**Lesson plan for the 7th Grades**

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| Module 9 Lesson 1 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | Adjectives for clothes |
| Objectives according to the Curriculum | 7.1.9.1- use imagination to express thoughts, ideas, experiences and feelings7.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics7.6.14.1- use prepositions before nouns and adjectives in common prepositional phrases on a wide range of familiar general and curricular topics |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• learn adjectives to describe clothes.• describe the clothes I like wearing.**Some learners will be able to:** |
| Evaluation criteria | Convey fantasy ideas including emotions and sensesApply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentencesEmploy the rule for nouns and adjectives in common prepositional phrases in practice |
| 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 *clothes* /kləʊdz/. Drill the pronunciation of the word and then elicit associated vocabulary, e.g. *T-shirt, shirt, trousers, jeans, coat, jacket.*• Ask students to think of some adjectives that can be used to describe clothes. Write their ideas on the board. | students respond to greeting and take their places.Students work on pronunciation  | students respond to greeting Students work on pronunciation  |  |  |
| **The middle of the lesson – 35 min** | Unit presentation (10 min)• Books closed. Write fashion on the board. Elicit the meaning of the noun, which refers to styles of clothing, hair, decoration, language, music, film and behaviour that are popular at a given moment in time.• Ask students to open their books at page 98.• Ask them to describe the photograph and then ask them to close their books and say what they remember about it.• Give students a couple of minutes to answer the questions.• Students can then compare answers in pairs before you check answers with the class.• Tell students that the themes of Unit 9 are clothes and fashion.Practice (5 min)1 2.30 Ask students to open their books at page 99.• Put students into pairs to match the phrases in the box with the clothes in the pictures.• Play the recording for students to listen, check their answers and repeat the phrases.2 Do this exercise with the whole class, eliciting students’ ideas and putting them up on the board.Listening (5 min)3. 2.31 Tell students they are going to listen to Anna and Marco talking about buying clothes online.• Play the recording.• Students listen and complete the chart.• Students can compare answers before you check answers with the whole class.Your turn (5 min)4 • Read out the questions, then put students into pairs to discuss them. As students may also enjoy wearing items of clothing which are not covered by the vocabulary introduced in Exercise 1, encourage them to talk about things they enjoy wearing rather than simply restricting them to using the phrases on the page.• Students talk about the kind of clothes that are popular among their age group. They could then talk about the kind of clothes that people of their age group do not like wear.Optional activity (10 min)• Ask students to write a short description of one of their favourite items of clothing. Students should include the following information: when and where they bought it or who gave it to them, how frequently they wear the item, why it means so much to them.• Put students into pairs to talk about the items of clothing they wrote about.• Ask some students to report back to the class on their partner’s favourite item of clothing. | Students describe photographs and share ideas about the book. Then they answer the questions and compare answers. Students work in pairs and match the phrases. Students do listening task and complete the chart. Then they compare their answers with each other Students answer the questions and practice their speaking skills Students work on description and include the given information into their speech.  | Students describe photographs and share ideas about the book. Then they answer the questions and compare answers. Students work in pairs and match the phrases. Students do listening task and complete the chart. Then they compare their answers with each other Students answer the questions and practice their speaking skills Students work on description and include the given information into their speech.  | 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, slide, audioBook, slide, audio Book, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2, 3 and 4 on page 75 of the **Workbook** for homework. |  |  |  |  |

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| Module 9 Lesson 2 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | Don’t be a fashion slave |
| 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;7.4.5.1 - deduce meaning from context in short texts on a growing range of familiar general and curricular topics;7.4.8.1 - use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• read a blog about young people and fashion.• learn words in context.• talk about fashion.**Some learners will be able to:** |
| Evaluation criteria | Read and identify the main idea in the textFigure out the content of a short text with some supportClarify the meaning of the word in a dictionary or other digital references |
| Level of thinking skills | low order thinking |
| **During the lesson:** |
| **The stage of the lesson/timing** | **Actions of the teacher:** | **Actions of the pupils:** | **Student actions with special educational needs** | **Assessment** | **Resources** |
