


Module 3 : Holidays and Travel		School: «Baldauren» Republican Educational and health centre			
Date:		Teacher name: Taszhanova: T.A.			
Grade: 7		Number present:	Number absent:		
Theme of the lesson:	Holiday activities: Sport				
Learning objectives	7. C2 Use speaking and listening skills to provide sensitive feedback to peers 7. W3 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics. 7.S7 Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 7.U4 Use an increased variety of determiners including neither, either on a range of familiar general and curricular topics				
Lesson objectives	<b>All learners will be able to:</b> - ask and answer interview questions with some support; - identify specific topic vocabulary studied in class with some support; - write a report, including 6-7 sentences with some support. <b>Most learners will be able to:</b> - ask and answer interview questions without support; - identify specific topic vocabulary studied in class without any support; - write a report, including 6-7 sentences with some support. <b>Some learners will be able to:</b> - help others ask and answer interview questions; - identify specific topic vocabulary not studied in class; - write a report, including 6-7 sentences without any support.				
Previous learning	Students have studied ‘hobby’ topic, can talk and write about their likes and dislikes				
Plan					
Planned timings	Planned activities		Learners’ activities	Evaluation	Resources

Beginning 10 min	<p><b>Leading-in stage</b> Teacher asks students to remind about the topic.</p> <p><b>Teacher tells the students the objectives of the lesson</b> Identify specific topic vocabulary studied in class with some support. Write a report, including 40-50 words with some support. Demonstrate the ability to use correct determiners including neither, either in the context.</p>	Learners ask and answer interview questions with some support.	<i>Verbal evaluation</i>	
	<p><b>Warming up</b> Brainstorm ideas on modern electronic devices Learners are divided into two groups by means of two pictures of a computer and DVD player cut into 5 pieces each. Both groups write on a poster all the words associated with “Modern Electronic Devices”.</p> <p>Differentiation by support: Less capable learners can be shown “Computer and Internet Terms” if they do not know these words or have difficulties doing this task.</p> <p><b><u>Survey activity.</u></b></p> <p><b>Step1</b> Every learner create the questions on the topic “Sport”. They walk around the room and interview each other about sport.</p> <p><b><u>Differentiation (by task and support):</u></b> Less capable learners create and ask the first <u>three</u> questions with support More capable learners create ask all <u>five</u> questions</p> <p><b>Step3</b> Learners summarise what they have found out using determiners including neither, either or quantitative pronouns such as : <i>Someone in this room has a mobile, everyone in my family has a TV, no-one has a robot</i></p>	<p>Learners discuss what new technology they could not live without and why.</p> <p>Learners follow the instructions</p>	<p><i>Mutual avaluation</i></p> <p><i>Individual avaluation</i></p>	Two cards with pictures from the PPT, two posters

	<b>Step4</b> All the information elicited from the interview with the help of the personal questions should be analysed and included into the short report			
End 5 min	<b>Reflection:</b> Was your question effective to summarize the information about your classmates' usage of technology items? What difficulties did you face while writing your report? <b>Saying goodbye</b>		<i>Self-assessment</i>	Reflective journals

Module 3: Holidays and Travel		School: : «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Taszhanova: T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	An unforgettable experience			
Learning objective	1.7 .R1Understand the main points in the texts on a limited range of unfamiliar general and curriculum topics. 2.7 C7. Develop and sustain a consistent argument when speaking and writing. 3.7.S3. Give an opinion of discourse level on a growing range of general and curricular topics.			
Lesson objectives:	<b>All learners will be able to:</b> <ul style="list-style-type: none"><li>• read the text and understand the main point in the text ;</li><li>• recognize new words in the given sentences;</li><li>• express their opinion about Social network profile.</li></ul> <b>Most learners will be able to:</b> <ul style="list-style-type: none"><li>• make up own questions</li></ul> <b>Some learners will be able to:</b> <ul style="list-style-type: none"><li>•make up and act the dialogue according to the task .</li></ul>			
Previous learning	Social networking websites			
Plan				
Planned timing	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	<b>Greeting:</b> Teacher greets with learners; <b>LEAD IN :</b> I surf the net every day. I listen to music watch videos ,look for information and play on- line games. I have an account in VKontakte and Facebook . I think VKontakte is the most popular social network. Pupils read the poem then teacher close some words . Pupils should find disappeared words.	Learners discuss	Verbal evaluation	Interactive board
Middle 30 min	<b>1.Pre- reading task:The teacher draws a table on the board and the students fill it in.</b> 1.Do you have Internet? 2.What can you see ? 3.What is the most popular social network in Kazakhstan?	Each learner tells the class what social network or networks he uses and	Individual avaluation	Cards

