

LESSON 1		School: «Baldauren» Republican Educational and health centre		
Unit 1: Hobbies and Leisure				
Date: 05. 09. 2022		Teacher name: Taszhanova T . A .		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Free – time activities</i>			
Learning objectives	7.C4 evaluate and respond constructively to feedback from others 7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics 7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics			
Lesson objectives	<p>All learners will be able to: - learn types of leisure activities names.</p> <p>Most learners will be able to: -talk about how they like to spend their free time.</p> <p>Some learners will be able to: - describe the benefits of hobbies and why people need to have a hobby.</p>			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<p>Organization moment.</p> <p>Brainstorming. Write free time on the board. Say one true sentence about your free-time activities,e.g,I read a lot in my free time. or, In my free time I watch films on DVD. Write the names of the activity on the board: reading or films, or whatever you said. Ask: Who else likes reading/films;' .. ? Add two or three more simple names of popular activities which you think some of your students may like : football, walking, dancing, drawing. For each of them ask: Who likes... ?Then add the word activities (and the hyphen in free-time) to the board to complete the title of the lesson: <i>free time activitis</i>. Say: Today we're going to talk about free-time activities.</p>	<p>Greeting</p> <p>Learners follow the instructions</p>	<i>Verbal evaluation</i>	Board, copybooks

<p>Middle 30 min</p>	<p>Vocabulary teaching. Students are provided with eight pictures to each and match 8 words to photos (from the box).</p> <p>Peer assessment. Encourage them to compare answers in pairs before checking as a class. As they finish they pronounce them with the help of the teacher.</p> <p>Pair work. Learners tell about which sports and hobbies can they do:</p> <ol style="list-style-type: none"> 1. At home? 2. Outside? 3. On your own? 4. Team? 5. <p>His partner may express his opinion if he disagrees with him.</p> <p>Listening task. Less able and more able students listen to four teenagers and tick to the names of teenagers which sport or hobby is each person interested in.</p> <p>Most able students give recommendations to teenagers using phrases below: Your hobby ...</p> <ul style="list-style-type: none"> • helps you deal with stress. • relaxes you. • challenges me. • means you can meet new people. • keeps you fit. • gets you out of the house. • helps you forget about my worries. • makes you feel free. 	<p>Learners match with the pictures correctly.</p> <p>Learners can use modal verbs correctly.</p> <p>They can differentiate types of hobby.</p> <p>Learners do the task</p>	<p><i>Individual avaluation</i></p> <p><i>Mutual avaluation</i></p> <p><i>Verbal evaluation</i></p>	<p>Handout with pictures</p> <p>Handout with pictures.</p> <p>Sheets with tasks</p>
<p>End 5 min</p>	<p>Concluding the lesson Assessment Peer and self assessment chart</p>		<p><i>Self-assessment</i></p>	<p>Copybooks Peer and self</p>

	Saying goodbye			assessment charts
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LESSON 2 Unit 1: Hobbies and Leisure		School: « Baldauren» Republican Educational and health centre		
Date: 07. 09. 2022		Teacher name: Tazshanova T.T.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Take up a hobby</i>			
Learning objectives	<p>7. L4 Understand with little support some of the implied meaning extended talk on a limited range of general and curricular topics.</p> <p>7. S2 Ask complex questions to get information about a limited range of general topics and some topics.</p> <p>7. C4 Evaluate and respond constructive to feedback from other.</p>			
Lesson objectives	<p>All learners will be able to: understand the main idea of the text on a limited range of general and curricular topics.</p> <p>Most learners will be able to: make a dialogue using complex question on general and curricular topics</p> <p>Some learners will be able to: demonstrate their hobby and evaluate others in giving feedback.</p>			
Previous learning	Introduce the main sport of hobby and leisure.			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 10 min	<p>Organization moment: T: Good morning children! S: Good morning teacher! T: How are you today? T: Who is on duty today? T: Who is absent today? Checking home task! Write a short article for the English school magazine about your hobby. Write name of hobby how do you do, play it , why you live it.</p>	<p>Greeting</p> <p>Learners answer the questions</p>		
Middle 25min	<p>Brainstorming: Ex: Me and my hobbies. My hobby is shopping. I like to go to supermarkets. Because there are many fashionable clothes and I like wearing fashionable. T: Pupils, make a circle and divide</p>	<p>Learners describe your hobby choosing these pictures.</p>	<i>Verbal evaluation</i>	

	<p>into two groups choosing cards with the names of hobbies and leisure. Hobby: paint, read the historical books, collect stamps, collect the mark of cars. Leisure: do homework, play football, cooking, writing. T: Ok, children sit seats by your chosen cards.</p> <p>Listening and discussion. Students listen and read the text “Paint wars” carefully Jack plays games of paintball during the week. Jack’s team often wins the games. A game of paintball can take a long time. Paintball is an expensive hobby.</p> <p>Speaking: Tell the class two reasons why you like/ don’t like each of these hobbies. For.eg: I like paintball because it’s exciting and fun I don’t like paintball because it’s dangerous. I don’t like video games because give more time in your life.</p> <p>Task .2 Pair work. “Stand up , hand up, Pair up” Every student has a list of words: Archery jewellery making Golf playing Kart racing Gardening painting Example: A: Do you like archery? B: Not really. I find it difficult.</p>	<p>Learners mark the sentences <u>true</u> or <u>false</u></p> <p>Learners answer</p> <p>Learners ask and answers questions to get information from peers about their hobbies and leisure activities.</p>	<p><i>Individual avaluation</i></p> <p><i>Mutual avaluation</i></p>	<p>Text book: “students”</p>
<p>End 5 min</p>	<p>Reflection “<i>Questions, demanding multiple answers</i>” technique What did you learn today? What parts of the lesson were easy?</p>	<p>Learners answer the questions</p>	<p><i>Self-assessment</i></p>	<p>Stiker</p>

	What parts of the lesson were difficult? Saying goodbye			
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LESSON 3 Unit 1: Hobbies and Leisure		School: «Baldauren» Republican Educational and health centre		
Date: 08. 09. 2022		Teacher name: Taszhanova. T. A .		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Hobbies</i>			
Learning objectives	<p>7.R1 Understand the main points in texts on a limited range of unfamiliar general and curricular topics.</p> <p>7.R2 Understand specific information and details in texts on a range of familiar general and curricular topics.</p> <p>7.S7 Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics.</p> <p>7.C1 Use speaking and listening skills to solve problems creatively and cooperatively in groups.</p>			
Lesson objectives	<p>All learners will be able to: Comprehend the reading; Discuss a problem in groups; Apply topic related vocabulary in speech.</p> <p>Most learners will be able to: Comprehend the reading surely and understand main ideas while reading; Discuss a problem in groups and suggest solution for a problem;</p> <p>Some learners will be able to: Demonstrate the ability to find correct information without any mistakes; Comprehend the reading and understand main ideas while reading surely; Apply topic related vocabulary in speech with grammar accuracies.</p>			
Previous learning	Previously learned vocabulary on topic <i>Hobbies</i> .			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<p>Teacher greets the class and suggests playing the game to the learners. Teacher explains the rules for this game.</p> <p>Game “Back to Blackboard” Rules: One person stands back to the picture of a hobby; Classmates should not name the hobby; Classmates can give some associations with the hobby’s name; Classmates can mime the hobby’s name; Teacher can organize competition between two teams, when the first team</p>	Learners follow the instructions	<i>Verbal evaluation</i>	Whiteboard PPT

	<p>your hobby using example: <i>My favourite hobby is ... because I like</i> <i>One plus of my hobby is that ...</i> <i>I think that minus of my hobby is that</i> ... Saying goodbye</p>			
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LESSON 4 Unit 1: Hobbies and Leisure		School: «Baldauren» Republican Educational and health centre		
Date: 09.09.2022		Teacher name: Taszhanova T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Present Simple / Present Continuous</i>			
Learning objectives	7.C9 Use imagination to express thoughts, ideas, experiences and feelings. 7.S3 Give an opinion at discourse level on a growing range of 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.			
Lesson objectives	<p>All learners will be able to: use words on topic Hobbies and Leisure in; make sentences about their hobbies or leisure activities; demonstrate topic related vocabulary in sentences.</p> <p>Most learners will be able to: express their opinions about value of hobbies.</p> <p>Some learners will be able to: analyse some hobbies and leisure activities and differentiate them for groups.</p>			
Previous learning	Previously learned vocabulary on topic <i>Hobbies</i> .			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	1. Leading-in stage Teacher wants to know the mood of learners and asks them, "What color are you today?"	Learners tell teacher what color describes today's mood.		PPT slide 1
Middle 30 min	<p>Pre-learning "Four pictures and one word"</p>  <p>Learners work in groups of three and four, brainstorm the ideas about the pictures on the slide. They try to find</p>	Learners should guess the topic of the lesson by looking at the four pictures	<i>Verbal evaluation</i>	Whiteboard PPT S 2-3

	<p>one common topic for all four pictures. (hobby) The teacher introduces the objectives of the lesson.</p>			
	<p>The main part of the lesson Vocabulary work Learners are divided into small groups with the help of colourful pictures. Task: Draw a poster with different hobbies and leisure activities all over the world and present it to the class. Teacher monitors the group work and elicits the vocabulary level of the topic. Teacher chooses the group which is going to assess the answer. Learners assess each other according to group assessment sheet. Group assessment criteria : - Learners should name no less than 10 words for hobbies; - Learners present a poster with some creative images for the topic; - Learners say one plus and one minus to the group presentation. Learners watch a short video “Hobbies Vocabulary” and write down the names of the hobbies in copybooks. Teacher asks the question to the groups: -Are there any similar words in Kazakh or Russian for hobbies’ names? Differentiation: At the beginning of the school year, learners need some time to feel comfortable to work with each other. This means that they may work with different speed. Teacher gives learners some time to think over the question, before answering</p>	<p>Learners present their posters to the classmates.</p> <p>Learners watch a short video and write down the names of the hobbies in copybooks. Then answer the questions</p>	<p><i>Individual avaluation</i></p> <p><i>Mutual avaluation</i></p>	<p>A3 papers, markers, crayons.</p> <p>https://www.youtube.com/watch?v=X6Rm5J1wu2c - Hobbies Vocabulary - Vocabulary Chant for Kids by ELF Learning</p>
End 5 min	<p>Plenary Learners fill in the following</p>		<p><i>Self-assessment</i></p>	<p>copybook</p>

	reflective card in the copy books: 3- new words from the lesson 2- adjectives describing the lesson 1-activity from the lesson you like best Saying goodbye			
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LESSON 5		School: «Baldauren» Republican Educational and health centre		
Unit 1: Hobbies and Leisure		Teacher name: Taszhanova T.A.		
Date:		Teacher name: Taszhanova T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Comparative / Superlative adjectives</i>			
Learning objectives	<p>7.R1 Understand the main points in texts on a limited range of unfamiliar general and curricular topics.</p> <p>7.R2 Understand specific information and details in texts on a range of familiar general and curricular topics.</p> <p>7.S7 Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics.</p> <p>7.C1 Use speaking and listening skills to solve problems creatively and cooperatively in groups.</p>			
Lesson objectives	<p>All learners will be able to: Comprehend the reading; Discuss a problem in groups; Apply topic related vocabulary in speech.</p> <p>Most learners will be able to: Comprehend the reading surely and understand main ideas while reading; Discuss a problem in groups and suggest solution for a problem;</p> <p>Some learners will be able to: Demonstrate the ability to find correct information without any mistakes; Comprehend the reading and understand main ideas while reading surely; Apply topic related vocabulary in speech with grammar accuracies.</p>			
Previous learning	Names of different hobbies and hobby groups, structures I like swimming, My favourite hobby is....			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	Pre-learning Teacher greets the class and suggests playing the game to the learners. Teacher explains the rules for this game. Game "Back to Blackboard" The teacher introduces the objectives of the lesson.	Greeting Learners play a game	<i>Verbal evaluation</i>	Whiteboard PPT
Middle 30 min	The main part of the lesson Read the text about hobbies together with the class and stop reading before the gap filling. Teacher gives some thinking time for learners to fill in the missing words using the words from the previous task.	Learners read the text and fill the words	<i>Individual avaluation</i>	Appendix 1 Word list PPT

	<p style="text-align: center;">Hobby</p> <p>A hobby is something you like to do in your free time. Some people make something, grow plants or 1_____. Collecting things is not the only hobby people have. A lot of people do sports in their free time. Some people 2_____ traveling or gardening. Different people like doing different things.</p> <p>My friend is fond of collecting dolls. She has got a very good collection and she 3_____ it. This hobby is very popular with girls.</p> <p>Collecting dolls is funny but 4_____. I think it is really interesting. Her collection is 5_____.</p> <p>Her theme is Brats dolls. She keeps her dolls in special bags and doll's houses. I spend a lot of time on my homework but in the evenings I have enough free time to do my hobby. My hobbies are reading, playing LEGO and 6_____ I like reading very much. I read interesting books, usually about 7_____.</p> <p>I like to play LEGO. I have built a lot of houses from LEGO blocks and I like to do it.</p> <p>I'm fond of roller skating. I can roller skate but I want to skate better. I've done skating for about 6 months. I'm proud that I could learn to roller skate so quickly. I think that my hobbies are 8_____!</p> <p>Teacher shows the correct answers</p> <p>Teacher puts learners in pairs and gives the task: brainstorm hobbies and leisure activities in Kazakhstan. Teacher gives 5 minutes to do the task in a pair. At the end, they should have one extended list.</p>	<p>Learners join another pair after and combine their list.</p>	<p><i>Mutual avaluation Self- assessment</i></p>	<p>Appendix 2</p> <p>https://www.native-english.ru/topics/hobby - Reading about Hobbies</p>
<p>End 5 min</p>	<p>Reflection “The Bullet Point” technique -Learners get the sticky papers, write their</p>			<p>PPP</p>

names on them, go to the board and stick the paper on one of the four areas:

- Participated actively;
- It was interesting;
- Everything was clear;
- I have learned something new.

