they have to do and don’t have to do.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility  Demonstrate the ability to participate in a conversation | | | | | |
| 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 necessary on the board and check students understand that it refers to something that is essential.  • Ask: What phrases can we use in English to show that something is necessary?  • Elicit (don’t) have to and then some example sentences using those phrases, e.g. I have to revise for an exam tonight. I don’t have to go to school on Sunday. | | students respond to greeting and take their places.  Students answer the questions and discuss in class. | students respond to greeting  Students answer the questions and discuss in class. | |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  1 • Ask students to open their books at page 91.  • Tell students that the gapped sentences are from the listening on page 90.  • Give out photocopies of the audioscript from page 90, which students can use to help them complete the sentences.  • Check answers.  • For further information and additional exercises, students can turn to page 120 of the Grammar reference section.  LISTENING (5 min)  2.25 Read out the example.  • Ask students to work alone to complete the conversation by using the verbs in the box with the correct form of (don’t) have to. Guide weaker students to the correct form of (don’t) have to by pointing them to the subject in each sentence.  • Students can compare answers in pairs before you check answers with the class.  • Play the recording for students  Fast finishers (2 min)  Students can add two more lines to the conversation in Exercise 2.  Game (5 min)  • Play Correct the sentence using have to.  • See Games Bank on page 128.  Optional activity (5 min)  • Put students into small groups to discuss an ideal school, where none of the usual rules apply, e.g. You don’t have to wear a uniform.  • Students write a list of things students don’t have to do in their ideal school and then share the list with the class.  Your turn (5 min)  3 • Read out the example question and answer.  • Put students into pairs to ask and answer further questions using the information in the list.  • Ask some students to report back to the class on what their partner said.  Modal verb (5 min)  *don’t have to vs. mustn’t*  4 • Read out the two bulleted sentences. Ask: What is the difference between them?  • Ask students to complete the rules in pairs.  • Check answers.  • For further information and additional exercises, students can turn to page 120 of the Grammar reference section.  Reading (5 min)  5. 2.26 Elicit or teach the meaning of suitable (right for a situation).  • Give students a minute to read the text and then ask: What is the letter about? (a school disco).  • Ask students to work in pairs to complete the letter with don’t have to or mustn’t and the verbs in the box.  • Play the recording for students to listen and check their answers. | | Students fill the gaps and complete the task  Students complete the conversation and complete the tasks. They listen to the recording and check the answers  Students follow the instructions  Students play game and practice “have to”  Students work in groups and discuss the ideas.  Students read the examples and complete the task  Students answer the questions and complete the rules in pairs.  Students work in pairs and complete the letter | Students fill the gaps and complete the task  Students complete the conversation and complete the tasks. They listen to the recording and check the answers  Students follow the instructions  Students play game and practice “have to”  Students work in groups and discuss the ideas.  Students read the examples and complete the task  Students answer the questions and complete the rules in pairs.  Students work in pairs and complete the letter | | 1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students  Teacher evaluates and guides students  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  Book, audio, slide  Book, slide  Slide  Book  Book, slide  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 6 on page 68 of the Workbook for homework. The next lesson is about child actors in New York.  Ask students to prepare for the lesson by finding out about some famous child actors. Students can share what they find out with a partner at the beginning of the next lesson. | |  |  | |  |  |

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| Module 8 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A life on Broadway** | | | | | |
| Objectives according to the Curriculum | | 7.2.5.1 - recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.2.6.1- deduce meaning from context with little support in extended talk on a limited range of general and curricular topics;  7.2.8.1- understand supported narratives on a wide range of general and curricular topics  7.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch a video about child actors on Broadway in New York.  • talk about theatre schools and child actors.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify the position of speakers in an extended talk with some support  Recognize detailed information in a short conversation with some support  Figure out the content of a conversation with some support in extended talk  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)  • If you asked students to research child actors at the end of the last lesson, put students into pairs and ask them to share what they found out.  • If not, write child stars on the board and ask for examples of actors who became famous when they were children, e.g. Daniel Radcliffe. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  1 • Ask students to open their books at page 92 and say what they can see in the photos (children performing, a map of North America, the stars of Harry Potter at the beginning of their time making the popular films).  • Read out the questions. Check students understand the difference between a musical and a play (a play is a dramatic work for the stage; a musical is a dramatic work for the stage or film in which song and dance are essential components).  • Put students into pairs to ask and answer the questions.  Video (5 min)  2.. Tell students they are going to watch a video about child actors. Play the video for students to check their answers to Exercise 1.  Practice (5 min)  3. 8.2 Read out the list of subjects. Check understanding of earn (to get money in return for providing a service) and judge (a person who decides who or what wins a competition).  • Play the video again for students to decide which subjects are referred to.  • Check answers.  Watching (5 min)  4. 8.2 Give students time to read sentences 1–7.  • Play the video again for students to choose the correct words in each sentence.  • Check answers.  Individual work (5 min)  5 • Read out the sentences.  • Students work alone to decide whether the sentences are true or false.  6. 8.2 Play the recording again for students to check their answers to Exercise 5.  • Students can correct the false sentences in pairs.  Your turn (5 min)  7 • Read out the questions.  • Put students into pairs to ask and answer them.  • Ask some students to report back to the class on what their partner said.  Optional activity (5 min)  • Ask students to research musicals currently playing in the West End in London by taking a look at the following website:  http://www.londontheatre.co.uk/londontheatre/whatson/musicals.htm  • Students find one or two they would like to see and tell a partner about their choices | | Students work with photos and read the questions. They answer and work in pairs  Students watch the video and check answers  Students watch the video again and do matching task  Students read the sentences and choose the correct words  Students work individually and complete the task.  Students work in pairs and answer the questions  Students work in pairs. | Students work with photos and read the questions. They answer and work in pairs  Students watch the video and check answers  Students watch the video again and do matching task  Students read the sentences and choose the correct words  Students work individually and complete the task.  Students work in pairs and answer the questions  Students work in pairs. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher guides and evaluates students | Book, slide  Book, slide, video  Book, slide, video  Book, slide, video  Book, slide, audio  Book, slide  Book |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to imagine they are child actors in a Broadway show. Ask them to describe their daily routine and their dreams for the future. Students can read their descriptions to a partner at the beginning of the next lesson. | |  |  | |  |  |

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| Module 8 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **La Masia football Academy.** | | | | | |
| Objectives according to the Curriculum | | 7.1.8.1- develop intercultural awareness through reading and discussion 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  7.6.6.1 - use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves 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 a football academy in Barcelona and a ballet school in London.  • talk about unusual schools in their country.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Raise awareness about cultural diversity through reading and discussion  Recognize factual details in a given argument related to the topic  Figure out the content of a short text with some support  Differentiate between possessive and reflexive pronouns including *mine, yours, ours, theirs, hers, his, myself, yourself, themselves* | | | | | |
| 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: *How do people become good at things like football and ballet?*  • Elicit students’ answers and write them on the board, e.g. by practising every day, by working hard, by training in a school, by making sacrifices. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  1 • Ask students to open their books at page 93.  • Students look at the photos and answer the question.  • Discuss the question with the whole class.  • Alternatively, put students in pairs to answer the question.  • Check answers  Reading (10 min)  2 • Ask students to work alone to read the texts about La Masia and the Royal Ballet School to find three ways in which the schools are similar. Weaker students can use their dictionaries to give them extra support when reading the text.  • Alternatively, put students into pairs and ask each student in the pair to read one text each. They can then exchange information about the schools they read about and make notes on three ways in which the schools are similar.  • Point out that it is a good idea when reading a short text in another language to read it once to get a general sense of its content before reading it again for more detailed understanding.  Pair work (5 min)  3 • Ask students to read the text again.  • Put students into pairs and ask them to decide whether the sentences describe La Masia, the Royal Ballet School or both.  • Check answers.  Prepositions (5 min)  4• Ask students to work alone to find the words in the box in the texts.  • Put students into pairs and ask them to complete the sentences with the words in the box.  • Check answers.  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 128 and do the exercises for Explore prepositions.  Optional activity (5 min)  • Ask students to use their smartphones to research unusual schools online.  • Encourage students to find at least one school to make a short presentation about.  • Put students into pairs.  • Students present their unusual schools to each other. Students then decide whether they would like to attend these schools or not.  Your turn (5 min)  5 • Read out the questions.  • 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 instructions and the sentence fragments.  • Give students five minutes to complete the writing task.  • Students can read out their descriptions to a partner.  • Collect and check students’ work. | | Students work with photos and answer the questions.  Students read the text and complete the task.  Students read the text again and work in pairs.  Students complete the task with prepositions and check the answers.  Students use internet resources for the task. They make a research and share ideas  Students read the questions and answer them in pairs. | Students work with photos and answer the questions.  Weaker students can use their dictionaries to give them extra support when reading the text.  Students read the text again and work in pairs.  Students complete the task with prepositions and check the answers.  Students use internet resources for the task. They make a research and share ideas  Students read the questions and answer them in pairs. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book  Book, slide  Book, slide  Book, slide  Internet resources  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercise 5 on page 68 of the Workbook for homework. | |  |  | |  |  |

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| Module 8 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Offering to help** | | | | | |
| 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;  7.2.5.1- recognize the opinion of the speakers in supported extended talk on a 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 teenagers talking about how to be a good friend.  • listen to a girl talking to a new student at her school.  • practice asking for help and offering to help.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Recognize the content of an extended conversation using some supporting information  Identify the position of speakers in an extended talk with some support  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 the following on the board: Who is your best friend? Why?  • Put students into pairs to ask and answer the question.  • Ask some students to report back to the class on what their  partner said. | | students respond to greeting and take their places.  Students work in pairs and answer the questions | students respond to greeting  Students work in pairs and answer the questions | |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  Real talk: What makes a good friend?  1. 8.3 Ask students to open their books at page 94.  • Tell students they are going to watch some teenagers answering the following question: What makes a good friend?  • Give students some time to read through the list of qualities and then play the video.  • Students work alone to tick the qualities they hear.  • Students can compare answers in pairs before you check answers with the class.  Pair work (5 min)  2 Put students into pairs to ask and answer the question.  • Ask some students to report back to the class on what their partner said.  Optional activity (5 min)  • Put students into small groups and ask them to debate the following statement:  *Facebook friends are not real friends*.  • Encourage students to think of whether real friendship is different to friendship online.  Listening (5 min)  **3**. 2.27 Tell students they are going to listen to Laura talking to Olivia, a new student at her school.  • Play the recording.  • Students listen and answer the question.  Individual work (5 min)  **4** • 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 the box.  **5.** 2.27 Play the recording again for students to check their answers to Exercise 4.  Speaking (5 min)  **6.** 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.  **7.** Give students time to read through the two situations and check their understanding of the noun material (information or ideas needed for a particular project, e.g. His family life gave him lots of material for his first film).  • Put students into pairs, taking it in turns to offer to help and ask for help. Once students have used the two situations in Exercise 7 they can think of similar situations of their own  Optional activity (5 min)  • Put students into pairs and ask them to tell each other what they are good at and do not usually need help with and what they are not so good at and usually need help with, e.g. I’m not very good at Maths. I always ask my brother to help me. | | Students watch a video and answer the question. Then they may discuss and compare their answers  Students work in pairs and answer the questions  Students work in small groups and debate on the topic  Students listen to the recording and answer the questions  Students work individually and complete the task. Stronger students try to complete the gaps in the conversation without looking at the phrases in the box.  