	<p>4. What social network profile do you use and why?</p> <p><b>2 task. Read and title the text:</b>          Today it is difficult to imagine teenagers life without the modern social networks. Some people say that the social network is an absolute evil for a teenager , the other see in teenagers communication by means of social networks positive moments. For example , my friend Tom often uses the computer and surfs the Internet. I usually download games, but my friend downloads music. They visit VKontakte every day, but Mike never visits social networks. We send and get e-mails .</p> <p><b>Task 3. Read the text again , fill in missing words .After finishing check your neighbor.</b>          Today it is difficult to imagine teenagers life without the modern ..... . Some people say that the ..... .... is an absolute evil for a .... ,the other see in teenagers communication by means of ... .... positive moments. For example , my friend Tom often ... the ... and goes the Internet. I usually ... games , but my friend ... music .They visit ... everyday, Mike never visits ... ....we ...and get... .... .</p> <p><b>Task 4. Group work. Make up question according to the text and ask each other.(W 5 Qs)</b>  <b>Descriptor:</b>          1.A learner makes up questions.          2.A learner asks questions.</p>	<p>why:(Open and close questions)</p> <p>Learners read</p> <p>Learners fill the missing words</p> <p>Learners makes up</p>	<p><i>Mutual avaluation</i></p>	<p>Cards with photos of new words</p>
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<b>End (of the lesson)</b>	<b>Feedback</b>  I need a lot of help.  I need a little help.  I understand everything    <b>Saying goodbye</b>		<i>Self-assessment</i>	
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Module 3: Holidays and Travel		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Taszhanova: T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	Present Perfect . Past Simple			
Learning objective	7.C7 develop and sustain a consistent argument when speaking or writing 7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 7.S8 recount some extended stories and events on a growing range of general and curricular topics 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.U17 use if / unless in first conditional clauses; use defining relative clauses with which who that where on a wide range of familiar general and curricular topics			
Lesson objectives:	<b>All learners will be able to:</b> -Make an argument with the reasons while speaking with some support; -Identify the particular information while reading an essay -Demonstrate the ability to write grammatically correct sentences; <b>Most learners will be able to:</b> -Make an argument with the persuasive reasoning while speaking; -Identify the particular information while reading an essay -Demonstrate the ability to write grammatically correct sentences ; <b>Some learners will be able to:</b> -Make an argument and evolve reasoning while speaking; -Identify the particular information while reading an essay -Demonstrate the ability to write grammatically correct sentences on familiar topics;			
Previous learning	Present Perfect. Past Simple			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<b>Leading-in stage</b> Teacher asks students to remind about the topic. <b>Warm-up</b> Change partners often and share your findings. Teacher tells the students the objectives of the lesson Make an argument and evolve reasoning while speaking;	Students walk around the class and talk to other students about Internet addiction.		Objectives on the board

	Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfil the tasks; Demonstrate the ability to write grammatically correct sentences on familiar topics; Evolve arguments, reasons, and evidence for a limited range of written genres;			
Middle 30 min	<p><b>Task 1. Discussion:</b> In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life? survey / Internet / mental health / problems / regularly / habits / depression / professor / addicted / activities / trouble / planning / time management / find out Have a discussion about the topics you liked. Change topics and partners frequently. Internet: Students A strongly believe the Internet is more bad than good; Students B strongly believe the Internet is more good than bad. Change partners again and talk about your conversations.</p> <p><b>Task 3:</b> <b>Read an essay</b> Is the Internet good or bad? Teens cannot live without the Internet and spend most of their time on it. Is this a good thing? The Internet is a useful tool. You can find the information on any topic and use it for schoolwork and projects. Also, the Internet helps communication. You can chat or send emails to your friends wherever they are.</p>	Learners discuss and follow the instructions	Mutual avaluation	
		Learners do the task	Individual avaluation	
End 5 min	Reflection 3 – new words you have taught at the	Learners write their impression	Self- assessment	