Saying goodbye

LESSON 6		School: «Baldauren» Republican Educational and health centre		
Unit 1: Hobbies and Leisure				
Date:		Teacher name: Taszhanova T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>The flight of the Steppe Eagle</i>			
Learning objectives	<p>7.L1 Understand with little support the main points in extended talk on a limited range of general and curricular topics</p> <p>7.L4 Understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics.</p> <p>7.S6 Begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p> <p>7.C1 Use speaking and listening skills to solve problems creatively and cooperatively in groups.</p> <p>7.S4 Respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics.</p>			
Lesson objectives	<p>All learners will be able to: Listen to the passage and mark sentences as True or False; Listen to the passage and fill in missing words;</p> <p>Most learners will be able to: Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility;</p> <p>Some learners will be able to: Discuss a problem in groups and suggest a solution for a problem;</p>			
Previous learning	Writing statistics on hobbies			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginnig 10 min	<p><u>Warm-up</u> Learners label the photos of different hobbies with fifteen words. While working in pairs, learners collaborate and help each other for getting better results. (Playing football, cycling, drawing, watching films, drawing, sunbathing, listening to music, dancing...) Learners are informed about the lesson objectives</p>	Learners write the words in the copybooks dividing hobbies into four columns.	<i>Verbal evaluation</i>	Whiteboard PPP slide 3

<p>Middle 25 min</p>	<p><u>The main part of the lesson</u> Listening Task 1 Teacher suggests listening activity to the learners. They get a sheet with the questions and mark if the sentences are True or False. They listen twice. 1. The teenager came back from football practice 2. Football is his favourite sport 3. He loves basketball and he plays it well. 4. Keila thinks she is much of a shopping person 5. Keila likes reading books 6. Rayan likes going out to watch new movies with his friends 7. Keila doesn't like Karaoke nights 8. Rayan likes to bake 9. His family doesn't like treats he bakes for them</p> <p>Listening Task 2 10. Okay, is football your ... sport? (favourite) 11. I can play it all day ... (long) 12. How can a girl ever be ... (bored) 13. I like to ... (hang out) in the malls in my free time. 14. I go ice-skating ... or ... every month. (once, twice) 15. We usually hang out at my place and ... video games. (play) <i>Answers:</i> 10. Favourite 11. Long 12. Bored 13. Hang out 14. Once twice 15. Play Teacher discusses the right answers and assesses the task asking the question: Who has 15 right answers? 14? 13? Etc. Teacher should explain the right choice in listening tasks.</p>	<p>Learners listen to the passage and mark true or false sentences</p> <p>Learners listen to the passage for the second time and fill in the missing words</p>	<p><i>Individual avaluation</i></p> <p><i>Mutual avaluation</i></p>	<p>https://www.youtube.com/watch?v=OmxAQZoWbqU - Listening "Talking about Hobbies in English"</p> <p>Worksheet with the tasks</p> <p>PPP S 4</p> <p>http://isd82.narod.ru/books/32.pdf</p> <p>PPT slides 4-25</p> <p>Appendix 2</p>
<p>End 5 min</p>	<p>Reflection "IRELANDS" technique - The map with the names of different Irelands is placed on the wall: Joy, Melancholy, Perplexity (Puzzle),</p>		<p><i>Self-assessment</i></p>	<p>PPP</p>

	<p>Anxiety (Alarm), Anticipation (Expectation), Enlightenment, Inspiration, Pleasure, Enjoyment, Vagueness, Bermuda Triangle.</p> <p>The learners write their names on the sticky papers as if it is their boat; they place their boats in the appropriate Ireland, expressing spiritual, emotional state.</p> <p>Saying goodbye</p>			
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LESSON 7		School: «Baldauren» Republic Educational and health centre		
Unit 1: Hobbies and Leisure		Teacher name: Taszhanova T.A.		
Date:		Teacher name: Taszhanova T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Making plans</i>			
Learning objectives	<p>7.L6 Deduce meaning from context with little support in extended talk on a limited range of general and curricular topics.</p> <p>7.L7 Begin to recognise typical features at word, sentence and text level of a limited range of spoken genres.</p> <p>7.W1 Plan, write, edit and proofread work at text level with some support on a range of general and curricular topics.</p> <p>7.W4 Use with some support style and register appropriate to a limited variety of written genres on general and curricular topics.</p>			
Lesson objectives	<p>All learners will be able to: Listen to the text; Plan and write a piece of writing;</p> <p>Most learners will be able to: Identify the correct form of a word, appropriate sentence structure and text layout;</p> <p>Some learners will be able to: Write a text keeping appropriate format and plan of a given genre; Recognise the content of an extended conversation using some supporting information;</p>			
Previous learning	Listening and speaking on topic Hobbies			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<p><u>Start</u> Teacher organizes a warm-up activity for a start of the lesson. In small groups they try to give arguments and explain why the hobby they have chosen is the best. Learners are informed about the lesson objectives</p>	Learners look at the names of different hobbies hung on the classroom walls. They choose the hobby they like and go to that place.	<i>Verbal evaluation</i>	Whiteboard Sheets with the names of hobbies
Middle 30 min	<p><u>The main part of the lesson</u> Listening Typescript Reading is one of the greatest pleasures in life. I would be lost if I</p>	Learners listen to the passage "My Hobby is Reading"	<i>Mutual avaluation</i>	

	<p>didn't have a good book to read. I can't remember any time in my life when I wasn't reading something.</p>			
	<p>I guess you could call me a bookworm. I've always got my head buried in a book.</p> <p>I think reading is more than just a hobby. It's a part of who we are. We learn many things about the world from books. We entertain ourselves with great novels from all over the world, and from the past. Even novels from hundreds of years ago are a great read. You notice how much reading is part of us when you sit on a train. Everyone has a book, magazine, or nowadays, a computer. Everyone seems lost in their own world. The world of reading is not a bad place to be lost in.</p> <p>Listening Task 1 Listen and make a correct sentence from a set of jumbled words: greatest /Reading /is /of the/ in life / pleasures/ one I /more /reading /is /just/ think /than/ a/ hobby</p>	<p>Listen to the story and mark sentences as True or False. One is done for you as an example.</p>	<p><i>Individual avaluation</i></p>	<p>http://www.listenaminute.com/r/reading.html</p> <p>Worksheet with the tasks</p>
5 min.	<p>Reflection “Plus-Minus-Interesting” technique</p> <p>This exercise can be done orally, as well as in written form, which will depend on time you have. When you do it written form you should fill in the three columns of the table. In the column «P» - «plus»- write everything you liked at the lesson, information and forms, which caused positive emotions, or, may be useful for achieving objectives. In the column «M» - «minus»- you can write anything you didn't like at the lesson, what was boring for you, stayed unknown, or any useless</p>		<p><i>Self-assessment</i></p>	<p>PPP S 7</p>

information. In the column «I» - «interesting»- you can write curious facts, they've learned at the lesson, anything you would like to learn about problems, questions to the teacher.

Saying goodbye

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LESSON 8-9		School: «Baldauren» Republican Educational and health centre		
Unit 1: Hobbies and Leisure		Teacher name: Tazhanova T.A.		
Date:		Teacher name: Tazhanova T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Free – time fun</i>			
Learning objectives	7.UE12 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics 7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics 7.C8 develop intercultural awareness through reading and discussion			
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> Write sentences about real and imaginary past events connecting them into paragraphs with some grammar inaccuracy; <p>Most learners will be able to:</p> <ul style="list-style-type: none"> Demonstrate respect to people’s opinions using lexical units of topic vocabulary; <p>Some learners will be able to:</p> <p>Analyze given feedback; Form opinion and give constructive answers to feedback.</p>			
Previous learning	Hobbies benefits expressions			
Plan				
Planned timings	Planned activities	Learners’ activities	Evaluation	Resources
Beginning 10 mins	<p>Organization moment. Warm up</p> <p>Group work Bring a photo showing people doing different types of hobbies. Students in a group choose only one of them and create a poster. They should imagine that they are promoting their chosen hobby by recommending it. They need to put down benefits expressions from the previous lesson. Comparative degree adverb structures with regular and irregular adverbs are essential here too in order to be able to compare one specific hobby with other hobbies in the picture. Then remind them use gestures and high voice if necessary</p>	Learners comparative degree adverb structures with regular and irregular adverbs must be revised together before hand.	<i>Individual avaluation</i>	Copybooks PPT with photo

	to attract the audience. All members of the group have to take part in the task.			
Middle 25 min	<p>Consolidation exercise for new words from previous lesson. Individual work. They do it on their own. Complete the sentences with: <i>breathtaking, bright, popular, dive, returns, proud.</i></p> <ol style="list-style-type: none"> The sport of falconry is in Kazakhstan. I am very of my country. There is a view from the top of the mountain. The eagle always to the falconer. The sun is so today that I need sunglasses. Birds of prey from high up in the sky. <p>Grammar revision. Individual work Fill in the correct comparative forms.</p> <ol style="list-style-type: none"> Those earrings are (nice) than these ones. Ann's much (beautiful) than Mary. Today is (hot) than yesterday. These shoes are (cheap) than those shoes. Tom's photos are (bad) than Mike's! Kelly is (popular) than Jill in the team. 	Learners complete the sentences	<i>Individual avaluation</i>	PPT Active board PPT with this example Descriptor sheet
End 5 min	<p>Reflection Self, peer, group assessment chart Pay attention to punctuation. Para 1: greetings, reason for writing Para 2: name of your hobby, how/where you do it, equipment</p>		<i>Self-assessment</i>	copybooks

	Para 3: how your hobby makes you feel Para 4: closing remarks Saying goodbye			
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	<p>directions arrange information: Group1: Creating a survey about the hobbies/leisure pursuits of either family. Group2: Creating a survey about the hobbies/leisure pursuits of friends. Group3: Creating a survey about the hobbies/leisure pursuits of the class or the whole school.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What hobbies does each of the children have? 2. What does Gabriel say about gardening? 3. What does Michael find thrilling? 4. What is your hobby? Why do you enjoy it? 5. Why do you think hobbies are worthwhile? <p><i>Favourite Hobby activities.</i> Teacher organises group work on topic from the site www.buzzle.com. Learners are divided into small groups of 3-4; and are given the instructions: surf the internet to find information on a given topic. Learners work in the following directions and arrange information: Group 1: Hobbies related to nature Group 2: Observational Hobbies Group 3: Health-related hobbies Group 4: Hobbies related to Computers and Technology</p>	<p>instructions</p> <p>Learners answer the questions</p> <p>Learners should prepare mini-research poster.</p>	<p><i>Mutual avaluation</i></p>	<p>Teach with video https://www.youtube.com/watch?v=8nGCRGZFuUQ</p> <p>Sheet paper</p>
<p>End 5 min</p>	<p><u>Feedback:</u> <i>(2 stars and a wish)</i></p> <ol style="list-style-type: none"> 1. positive 2. should improve 3. recommendation <p>Descriptor: A learner</p> <ol style="list-style-type: none"> 1. uses vocabulary: hobby and leisure time. 2. interacts with peer while collecting 		<p><i>Self-assessment</i></p>	<p>stickers</p>

	information; 3.works cooperatively in a group Saying goodbye			
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LESSON 11 Unit 1: Hobbies and Leisure		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Tazhanova T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>An email describing a hobby</i>			
Learning objectives:	<p>7.R5 Deduce meaning from context in short texts on a growing range of familiar general and curricular topics.</p> <p>7.R4 Read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics.</p> <p>7.S3 Give an opinion at discourse level on a growing range of general and curricular topics.</p> <p>7.C8 Develop intercultural awareness through reading and discussion.</p> <p>7.C2 Use speaking and listening skills to provide sensitive feedback to peers.</p>			
Lesson objectives:	<p>All learners will be able to:</p> <p>Surf the internet to find (or search) information about most popular hobbies in the world;</p> <p>Work in different directions and arrange information::</p> <p>Create the design of the poster, distribute the information in the poster, make it colourful, create the poster and present it.</p> <p>Think about cultural awareness through reading and discussion;</p> <p>Give feedback to other groups' presentations.</p>			
Previous learning	Holidays and hobbies.			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<u>Pre-learning</u> Teacher suggests singing a song as a warm-up for the lesson. Learners are informed about the lesson objectives	Learners sing A Free Time Song (Hobbies + Pastimes)		https://www.youtube.com/watch?v=lfLGtb258fM
Middle 30min	<u>The main part of the lesson:</u> <u>Mini-Project</u> <i>Favourite Hobby activities.</i> Teacher organises group work on topic from the site www.buzzle.com. (G) Learners are divided into small groups; and are given the instructions: surf the internet to find information on a given topic. (if the	Learners follow the instructions	<i>Mutual avaluation</i>	Laptops http://www.buzzle.com/articles/popular-hobbies.html