Students practice speaking by working in pairs. They act out the conversation and check each other  Students work in pairs and share their experience. | Students watch a video and answer the question. Then they may discuss and compare their answers  Students work in pairs and answer the questions  Students work in small groups and debate on the topic  Students listen to the recording and answer the questions  Students work individually and complete the task  Students practice speaking by working in pairs. They act out the conversation and check each other  Students work in pairs and share their experience.  Weaker students may use vocabulary | | 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  Students evaluate each other  1 point for each correct answer | Video  Book, slide  Book, slide  Audio, book  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students can listen to the following speakers talk about the important people in their lives and do the accompanying exercises:  http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/important-people | |  |  | |  |  |

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| Module 8 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A competition entry** | | | | | |
| Objectives according to the Curriculum | | 7.1.6.1- organize and present information clearly to others;  7.4.2.1- understand specific information and detail in texts on a range of familiar general and curricular topics;  7.5.1.1 - plan, write, edit and proofread work at text level with some support on a range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read a description of life at a summer camp.  • learn about avoiding repetition in my writing.  • write a description of a summer camp as an entry in a competition.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Demonstrate an ability to organize and express ideas clearly  Identify details in a text with little support  Plan, write, edit and proofread e-mails 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 summer camp on the board and check  understanding of the phrase.  • Ask students if they have ever been to a summer camp. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  1 • Ask students to open their books at page 95.  • Students look at the photos, read Jon’s competition entry and say what Jon’s favourite thing about the camp was.  • Check the answer with the class.  Reading (5 min)  2 • Ask students to read Jon’s competition entry again.  • Students can work alone to decide which of the subjects in the list Jon writes about.  • Students can compare answers in pairs before you check answers with the class.  Useful language box (5 min)  3 • Go through the information in the Useful language box.  • Explain that avoiding repetition of words in a text is done to make that text more interesting to read.  • Ask students to find one other way of referring to activities in Jon’s competition entry.  Writing (5 min)  4 • Tell students to rewrite the text by changing the words in bold to avoid repeating the italicised words. This is a challenging activity, so do the first word as an example with the whole class.  • Students can then work in pairs to complete the exercise. Pair stronger students with weaker students to do this task.  • 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 competition entry for the summer camp website.  • Refer students to the information in Exercise 2 and then ask them to work alone to decide how they will order that information in their competition entries.  WRITE  6 • Tell students to use Jon’s competition entry as a model to follow and encourage them to add extra information to their entries, e.g. what their friends thought of the  camp, etc.  • Give students ten minutes to complete the writing task. Students should write 100–120 words.  • Monitor while students are writing. Help with grammar and vocabulary as necessary.  • Encourage students to produce at least two drafts of their entry. If students are doing this at home, ask them to write their entries on their computers rather than in  their notebooks as it will allow them to change the text more easily.  CHECK  7 • Encourage students to read their writing aloud as any mistakes they have made in their work will be more obvious to them then. You could also encourage students to record themselves reading their work. They can then listen back to it to analyse their writing, pausing the recording as necessary.  • Give students a few minutes to look through their descriptions and check them against the points here. Collect students’ competition entries and mark them. | | Students work with photos and complete the task.  Students read the text and answer the questions  Students work with “useful language box” and follow the rules.  Students work in pairs with weaker students. They complete the task and check answers with the class  Students follow the instruction and develop their writing skills. | Students work with photos and complete the task.  Students read the text and answer the questions  Students work with “useful language box” and follow the rules.  Students work in pairs with stronger students. They complete the task and check answers with the class  Students follow the instruction and develop their writing skills. | | 1 point for ach correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher guides and evaluates students | Book, slide  Book, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 70 and Exercises 5, 6, 7, 8, 9, 10 and 11 on page 71 of the Workbook for homework. Students research summer camps in their country and find one that they would be interested in attending. At the beginning of the next lesson they can tell their partner about the camp they found. | |  |  | |  |  |

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| Module 8 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **End-of-term test** | | | | | |