| **The beginning of the lesson/** **5 min** | Greeting (1 min)The teacher greets students; students respond to greeting and take their places.*Hello, boys and girls! How are you?*Warm up (4 min) Books closed. Write *fashion* on the board. Elicit vocabulary related to it, e.g. *clothes, (un) fashionable, model, designer,* *label.*• Write *Are you a slave to fashion?* on the board. Elicit the meaning of *slave to fashion* (someone who follows trends in clothing very closely, buying and wearing only what is currently popular).• Tell students they are going to read a blog post about fashion. | students respond to greeting and take their places.Students answer the questions and prepare for reading  | students respond to greeting Students answer the questions and prepare for reading  |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)1 • Ask students to open their books at page 100.• Read out the three questions.• Students work in pairs to ask and answer the question.• Elicit answers.Vocabulary (5 min)2 • Check students’ understanding of the following vocabulary from the article: *patterned, style, to suit someone*. Point out that the phrase *to suit someone* is one of the most common ways of saying that an item of clothing either looks good or doesn’t look good on a particular person, e.g. *Those new jeans really suit you. / I don’t think this T-shirt suits me at all.*• Ask students to read the article.• Students can compare their answers in pairs before you check answers with the class.Reading (5 min)3 • Read out the instructions and the example.• Students work in pairs to complete the true/false exercise. Make sure they correct the false sentences.• Check answers.• Read out the information in the **Get it right!** box. Check students’ understanding of this by asking individual students questions related to fashion using the verb *want*, e.g. *What item of clothing do you most want to buy? What clothes shops do you want to open in your town or city?***Fast finishers** (5 min)Students can write two more sentences based on the text,which a partner then has to mark as either true or false.Explore words (5 min)4 Refer students to the words and phrase in the box, pointing out that they are all used in the blog.• Ask students to work alone to find the words and phrases in the article. Using context, students then try to find the correct definition in 1–6 for this vocabulary.• Students can compare their answers in pairs before you check answers with the whole class.• To extend this activity, ask students to work with a partner.They should write one new sentence for each of the words and phrases in the exercise, e.g. *It was really embarrassing when Dad bought a leather jacket.*Your turn (5 min)5 • Give students a couple of minutes to think about and make notes on the three questions• Monitor, helping **weaker students** with ideas as necessary.Optional activity (5 min)• Students organise their own class fashion show.• Choose some students to be models, some to be reporters and others to be designers. One student is the compere, who is responsible for introducing each of the models and saying what they are wearing.• After each of the models has walked down the catwalk, they are interviewed by the reporters, who want to know what they think of the new clothes they are modelling.• Finally, the reporters interview the designers, who say what they think is going to be in fashion this season. | Students read the questions and answer them in pairs. Students read the article and answer the questions. They compare answers and check with the class. Students read the instructions and complete the tasks. They read the information and complete the tasks. Students answer the questions and compare with each other. Students make notes on three questions. Students interview each other and develop their speaking skills.  | Students read the questions and answer them in pairs. Students read the article and answer the questions. They compare answers and check with the class. Students read the instructions and complete the tasks. They read the information and complete the tasks. Students answer the questions and compare with each other. Students make notes on three questions. Weaker students can ask for helpStudents interview each other and develop their speaking skills.  | 1 point for each correct answer Students evaluate each other 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, slide Book, slide Book, slide BookBook, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2, 3 and 4 on page 79 of the Workbook for homework. |  |  |  |  |

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| Module 9 Lesson 3 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | Language focus 1 Second conditional |
| Objectives according to the Curriculum | 7.6.3.1 - use a growing variety of compound adjectives and adjectives as participles;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; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• learn the second conditional.• practise using the second conditional by doing a quiz.**Some learners will be able to:** |
| Evaluation criteria | Apply the rule for compound adjectives and adjectives as participles in practiceUse simple present and past forms including past perfect tenses in active and passive voice |
| 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. Elicit a sentence in the first conditional (this form was introduced in Unit 2).• Elicit the fact that the first conditional is used to talk about future possibilities.• Tell students that they are now going to learn how to use the second conditional. | 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 101 and copy the table into their notebooks. Tell students that the sentences in the table are from the text on page 100.• Ask students to complete the sentences and the rules.• For further information and additional exercises, students can turn to page 121 of the **Grammar reference** section.Individual work (5 min)2 • Tell students to work alone to complete the sentences by choosing the correct form of the verbs. Encourage **weaker students** to refer to the table in Exercise 1 while doing the exercise.• Check answers.3 • Read out the example.• Tell students to work in pairs to write complete sentences.• Check answers with the class.Game (5 min)• Play *The Chain Game* to practise the second conditional.• See **Games Bank** on page 29.**Intonation in second conditional Sentences** (5 min)**LISTENING**1 2.54 Ask students to turn to page 113.• Tell them they are going to learn about intonation in the second conditional.• Play the recording for students to listen and repeat.2. 2.55 Check that students understand the two types of intonation.• Students listen and mark the intonation in the stressed words in the sentences.3. 2.56 Play the recording for students to check their answers to Exercise 2.4 • Put students into pairs to practise saying the sentences in Exercise 2.• Monitor while students do this. Check students are using the intonation correctly.**Your turn** (5 min)4 • Refer students to the quiz. Check their understanding of *notice* (to see something and be aware that it is there).