	lesson; 2 – adjectives to describe the lesson 1 – one activity you like Read an essay once more and answer the questions Is the Internet good or bad? <b>Saying goodbye</b>	of the whole unit and share ideas with their classmates.		
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Module 3: Holidays and Travel		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Taszhanova: T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	Traveller's tales			
Learning objectives	7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 7. C3 respect different points of view			
Lesson objectives	<b>All learners will be able to:</b> -demonstrate knowledge about information and details from texts about technology with support -remember and use vocabulary and makes sentences to talk about technology with support -accept different points of view on the topic technology <b>Most learners will be able to:</b> -analyze the text and answer the questions on the text <b>Some learners will be able to:</b> -analyze the content of the text and compare the houses of nowadays and future			
Previous learning	Social Network Profile			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning  5 min	The teacher greets students; students respond to greeting and take their places. <b>Lead-up:</b> Now we'll watch some episodes of film. Answer the questions: 1.What do you see on the video? 2.Do we use it in our everyday life? 3.Is it useful for people? 4.What are we going to talk about?	Greeting       Learners answer the questions	Verbal evaluation	
Middle  30 min	<b>Smarter that the other houses.</b> The next generation of fridges will use the Internet to make sure your food stays fresh and they'll get in touch with the supermarket to order some more. The money will come	Read the title and the first paragraph of the text correctly Explain their	Individual avaluation	

<p>straight out of your bank account and you'll never run out of milk again. Imagine you're on the bus home after a hard day's work and feel like a warm bath when you get back. All it takes in the house of the future is a quick text message to the heating system. The heating system warms the water and even runs the bath so that as soon as you walk through the front door, you can jump in and relax. And what about the doorknob? Scientists say that a doorknob with a computer could see someone walking up the path with bags of groceries and open the door for them. At the same time, it could lock all doors and contact the police in case of burglary. And the best thing about all this is that it will soon be part of our daily routine. Welcome to the future!</p> <p><b>Concept checking: What should you do?</b></p> <p><b>Task 2.</b></p> <p><b>Now look at the pictures and answer the questions.</b></p> <p>What do you see on these pictures? What's the difference in these pictures?</p> <p><b>Concept checking: What should you do?</b></p> <p>Answer the questions (with picture support)</p> <p>Discuss in group. Why are new technologies helpful and useful for our life?</p>	<p>ideas about the text.</p> <p>Find out words with specific vocabulary.</p> <p>Answer the questions( with some support</p>	<p><i>Mutual avaluation</i></p>	
<p><b>Concept checking: What should you do?</b></p> <p>Answer the questions (with picture support)</p> <p>Discuss in group. Why are new technologies helpful and useful for our life?</p>	<p>Learners look at the pictures and answer the questions</p> <p>Learners discuss in groups the advantages of new technologies.</p>	<p><i>Self-assessment</i></p>	

End 5 min	<b>Reflection.</b> <b>“Ladder of success”.</b> In order to motivate learners ,after each answer of learners ,the teacher should assess them in oral form (- Very well.-Nice of you !-Let’s try again!) <b>Home task for the next lesson.</b> Write an essay about advantages and disadvantages of new technologies. <b>Saying goodbye</b>	Learners should put himself/herself on one of three steps they feel at the end of the lesson.		
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Module 3. Holidays and Travel		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Taszhanova: T.A.		
Grade: 7		Number present:		Number absent:
Theme of the lesson:	Inviting / accepting / refusing			
Learning objectives	7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 7. C3 respect different points of view			
Lesson objectives	<b>All learners will be able to:</b> -demonstrate knowledge about information and details from texts about technology with support -remember and use vocabulary and makes sentences to talk about technology with support -accept different points of view on the topic technology <b>Most learners will be able to:</b> -analyze the text and answer the questions on the text <b>Some learners will be able to:</b> -analyze the content of the text and compare the houses of nowadays and future			
Previous learning	Social Network Profile			
Plan				
Planned timings	Planned activities	Learners’ activities	Evaluation	Resources

Start 5 min	<p><b>Warming up</b> Teacher asks learners «How are you?» to find out their mood at the beginning of the lesson: Planned activities: Dividing into two groups by method “Flowers” Steppe flowers- Room flowers. ( with picture)</p> <p><b>“Brainstorming”</b> Look pictures and answer this questions: 1. What colour do you like? (green or red) 2. What plant do you like? (Trees or flowers) 3. Why do you like tree ? 4. Why do you like flower ?</p>	<p>Learners choose one of the smiles they see on the slide, saying «I am happy/sad.... etc.»</p> <p>Learners answer the questions</p>	<i>Verbal evaluation</i>	Slide
Middle 30 min	<p><b>Read the title and the first paragraph of the text. How do you think what is this text about. Give your ideas.</b> <b>Task 1. Read the text correctly and carry out the following tasks:</b> Answer the questions about the text. 1.What type of new technology will help protect your house? 2 What role will the Internet play in smart houses 3. Would you like to live in such a home? Give reasons. 4 Do you think there are disadvantages to this technology?</p>	<p>Learners read the text answer the questions</p>	<i>Mutual avaluation</i>	