	<p>Internet connection is not available, teacher can use information from Appendix 1). They should prepare mini-research poster. Learners distribute the roles in the group Student 1 – timekeeper Student 2 – researcher Student 3 – designer Student 4 – painter</p> <p>Teacher should explain the rubrics for assessment the task. Learners think over the design of the poster, distribute the information in the poster and make it colourful. Together they create the poster and present it.</p> <p>Group Assessment criteria</p> <table border="1" data-bbox="300 1093 847 1742"> <thead> <tr> <th></th> <th>ye s</th> <th>n o</th> </tr> </thead> <tbody> <tr> <td>Design of the poster had many interesting ideas;</td> <td></td> <td></td> </tr> <tr> <td>Speech of learners was clear and understandable;</td> <td></td> <td></td> </tr> <tr> <td>Learners used topical vocabulary (at least 8-9 words);</td> <td></td> <td></td> </tr> <tr> <td>Learners spoke with a good grammar (at least 2 mistakes);</td> <td></td> <td></td> </tr> <tr> <td>Learners used eye-contact and gestures.</td> <td></td> <td></td> </tr> </tbody> </table>		ye s	n o	Design of the poster had many interesting ideas;			Speech of learners was clear and understandable;			Learners used topical vocabulary (at least 8-9 words);			Learners spoke with a good grammar (at least 2 mistakes);			Learners used eye-contact and gestures.			Learners create the poster and present it.	<p><i>Verbal evaluation</i></p> <p><i>Individual evaluation</i></p>	Appendix 1
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Learners used topical vocabulary (at least 8-9 words);																						
Learners spoke with a good grammar (at least 2 mistakes);																						
Learners used eye-contact and gestures.																						
End 5 min	<p>Feedback: <i>(2 stars and a wish)</i> 1.positive 2.should improve 3.reccomendation Descriptor: A learner 1.uses vocabulary: hobby and leisure time. 2.interacts with peer while collecting</p>		<i>Self-assessment</i>	stickers																		

	information; 3.works cooperatively in a group Saying goodbye			
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LESSON 12 Unit 1: Hobbies and Leisure		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Taszhanova T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Benefits of hobbies</i>			
Learning objectives	<p>7.S3 give an opinion at sentence and discourse level on an increasing range of general and curricular topics</p> <p>7. S5 Keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks.</p> <p>7.C3 respect different points of view</p> <p>7.UE15 use common verbs followed by infinitive verb/verb + ing patterns</p> <p>7.UE2 Use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough.</p> <p>7.UE10 Use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics.</p>			
Lesson objectives	<p>All students will be able to: Revise taught material</p> <p>Most students will be able to: Demonstrate learned vocabulary about hobbies with sure</p> <p>Some students will be able to: Use taught vocabulary and grammar with accuracy</p>			
Previous learning	Subject specific vocabulary on topic <i>Hobbies</i> with different grammar structures.			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<u>ORGANISATION MOMENTS</u> Teacher informs learners that the aims of this lesson are to revise the material that was taught in this unit.			
Middle 30 min	<u>REVISION. CONSOLIDATION.</u> <u>Rules for Jeopardy game</u> There are 2 kinds of games. Teacher can feel free to choose any or play during the whole lesson. Teacher clicks on the chosen box for	Learners play jeopardy in groups They have to choose a	<i>Mutual avaluation</i>	

	<p>the question. To see if a student or group is correct, click again for the answer. Click the Back to Board button on the slide to return to the main board. If the student or team is correct, they are awarded the point value of the question Continue until all questions have been answered. The team with the most points wins.</p> <p><u>Speaking about hobbies</u> Teacher suggests developing speaking on topic Hobbies to the learners with Pass the paper game. Teacher explains the rules for this game. Learners pass the paper. When the music stops – whoever has the paper must answer the question on the blackboard. Teacher asks the questions to the class: -Who was the best in answering the questions? -What do you need to speak better? -Who likes/hates this activity? Then teacher gives some comments for better achievements.</p> <p>Task 3. Ask students to choose one new hobby from the list of “Choosing a hobby quiz” that they’ll find it useful in the future. Example: Doing knitting regularly I can make money and relive my stress. And this develops my creativeness.</p>	<p>category and a point value.</p> <p>Learners play a game and answer the questions</p> <p>Learners describe the various in their chosen hobby.</p>	<p><i>Verbal evaluation</i></p> <p><i>Individual evaluation</i></p>	
<p>End 5 min</p>	<p>Reflection “<i>Questions, demanding multiple answers</i>” technique Learners answer the questions What did you learn today? What parts of the lesson were easy?</p>		<p><i>Self-assessment</i></p>	<p>PPP</p>

	<p>What parts of the lesson were difficult?</p> <p>Saying goodbye</p>			
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LESSON 12 Unit 1: Hobbies and Leisure		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Taszhanova T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Creating a survey about the hobbies/leisure pursuits of either family and friends or of the class or the whole school (This relates to ICT)</i>			
Lesson objectives	<p>7.S3 give an opinion at sentence and discourse level on an increasing range of general and curricular topics</p> <p>7. S5 Keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks.</p> <p>7.C3 respect different points of view</p> <p>7.UE15 use common verbs followed by infinitive verb/verb + ing patterns</p> <p>7.UE2 Use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough.</p> <p>7.UE10 Use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics.</p>			
Lesson objectives	<p>All learners will be able to:</p> <p>Surf the internet to find (or search) information about most popular hobbies in the world;</p> <p>Work in different directions and arrange information;;</p> <p>Create the design of the poster, distribute the information in the poster, make it colourful, create the poster and present it.</p> <p>Think about cultural awareness through reading and discussion;</p> <p>Give feedback to other groups' presentations.</p>			
Previous learning	Speaking and vocabulary on Hobbies			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	Organisation moments Teacher informs learners that the aims of this lesson are to revise the material that was taught in this unit.	Greeting		PPT
Middle 30 min	Main part. THINK-PAIR-SHARE: Learners put in pairs. What can help me to reach these goals? What could prevent me from it? How we would behave in order to achieve the set aims?	Learners answer following questions	<i>Mutual avaluation</i>	PPT

What are the consequences of positive and negative models of behavior?

4 . Picturing rules and presentation

Learners can work in pairs or small groups of 3-4. They are given the task to make pictures of some classroom rules.

Task:

Make a picture/a poster for classroom rules;

Convince classmates that your rules are important;

Make an agreement with others on common classroom

Read and discuss the texts

Hobbies Related to Nature

Let us begin with the activities that remind us of our natural self - hobbies related to the nature in which we live! What makes this category special is that these activities can also contribute to the environmental issues that we are facing globally. Issues like global warming, deforestation, animal conservation, etc., may be taken care of in our own little way. Have a look at the hobbies that can help you make the earth greener and healthier.

- Recycling
- Organic farming
- Composting
- Landscape gardening
- Hydroponic gardening
- Making birdfeeders/birdhouses
- Creating art from used material
- Making recycled paper
- Animal care (volunteering at an animal shelter)



Did you know? Many famous celebrities like Miranda Kerr, Jessica Alba, Gwyneth Paltrow use organic products for their daily use. Adding to the list is actress Aishwarya Rai, who is known for her love for nature. She is a vegan, an environmentalist, and she also works for animal rights.

Health-related Hobbies

While there was a time when the phrase 'watch what you eat' was meant for celebrities and models, or people who were advancing towards obesity ... these days we can find a majority of the population fitting the genes and being dietitians! Everyone wants to have a lean body and a healthy system. The awareness has reached to an extent where people have actually made 'healthy living' not only a lifestyle but a hobby. Here is a list of some of the healthy hobbies that can add value to your life.

- Yoga
- Meditation
- Swimming and body building
- Participating in marathons
- Jumping rope
- Snowing
- Martial arts
- Fitness counselling
- Recipe creation



Don't you ever wonder how the 54-year-old Sharda Mathore can still give a run for its money to an 18-year-old? Mathore's thought is all about fitness. She is an avid fitness lover. She used to practice yoga all days of the week at one point. She has recently launched her DVD workout series and has also opened a gym chain called Hard Candy Fitness.

Verbal evaluation
Individual avaluation
Self-assessment

Learners read and discuss the text

PPT

End 5 min

FEEDBACK:
Your impression!
Sts write their impression of the whole unit and share ideas with their classmates.

PPT Jeopardy

3 – new words you have taught at the lesson;

2 – adjectives to describe the lesson

1 – one activity you like

Home task: read the text

“Observational hobbies”

Saying goodbye

LESSON 12		School: «Baldauren» Republican Educational and health centre		
Unit 1: Hobbies and Leisure		Teacher name: Taszhanova T.A.		
Date:				
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Creating a survey about the hobbies/leisure pursuits of either family and friends or of the class or the whole school (This relates to ICT)</i>			
Lesson objectives	7.L1 Understand with little support the main points in extended talk on a limited range of general and curricular topics 7.W8 Spell most high-frequency vocabulary accurately for a growing range of familiar general topics and some curricular topics 7.W6 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			
Lesson objectives	All learners will be able to: <ul style="list-style-type: none"> • Identify the main idea in extended talks • Write topic related words correctly • Connect sentences into paragraphs with basic connectors and linking words with some support 			
Previous learning	Speaking and vocabulary on Hobbies			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	Organization moment. Brainstorming. Write free time on the board. Say one true sentence about your free-time activities, e.g, I read a lot in my free time. or, In my free time I watch films on DVD. Write the names of the activity on the board: reading or films, or whatever you said. Ask: Who else likes reading/films; ' .. ? Add two or three more simple names of popular activities which you think some of your students may like : football, walking, dancing, drawing. For each of them ask: Who likes... ? Then add the word activities (and the hyphen in free-time) to the board to complete the title of the lesson: <i>free time activitis</i> . Say: Today we're going to	Greeting Learners follow the instructions	<i>Verbal evaluation</i>	PPT

	<p>information. In the column «I» - «interesting»- you can write curious facts, they've learned at the lesson, anything you would like to learn about problems, questions to the teacher.</p> <p>Home task: write an essay about your hobby.</p> <p>Saying goodbye</p>			
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LESSON 13		School: «Baldauren» Republican Educational and health centre		
Unit 1: Hobbies and Leisure				
Date:		Teacher name: Taszhanova T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Unit Revision</i>			
Learning objectives	<p>7.C4 evaluate and respond constructively to feedback from others</p> <p>7.S2 ask complex questions to get information about limited range of general topics and some curricular topics</p> <p>7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general</p> <p>7.R1 understand specific information and detail in texts on a range of familiar general and curricular topic</p> <p>7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics</p>			
Lesson objectives	To do reading, listening, speaking and grammar exercises on hobbies and leisure.			
Previous learning	Hobbies and Leisure			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5mins	<p>Organization moment.</p> <p>Checking for their attendance and home task</p> <p>Teacher announces them today's lesson devotes to revision of all materials they have covered by performing exercises individually</p>		<i>Verbal evaluation</i>	copybooks
Middle 30mins	<p>Listening skill</p> <p>Loot at the photo. What is the name of this sport.</p> <p>A. skiing B. ice skating C. snowboarding.</p> <p>Listen to part 1 of an interview with 17-years old snowboarding star, Jet Bright. Put the interview s questions in the correct places.</p> <p>a Do your parents travel with you?</p> <p>b Do you do any other sports?</p>	Learners follow the instructions	<i>Mutual avaluation</i>	Recorder Handout

	Self-assessment chart			
	Saying goodbye			

LESSON 14		School: «Baldauren» Republican Educational and health centre		
Unit 2: Communication and				
Date:		Teacher name: Taszhanova T.A.		
Grade: 7		Number present:		Number absent:
Theme of the lesson:	<i>Means of Communication</i>			
Learning objectives	7.C3 Respect different points of view. 7.S3 Give an opinion at sentence and discourse level on an increasing range of general and curricular topics.			
Lesson objectives	All learners will be able to: Define goals for a new study year; Most learners will be able to: Share own perspectives with others; Give examples of behavior models and wishes for study process; Some learners will be able to:			
Previous learning	Unit Revision			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5mins	<u>Leading-in stage. Game “Name Chain”</u> Teacher greets learners and suggests playing the game to have a good mood. Teacher explains rules for this game. For instance, <i>My name is Alina and I like apples</i> . The things they like should begin from the same letter as their names. The teacher begins the game. Each learner should repeat information about his neighbor and add his own information. Differentiation Motivated students can introduce not only the person to the right but try to repeat all group names and adjectives from the beginning of the game. <u>Teacher tells the students the objectives of the lesson</u>	Learners stand in a circle, pass the ball to each other and tell their names and things they like.	<i>Verbal evaluation</i>	Active board PowerPoint Presentation

	<p>The objectives of the lesson is to get to know each other better, make friends and make some rules for a new learning year.</p>			
<p>Middle 30 mins</p>	<p><u>The main part of the lesson</u> <u>3. Defining aims for a new modul</u> Explain that the overall aim of this lesson is to make an agreement with learners on goals and expectations of themselves and ways of achieving them including positive behaviour in the learning process. Teacher shows the pictures of very angry teachers and asks if they want to have such teachers.</p> <p>Teacher offers children to work on the classroom management and behavior on the lessons.</p> <p><u>4 . Picturing rules and presentation</u> Learners can work in pairs or small groups of 3-4. They are given the task to make pictures of some classroom rules. Task: Make a picture/a poster for classroom rules; Convince classmates that your rules are important; Make an agreement with others on common classroom</p> <p>Differentiation Less able students who have a limited vocabulary will make up rules from separate words, which will be given by the teacher. Learners can be given some ideas for making a poster. E.g.: You should listen carefully to the teacher You should not shout when your classmates speak. Groups present their rules to</p>	<p>Learners follow the instructions</p> <p>Learners do the task</p>	<p><i>Individual avaluation</i></p> <p><i>Mutual avaluation</i></p>	

	classmates.			
End 5 min	<p>6. Plenary Learners make wishes to the classmates for a new study year and put them on the board. Classmates find wishes and read them.</p> <p>Saying goodbye</p>		<i>Self-assessment</i>	

LESSON 15- 16		School: «Baldauren» Republican Educational and health centre		
Unit 2: Communication and Technology				
Date:		Teacher name: Taszhanova T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Greeting from planet Earth</i>			
Learning objectives	<p>7. W3 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics.</p> <p>7.S7 Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>7.UE4 Use an increased variety of determiners including neither, either on a range of familiar general and curricular topics</p>			
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> - 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. <p>Most learners will be able to:</p> <ul style="list-style-type: none"> - 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. <p>Some learners will be able to:</p> <ul style="list-style-type: none"> - 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	Communication and Technology			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 10mins	<p><u>1.Lead-in stage</u> Teacher asks students to remind about the topic.</p> <p><u>Teacher tells the students the objectives of the lesson</u> Ask and answer interview questions with some support. Identify specific topic vocabulary studied in class with some support.</p>	Learners follow the instructions	<i>Verbal evaluation</i>	Two cards with pictures from the PPT, two posters