• Ask students to work alone to do the quiz.Pair work (5 min)5 • Put students into pairs to compare their answers to the quiz questions from Exercise 4.• Ask some students to tell the class about their partner’s answers.Optional activity (5 min)• Put students into small groups.• Ask students to think of questions similar to the ones in the quiz in Exercise 4.• Students can take turns to answer the questions they think of. | Students read the rule and complete the sentences Students work individually and complete the sentences by choosing the correct form of the verbs. Students follow the instruction and play a game Students practice pronunciation and repeat after the recording Students work on quiz. Students work in pairs and compare answers with each other. Students work in small groups and answer the questions  | Students read the rule and complete the sentences Students work individually and complete the sentences by choosing the correct form of the verbs. Students follow the instruction and play a game Students practice pronunciation and repeat after the recording Students work on quiz. Students work in pairs and compare answers with each other. Students work in small groups 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 1 point for each correct answer 1 point for each correct answer  | Book, slide Book Audio BookQuiz Book, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2, 3, 4 and 5 on page 76 of the **Workbook** for homework. |  |  |  |  |

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| Module 9 Lesson 4 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | A discussion. –ed and –ing ending |
| Objectives according to the Curriculum | 7.2.3.1- understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics;7.2.4.1- understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics;7.2.7.1 - begin to recognize typical features at word, sentence and text level of a limited range of spoken genres |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• listen to teenagers doing a quiz about difficult situations.• talk about what to do in difficult situations.• learn -ed and -ing adjectives.• talk about I’m interested in, frightened of, worried about, etc.**Some learners will be able to:** |
| Evaluation criteria | Figure out the content of a conversation with some support in extended talkRecognize the content of an extended conversation using some supporting information |
| 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. Elicit examples of difficult situations, e.g. *You find a brand-new jacket at school. You don’t know whose it is and nobody knows you have found it. What would you do?*1. 2.32 Ask students to open their books at page 102 and look at the three pictures.• Elicit a description of the pictures.• Play the recording of Josh and Ella doing a quiz. | students respond to greeting and take their places.• Students listen and order the three pictures. | students respond to greeting • Students listen and order the three pictures. |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)2. 2.32 Ask students to read through the items.• Play the recording again and have students circle the correct answers.Discussion (10 min)3 • Ask students to discuss with a partner what they would do in the three situations that Ella and Josh talked about.• Ask two or three students to report back to the class on what their partner said.***-ed* and *-ing* adjectives** (10 min)4. 2.33 Read out the example sentences underneath the photographs, then ask students what the difference between *-ed* and *-ing* adjectives is.• Refer students to the information in the **Get it right!** box. Check that students understand the difference between the two types of adjective.• Put students into pairs to complete the exercise.• Play the recording for students to check their answers toExercise 4 and repeat the sentences.Your turn (10 min)5 • Ask students to work alone to complete the gapped sentences.6 • Put students into pairs to compare their sentences from Exercise 5.• Ask two or three students to tell the class something they found out about their partner | students circle the correct answers.Students do discussion and ask questions to each other Students work in pairs and complete the tasks. students work alone to complete the gapped sentences. | students circle the correct answers.Students do discussion and ask questions to each other Students work in pairs and complete the tasks. students work alone to complete the gapped sentences | 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, grammar bank Book, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2, 3 and 4 on page 77 of the **Workbook** for homework. |  |  |  |  |

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| Module 9 Lesson 5 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | Language focus 2 Second conditional questions |
| Objectives according to the Curriculum | 7.1.9.1- use imagination to express thoughts, ideas, experiences and feelings7.2.6.1- deduce meaning from context with little support in extended talk on a limited range of general and curricular topics;7.3.5.1 - keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks; |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• learn how to form second conditional questions.• ask and answer questions about some hypothetical situations.**Some learners will be able to:** |
| Evaluation criteria | Convey fantasy ideas including emotions and sensesRecognize detailed information in a short conversation with some supportDemonstrate 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 a second conditional sentence on the board,e.g. *If I were rich, I would pay for my brother to go to university.*• Ask students if they can make a question out of the sentence you put on the board, e.g. *If you were rich, what would you do? If you were rich, what would you pay for someone to do?* | students respond to greeting and take their places.**Students make questions according to the examples.**  | students respond to greeting **Students make questions according to the examples.**  |  |  |