	<p><b>READING</b>  <b>Task 1: Read the text and the Internet and complete the task.</b>  Match parts of sentences in column (A) with parts of sentences in column (B).  Write the answers in column (C).</p> <p><b>SPEAKING</b>  <b>Task 2: Answer the questions using the topical vocabulary.</b>  <i>Questions:</i>  What piece of technology can't you live without? Why?  How often do you watch TV?  What's your favourite gadget to communicate with friends?  Do you spend much time chatting with your friends?  What information do you usually search on the Internet?</p>	<p>Learners read the text and complete the task</p> <p>Learners answer the questions using the topical vocabulary</p>	<i>Individual avaluation</i>	
End 5 min	<p><b>Reflection.</b>  <b>“Ladder of success”.</b> Learners should put himself/herself on one of three steps they feel at the end of the lesson.  In order to motivate learners ,after each answer of learners ,the teacher should assess them in oral form (-Very well.- Nice of you !-Let's try again!)  Write an essay about advantages and disadvantages of new technologies.  <b>Saying goodbye</b></p>		<i>Self-assessment</i>	

<b>Module 3. Holidays and Travel</b>		<b>School: «Baldauren» Republican Educational and health centre</b>	
<b>Date:</b>		<b>Teacher name: Taszhanova: T.A.</b>	
<b>Grade: 7</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>	<i>My amazing travels</i>		
<b>Learning objectives(s) that this lesson is</b>	7.W1 plan, write, edit and at text level with some support on a range of general and curricular topics 7.W5 develop with some support coherent arguments supported when		

contributing to		necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics 7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics											
Lesson objectives		<b>All learners will be able to:</b> Name the vocabulary and write words on the topic “Writing a formal letter about mobile phones being dangerous” Use in practice coherent arguments when necessary by examples and reasons on the topic Follow the instruction according to the task with support <b>Most learners will be able to:</b> Choose and change opinions of each other. Applies the synonyms for definitions the words in written form <b>Some learners will be able to:</b> Demonstrates knowledge about the theme, makes a whole text by key words, write comment below and then share with others Follow the instruction according to the task											
Previous learning		Unit revision											
Plan													
Planned timings	Planned activities		Learners’ activities	Evaluation	Resources								
Start 5 min	The teacher greets students; students respond to greeting and take their places.  <b>Look at the pictures and answer the question</b> What do you see on the pictures? What are we going to speak about today? What are these people doing? Who can guess the theme of our lesson? (students name the theme of the lesson)  T: Today we are going to speak about a mobile phone, one of the gadgets that have changed the lives of many people greatly.		Learners look at the pictures and answer the question	Verbal evaluation	Pictures								
Middle 30 min	<b>Task 1. Read the words and identify it’s meaning by using pictures</b> <table><tr><td>vital [vʌɪtəl]</td><td>appropriate [əproʊpriət]</td></tr><tr><td>invaluable [ɪnvæljuəbl]</td><td>junk [dʒʌŋk]</td></tr><tr><td>essential [ɪsenʃəl]</td><td>noisepollution</td></tr><tr><td>ahandset [hændset]</td><td></td></tr></table>		vital [vʌɪtəl]	appropriate [əproʊpriət]	invaluable [ɪnvæljuəbl]	junk [dʒʌŋk]	essential [ɪsenʃəl]	noisepollution	ahandset [hændset]		Learners read the words correctly and identify with pictures	Mutual avaluation	Pictures
vital [vʌɪtəl]	appropriate [əproʊpriət]												
invaluable [ɪnvæljuəbl]	junk [dʒʌŋk]												
essential [ɪsenʃəl]	noisepollution												
ahandset [hændset]													