	<p>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>End 5 min</p>	<p>Plenary Students list 3 things they found out/learnt at the lesson. Saying goodbye</p>		<p><i>Self- assessment</i></p>	

LESSON 17		School: : «Baldauren» Republican Educational and health centre		
Unit 2: Communication and		Teacher name: Taszhanova T.A.		
Date:		Teacher name: Taszhanova T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Can / could, be able to, used to</i>			
Learning objectives	7.L1 Understand with little support the main points in extended talk on a limited range of general and curricular topics 7.W8 Spell most high-frequency vocabulary accurately for a growing range of familiar general topics and some curricular topics 7.W6 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			
Lesson objectives	<ul style="list-style-type: none"> • Identify the main idea in extended talks • Write topic related words correctly • Connect sentences into paragraphs with basic connectors and linking words with some support 			
Previous learning	Unit Revision			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5mins	Greeting: Teacher greets with learners; Poem Greet with a smile, bring sunshine to someone's life and be the source of joy. learners respond to greeting and take their places.	Greeting	<i>Verbal evaluation</i>	
Middle 10 mins	All the information elicited from the interview with the help of the personal questions should be analysed and included into the short report Discuss the format of writing a report with the learners.	Learners write a report, including between 6 and 7 sentences in accordance with the level of language competences.	<i>Mutual avaluation</i>	

<p>SA 20 min</p>	<p>LISTENING Task1. Listen to two people talking about their free time. Are the sentences <u>True</u> or <u>False</u>? You will listen to the recording twice. Tapescript 1.</p> <p>Example: Jack likes rock music. True 1. Jack does not love watching sport. 2. Jack likes Italian food and Jenny loves Chinese food. 3. Jack does not see his sister every week. 4. Jenny likes classical music. 5. Jenny loves soap operas. 6. Jenny loves horror films.</p> <p>WRITING Task 2. Write sentences about your hobby. You should write full sentences. Use some connectors and linking words but, and, because, when, while, etc. Include the following information: Example: I like skiing because it is a healthy activity. What is your hobby? When and who do you usually do it with? Is your hobby popular among teenagers? Why do you like doing it?</p>	<p>Learners listen and choose true or false sentences</p> <p>Learners write sentences about your hobby.</p>	<p><i>Individual avaluation</i></p>	
<p>End 5 min</p>	<p>Plenary Learners fill in the following reflective card in the copy books: 3- new words from the lesson 2- adjectives describing the lesson 1-activity from the lesson you like best Saying goodbye</p>		<p><i>Self-assessment</i></p>	

LESSON 18 Unit 2: Communication and Technology		School: «Baldauren» Republican Educational and health centre:		
Date:		Teacher name: Taszhanova T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Adjectives. Adverbs</i>			
Learning objectives	<p>7. L.2 understand with little support most specific information in extended talk on limited range of general and curricular topics.</p> <p>7.S.7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics and some curricular topics</p> <p>7.R.2 understand specific information and detail in texts on a range of general and curricular topics.</p> <p>7.W.2 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general and curricular topics</p>			
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> ➤ read, listen and say information about technology ➤ make sentences using the phrases <p>Most learners will be able to:</p> <ul style="list-style-type: none"> ➤ read the text about “Greetings from Planet Earth” and find the meaning of the text <p>Some learners will be able to:</p> <ul style="list-style-type: none"> ➤ to make sentences using the phrases and their ideas and share with their minds 			
Previous learning	Computer, mobile, internet, etc.			
Plan				
Planned timings	Planned activities	Learners’ activities	Evaluation	Resources
Beginning 5 min	<p>Greeting Organization moment Divide learners into two groups by cut of pictures <i>Inner and outer circle</i> <i>Pupils give feedback each other’s and change their thoughts about home work</i></p>	Pupils watch the video clip and discuss it		Cut of pictures
Middle 30 min	<p>Task-1. Drilling activities. Vocabulary work. Choral repetition. Look at the pictures then listen and repeat</p>	Learners look at the pictures then listen and repeat	<i>Verbal evaluation</i>	Photos

	<p>AFL: <i>thumbs up if your pronunciation is good, thumbs down if your pronunciation isn't good</i></p> <p>I.Task-2. Two truth and a lie activity. Learners make sentences using the phrases with often, sometimes and never ... and pupils find the lie and two truth. <i>I often chat on social media.</i> <i>I sometimes chat on skype.</i> <i>I never use my mobile when I'm at home</i></p> <p>Task-3. «Five sentences advertisement» activity Learners read the text and find out what the text is about and share their minds</p> <p>Task-4. «Numbers speak» Pupils read the text and answer the questions choosing the multiple answers, when teacher says the number a learner reads the question and answer it.</p>	<p>Learners make negative and question form sentences using the phrases and their ideas</p> <p>Learners find the key words from the text that describes the meaning of the text</p> <p>Learners reads the text chooses multiple answers</p>	<p><i>Individual avaluation</i></p> <p><i>Mutual avaluation</i></p>	<p>Sheets of papers markers</p> <p>posters, markers</p>
<p>End</p> <p>5 min</p>	<p>Reflection: What did you do well in today's lesson? What were the most interesting for you? What did you understand? What didn't you understand? What do you want to know about this lesson?</p> <p>Successful stairs <i>Learners looks at the board and puts a tick or a cross for stairs what they have learnt or not T-4 T-3 T-2 T-1</i></p> <p>Saying goodbye</p>		<p><i>Self-assessment</i></p>	

LESSON 19 Unit 2: Communication and Technology		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Tazhanova T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Computers</i>			
Learning objectives	<p>7.C2 Use speaking and listening skills to provide sensitive feedback to peers.</p> <p>7.L5 Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics.</p> <p>7.S2 Ask complex questions to get information about a limited range of general topics and some curricular topics.</p> <p>7.U6 Use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves on a growing range of familiar general and curricular topics.</p>			
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> - Ask and answer personal questions with some support - Use some topic vocabulary to create 5-6 sentences - Explain the usage of applying the technology items with the help of some tips, using possessive and reflexive pronouns <p>Most learners will be able to:</p> <ul style="list-style-type: none"> - Make up complex interrogative sentences to get information about the topic without support; - Use some topic vocabulary to create 5-6 sentences without support - Explain the usage of applying the technology items without tips, possessive and reflexive pronouns <p>Some learners will be able to:</p> <ul style="list-style-type: none"> - Help others ask and answer personal questions - Use some topic vocabulary to create 5-6 sentences without support - Give the extended explanation of the usage of applying the technology items with 2-3, possessive and reflexive pronouns 			
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

	to cut and paste an image/ ... to send an attachment/... to surf the web/net to share a file/...			
End 5 min	Reflection I think the lesson was productive, because I was able to..... What I could not do before, and now I do not have any difficulties? What technology items have you learnt Saying goodbye		<i>Self- assessment</i>	Reflective journals

LESSON 20 Unit 2: Communication and Technology		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Taszhanova T.A.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Giving advice (should /should not)</i>			
Learning objectives	<p>S 7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;</p> <p>UE 17 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;</p> <p>L 8 understand supported narratives on a wide range of general and curricular topics.</p>			
Lesson objectives	<p>All the students will be able to :</p> <p>use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;</p> <p>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;</p> <p>understand supported narratives on a wide range of general and curricular topics.</p>			
Previous learning	Young people and technology			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<p>GREETINGS: good afternoon, students! How are you today? I am glad to see you today.</p> <p>Lead-in: Slide show about popular social</p>	Greeting Learners try to guess		Interactive board

	<p>websites: Facebook, Whatsapp, Youtube, Google, VK, Flickr.</p> <p>Ask point of view of the students about the slide show. Let the students guess the theme of the lesson.</p>			
Middle 30min	<p>MAIN PART</p> <p>Task 1 .Find the definition of the words looking at the slide shows.</p> <p>1) -is defined as a group of two or more computer systems linked together</p> <p>2) -a site (location) on the World Wide Web.</p> <p>3) -To copy data (usually an entire file) from a main source to a peripheral device.</p> <p>4) -is a reference to another document,</p> <p>5) -The ability to send faxes through an email account</p> <p>6) -Turned on and connected</p> <p>7) -To make a computer system or network recognize you so that you can begin a computer session</p> <p>8) -To end a session at the computer.</p> <p>Task 2.Match the sentences :</p> <p>1.If I use facebook regularly</p> <p>a) unless you help me.</p> <p>2.The will share my link</p> <p>b) about which I know nothing.</p> <p>3.It will be more easy to keep in touch with your friends</p> <p>c) which I bought on the internet last week is broken</p> <p>4.. I'll tell you</p> <p>d) I'll make lot of friends.</p> <p>5.I won't finish the work</p> <p>e) if there are any messages for you</p> <p>6.We'll miss the bus</p> <p>f) unless he gets a job.</p> <p>7.They won't get married</p> <p>g) unless we hurry.</p> <p>8.My new camera</p> <p>h)if you create a profile in any social website.</p> <p>9.He works for a spy network,</p>	<p>Learners tell about any social websites using the new words. Make a short narration about the website that you use.</p> <p>Learners match the sentences</p>	<p><i>Verbal evaluation</i></p> <p><i>Individual avaluation</i></p>	<p>Interactive board</p> <p>Interactive board Cards</p> <p>Cards</p>

	<p>i). with whom I worked closely in the Eighties, discovered this particular orchid</p> <p>10. An Austrian naturalist,</p> <p>j) if they like it</p> <p>Task 3. Listen to the narration about these guys and define who likes to spend time in which social website:</p> <p>- define who likes to spend time in which social website</p>	Learners define	<i>Mutual avaluation</i>	
End 5 min	<p>FEEDBACK: Your impression!</p> <p>Sts write their impression of the whole unit and share ideas with their classmates.</p> <p>3 – new words you have taught at the lesson;</p> <p>2 – adjectives to describe the lesson</p> <p>1 – one activity you like</p> <p>Saying goodbye</p>		<i>Self-assessment</i>	


LESSON 21 Unit 2: Communication and Technology		School:		
Date:		Teacher name: ova V.V.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Giving</i>			
Learning objectives	<p>7. C2 Use speaking and listening skills to provide sensitive feedback to peers</p> <p>7. W3 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics.</p> <p>7.S7 Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>7.U4 Use an increased variety of determiners including neither, either on a range of familiar general and curricular topics</p>			
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> - 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. <p>Most learners will be able to:</p> <ul style="list-style-type: none"> - 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. <p>Some learners will be able to:</p> <ul style="list-style-type: none"> - 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

<p>Beginning 10 min</p>	<p>Leading-in stage Teacher asks students to remind about the topic. Teacher tells the students the objectives of the lesson 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>	<p>Learners ask and answer interview questions with some support.</p>	<p><i>Verbal evaluation</i></p>	
	<p>Warming up 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”. 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. <u>Survey activity.</u> Step1 Every learner create the questions on the topic “Communication and Technology”. They walk around the room and interview each other about technology. <u>Differentiation (by task and support):</u> Less capable learners create and ask the first <u>three</u> questions with support More capable learners create ask all <u>five</u> questions Step3 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</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 evaluation</i></p> <p><i>Individual evaluation</i></p>	<p>Two cards with pictures from the PPT, two posters</p>

	<i>has a robot</i> Step4 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	Reflection: Was your question effective to summarize the information about your classmates' usage of technology items? What difficulties did you face while writing your report? Home task: make 5 questions about kind of communications. Saying goodbye		<i>Self-assessment</i>	Reflective journals

LESSON 22		School: Stavropolka Secondary School		
Unit 2: Communication and Technology				
Date:		Teacher name: Rogova V.V.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Social Network Profile</i>			
Learning objective	1.7 .R1 Understand 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:	All learners will be able to: <ul style="list-style-type: none"> • read the text and understand the main point in the text ; • recognize new words in the given sentences; • express their opinion about Social network profile. Most learners will be able to: <ul style="list-style-type: none"> • make up own questions Some learners will be able to: <ul style="list-style-type: none"> • make up and act the dialogue according to the task . 			
Previous learning	Social networking websites			
Plan				
Planned	Planned activities	Learners'	Evaluation	Resources

timing		activities		
Begining 5 min	<p>Greeting: Teacher greets with learners; LEAD IN : 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.</p>	Learners discuss	<i>Verbal evaluation</i>	Interactive board
Middle 30 min	<p>1.Pre- reading task:The teacher draws a table on the board and the students fill it in. 1.Do you have Internet? 2.What can you see ? 3.What is the most popular social network in Kazakhstan? 4. What social network profile do you use and why?</p> <p>2 task. Read and title the text: 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>Task 3.Read the text again , fill in missing words .After finishing check your neighbor. 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</p>	<p>Each learner tells the class what social network or networks he uses and why:(Open and close questions)</p> <p>Learners read</p> <p>Learners fill the missing words</p>	<p><i>Individual avaluation</i></p> <p><i>Mutual avaluation</i></p>	<p>Cards</p> <p>Cards with photos of new words</p>

	<p>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 visitswe ...and get...</p> <p>Task 4. Group work. Make up question according to the text and ask each other.(W 5 Qs)</p> <p>Descriptor:</p> <p>1.A learner makes up questions. 2.A learner asks questions.</p>	Learners makes up		
End (of the lesson)	<p>Feedback</p> <p>I need a lot of help. I need a little help. I understand everything</p> <p>Giving homework: retell the topic</p>  <p>Giving homework: retell the topic</p> <p>Saying goodbye</p>		<i>Self-assessment</i>	

LESSON 23 Unit 2: Communication and Technology		School: Stavropolka Secondary School	
Date:		Teacher name: Rogova V.V.	
Grade: 7		Number present:	Number absent:
Theme of the lesson:	<i>Social Network Profile</i>		
Learning objective	<p>7.C7 develop and sustain a consistent argument when speaking or writing</p> <p>7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>7.S8 recount some extended stories and events on a growing range of general and curricular topics</p> <p>7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>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</p>		