| **The middle of the lesson – 35 min** | Practice (5 min)1 • Ask students to open their books at page 103.• Tell students that the example sentences are from the listening on page 102.• Put students into pairs to complete the sentences. (Given the standard form of the second conditional, students will be able to complete the sentences without referring to the audioscript.)• Check answers.• For further information and additional exercises, students can turn to page 121 of the **Grammar reference** section.Practice (5 min)2 • Read out the example, then ask students work alone to choose the correct options to complete the questions.• Encourage **weaker students** to split the second conditional sentences into two parts and to deal with each in turn. This will not only have the benefit of giving students a smaller chunk of language to work with, but also encourage them to think of how sentences are formed.• Students can compare answers in pairs before you check answers with the class.Pair work (5 min)3. 2.34 Complete the first gap as an example.• Ask students to work in pairs to complete the remaining gaps in the conversation using the correct forms of the verbs in brackets. Pair **stronger students** with **weaker students** for this task.• Play the recording for students to check their answers to Exercise 3.• Students can work in pairs to role-play the completed conversation.Reading (5 min)4 • Give students time to read through and make some notes on their answers to the six questions. Help **weaker students** by giving them the beginning of the sentences that they will form for their answers, e.g. *If I had a million pounds, I would ..., If I ruled the world, I would ...*• Encourage students to think of reasons for their answers.**Fast finishers** (2 min)Students can think of one additional second conditional question that they can ask their partner in Exercise 5.Pair work (3 min)5 • Put students into pairs to ask and answer the questions.• At the end, ask two or three students to tell the classsomething they found out about their partner.Game (5 min)• Play *Guess the question* using second conditional questions.• See **Games Bank** on page 28.Optional activity (5 min)• Put students into small groups to write five second conditional questions to ask you, e.g. *If you weren’t a teacher, what would you be?*• Groups can take turns to ask you questions. | Students work kin pairs and complete the sentences Students choose the correct option and check with the class. Students work in pairs and complete the gaps. **stronger students work** with **weaker students** for this task.Students read and make notes on the topic. Students follow the instructions and make sentences Students work in pairs and ask and answer the questions Students follow the instructions and play a game Students make sentences and write examples  | Students work kin pairs and complete the sentences Students choose the correct option and check with the class. Weaker students split the second conditional sentences into two parts. Students work in pairs and complete the gaps. **stronger students work** with **weaker students** for this task.Students read and make notes on the topic. Students follow the instructions and make sentences Students work in pairs and ask and answer the questions Students follow the instructions and play a game Students make sentences and write examples  | 1 point for each correct answer 1 point for each correct answer 1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer1 point for each correct answer | Book, slide Book, slide Book, slideBook, slide Book, slideBook, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2, 3 and 4 on page 78 of the **Workbook** for homework |  |  |  |  |

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| Module 9 Lesson 6 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | Traditional hats in the 21st century |
| Objectives according to the Curriculum | 7.2.3.1- understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics;7.2.6.1- deduce meaning from context with little support in extended talk on a limited range of general and curricular topics;7.2.7.1 - begin to recognize typical features at word, sentence and text level of a limited range of spoken genres |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• read about traditional hats worn in Bolivia and Vietnam.• listen to an explanation of the legend of Vietnamese hats.• listen to an explanation of why women wear bowler hats in Bolivia.• talk about hats and traditions where they live.**Some learners will be able to:** |
| Evaluation criteria | Figure out the content of a conversation with some support in extended talkRecognize detailed information in a short conversation with some support Identify the correct form of a word, appropriate sentence structure and text layout |
| Level of thinking skills | low order thinking |
| **During the lesson:** |
| **The stage of the lesson/timing** | **Actions of the teacher:** | **Actions of the pupils:** | **Student actions with special educational needs** | **Assessment** | **Resources** |
| **The beginning of the lesson/** **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 different things can people wear on their head?* Elicit ideas and write them on the board, e.g. hats,caps, scarves, bandanas. | students respond to greeting and take their places. | students respond to greeting  |  |  |
| **The middle of the lesson – 35 min** | Practice (10 min)1 • Ask students to open their books at page 104.• Elicit or check students’ understanding of the word *indigenous*, which means native to a particular place, e.g. indigenous plants, people, languages. Drill its pronunciation:/ɪnˈdɪdʒɪnəs/. Teach the word *conical*, explaining that it refers to something which has the shape of a cone. Drill its pronunciation: /ˈkɒnɪkl/• Read the introduction, then ask students to match texts 1–3 with pictures A–C. Tell students to look up any words they don’t know, but explain that the point of the exercise is that they focus on the general meaning of the texts rather than specifi c items of vocabulary.• Check answers.Pair work (5 min)2 • Read out the three headings.• Ask students to work in pairs to match the headings with the texts.• Check answers.Listening (5 min)3. 2.35 Refer students to the gapped text.• Tell them they are going to listen to someone talk about the tradition of wearing conical hats in Vietnam.• Play the recording, twice if necessary.• Students listen and complete the text. Check answers.Listening (10 min)4. 2.36 Refer students to questions 1–6.• Tell them they are going to listen to someone talk about how women came to wear bowler hats in Bolivia.• Play the recording, twice if necessary.• Students listen and answer the questions.