	<p>to addict [ædɪkt]</p> <p>[noɪzpələʃn]</p> <p>costafortune[kɔːstəfɔːtʃən]</p>			
	<p><b>Task 2. Use the phrases with often, sometimes and never to make sentences:</b></p> <p>I often chat on a handset.</p> <p>I sometimes ... .</p> <p>I never ... .</p> <p>vital, invaluable, essential, a handset, to addict, an addiction, an addict, appropriate, junk, noisepollution, costafortune</p> <p><b>Task 3. Make up an experiment and change the ideas each other and give comments agree or disagree</b></p> <p>1. We cannot live without mobiles. They are a vital part of our life. We have become mobile addicts.</p> <p>2. People can do without mobiles. Mobiles are junk things. They are not so invaluable.</p> <p>3. It depends. Mobiles can be extremely useful in some situations.</p>	<p>Learners uses the phrase with new lexis</p> <p>Learners experiments and change the ideas Then give comments agree or disagree</p>	<i>Individual avaluation</i>	<p>Phrases</p> <p>List of paper</p>
<p>End</p> <p>5 min</p>	<p><b>Feedback</b></p> <div>  <p>Give positive feedback</p> <p>Provide constructive criticism</p> <p>Give positive feedback</p> </div> <p>Read the text about the early days of the mobile phones in Britain.</p> <p><b>Saying goodbye</b></p>		<i>Self-assessment</i>	



Module 3. Holidays and Travel		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Taszhanova: T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	A Lake or a Sea?			
Learning objectives	7.C7 develop and sustain a consistent argument when speaking or writing 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics 7.S3 give an opinion at sentence and discourse level on an increasing range of general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.U5 Use questions, which include a variety of different tenses on a range of familiar general and curricular topics. 7.U7 use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics			
Lesson objectives	<b>All learners will be able to:</b> - Form simple perfect forms for recent, indefinite and unfinished past actions with some support; - Demonstrate the ability to ask a variety of questions in different tenses; <b>Most learners will be able to:</b> - Form simple perfect forms for recent, indefinite and unfinished past actions with minimum support; - Demonstrate the ability to ask a variety of questions in different tenses; <b>Some learners will be able to:</b> - Form simple perfect forms for recent, indefinite and unfinished past actions; - Support your classmates with some assistance;			
Previous learning	Unit revision			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Recourses
Beginning 5 min	<b>Leading-in stage</b> Teacher asks students to remind about the main aspects of the unit. <b>Warm-up</b> Teacher revises the grammar structures, which will be practiced. 2. Teacher tells the students the objectives	Learners demonstrate the ability to ask a variety of questions in different tenses		

	of the lesson Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfil the tasks;			
Middle 30 min	<p><b><u>The main part of the lesson</u></b></p> <p><b><u>Listening</u></b></p> <p>Listen to the song “Technology Song for Kids - The Polkadots ” Discuss the main ideas about technology used in the song</p> <p><b>4. Revise the formation of Present /Past Simple</b> and write a few sentences about present and past. Alternative (if there is time left) <u>Past Simple</u> What did you do yesterday? (1-3) What didn’t you do on Sunday? (1-3) Fill in the text with:</p> <ul style="list-style-type: none"> <li>- someone, somebody      anyone,</li> <li>anybody</li> <li>- no one, nobody            everybody,</li> <li>everyone</li> <li>- somewhere                anywhere</li> <li>- everywhere                nothing</li> </ul> <p><b>Learners fill in the missing gaps with For or Since</b></p> <ol style="list-style-type: none"> <li>I've lived in Washington _____ 1997.</li> <li>Ben has studied English _____ three years.</li> <li>They haven't visited their grandparents _____ months.</li> <li>Julie's ill. She's been in bed _____ Tuesday.</li> <li>My dad has had his car_____ sixteen.</li> <li>It's been ten years_____ we moved to Oxford</li> </ol>	Learners discuss	<i>Mutual avaluation</i>	
		Learners write a few sentences	<i>Verbal evaluation</i>	
		Learners fill in the missing	<i>Individual avaluation</i>	

End 5 min	<b>PLENARY</b> Teacher asks students to write a reflection of the lesson. 3 – new words 2 – adjectives to describe the lesson 1 – one activity you like Feedback: Teacher asks students what task was difficult to them and how they managed to cope with it Learn the theme and repeat the new words <b>Saying goodbye</b>		<i>Self-assessment</i>	
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<b>Date:</b>		<b>Teacher name: Taszhanova: T.A.</b>	
<b>Grade: 7</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>	<i>Summative control work for the Unit 3</i>		
<b>Learning objective</b>	7.L2 Understand with little support most specific information in extended talk on a limited range of general and curricular topics. 7.R1 Understand the main points in texts on a limited range of unfamiliar general and curricular topics. 7.R3 Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts. 7.W3 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics. 7.W8 Spell most high- frequency vocabulary accurately for a growing range of familiar general and curricular topics. 7.S3 Give an opinion at discourse level on a growing range of general and curricular topics. 7.S5 Keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks. 7.S1 Use formal and informal registers in their talk on a limited range of general and curricular topics.		
<b>Lesson objectives</b>	Understand with little support most specific information in extended talk on a limited range of general and curricular topics.		