Lesson objectives:	<p>All learners will be able to:</p> <ul style="list-style-type: none"> -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; <p>Most learners will be able to:</p> <ul style="list-style-type: none"> -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 ; <p>Some learners will be able to:</p> <ul style="list-style-type: none"> -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;
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Previous learning	Social Network Profile
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Plan

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<p>Leading-in stage Teacher asks students to remind about the topic.</p> <p>Warm-up Change partners often and share your findings. Teacher tells the students the objectives of the lesson Make an argument and evolve reasoning while speaking; 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;</p>	Students walk around the class and talk to other students about Internet addiction.		Objectives on the board
Middle 30 min	<p>Task 1. Discussion: 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 /</p>	Learners discuss and follow the instructions	<i>Mutual avaluation</i>	

	<p>depression / professor / addicted / activities / trouble / planning / time management / find out</p> <p>Have a discussion about the topics you liked. Change topics and partners frequently.</p> <p>Internet: Students A strongly believe the Internet is more bad than good; Students B strongly believe the Internet is more good than bad.</p> <p>Change partners again and talk about your conversations.</p> <p>Task 3: Read an essay</p> <p>Is the Internet good or bad?</p> <p>Teens cannot live without the Internet and spend most of their time on it. Is this a good thing?</p> <p>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>			
End 5 min	<p>Reflection</p> <p>3 – new words you have taught at the lesson;</p> <p>2 – adjectives to describe the lesson</p> <p>1 – one activity you like</p> <p>Home task: Read an essay once more and answer the questions</p> <p>Is the Internet good or bad?</p> <p>Saying goodbye</p>	Learners do the task	<i>Individual avaluation</i>	
		Learners write their impression of the whole unit and share ideas with their classmates.	<i>Self-assessment</i>	

LESSON 24		School: Stavropolka Secondary School	
Unit 2: Communication and Technology			
Date:		Teacher name: Rogova V.V.	
Grade: 7		Number present:	Number absent:
Theme of the lesson:	<i>Holding a debate about technology</i>		
Learning objectives	<p>7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>7.S7 use appropriate subject-specific vocabulary and syntax to talk</p>		

	about a range of general topics, and some curricular topics 7. C3 respect different points of view			
Lesson objectives	<p>All learners will be able to: -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</p> <p>Most learners will be able to: -analyze the text and answer the questions on the text</p> <p>Some learners will be able to: -analyze the content of the text and compare the houses of nowadays and future</p>			
Previous learning	Social Network Profile			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<p>The teacher greets students; students respond to greeting and take their places.</p> <p>Lead-up: 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?</p>	<p>Greeting</p> <p>Learners answer the questions</p>	<i>Verbal evaluation</i>	
Middle 30 min	<p>Smarter than the other houses. 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 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</p>	<p>Read the title and the first paragraph of the text correctly Explain their ideas about the text. Find out words with specific vocabulary. Answer the questions(with some support</p>	<p><i>Individual avaluation</i></p> <p><i>Mutual avaluation</i></p>	

	<p>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>Concept checking: What should you do? Task 2. Now look at the pictures and answer the questions. What do you see on these pictures? What's the difference in these pictures?</p> <p>Concept checking: What should you do? Answer the questions (with picture support) 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>	
<p>End 5 min</p>	<p>Reflection. “Ladder of success”. 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!)</p> <p>Home task for the next lesson. Write an essay about advantages and disadvantages of new technologies.</p> <p>Saying goodbye</p>	<p>Learners should put himself/herself on one of three steps they feel at the end of the lesson.</p>		

<p>LESSON 25 Unit 2: Communication and Technology</p>	<p>School: Stavropolka Secondary School</p>
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Date:		Teacher name: Rogova V.V.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Holding a debate about technology</i>			
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	All learners will be able to: -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 Most learners will be able to: -analyze the text and answer the questions on the text Some learners will be able to: -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	Warming up 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) “Brainstorming” 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 ?	Learners choose one of the smiles they see on the slide, saying «I am happy/sad.... etc.» Learners answer the questions	<i>Verbal evaluation</i>	Slide

<p>Middle 30 min</p>	<p>Read the title and the first paragraph of the text. How do you think what is this text about. Give your ideas. Task 1. Read the text correctly and carry out the following tasks: 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>	<p><i>Mutual avaluation</i></p>	
	<p>READING Task 1: Read the text and the Internet and complete the task. Match parts of sentences in column (A) with parts of sentences in column (B). Write the answers in column (C).</p> <p>SPEAKING Task 2: Answer the questions using the topical vocabulary. <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>	<p><i>Individual avaluation</i></p>	
<p>End 5 min</p>	<p>Reflection. “Ladder of success”. 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!) Home task: Write an essay about advantages and disadvantages of new technologies.</p>		<p><i>Self-assessment</i></p>	

	Saying goodbye			
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LESSON 26		School: Stavropolka Secondary School		
Unit 2: Communication and Technology				
Date:		Teacher name: Rogova V.V.		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Writing a formal letter about mobile phones being dangerous</i>			
Learning objectives(s) that this lesson is contributing to	<p>7.W1 plan, write, edit and at text level with some support on a range of general and curricular topics</p> <p>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</p> <p>7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics</p>			
Lesson objectives	<p>All learners will be able to:</p> <p>Name the vocabulary and write words on the topic “Writing a formal letter about mobile phones being dangerous”</p> <p>Use in practice coherent arguments when necessary by examples and reasons on the topic</p> <p>Follow the instruction according to the task with support</p> <p>Most learners will be able to:</p> <p>Choose and change opinions of each other. Applies the synonyms for definitions the words in written form</p> <p>Some learners will be able to:</p> <p>Demonstrates knowledge about the theme, makes a whole text by key words, write comment below and then share with others</p> <p>Follow the instruction according to the task</p>			
Previous learning	Unit revision			
Plan				
Planned timings	Planned activities	Learners’ activities	Evaluation	Resources

<p>Start 5 min</p>	<p>The teacher greets students; students respond to greeting and take their places.</p> <p>Look at the pictures and answer the question 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)</p> <p>T: Today we are going to speak about a mobile phone, one of the gadgets that have changed the lives of many people greatly.</p>	<p>Learners look at the pictures and answer the question</p>	<p><i>Verbal evaluation</i></p>	<p>Pictures</p>												
<p>Middle 30 min</p>	<p>Task 1. Read the words and identify it's meaning by using pictures</p> <table border="1" data-bbox="248 972 855 1406"> <tr> <td>vital [vʌɪtəl]</td> <td>appropriate</td> </tr> <tr> <td>invaluable [ɪnvæljuəbəl]</td> <td>[əprəʊpriət]</td> </tr> <tr> <td>essential [ɪsenʃəl]</td> <td>junk [dʒʌŋk]</td> </tr> <tr> <td>ahandset [hændset]</td> <td>noisepollution</td> </tr> <tr> <td>to addict [ædɪkt]</td> <td>[noɪzˈpɒluʃn]</td> </tr> <tr> <td></td> <td>costafortune[kɔːstəfɔːtʃun]</td> </tr> </table> <p>Task 2. Use the phrases with often, sometimes and never to make sentences: I often chat on a handset. I sometimes I never vital, invaluable, essential, ahandset, to addict, an addiction, an addict, appropriate, junk, noisepollution, costafortune</p> <p>Task 3. Make up an experiment and change the ideas each other and give comments agree or disagree 1. We cannot live without mobiles. They are a vital part of our life. We have</p>	vital [vʌɪtəl]	appropriate	invaluable [ɪnvæljuəbəl]	[əprəʊpriət]	essential [ɪsenʃəl]	junk [dʒʌŋk]	ahandset [hændset]	noisepollution	to addict [ædɪkt]	[noɪzˈpɒluʃn]		costafortune[kɔːstəfɔːtʃun]	<p>Learners read the words correctly and identify with pictures</p> <p>Learners uses the phrase with new lexis</p> <p>Learners experiments and change the ideas Then give comments agree or disagree</p>	<p><i>Mutual avaluation</i></p> <p><i>Individual avaluation</i></p>	<p>Pictures</p> <p>Phrases</p> <p>List of paper</p>
vital [vʌɪtəl]	appropriate															
invaluable [ɪnvæljuəbəl]	[əprəʊpriət]															
essential [ɪsenʃəl]	junk [dʒʌŋk]															
ahandset [hændset]	noisepollution															
to addict [ædɪkt]	[noɪzˈpɒluʃn]															
	costafortune[kɔːstəfɔːtʃun]															

	<p>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>			
End	<p style="text-align: center;">Feedback</p> <p style="text-align: center;">Give positive feedback</p> <p style="text-align: center;">Provide constructive criticism</p> <p style="text-align: center;">Give positive feedback</p>		<i>Self-assessment</i>	
5 min	 <p>Home work: read the text about the early days of the mobile phones in Britain.</p> <p>Saying goodbye</p>			

LESSON 27		School: Stavropolka Secondary School	
Unit 2: Communication and Technology			
Date:		Teacher name: Rogova V.V.	
Grade: 7		Number present:	Number absent:
Theme of the lesson:	<i>Writing a formal letter about mobile phones being dangerous</i>		
Learning objectives	<p>7.C7 develop and sustain a consistent argument when speaking or writing</p> <p>7.S5 keep interaction going in longer exchanges on a range of general and curricular topics</p> <p>7.S3 give an opinion at sentence and discourse level on an increasing range of general and curricular topics</p> <p>7.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics</p> <p>7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics</p> <p>7.U5 Use questions, which include a variety of different tenses on a range of familiar general and curricular topics.</p> <p>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</p>		
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> - 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; 		

	Learners fill in the missing gaps with For or Since 1. I've lived in Washington _____ 1997. 2. Ben has studied English _____ three years. 3. They haven't visited their grandparents _____ months. 4. Julie's ill. She's been in bed _____ Tuesday. 5. My dad has had his car _____ sixteen. 6. It's been ten years _____ we moved to Oxford	Learners fill in the missing	<i>Individual avaluation</i>	
End 5 min	PLENARY 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 Home task : Learn the theme and repeat the new words Saying goodbye		<i>Self-assessment</i>	

LESSON 28		School: Stavropolka Secondary School	
Unit 2: Communication and Technology			
Date:		Teacher name: Rogova V.V.	
Grade: 7		Number present:	Number absent:
Theme of the lesson:	<i>Summative control work for the 1st term</i>		
Learning objective	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		

	<p>familiar general and curricular topics. 7.W8 Spell most high- frequency vocabulary accurately for a growing range of familiar general and curricular topics.</p> <p>7.S3 Give an opinion at discourse level on a growing range of general and curricular topics.</p> <p>7.S5 Keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks.</p> <p>7.S1 Use formal and informal registers in their talk on a limited range of general and curricular topics.</p>
Lesson objectives	<p>Understand with little support most specific information in extended talk on a limited range of general and curricular topics.</p> <p>Understand the main points in texts on a limited range of unfamiliar general and curricular topics.</p> <p>Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p> <p>Give an opinion at discourse level on a growing range of general and curricular topics.</p> <p>Use formal and informal registers in their talk on a limited range of general and curricular topics</p>

Previous learning	Unit revision
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Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Recourses
Beginning 2min	<p>ORGANIZATION MOMENT</p> <p>1. Greeting</p> <p>2. Lesson objective</p>			
Middle 35 min	<p>LISTENING</p> <p>Task. Listen to the interview with Mike and Kim Black and write NO MORE THAN THREE missing words. You will listen to the recording twice. CD3.</p> <p><i>Example:</i> Mike and Kim Black are from the British band 'Bad Day'.</p> <p>1. Mike and Kim live in the flat _____ of London.</p> <p>2. Mike likes London but he thinks it is _____.</p> <p>3. They listen to a lot of _____</p> <p>4. Mike and Kim like to _____ in their free time.</p> <p>5. They watch TV a lot but they do not go to the _____.</p> <p>6. Kim's brother is in the band _____.</p>	Listen to the interview and write missing words	<i>Individual avaluation</i>	<i>Tapescript 1.</i>

	<p>READING Task. Read the article about mobile phones and do the tasks. Read the text and give a short answer. Is radiation one of causes of cancer? Is ‘texting’ creating a new type of communication? Does a mobile phone improve the marks of the learners?</p> <p>WRITING Task . Choose one of the topics below. Answer all the questions with appropriate details. Follow the questions, use topical vocabulary and pay attention to the grammar.</p> <p>SPEAKING Task . Work in pairs. 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 the article about mobile phones and do the tasks</p> <p>Learners answer all the questions with appropriate details</p> <p>Learners discuss with your partner</p>		
<p>End 3min</p>	<p>FEEDBACK 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. Saying goodbye</p>		<p><i>Self-assessment</i></p>	

<p>LESSON 29 Unit 2: Communication and Technology</p>		<p>School: Stavropolka Secondary School</p>	
<p>Date:</p>		<p>Teacher name: Rogova V.V.</p>	
<p>Grade: 7</p>		<p>Number present:</p>	<p>Number absent:</p>
<p>Theme of the lesson:</p>	<p><i>Unit revision</i></p>		

Learning objective	<p>7.C4 evaluate and respond constructively to feedback from others</p> <p>7.C7 develop and sustain a consistent argument when speaking or writing</p> <p>7.L5 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics</p> <p>7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>7.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p> <p>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</p>
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Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> - contribute to the group activity within their skills and competence - identify the most powerful inventions with some support - write adverts about your own invention and present to peers with some support <p>Most learners will be able to:</p> <ul style="list-style-type: none"> - contribute to the group activity within their skills and competence - identify the most powerful inventions - write adverts about your own invention and present to peers with minimum support <p>Some learners will be able to:</p> <ul style="list-style-type: none"> - help others in organizing and structuralizing a project -- write adverts about your own invention and present to peers without support -analyze the most impressive adverts, presenting 2-3 facts
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Previous learning	Summative control work for the 1 st term
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Plan