• Students can compare their answers in pairs before you check answers with the class as a wholeYour turn (5 min)5 • Ask a student to read out questions 1–3.• Give students a couple of minutes to think about the questions before students discuss them in pairs.• Ask two or three students to report back to the class on what their partner said. | Students work with vocabulary and check the meaning with the class Students work in pairs and match the headings Students listen to the recording and complete the text Students do listening task and answer the questions Students read and answer the questions  | Students work with vocabulary and check the meaning with the class Students work in pairs and match the headings Students listen to the recording and complete the text Students do listening task and answer the questions Students read and answer the questions  | Teacher evaluates and guides the 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, slide Book, slide Book, audio Book, audio Book, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)For homework, ask students to use the Internet to research life in Vietnam and Bolivia. Students can find out about the food, weather and culture of these countries. At the beginning of the next class, students share what they found out. |  |  |  |  |

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| Module 9 Lesson 7 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | How mobile phones became a fashion item |
| Objectives according to the Curriculum | 7.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics;7.4.5.1 - deduce meaning from context in short texts on a growing range of familiar general and curricular topics;7.4.6.1 - recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics;7.4.8.1 - use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• read a text about mobile phones.• learn prepositional phrases.• talk about my mobile phone use.**Some learners will be able to:** |
| Evaluation criteria | Identify details in a text with little supportFigure out the content of a short text with some supportIdentify the attitude and opinion of the authorClarify the meaning of the word in a dictionary or other digital references |
| Level of thinking skills | low order thinking |
| **During the lesson:** |
| **The stage of the lesson/timing** | **Actions of the teacher:** | **Actions of the pupils:** | **Student actions with special educational needs** | **Assessment** | **Resources** |
| **The beginning of the lesson/** **5 min** | Greeting (1 min)The teacher greets students; students respond to greeting and take their places.*Hello, boys and girls! How are you?*Warm up (4 min) • Books closed. Write *mobile phones* on the board.• Elicit anything students know about the history and development of the mobile phone.1 • Ask students to open their books at page 105.• Focus attention on the quiz.• Ask students to work in pairs to do the quiz. | students respond to greeting and take their places.Students work in pairs and do the quiz  | students respond to greeting Students work in pairs and do the quiz  | 1 point for each correct answer  | Quiz  |
| **The middle of the lesson – 35 min** | Reading (5 min)2 • Ask students to read the article to check their answers to the quiz.• Check answers with the class. Ask students if they are surprised by any of the answers.Practice (5 min)3 • Give students time to read questions 1–7. Check their understanding of *accessories*, which is the name given to items that are added to the main one to make it more useful or appealing, e.g. a phone charger.• Students read the article again, then work in pairs to answer the questions.• Check answers.Explore prepositional phrases (10 min)4• Explain that some phrases require prepositions and that it is a good idea to learn entire phrases rather than focus only on individual words.• Complete item 1 as an example. Put the completed phrase on the board: *go on sale*.• Put students into pairs to complete the rest of the phrases using the article to help them.• Check answers.• To **extend** the work on the prepositional phrases, ask students to turn to the **Vocabulary Bank** on page 129 and complete the Explore prepositional phrases exercises.**Fast finishers** (5 min)Students can write two gapped sentences using the prepositional phrases in Exercise 4. You can then put these on the board for the class to complete as further practice.Your turn (5 min)5 • Ask two different students to read out the example ideas.• Help **weaker students** by eliciting some ideas and puttingthem on the board.• Put students into pairs to discuss mobile phone use in their family.• Ask two or three students to report back to the class on what their partner said.Optional activity (5 min)• Put students into small groups.• Ask students to write a list of advantages and disadvantages of having a smartphone.• Ask one member of each group to report their group’s ideas to the class. | Students read the article and do the quiz Students read the questions and answer them Students work in pairs and complete the phrases. Students follow the instructions and complete the task Students read the examples and discuss the topic. Students work in small groups and make a list of advantages and disadvantages of having a smartphone  | Students read the article and do the quiz Students read the questions and answer them Students work in pairs and complete the phrases. Weaker students may use vocabulary bank Students follow the instructions and complete the task Students read the examples and discuss the topic. Weaker students elicit some ideas with the teacher Students work in small groups and make a list of advantages and disadvantages of having a smartphone  | 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, slide Book, slide Book, slide Book, slide Book, slide Book, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercise 5 on page 78 of the **Workbook** for homework |  |  |  |  |

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| Module 9 Lesson 8 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | Asking for and giving advice |
| Objectives according to the Curriculum | 7.3.6.1 - begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;7.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics7.1.9.1- use imagination to express thoughts, ideas, experiences and feelings |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• listen to a conversation in which one teenager gives advice to a friend.• practise asking for and giving advice.**Some learners will be able to:** |