[illegible]

	<p><b>WRITING</b>  <b>Task . Choose one of the topics below.</b>  <b>Answer all the questions with appropriate details.</b>  Follow the questions, use topical vocabulary and pay attention to the grammar.</p> <p><b>SPEAKING</b>  <b>Task . Work in pairs.</b>  Choose one of the cards and make a dialogue with a partner. You have 1 minute to prepare and 2 minutes to talk. The following questions will help you to organize your talk.</p>	<p>Learners answer all the questions with appropriate details</p> <p>Learners discuss with your partner</p>		
End 3min	<p><b>FEEDBACK</b>  The most activities in class for me are.....  In class I don't like.....  Today I couldn't say because.....  I have some difficulties with speaking.....  Home task: to repeat the words and grammar theme.  <b>Saying goodbye</b></p>		<i>Self-assessment</i>	

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<b>Date:</b>		<b>Teacher name: Taszhanova: T.A.</b>	
<b>Grade: 7</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>	<i>An informal email giving news</i>		
<b>Learning objective</b>	7.C4 evaluate and respond constructively to feedback from others 7.C7 develop and sustain a consistent argument when speaking or writing 7.L5 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics 7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics 7.W5 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics		

Lesson objectives	<b>All learners will be able to:</b> <ul style="list-style-type: none"><li>- contribute to the group activity within their skills and competence</li><li>- identify the most powerful inventions with some support</li><li>- write adverts about your own invention and present to peers with some support</li></ul> <b>Most learners will be able to:</b> <ul style="list-style-type: none"><li>- contribute to the group activity within their skills and competence</li><li>- identify the most powerful inventions</li><li>- write adverts about your own invention and present to peers with minimum support</li></ul> <b>Some learners will be able to:</b> <ul style="list-style-type: none"><li>- help others in organizing and structuralizing a project</li><li>-- write adverts about your own invention and present to peers without support</li><li>-analyze the most impressive adverts, presenting 2-3 facts</li></ul>			
Previous learning	Summative control work for the 1 <sup>st</sup> term			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Recourses
Begining 15 min	<b>Leading-in stage</b> Teacher asks students to remind about the topic. What specific vocabulary did we practice at the previous lesson? <b>Teacher tells the students the objectives of the lesson</b> in order to check their comprehension what they are to achieve by the end of the lesson. Analyze given feedback; Form opinion and give constructive answers to feedback; Make an argument and evolve reasoning while speaking; Identify the position of speakers in an extended talk with some support; Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfil the tasks; Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences;	Greeting	<i>Verbal evaluation</i>	
	Students discuss the latest news in technology and write on the board the inventions,that they think are useful,	Learners discuss	<i>Mutual avaluation</i>	

	<p>popular, stunning. Learners should share the information about famous inventions in Kazakhstan.</p> <p>Teacher suggests them to Imagine a school with robot teachers, what would it be like? What are the advantages of a robot teacher? To what extent would be beneficial or not beneficial for students?</p>			
<p>Middle 20 min</p>	<p><b>The main part of the lesson</b></p> <p><b>Task 2:</b> Learners plan their own advert of any invention they could suggest their classmates to make familiar with. <b>Peer assessment</b> of plans follows.</p> <p><b>Differentiation</b></p> <p>More capable learners give constructive feedback with real recommendations to peers.</p> <p><b>Task 3: Formative assessment</b></p> <p>Learners present their adverts to the classmates</p> <p>use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p>	<p>Learners write the first draft of their advert in class. Edit and proofread drafts of peers.</p> <p>Learners present their adverts to the classmates</p>	<p><i>Individual avaluation</i></p>	
<p>End 5 min</p>	<p><b>Plenary</b></p> <p>Learners decide which of the advertised inventions they would buy by themselves.</p> <p>Teacher asks students what task was difficult to them and how they managed to cope with it</p> <p><b>Saying goodbye</b></p>		<p><i>Self- assessment</i></p>	