| Objectives according to the Curriculum | | 7.1.7.1- develop and sustain a consistent argument when speaking or writing;  7.2.7.1-begin to recognize typical features at word, sentence and text level of a limited range of spoken genres;  7.2.5.1- recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.3.2.1- ask complex questions to get information about a limited range of general topics and some curricular topics;  7.4.2.1- understand specific information and detail in texts on a range of familiar general and curricular topics;  7.5.1.1- plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;  7.6.7.1- use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | |  | | | | | |
| 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)  Teacher explains the aim of the lesson. | | students respond to greeting and take their places. | students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | Practice (15 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Revision (20 min)  Revise all the themes of the Units 8-9, answer the students’ questions.  Explain how to work on the tasks, time limits and requirements.  Students work on: Language focus, Vocabulary, Useful language, Listening, Reading, Writing. Speaking tests are downloaded separately. | | Students do unit revision and complete all the given tasks. | Students do unit revision and complete all the given tasks. | | 1 point for each correct answer | Book, slide, audio |
| **The end of the lesson – 5 min** | Homework (5 min)  Students make sentences according to the topic | |  |  | |  |  |

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| Module 8 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **CLIL. Avoiding sports injuries** | | | | | |
| Objectives according to the Curriculum | | 7.2.8.1- understand supported narratives on a wide range of general and curricular topics  7.2.6.1- deduce meaning from context with little support in extended talk on a limited range of general and curricular topics;  7.3.8.1 - recount some extended stories and events on a growing range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • listen to and read about dangerous sports and giving first aid.  • make a leaflet explaining how to avoid injury in a sport.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Recognize detailed information in a short conversation with some support  Figure out the content of a conversation with some support in extended talk  Retell extended stories and episodes on a given topic | | | | | |
| Level of thinking skills | | low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **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 your favourite sport to play or watch?  • Put students into pairs to ask and answer the question.  • Ask some students to report back to the class on what their partner said. | | students respond to greeting and take their places.  Students work in pairs. They ask and answer the questions and check the answers. | students respond to greeting  Students work in pairs. They ask and answer the questions and check the answers. | |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)  1 • Ask students to open their books at page 96.  • Read out the words in the box and make sure that students are able to pronounce them. Pay particular attention to the pronunciation of muscles /ˈmʌs(ə)ls/ and ligaments /ˈlɪɡəm(ə)ntz/.  • Ask students to work in pairs to match the words to the correct places on the diagram. Allow weaker students to use dictionaries so they can check the meanings of the words in the box. Check answers with the class.  Listening (5 min)  **2** • Ask students to work alone to complete the introduction using the words from Exercise 1.  • Students can compare their answers in pairs.  LISTENING  **3** 2.28 Play the recording for students to check their answers to Exercise 2.  Reading (5 min)  **4**. 2.29 Focus on the text and tell students that it contains advice on how to avoid sports injuries.  • Ask students to read the text and work alone to match the pieces of advice with the pictures. Allow weaker students to use dictionaries so they can check the meanings of the words in the text.  • Students can compare answers in pairs before you check answers with the class.  Fast finishers (5 min)  Ask students to answer the following question in pairs:  *Have you ever got injured doing sport?*  Optional activity (5 min)  • Ask students to read the text about avoiding sports injuries and to concentrate on remembering as much of the information in it as they can. Tell students that they are trying to remember the content of the text not the actual sentences used.  • Ask students to close their books and then put students into pairs.  • Give students three or four minutes to try to reconstruct two or three of the tips from the text.  • Students can then open their books to check their reconstruction against the original.  Your turn (5 min)  **5** • Put students into pairs to produce a leaflet explaining how to avoid injuries in a sport of their choosing.  • Students should either choose a sport they play or one they are familiar with. They can use their smartphones to do some research online. For example, they can use this website to help them: http://www.stopsportsinjuries.org/  • Display students’ finished leaflets on the walls of the classroom.  Video (5 min)  8.4 Mountain rescue  See page 150 for activities you can do with this video. | | Students read the examples and work in pairs to match the words  Students listen to the recording and answer the questions. They compare answers with each other  Students read the text and work alone to do matching task.  • Students can compare answers in pairs  Students follow the instruction and answer the questions  Students read the text and complete the task  Students work in pairs and produce a leaflet. They may use internet resources  Students watch the video and answer the questions | Students read the examples and work in pairs to match the words  Students listen to the recording and answer the questions. They compare answers with each other  Students read the text and work alone to do matching task.  • Students can compare answers in pairs  Students follow the instruction and answer the questions  Students read the text and complete the task  Students work in pairs and produce a leaflet. They may use internet resources  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  Teacher evaluates and guides students  1 point for each correct answer  Students evaluate each other  1 point for each correct answer | Book, slide  Book, slide, audio  Book, slide  Book, slide  Internet resources  Video |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students can make a poster illustrating and describing the most common sports injuries. | |  |  | |  |  |

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| Module 8 Lesson 12 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 7 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Food and drink** | | | | | |
| Objectives according to the Curriculum | | 7.4.1.1 - understand the main points in texts on a limited range of unfamiliar general and curricular topics;  7.4.3.1 - understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts;  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 food and drink in Kazakhstan.  • answer comprehension questions about the article.  • role-play a dialogue about food between a person from Kazakhstan and a foreign visitor.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Read and identify the main idea in the text  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 food and drink on the board. Elicit the different meals of the day: breakfast, lunch, dinner. You could add that some people in Britain call dinner tea, some call it supper, and some use the word supper to describe the snack  they have before they go to bed.  • Put students into pairs and ask them to say what they most enjoy eating and drinking for each meal of the day.  • Ask two or three students to report back to the class on the food and drink their partner likes and dislikes, e.g. Anara really likes having rice, vegetables and bread for lunch.  • Read out the two questions at the top of the page about Kazakh food (Questions 2 and 3). Give students a minute or two to answer these questions in pairs. Elicit answers and then find out which traditional Kazakh dish is the class’s favourite | | students respond to greeting and take their places.  Students work in pairs and complete the task | students respond to greeting  Students work in pairs and complete the task | |  |  |
| **The middle of the lesson – 35 min** | Practice (10 min)  1 • Students open their books at page 97.  • Ask students to say which dishes are shown in the photographs, and then elicit food that is served on special occasions in Kazakhstan (for example, at festivals, parties and weddings).  • Check students’ understanding of the following vocabulary:  settle in, varied, mutton, host, doughnut.  • Ask students to work alone to read the text and answer the questions.  • In pairs, students can compare answers before you check answers with the class.  • As you go through the answers, elicit additional information (for example, dishes from other countries that are eaten in Kazakhstan, what Beshbarmak is and when it is eaten).  • To extend the work on this text, ask students if they disagree with anything the writer says about food (and traditions associated with food) in Kazakhstan. You can discuss this as a class.  Optional activity (10 min)  • In pairs, students can role-play a situation in which a Kazakhstani person and a foreign visitor talk about food and drink in Kazakhstan.  • The foreign visitor asks what is usually eaten and drunk at each meal or on special occasions (e.g. at a wedding), and the person from Kazakhstan tries to offer us much information as possible about eating and drinking habits.  Questionnaire (15 min)  2 • Ask students to copy the `healthy habits’ questionnaire into their notebooks.  • Students can add as many questions to their questionnaire as they like, but should aim for at least 6-8.  • Help weaker students by eliciting questions that could be added to the questionnaire, e.g. *How often do you eat chocolate, cakes or biscuits? How many glasses of water do you drink a day? What is your favourite thing to eat? What is your favourite thing to drink? What is your favourite meal of the day? Do you ever miss a meal?*  • Monitor while students write their questionnaires, helping with vocabulary as necessary. | | Students work in groups and read the text. Then they follow the instructions and complete the task  Students work in pairs and role\*play the situation.  Students answer the questionnaire and answer them. | Students work in groups and read the text. Then they follow the instructions and complete the task  Students work in pairs and role\*play the situation.  Students answer the questionnaire and answer them. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students ask their friends and family the questions on their questionnaire. Encourage students to talk to as many people as possible. They should then write a short report on the results of their survey. They can then discuss their results in small groups at the beginning of the next lesson. | |  |  | |  |  |