| Evaluation criteria | Interact in a pair, group and a whole class work presenting Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentencesConvey fantasy ideas including emotions and senses |
| 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. Tell the class that you have a problem (e.g. you’ve broken your sister’s guitar, you forgot to send your mother abirthday card). Ask students what we ask other people for when we have a problem.• Elicit the word *advice* and write it on the board.• Ask students if they know any ways of asking for and giving advice in English. Students will probably come up with the verb *should* and perhaps the phrase *If I were you, … .* | students respond to greeting and take their places.Students share their ideas with each other  | students respond to greeting Students share their ideas with each other  |  |  |
| **The middle of the lesson – 35 min** | Listening (5 min)1. 2.37 Ask students to open their books at page 106.• Tell students they are going to listen to Hayley talking to her friend James about a problem.• Play the recording.• Students listen, then say what problem Hayley wants James’ help with.Useful language box (5 min)2 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.3. 2.37 Play the recording again for students to check their answers to Exercise 2.Pair work (10 min)4 • Put students into pairs to act out the conversation in Exercise 2.• Students can act out the conversation twice, taking a different role each time.5 • Read out the two problems.• Put students into pairs and ask them to practise a conversation about these problems by using the **Useful language** in Exercise 2.• Monitor while students are speaking. Ask one pair to act out a conversation in front of the class.Optional activity (5 min)• Put students into small groups to come up with three problems such as the ones in Exercise 5.• Collect these, write them on the board in turn, and then put students in pairs to come up with advice for each problem. | Students listen to the recording and discuss the topic Students work individually and complete the conversation. Stronger students complete the gaps without looking at the phrases Students practice their speaking skills. They act out the conversation Students work in small groups and work with each problem.  | Students listen to the recording and discuss the topic Students work individually and complete the conversationStudents practice their speaking skills. They act out the conversation Students work in small groups and work with each problem.  | 1 point for each correct answer 1 point for each correct answer Teacher evaluates and guides students 1 point for each correct answer  | Book, slide, audio Book, audio Book, slide Book, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)Students can also think of advice to offer a smartphone addict. They should think of how they could help someone who used their phone too much to use it far less. At the beginning of the next lesson, students can share their ideas with a partner. |  |  |  |  |

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| Module 9 Lesson 9 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | A problem page |
| Objectives according to the Curriculum | 7.5.1.1- plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;7.5.6.1- link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;7.5.8.1- spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics;7.5.9.1- punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy punctuate written work at text level on a growing range of familiar general and curricular topics with growing accuracy |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• read a letter about a problem.• learn how to summarise a problem and give advice in writing.• write a response to a problem.**Some learners will be able to:** |
| Evaluation criteria | Plan, write, edit and proofread work at text level;Link with little or no support, sentences into coherent paragraphs;Spell vocabulary accuratelyPunctuate with some accuracy  |
| Level of thinking skills | low order thinking |
| **During the lesson:** |
| **The stage of the lesson/timing** | **Actions of the teacher:** | **Actions of the pupils:** | **Student actions with special educational needs** | **Assessment** | **Resources** |
| **The beginning of the lesson/** **5 min** | Greeting (1 min)The teacher greets students; students respond to greeting and take their places.*Hello, boys and girls! How are you?*Warm up (4 min)Books closed. Write *problem page* on the board and check that students know what this is (a column in a newspaper, magazine or on a website featuring readers’ problems and responses tothese problems).• Ask: *Do you ever read problem pages?* | 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** | Reading (5 min)1 • Ask students to open their books at page 107, read the text and say what Paul’s problem is.• Check the answer with the class.Practice (2 min)2 • Ask students to read Manchester Lad’s response again.• Put students into pairs to note which of the things in the list Manchester Lad does in his answer.• Check answers.Optional activity (3 min)• Put students into small groups and ask them to say what they think of the advice that Manchester Lad gives to Paul. Do students agree with it? Do they have any other advice to offer Paul?• Ask one member of each group to report back to the class.Useful language box (5 min)3 • Go through the information in the **Useful language** box.• Ask students to work in pairs to identify two further phrases for giving advice in Manchester Lad’s answer.Practice (5 min)4 • Complete the first sentence as an example.• Ask students to work in pairs to complete the remaining sentences.• Pair **stronger students** with **weaker students** for this task.• Check answers.Get writing (15 min)**PLAN**5 • Students should do their planning in class. The writing can either be done in class or at home.• Read out Dana’s problem.• Put students into pairs or small groups to think of advice to offer Dana.• Tell students they are going to write a response to Dana’s problem.• Refer them to Exercise 2 and ask them to make notes on the sort of information they will include in their writing.**WRITE**6 • Tell students to use ManchesterLad’s answer as a model tofollow.