Planned timings	Planned activities	Learners' activities	Evaluation	Recourses
Begining 15 min	<p>Leading-in stage</p> <p>Teacher asks students to remind about the topic.</p> <p>What specific vocabulary did we practice at the previous lesson?</p> <p>Teacher tells the students the objectives of the lesson in order to check their comprehension what they are to achieve by the end of the lesson.</p> <p>Analyze given feedback; Form opinion and give constructive answers to feedback;</p> <p>Make an argument and evolve reasoning while speaking;</p> <p>Identify the position of speakers in an</p>	<p>Greeting</p> <p>Learners follow the instructions</p>	<p><i>Verbal evaluation</i></p>	

	<p>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;</p> <p>Students discuss the latest news in technology and write on the board the inventions, that they think are useful, 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>	Learners discuss	<i>Mutual avaluation</i>	
Middle 20 min	<p>The main part of the lesson Task 2: Learners plan their own advert of any invention they could suggest their classmates to make familiar with. Peer assessment of plans follows. Differentiation More capable learners give constructive feedback with real recommendations to peers.</p> <p>Task 3: Formative assessment Learners present their adverts to the classmates 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>	<i>Individual avaluation</i>	
End 5 min	<p>Plenary Learners decide which of the advertised inventions they would buy by themselves. Teacher asks students what task was difficult to them and how they managed to cope with it Saying goodbye</p>		<i>Self-assessment</i>	

Module 2. Communication and Technology.		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Means of Communication</i>			
Learning objectives	7.L8 understand supported narratives on a wide range of general and curricular topics 7.C8 develop intercultural awareness through reading and discussion 7.S8 recount some extended stories and events on a growing range of general and curricular topics			
Lesson objectives	All learners will be able to: understand the meaning of the text, get acquainted with the active vocabularies. Most learners will be able to: understand and reflect on the essence of the text, through discussion. Some learners will be able to : expand the stories , by using imagination and active vocabulary			
Criteria	Learners can: - understand the meaning of the text, recognize the active vocabulary - reflect and discuss the text, using the active vocabulary -recount a story using the active vocabularies from the text			
Previous learning	Revision unit 3			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	Organization moment. Greeting. Wishes for each other success. Warm up . Group division Assessment: uses the geometric figures: square(for full answers), and triangle(for 1-2 answers)			Cards with wishes
Middle 35 min	Pre-reading task. Teacher asks the questions about the time machine 1 What is it? 2. Do we use it in our country? 3. In what country do we use it more? 4.What do you think is it necessary and why? Today we will talk about the time machine, before reading the text let's play a game. Memory game. Pre –teaching vocabulary task. The teacher shows the pictures and explains with gestures . time machines, imaginary machine,	Learners guess the word then teacher mix the	<i>Verbal</i>	colorful cards interactive board collection of texts by internet resource List of questions

	together.			
Middle 30 min	<p>Greetings from Planet Earth</p> <p>Check these words</p> <p>Human race, space exploration, launch, spacecraft, mission, transmit, inhabitant, golden, time capsule, represent, while.</p> <p>Teacher displays pictures of fiction and non-fiction books / journals of Kazakh, Russian and English literature. Learners should look at the pictures and analyse the difference between them. This activity is aimed at developing learners' critical thinking skills since learners are expected to analyse the pictures and understand which books refer to fiction and non-fiction literature. At this stage learners might not know the terms "fiction" and "non-fiction".</p> <p>Group project "You are the Teacher",</p> <p>When learners have guessed the difference between the suggested books, divide the class into 2 groups. Teacher hands out parts of puzzles to learners. When the puzzles are ready, two groups are formed (<i>Teacher should cut the pictures to make puzzles beforehand.</i>)</p> <p><u>Group A</u> focuses on fiction literature and should make a presentation to explain it to their classmates.</p> <p><u>Group B</u> investigates non-fiction literature.</p>	<p>Learners should say that these are different books, but the role of teacher is to encourage them to understand what fiction and non-fiction literature is.</p> <p>Learners walk around the classroom and collect puzzle pieces.</p>	<p><i>Verbal evaluation</i></p> <p><i>Individual evaluation</i></p>	<p>Pictures for puzzle group division</p> <p>Appendix 1</p>
End 5 min	<p>REFLECTION</p> <p>If necessary, teacher explains to learners the structure of a cinquain and gives a sample</p> <p>Saying goodbye</p>	<p>Learners create a cinquain poem with the word "reading" or "book" or any word related to the topic of the</p>	<p><i>Self-assessment</i></p>	

		lesson		
Module 2. Communication and Technology		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Can / could - be able to</i>			
Learning objectives	7.C3 respect differing points of view; 7.L8 understand supported narratives on a wide range of general and curricular topics; 7.S8 recount some extended stories and events on a growing range of general and curricular topics;			
Lesson objectives	All learners will be able to: understand the main idea of the topic; Most learners will be able to: answer the questions according to the text; Some learners will be able to: retell the curricular topic;			

	<ol style="list-style-type: none"> 1. When you (see) Tom,tell him to call me. 2. Lets wait until she(telephone). 3. We will start the game as soon as Rory..... (arrive). 4. He will call us when he 	<p>Learners read the text and put the sentences in the right chronological order</p> <p>Learners make up a presentation</p>	<p><i>Verbal evaluation</i></p> <p><i>Mutual avaluatio</i></p> <p><i>Individual avaluation</i></p>	
End 5 min	<p>REFLECTION Students stick the smiles to the column: 'suitcase' – I know the material; 'meat grinder'- I need to repeat the material. Students answer the concept questions:</p> <p>Saying goodbye</p>		<i>Self-assessment</i>	

Module 2. Communication and Technology		School: «Baldauren» Republican Educational and health centre	
Date:		Teacher name: Taszhanova Tursinai	
Grade: 7		Number present:	Number absent:
Theme of the lesson:	<i>Adjectives. Adverbs</i>		
Learning objectives	<p>7.S.6 Begin to link comments with some flexibility to what other say at sentences and discourse level in pair, group</p> <p>7.W.3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p> <p>7.U.E.3 use a growing variety of compound adjectives and adjectives as participle</p>		
Lesson objectives	<p>All learners will be able to: Pronounce the words, the sentences in the Past Simple</p> <p>Most learners will be able to: make up sentences using the Past Simple</p> <p>Some learners will be able to use and distinct the compound adjectives and participle adjectives</p>		

	All his plays are _____ in our time. Find the compound and participle adjective Put the adjectives into the gaps.	Learners find the compound and participle adjective Put the adjectives into the gaps.		
End 5 min	FEEDBACK Students reflect on the level of difficulty of the lesson. Thumbs up – normal Thumbs down – very difficult Saying goodbye		<i>Self-assessment</i>	

Module 2. Communication and Technology		School: «Baldauren» Republican Educational and health centre	
Date:		Teacher name: Taszhanova Tursinai	
Grade: 7		Number present:	Number absent:
Theme of the lesson:	<i>Computers</i>		

Learning objectives	<p>7.C8 develop intercultural awareness through reading and discussion</p> <p>7.L8 understand supported narratives on a wide range of general and curricular topics</p> <p>7.S8 recount some extended stories and events on a growing range of general and curricular topics</p> <p>7.UE15 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics</p> <p>7L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curriculum topics</p>
Lesson objectives	<p>All the learners will be able to: Say at least 5-6 simple sentences using new vocabulary</p> <p>Most learners will be able to: Read and understand text Give an opinion at discourse level Answer the simple questions according to the theme</p> <p>Some learners will be able to: make a dialogue using new vocabulary</p>
Criteria	<p>Learners have met the learning objective (R1) if they speak and listen, solve problems creatively and cooperatively in groups</p> <p>Use a variety of simple perfect forms</p> <p>Understand with some support most of an argument</p> <p>Respect each other' point of view</p>
Previous learning	Summarizing the chosen books

Plan

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 mins	<p>GREETING .</p> <p>Warm up activity:</p> <ol style="list-style-type: none"> 1.Do you watch TV every day? 2. What kind of TV program or movie do you watch? 3.What is your favourite movie? 4. Do you usually watch movies at home or at a movie theater? 5.Have you ever seen the same movie more than once? If yes, name it. 	Learners make up sentences using adjectives according the theme books	<i>Mutual avaluatio</i>	hhh://www.youtube.com/watch.

<p>Middle 30 min</p>	<p>Match the words and their definitions. Television Newspaper Tabloid The Internet Radio a paper printed and sold usually daily or weekly with news, advertisements etc.; the process of sending and receiving messages through the air; broadcasting programmes for people to listen to; broadcasting programmes (the news, plays, advertisements, shows, etc.) for people to watch on their television sets; a newspaper with rather small pages, many pictures and little serious news; a way to communicate with your partner who might be a thousand miles away using the computer (e-mails).</p> <p>Complete the sentences which programme you would choose if you want to see. a soap a music programme a comedy a news programme a sport programme a documentary a film an educational programme politics a religious programme a cartoon I'd like to see... I want to see... I would choose ... I prefer watching ...</p>	<p>Learners match the words and their definitions</p> <p>Learners complete the sentences which programme you would choose if you want to see.</p>	<p><i>Verbal evaluation</i></p> <p><i>Individual avaluation</i></p>	<p>Flashcards</p>
<p>End 10 min</p>	<p>Feedback Ask students to look at lesson objectives they set at the beginning of the lesson and think and say what they did well in the lesson and what needs improvement.</p> <p>Good bye song</p>		<p><i>Self-assessment</i></p>	<p>Use traffic light pictures</p>

Module 2. Communication and Technology		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:		Number absent:
Theme of the lesson:	<i>Giving advice (should / should not)</i>			
Learning objectives	<p>7.C8 develop intercultural awareness through reading and discussion</p> <p>7.L8 understand supported narratives on a wide range of general and curricular topics</p> <p>7.S8 recount some extended stories and events on a growing range of general and curricular topics</p> <p>7.UE15 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics</p>			
Lesson objectives	<p>All learners will be able to: Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics with support; recount some extended stories and events on a growing range of general and curricular topics with support.</p> <p>Most learners will be able to: Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics with some support; organise and present information clearly to others; recount some extended stories and events on a growing range of general and curricular topics with some support.</p> <p>Some learners will be able to: Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics with no or little support; recount some extended stories and events on a growing range of general and curricular topics with no or little support; communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges.</p>			
Criteria	<p>Learners have met the learning objective (R1) if they speak and listen, solve problems creatively and cooperatively in groups</p> <p>Use a variety of simple perfect forms</p> <p>Understand with some support most of an argument</p> <p>Respect each other' point of view</p>			
Previous learning	Summarizing the chosen books			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 mins	<p>GREETING</p> <p>A teacher says to the learners</p> <p>Good morning/afternoon, class. How are you?</p>			

	<p>The learners greet the teacher too. The teacher tells learners that they are going to continue the previous topic and asks what it was. Learners answer: "Giving advice".</p>			
	<p>Lead-in Learners listen to and sing "Visualize" song. Pre-teach the word <i>alive</i> . You can ask your learners to make a dictionary race, so the first one who finds it (alive) in the dictionary takes the prize (optional) or introduce it by yourself. The teacher reveals the objectives of the lesson Today you will:</p> <p>Writing Pre-writing stage The teacher asks learners if they liked the stories they read. What was special about them?</p> <p>Writing Learners study the criteria for the writing task: Picture – 1 point Grammar (use should / should not) – Task 1. Imagine you are an ICT teacher. Use these phrases to tell the class how to use the Internet safely. Use should / should not</p> <p>Speaking Criteria : Listening Listen and match the people to the activity for which they most often use their computer.</p> <ol style="list-style-type: none"> 1 Brendan 2 Emily 3 Alan 4 Mum 5 Dad 	<p>Learners write and make a picture of your visualization</p> <p>Present your visualization to the classmates</p> <p>Learners should visualize a character/the whole story that they liked most from the books they read</p> <p>Learners should present their visualization in front of the class</p>	<p><i>Verbal evaluation</i></p> <p><i>Mutual avaluation</i></p> <p><i>Individual avaluation</i></p>	
End 5 mins	<p>REFLECTION Learners write a cinquain poem about a character/book.</p> <p>Good bye song</p>		<p><i>Self-assessment</i></p>	Use traffic light pictures.