• Give students ten minutes to complete the writing task. Students should write 120–130 words.• Monitor while students are writing. Help with grammar and vocabulary as necessary. Encourage students to produce two drafts. Point out one of the benefits of writing more than one draft is that the first draft can be about getting ideas down on the page, while the second draft can focus on shaping and structuring those ideas.**CHECK**7 • Give students a few minutes to look through their writingand check them against the points here.• Collect students’ work and mark it. | Students read the text and answer the question Students work in pairs and make notes. Students work in small groups and answer the questions Students work with the information and identify the phrases Students complete the sentences and work in pairs . Students follow the instructions and practice their writing skills  | Students read the text and answer the question Students work in pairs and make notes. Students work in small groups and answer the questions Students work with the information and identify the phrases Students complete the sentences and work in pairs . Students follow the instructions 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 1 point for each correct answer 1 point for each correct answer  | Book, slide Book, slide Book, slide Book, slide BookBook, slide, internet resources  |
| **The end of the lesson – 5 min** | Homework (5 min)Set Exercises 1, 2 and 3 on page 80 and Exercises 4, 5, 6, 7, 8, 9, 10 and 11 on page 81 of the **Workbook** for homework. Students write a problem such as the one in Exercise 5. At the beginning of the next lesson, collect these problems from the students, write them on the board, and then ask students to decide in pairs what advice they would give to someone with that problem. |  |  |  |  |

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| Module 9 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 | Giving each pupil a summative assessmentChecking on general progress and obtaining feedbackMeasuring what pupils have learntIdentification of levels for later workReinforcement of learning and pupil motivationIdentification of problem areas |
| 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 aims of the lesson | students respond to greeting and take their places. | students respond to greeting  |  |  |
| **The middle of the lesson – 35 min** | Practice (35 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 revise all the topic and complete the sentences  | Students revise all the topic and complete the sentences  | 1 point for each correct answer  | Book, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)Revision  |  |  |  |  |

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| Module 9 Lesson 11 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | CLIL. Social media |
| Objectives according to the Curriculum | 7.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics;7.4.5.1 - deduce meaning from context in short texts on a growing range of familiar general and curricular topics;7.4.8.1 - use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding7.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• read about social media websites and networking.• talk about what I like and dislike about social media websites.**Some learners will be able to:** |
| Evaluation criteria | Identify details in a text with little supportFigure out the content of a short text with some supportClarify the meaning of the word in a dictionary or other digital referencesApply 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 *social media* on the board.• Ask: What does this term mean to you?• Give students one minute to write down everything they associate with the term.• Put students into small groups to compare their ideas.• Ask one member of each group to report back to the class. | students respond to greeting and take their places. | students respond to greeting  |  |  |
| **The middle of the lesson – 35 min** | Pair work (2 min)1 • Ask students to open their books at page 108.• Read out the questions.• Put students into pairs to ask and answer them.Practice (3 min)2. 2.38 Ask students to read the text about teenagers and social media.• Ask students if the text mentions any of the ideas they came up with in Exercise 1.Reading (5 min)3 • Ask students to read the text again to decide which three benefits of using social media they think are the most important.• Students can compare their answers with a partner. You could then discuss the question with the class.Listening (5 min)4. 2.39 Tell students they are going to listen to three teenagers talking about social media.• Play the recording for students to listen and do the matching exercise. Point out that students only need to choose three of the four options a–d to match with the speakers.• Check answers with the class. Ask students if their grandparents use any social media websites.Digital activity (5 min)• Put students into pairs and ask them to have a text message conversation in which they ask and answer questions about their use of the Internet.• Students should ask questions such as: *How many hours a day do you spend online? What are your favourite websites? How often do you check your profile on Facebook?*• Ask some students to tell the class about their partnerPair work (5 min)5 • Read out the three questions.• Ask students to work in pairs to ask and answer the questions.• Ask some students to report back to the class on what their partner said. 5 • Read out the three questions.• Ask students to work in pairs to ask and answer the questions.• Ask some students to report back to the class on what their partner said.Optional activity (5 min)• Put students into groups and ask them to imagine how different their lives would be if they did not have the Internet and therefore no access to social media.• Ask one member of each group to report back to the class.Video (5 min)**9.1 Be safe online****See page 151 for activities you can do with this video.**• Ask: *How can you be safe online?* Elicit students’ ideas andthen read out the information about the video.• Play the video.• Students watch it and answer the three questions.• Check answers.• Then ask students: *What do you think of the ideas from the video about how to be safe online?* | Students work in pairs and answer the questions Students do reading and revise the ideas Students read the text and compare answers with each other Students practice their listening skills. They do matching and check the answers with each other Students work in pairs and make a dialogue Students work in pairs and answer the questions. Students work in groups and make a dialogue Students watch the video and complete the tasks  | Students work in pairs and answer the questions Students do reading and revise the ideasStudents read the text and compare answers with each other Students practice their listening skills. They do matching and check the answers with each other Students work in pairs and make a dialogue Students work in pairs and answer the questions. Students work in groups and make a dialogueStudents watch the video and complete the tasks | 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 Students evaluate each other  | BookBook, slide Book, slide Book, slide, audio Book, slide Book, slide Internet resources Video, book, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)For homework, ask students to consider the following statement: *We don’t control the Internet, the Internet controls us.* At the beginning of the next lesson, students can share their responses to the statement. |  |  |  |  |

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| Module 9 Lesson 12 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | Final test |
| Objectives according to the Curriculum | Giving each pupil a summative assessmentChecking on general progress and obtaining feedbackMeasuring what pupils have learntIdentification of levels for later workReinforcement of learning and pupil motivationIdentification of problem areas |
| 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 aims of the lesson  | students respond to greeting and take their places. | students respond to greeting  |  |  |
| **The middle of the lesson – 35 min** | Revision (35 min)Revise all the themes of the Units 1-9, 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 revise all the topics and complete the tasks  | Students revise all the topics and complete the tasks | 1 point for each correct answer  | Book, slide  |
| **The end of the lesson – 5 min** | Homework (5 min)Complete the exercises and revise vocabulary  |  |  |  |  |

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| Module 9 Lesson 13 |  |
| Teacher’s name: |  |
| Date: |  |
| Grade: 7 | Number of people present | Number of people absent |
| The Theme of the lesson | Kazakh national clothes |
| Objectives according to the Curriculum | 7.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics;7.4.5.1 - deduce meaning from context in short texts on a growing range of familiar general and curricular topics;7.4.6.1 - recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics;7.4.7.1 - recognize typical features at word, sentence and text level in a range of written genres;7.4.8.1 - use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding |
| Objectives of the lesson | **All learners will be able to:** **Most learners will be able to:**• read a text about traditional clothes worn in Kazakhstan.• decide if information about the article is true or false.• talk about the importance of national costumes.**Some learners will be able to:** |
| Evaluation criteria | Identify details in a text with little supportFigure out the content of a short text with some supportIdentify the attitude and opinion of the authorIdentify the correct form of a word, appropriate sentence structure and text layoutClarify the meaning of the word in a dictionary or other digital references |
| Level of thinking skills | low order thinking |
| **During the lesson:** |
| **The stage of the lesson/timing** | **Actions of the teacher:** | **Actions of the pupils:** | **Student actions with special educational needs** | **Assessment** | **Resources** |
| **The beginning of the lesson/** **5 min** | Greeting (1 min)The teacher greets students; students respond to greeting and take their places.*Hello, boys and girls! How are you?*Warm up (4 min) Books closed. Write *Clothes* on the board. Elicit or teach materials that clothes are commonly made of, e.g. *leather, cotton, nylon, linen, wool, silk, fur.*• Write *traditional Kazakh clothing* on the board and elicit anything students know about it. Ask: *Do you ever wear the national costume? When do you wear it? Do you enjoy wearing it?* | students respond to greeting and take their places. | students respond to greeting  |  |  |
| **The middle of the lesson – 35 min** | Practice (25 min)1 • Students open their books at page 109.• Ask students to describe the clothes shown in the photographs. Focus on colour, material and the occasions when the clothing shown might be worn.• Check students’ understanding of the following vocabulary: *a range of different materials, outfits, gold thread, waistcoat, sleeves.*• Ask students to read the text and then refer them to sentences 1–5, making sure students understand them. • Ask students to work in pairs to do the true/false task. Encourage them to read the text carefully to find the answers and remind them to correct the false sentences.• After you have checked the answers to the exercise, you can **extend** the task by asking questions about the specific clothing mentioned to test comprehension. For example: *When was a ton worn?* (In the winter.) *When was a shapan worn?* (In the summer.) *What is a saukele?* (A hat a bride wore at her wedding.)Optional activity (10 min)• Write the following statement on the board: *It is important to wear the national costume of your country on special occasions.*• 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 national costumes, why people wear them, whether wearing them is important, and why some people might be more reluctant to wear them than others. | Students read the text and complete the task. They check the answers with each other Students talk on the statement and share ideas with each other  | Students read the text and complete the task. They check the answers with each other Students talk on the statement and share ideas with each other  | 1 point for each correct answer 1 point for each correct answer  | Book, slide Book slide  |
| **The end of the lesson – 5 min** | Homework (5 min)For homework, students can research the national costumes of three other countries, presenting what they find out at the beginning of the next lesson to a small group. |  |  |  |  |