Module 2. Communication and Technology		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Giving instructions</i>			
Learning objectives	<p>7.C3 respect differing points of view</p> <p>7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics</p> <p>7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics</p> <p>7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics</p> <p>7.UE7 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics</p> <p>7.S3 give an opinion at discourse level on a growing range of general and curricular topics</p>			
Lesson objectives	<p>All learners will be able to: understand with limited support the main points of extended talk on Reality TV shows; give an opinion at sentence level on the topic of TV programs with peers or teacher's support; do the matching activities (types of programs and new words) with peers or teacher's support;</p> <p>Most learners will be able to: understand with some support the main points and some of the details of extended talk on Reality TV shows; give an opinion at sentence level on the topic of TV programs with little or no teacher's support; do the matching activities (types of programs and new words) with little or no teacher's support;</p> <p>Some learners will be able to: understand the main points and all the details of extended talk on Reality TV shows; give an opinion at sentence level on the topic of TV programs with no teacher's support; do the matching activities (types of programs and new words) correctly independently ;</p>			

Criteria	Learners share and compare popular TV programs in Kazakhstan and other cultures			
Previous learning	Reading for Pleasure			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 10 mins	<p>GREETING Pre-learning: Vocabulary match Learners are asked to remember as many types of TV programs as possible; they may do a mind map in their copybooks or write them on the board.</p> <p>They are also encouraged to give examples of Kazakhstan and other countries' programs. Learners see the topic of today's class and lesson objectives: Do comprehension tasks on listening; Write an advert for a reality TV show; Later, learners are given cut cards with the type of the TV programme and their definitions (less able learners are given cards with translations), they need to match them and discuss in pairs\groups how they guessed. They try to describe each type of the programs in their own words.</p>	<p>Learners do a mind map in their copybooks or write them on the board</p> <p>Learners follow the instructions</p>	<p><i>Verbal evaluation</i></p> <p><i>Mutual avaluation</i></p>	PPT
Middle 30 min	<p>Pair discussion: TV programs Learners discuss the questions on the active board; teacher may assist less able learners. The main task here is to focus learners' attention on reality TV shows.</p> <p>Listening: Reality show While listening first time learners are asked comprehensive questions about the content of the task. The audio script is available on the website While listening second time learners do tasks – they are differentiated: more able do True\False and gapped task with no variants; less able – easier True\False and gapped task with variants.</p> <p>Post-listening: New words Learners see the new words and their definitions, they are given some time to match them, later they see them on the slide, and learners make notes of new words and their translations if needed.</p>	<p>Learners discuss the questions</p> <p>Learnersw choose true or false statements</p> <p>Learners match the definitions</p>	<p><i>Individual avaluation</i></p>	
End 5 mins	<p>REFLECTION: Learners are given sticky papers to write their opinion on the lesson, they should write WOW W – what they watch;</p>		<p><i>Self-assessment</i></p>	

	O – how often; W – why they like it; Good bye song			
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Module 2.		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:		Number absent:
Theme of the lesson:	<i>World Forum</i>			
Learning objectives	<p>7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>7.S8 recount some extended stories and events on a growing range of general and curricular topics</p> <p>7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts</p> <p>7.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics</p>			
Lesson objectives	<p>All learners will be able to: Read and understand the meaning of the topic</p> <p>Most learners will be able to: Make a conversation to each other according to the topics</p> <p>Some learners will be able to: Briefly describe the content of the text</p>			
Criteria	<ul style="list-style-type: none"> • Student understands the detail of general and curricular topics, including some extended texts • Gives an opinion about general and curricular topics • Discusses some problems in small groups 			

Previous learning		Focusing on TV programmes and films		
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 7 min	<p>GREETING</p> <p>The teacher and students greet each other.</p> <p>Lead-up: Look at the blackboard . You can see different pictures , different quotations by famous people.</p> <p>Can you guess what the subject of our today's lesson is.</p> <p>What are we going to speak about?</p>	Learners answer		.
Middle 30 min	<p>Task 1. Work in pairs:</p> <p>T: How do you usually watch films: on TV, on DVD or at the cinema?</p> <p>How often do you go to the cinema?</p> <p>T; Imagine that you are going to the cinema tonight.</p> <p>Choose the film you and your friend would like to see. Use the phrases on your cards and act out the dialogues.</p> <p>Pre-reading task:</p> <p>Who is this boy?</p> <p>Do you guess whom there will be a text today?</p> <p>Do you like the film "Harry Potter?"</p> <p>Did you watch all series?</p> <p>Was the film interesting for you?</p> <p>Task 2: read and translate the text "Harry Potter and the Philosopher's Stone."</p> <p>Task 3: Find the right answer "True or false"</p> <p>The first part of the book series about the adventures of young girl Germeona.</p> <p>"Harry Potter and the Philosopher's Stone" - is only the first part of a great story.</p> <p>The film was shot by Chris Columbus.</p> <p>The story is about the girl Germeona.</p> <p>Harry Potter was invited to study at Hogwarts School of Wizardry.</p> <p>Potter's friend was Volde Mort.</p> <p>Task 4: Answer the questions:</p> <p>How the school of magic was called where have invited Harry?</p> <p>How called the wizard who tried to kill Harry in the childhood?</p> <p>Who was the best Harry's friend?</p> <p>Who delivered letters?</p> <p>what professor did help Volon de Mort?</p> <p>What game should they play to get to the Philosopher's Stone storage." ?</p>	<p>Learners tell about their visit to the cinema.</p> <p>Learners read and translate the text</p> <p>Learners find the right answer "True or false"</p> <p>Learners answer the questions</p>	<p><i>Verbal evaluation</i></p> <p><i>Mutual avaluatio</i></p> <p><i>Individual avaluation</i></p>	<p>Cards</p> <p>Text</p> <p>https://www.youtube.com/turtleday.com/solar_system_lesson_for_kids</p>

End 8 min	<p>REFLECTION</p> <p><u>Underline the suitable word:</u></p> <ol style="list-style-type: none"> 1. My work at the lesson was active/passive. 2. I am satisfied/ dissatisfied with my activity. 3. The lesson seemed long/short to me. 4. I feel tired/not tired after the lesson. 5. The material of the lesson was interesting/boring/useful/useless/easy/hard/for me. (you can underline some words). 6. I can speak about films. Yes/no. 7. I can say my own opinion on movies. Yes/no. 8. I can give arguments. Yes/no.) <p>Good bye song</p>		<i>Self-assessment</i>	
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Module 2. Communication and Technology	School: «Baldauren» Republican Educational and health centre		
Date:	Teacher name: Taszhanova Tursinai		
Grade: 7	Number present:	Number absent:	
Theme of the lesson:	<i>The industrial revolution</i>		
Learning objectives	<p>7.C3 Respect differing points of view</p> <p>7.S5 Keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks</p> <p>7.UE7 Use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics</p>		
Lesson objectives	<p>All learners will be able to: Know 50 % of vocabulary related to “Entertainment and media (genres)”; Use present perfect and present simple tenses with no more than two or three mistakes;</p> <p>Most learners will be able to: Know 60 % of vocabulary related to “Entertainment and media (genres)”; Use present perfect and present simple tenses with no more than two mistakes;</p> <p>Some learners will be able to: Know 90 % of vocabulary related to “Entertainment and media (genres)”; Use present perfect and present simple tenses with no mistakes;</p>		
Criteria	Learn new words connected with the film genres, new words “Entertainment and media (films)”;		

	Describe the film genres using the new vocabulary.			
Previous learning	Film reviews			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 10 mins	<p>GREETING Put strips or stars of coloured paper into a box. Then, learners should reach inside the box. After that, learners holding the same colours will form a group.</p> <p>Lead-in: Show learners the video “The industrial revolution”. After watching the video learners should try to guess the topic of the lesson. Before watching the video give learners the task to answer the questions on the video. Questions: 1. What are the differences between films which you have watched in the video? (Answer: The differences between films are genres). 2. Describe in some words the film genres you have watched in the video. (Work in groups) Elicit the genres from learners and write down them on the whiteboard.</p>	Learners can work in groups discussing the answers to the given questions.	<i>Mutual avaluation</i>	<p>https://www.youtube.com/watch?v=r620iOdP3pA</p> <p>PPP</p>
Middle 30 min	<p>Vocabulary practice: Give the vocabulary connected with the topic of the lesson. Learners should 1) think about the headings to the words; 2) put them in the boxes under these headings. Learners work in groups. Then, they exchange their ideas in groups (peer-assessment).</p> <p>Differentiation of the tasks: More able learners make up 8 sentences with the new words. Less able learners make up 5 sentences with the new words. <i>Formative Assessment criteria:</i> If learners get 6 right sentences out of 8, they achieve the goal (Level 2); If learners get 3 right sentences out of 5, they achieve the goal (Level 1). Learners play “A movie genre” quiz. Learners can work in two groups. While watching the video task they should try to guess the genre they have studied before.</p>	Learners follow the instructions	<i>Individual avaluation</i>	<p>https://youtube/fyCmFYQJ_7k online video “A movie genre”</p>

End 5 mins	<p><u>Reflection</u> Give the learners the stickers where they can give the reflection according to the content of the lesson: 1) What did you learn during the lesson? 2) What skills did you try to develop during the lesson? Learners should write three best moments during the lesson, and one moment which was not so good.</p> <p>Good bye</p>		<i>Self-assessment</i>	
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Module 2. Communication and Technology	School: «Baldauren» Republican		
Date:	Teacher name:		
Grade: 7	Number present:	Number absent:	
Theme of the lesson:	<i>A for – and – against essay</i>		
Learning objectives	<p>7C7 develop a sustain a consistent argument when speaking or writing. 7L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics. 7S3give an opinion at discourse level on a growing range of general and curricular topics. 7S6 begin to link comments with some flexibility to what others say at sentences and discourse level in pairs, group and whole class exchanges.</p>		

And Lesson objectives	All learners will be able to: learn genres of films. Most learners will be able to: read and understand the short dialogue Some learners will be able to: give an opinion at discourse level			
Criteria	Students will have succeeded in this if they: 1. Can use argument when speak or write. 2. Understand specific information 3 .give the opinion about the topic 4. Take part in discussing and solving problems in groups			
Previous learning	Film reviews			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 7 minutes	GREETING Get students ready to the class by greeting them, asking questions about their feelings. Hello! How are you today? Warm-up: Students step by step say compliments like this you are so strong as a Spider man and so on...	Learners do the task		
Middle 30 minutes	Task1 Students listen to the words and identify what topic they belong to? According to these words can you guess what is our theme? documentary, soap opera, drama show the news, weather, quiz show, cartoon fashion show, chat show, sport game comedy show, play, film, children's programme music programme, police drama, nature programme Task2. Answer the questions 1.Do you watch films? 2.How often do you watch films? 3.What film genres do you like to watch? 4.What film genres do you know? Task 3 Students listen the description of three genres of films, discuss in groups and give your ideas. a) It can last for months and even years, the action is the rather slow. If you miss one series, or even ten, you find that the plot has not developed much. The characters can be neither clever not interesting, but they become like a part of your family.----- b) It provokes excitement and nervous tension into audience. It keeps people unsure what is	Learners guess theme of the lesson Learners answer the questions Learners make up a description of one genre they want, using the model in task 3	<i>Verbal evaluation</i> <i>Mutual avaluatio</i> <i>Individual avaluation</i>	pictures

	<p>going to happen---</p> <p>c)It is about naval, air or land battles during the time of armed conflicts.-----</p> <p>Differentiation:</p> <p>Student A - only listen the description of films genres.</p> <p>Student C- listen and read the description of film genres.</p> <p>A task:</p> <p>Answer the questions:</p> <p>1).what is the Internet?</p> <p>2) what are the disadvantages?</p> <p>3) what is Wendys recommendation?</p> <p>4) what examples does Wendy give?</p>			
End 8 minutes	<p>REFLECTION</p> <p>1.What new things have you learnt today?</p> <p>2.What new skills have you acquired today?</p> <p>3.What was difficult for you?</p> <p>4.What was easy for you?</p> <p>Feedback: T. with the help of Method of Traffic lights checks up if the students need some support.</p> <p>Saying goodbye</p>		<i>Self-assessment</i>	

Module 2. Communication and Technology	School: «Baldauren» Republican Educational and health centre		
Date:	Teacher name: Taszhanova Tursinai		
Grade: 7	Number present:	Number absent:	

Theme of the lesson:	<i>Mobile manners</i>			
Learning objectives	<p>7C7 develop a sustain a consistent argument when speaking or writing.</p> <p>7L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics.</p> <p>7S3 give an opinion at discourse level on a growing range of general and curricular topics.</p> <p>7S6 begin to link comments with some flexibility to what others say at sentences and discourse level in pairs, group and whole class exchanges.</p>			
Lesson objectives	<p>All learners will be able to: learn genres of films.</p> <p>Most learners will be able to: read and understand the short dialogue</p> <p>Some learners will be able to: give an opinion at discourse level</p>			
Criteria	<p>Students will have succeeded in this if they:</p> <ol style="list-style-type: none"> 1. Can use argument when speak or write. 2. Understand specific information 3 .give the opinion about the topic 4. Take part in discussing and solving problems in groups 			
Previous learning	Reading and talking about film genres			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 7 minutes	<p>GREETING</p> <p>Lead-in: Teacher greets learners and sets environmentally-friendly atmosphere within the classroom.</p> <p>Pre-teaching activity Teacher displays pictures one by one asking learners to guess the movie genre on the screen. Teacher tells the learners that it was a short revision and today's lesson is the continuation of the previous lesson.</p>	Learners guess the movie genre on the screen.		<p>PowerPoint presentation slides 1-7</p> <p>PowerPoint</p>
Middle 30 minutes	<p>Brainstorming <i>Teacher reads one movie riddle and let learners guess it.</i> <i>* It's a fantasy movie. It takes place in a world of elves, dwarfs, and orcs. Elijah Wood is in it. It's about a hobbit who has to destroy a magic ring before an evil wizard can get it. In the end, he decides to keep the ring, but it gets destroyed anyways.</i> Learners' possible answer: <i>It's the Lord of the Rings.</i></p> <p>Presentation: Useful language I tell the learners that I'm going to write some expressions on the board. I tell them that they don't have to write anything down because I've</p>	<p>Learners watch a video as an answer of the riddle.</p> <p>Learners work in pairs using the speaking cards.</p>	<p><i>Verbal evaluation</i></p> <p><i>Mutual</i></p>	<p>presentation slide 8</p> <p>Appendix</p>

	<p>already written the language in a worksheet that I'm going to handout shortly.</p> <p>For each of the sections, genre, setting, actor, plot, climax, and critics, I go over the vocabulary with the class. It's important to maintain a dialogue with the class as I'm putting the expressions on the board</p> <p>Practice: Useful language</p> <p><i>Can anybody name a movie that takes place in space? What's a movie starring Ewan McGregor?</i></p> <p><i>What is Troy about?</i></p> <p><i>In the end, what happens in Lord of the Rings?</i></p> <p>Finally, I hand out the worksheet and ask them if there are any more questions. I've found that if I wait until after the presentation to handout the language worksheet, the learners are more focused on the presentation on the board.</p> <p>Asking higher order questions according to Bloom's taxonomy.</p> <p>Speaking activity is aimed at improving critical thinking skills of learners and for better practising useful language. Teacher should encourage learners to ask higher order questions and think critically while performing the role play.</p>	<p>Learners answer higher order questions according to Bloom's taxonomy</p>	<p><i>avaluatio</i></p> <p><i>Individual avaluation</i></p>	
<p>End</p> <p>8 minutes</p>	<p>FEEDBACK</p> <p>Teacher summarizes the whole lesson and gives feedback on the mistakes that learners had and comments on the learners' achievements.</p> <p>Teacher evaluates each learner individually.</p> <p>Saying goodbye</p>		<p><i>Self-assessment</i></p>	

Unit 6: Entertainment and Media		School:		
Date:		Teacher name:		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Reading and talking about film genres</i>			
Learning objectives	<p>7C7 develop a sustain a consistent argument when speaking or writing.</p> <p>7L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics.</p> <p>7S3 give an opinion at discourse level on a growing range of general and curricular topics.</p> <p>7S6 begin to link comments with some flexibility to what others say at sentences and discourse level in pairs, group and whole class exchanges.</p>			
Lesson objectives	<p>All learners will be able to: Pronounce and understand the key words and phrases : I like /don't like ...because ; describe photos of actors and actresses</p> <p>Most learners will be able to: Make basic personal statements about films:</p> <p>Some learners will be able to: Think up in groups which films are worth to be seeing.</p>			
Criteria	<p>express opinion about films when speaking and writing</p> <p>understanding with little support most specific information about films and film genres in extended talk</p> <p>giving an opinion at discourse level on growing range of general and curricular topics</p> <p>Discuss in pair or groups films and make criteria for a good film</p>			
Previous learning	Reading and talking about film genres			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 7 minutes	<p>GREETING Teacher greets students; students respond to greeting and take their places.</p> <p>Brainstorming questions. Mind map. Teacher asks learners:</p> <ul style="list-style-type: none"> • What is the film genre? • What film genres do you know? • What film genre is liked by most people? • What are your favourite film genres? • Are film genres of Kazakh culture similar to others'? 	Learners answer	<i>Verbal evaluation</i>	
Middle 30 minutes	<p>Favorite heroes Teacher sticks cards with a picture of film stars on the back of some pupils so they can't see them and they ask questions to guess who is the hero.</p>	Learners guess the hero	<i>Mutual avaluatio</i>	Cards, Pictures, Photos.

	<p>Vocabulary work.(English-English)</p> <ol style="list-style-type: none"> 1. Plot --the story of a book, film, play 2. Scenario—a written outline of a film, novel, or stage work giving details of the plot and individual scenes 3. Budget –to show how to spend or to earn money 4.Special effects --special effects are illusions on visual tricks used in the film, TV, theatre, video, game 5. Genre --a style of category of art, music or literature 6. Director --The person who decides how it will appear on stage or screen and who tells the actors and technical staff what to do in a play, film or TV programme <p>Task 1.Pair work: Discuss with your partners films like or don`t like. Ex; My favorite film is... because.... I like the film.... because... I don`t like the film.... because...</p> <p>Task 2. Watch the extract of Kazakh film “Zhauzhurek min bala ”. Define the genre of the film. Name and describe the main heroes. Say some words about the plot of the film. Why is this film considered as the National Property?</p> <p>Descriptors: Define the genre of the filmName and describe the main heroes Say some words about the plot of the film. Why is this film considered as the National Property?</p>	<p>Learners introduce vocabulary</p> <p>Learners give an information about films he/she likes (doesn`t like)</p> <p>Learners define the genre of the filmName and describe the main heroes</p>	<p><i>Individual avaluation</i></p>	<p>http//kino24.kz</p>
<p>End 8 minutes</p>	<p>FEEDBACK S-T “Star alley” T-S “Oscar” Homework: to maf your favoutite ke a plan of film genre Saying goodbye</p>		<p><i>Self-assessment</i></p>	

Unit 6: Entertainment and Media		School:		
Date:		Teacher name:		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Structure and criteria for a good film review</i>			

Learning objectives	<p>7L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics.</p> <p>7S3 give an opinion at discourse level on a growing range of general and curricular topics.</p> <p>7S6 begin to link comments with some flexibility to what others say at sentences and discourse level in pairs, group and whole class exchanges.</p>			
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> • Use present perfect and present simple tenses with no more than two or three mistakes; • Use no more than 2-3 phrases to express the opinion about the film. <p>Most learners will be able to:</p> <ul style="list-style-type: none"> • Use present perfect and present simple tenses with no more than two mistakes; • Use no more than 3-4 phrases to express the opinion about the film. <p>Some learners will be able to:</p> <ul style="list-style-type: none"> • Use present perfect and present simple tenses with no mistakes; <p>Use 5-6 phrases to express the opinion about the film.</p>			
Previous learning	Structure and criteria for a good film review			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 10 minutes	<p>GREETING</p> <p>Lead-in:</p> <p>Show learners the video “Introduction to film genres”. After watching the video learners should try to guess the topic of the lesson. Before watching the video give learners the task to answer the questions on the video.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What are the differences between films which you have watched in the video? (Answer: The differences between films are genres). 2. Describe in some words the film genres you have watched in the video. (Work in groups) 	Learners can work in groups discussing the answers to the given questions.	<i>Verbal evaluation</i>	
Middle 30 minutes	<p><u>The main part of the lesson</u></p> <p>Vocabulary practice:</p> <p>Give the vocabulary connected with the topic of the lesson. Learners should 1) think about the headings to the words; 2) put them in the boxes under these headings. Learners work in groups. Then, they exchange their ideas in groups (peer-</p>	Learners learn new words connected with the film genres, new words “Entertainment and media (films)”	<i>Mutual evaluation</i>	

	<p>assessment).</p> <p>Differentiation of the tasks: More able learners make up 8 sentences with the new words. Less able learners make up 5 sentences with the new words. Formative Assessment criteria: If learners get 6 right sentences out of 8, they achieve the goal; If learners get 3 right sentences out of 5, they achieve the goal. Learners play “A movie genre” quiz. Learners can work in two groups. While watching the video task they should try to guess the genre they have studied before.</p>			
End 5 minutes	<p>Reflection Give the learners the stickers where they can give the reflection according to the content of the lesson: 1) What did you learn during the lesson? 2) What skills did you try to develop during the lesson? Learners should write three best moments during the lesson, and one moment which was not so good.</p> <p>Home task: Learn the film genres by heart. Prepare the description of one film genre you like most of all.</p> <p>Saying goodbye</p>	Describe the film genres using the new vocabulary.	<i>Individual avaluation</i>	<i>Self-assessment</i>

Unit 6: Entertainment and Media	School:		
Date:	Teacher name:		
Grade: 7	Number present:	Number absent:	
Theme of the lesson:	<i>Structure and criteria for a good film review</i>		
Learning objectives	7.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly 7.S1 make basic personal statements about people, objects and classroom routines 7.S3 pronounce familiar words and expressions intelligibly 7.S6 make introductions and requests in basic interactions with others 7.U11 use there is / there are to make short statements and ask questions		

Lesson objectives	<p>All learners will be able to: Understand the opinion of others, working with whole class, in groups and pairs</p> <p>Most learners will be able to: Write a film review with some support style.</p> <p>Some learners will be able to: Express their opinion about the given film speaking and writing.</p>
Criteria	<ol style="list-style-type: none"> 1. Discuss partners' opinion working in group, pair and whole class. 2. Write a film review with some support style. 3. Express their opinion about the theme speaking and writing.
Previous learning	Structure and criteria for a good film review

Plan

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 10 minutes	<p>The teacher greets students; students respond to greeting and take their places.</p> <p>Lead-up: Now we'll watch some episodes of different films. You should:</p> <ol style="list-style-type: none"> 1 name the movie in English 2 try to determine what genre each film belongs to 3 who are the main heroes and actors? 4 would you recommend them for watching? 	Learners follow the instructions	<i>Verbal evaluation</i>	Video material
Middle 30 minutes	<p>Regrouping :(students are divided into three groups with the help of cards of popular heroes from the famous films. Each of them take one card and find another hero from his or her film. At the end they should form 3 groups of films). I group -“ Pirates of Caribbean” II group – “Lord of Rings” III group – “Harry Potter”</p> <p>I Task. (Group work). What is the title of the film? What type of film is it? Is the film based on a book? Who is the director of the film? Who plays the main parts in the film? Who are the main characters? Where does the action take place? Do you recommend to see it?</p> <p><u>Descriptor:</u> 1. Answer the questions using internet with some or no support. 2. Pronounce all responses clearly 3. Reply correctly</p>	Learners answer the given questions using internet.	<i>Individual evaluation</i>	Cards with heroes from the films

	<p>Your time is out. Now one volunteer from each group presents your story to two other groups.</p> <p>Assessment: Group of Pirates-gold coin Group of Lord of Rings-gold ring Group of Harry Potter-magic stick</p> <p>Acquired skills (Bloom’s taxonomy): understanding, researching, presenting. (Students guessed what they have just done). Regrouping : Students are divided into two groups. Students put cards with pirate Jack Sparrow and wizard Dumbledore. 1. Group of Jack Sparrow 2. Group of Dumbledore</p>	<p>Each group describes their films with some or no support.</p> <p>Learners put cards with pirate Jack Sparrow and wizard Dumbledore.</p>	<p><i>Mutual avaluatio</i></p>	<p>Copies with questions</p>
<p>End 5 minutes</p>	<p>FEEDBACK: Students complete the bubble by answering the questions.</p> <p>Home task: Write a review about your favourite movie</p> <p>Saying goodbye</p>		<p><i>Self-assessment</i></p>	
<p>Unit 6: Entertainment and Media</p>		<p>School:</p>		
<p>Date:</p>		<p>Teacher name:</p>		
<p>Grade: 7</p>		<p>Number present:</p>	<p>Number absent:</p>	
<p>Theme of the lesson:</p>	<p><i>Writing a review about a film for a school magazine or e-zine</i></p>			
<p>Learning objectives</p>	<p>7.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly 7.S1 make basic personal statements about people, objects and classroom routines 7.S3 pronounce familiar words and expressions intelligibly 7.S6 make introductions and requests in basic interactions with others 7.U11 use there is / there are to make short statements and ask questions</p>			
<p>Lesson objectives</p>	<p>All learners will be able to: Understand the opinion of others, working with whole class, in groups and pairs Most learners will be able to: Write a film review with some support style. Some learners will be able to: Express their opinion about the given film speaking and writing.</p>			
<p>Criteria</p>	<p>1. Discuss partners’ opinion working in group, pair and whole class. 2. Write a film review with some support style. 3. Express their opinion about the theme speaking and writing.</p>			
<p>Previous learning</p>	<p>Structure and criteria for a good film review</p>			

	<p>of) watching this film. The time The main parts are played by... The charactersThe film has an extremely acting.</p> <p>The main idea It is a... . It is based on...</p> <p>Your opinion The film is directed by...</p> <p>The movie centers on... The main characters are...</p>			
End 5 minutes	<p>FEEDBACK: Students complete the bubble by answering the questions. Home task: write the review to the given films with no support. Perform it with no support clearly and without mistakes. Saying goodbye</p>		Self-assessment	

Unit 6: Entertainment and Media		School:		
Date:		Teacher name:		
Grade: 7		Number present:		Number absent:
Theme of the lesson:	<i>Writing a review about a film for a school magazine or e-zine</i>			
Learning objectives	<p>7.L2 Understand with little support most specific information in extended talk on a limited range of general and curricular topics</p> <p>7.W3 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p> <p>7.W4 Use with some support style and register appropriate to a limited variety of written genres on general and curricular topics</p>			
Lesson objectives	<p>All learners will be able to: Understand the opinion of others, working with whole class, in groups and pairs</p> <p>Most learners will be able to: Write a film review with some support style.</p> <p>Some learners will be able to: Express their opinion about the given film speaking and writing.</p>			
Criteria	<p>Identify facts and details in extended talks with little support</p> <p>Demonstrate the ability to write grammatically correct sentences on familiar topics</p> <p>Write a text keeping appropriate format and plan of a given genre</p>			
Previous learning	<i>Writing a review about a film for a school magazine or e-zine</i>			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 10 minutes	<p>GREETING One of the learners starts the lesson with questions: What date is it today? What day is it today? What is the weather like today? What is the temperature?</p>			

	Teacher presents lesson objectives.			
Middle 30 minutes	<p>Method “Brainstorming”</p> <p>What do you think the video will be about?</p> <p>Teacher suggests listening activity to the learners. Learners listen to the passage “My favourite film”. They get a sheet with the tasks. Teacher gives them some time to look through the tasks and search the words that they do not know.</p> <p>Before listening teacher discusses the assessment criteria together with the learners:</p> <ul style="list-style-type: none"> ➤ Recognise particular information and details while listening ➤ 11 questions out of 14 should be done correctly (85 %) <p>Then they listen for the first time and match the speaker to the genre of film. They listen twice.</p> <p>WRITING</p> <p>Write a short newspaper note about your favourite movies.</p> <p>Learners write 50 – 60 words passage about their favourite film explaining why they like it. In their passage they should express their feelings and opinion and present information at least to 4 questions out of 6:</p> <ol style="list-style-type: none"> 1. What is the title of the film? 2. What genre is it? 3. What is it about? 4. Where and when is the film set? 5. Who are stars in the film? 6. Why do you recommend this film? <p>For the writing task learners get maximum 4 points.</p>	<p>Work with a partner . Look at the pictures and describe them.</p> <p>Learners listen for the first time and match the speaker to the genre of film.</p> <p>Learners write a short newspaper note about your favourite movies.</p>	<p><i>Verbal evaluation</i></p> <p><i>Mutual avaluatio</i></p> <p><i>Individual avaluation</i></p>	<p>Pictures</p>
End 5 minutes	<p>Feedback</p> <p>Feedback. The teacher gives comments about learners work and awards learner. Students will choose one and put on the board their stickers.</p> <p>Home task: to revise topical vocabulary on the unit “Entertainment and media”.</p>		<p><i>Self-assessment</i></p>	

	Saying goodbye			
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Unit 6: Entertainment and Media		School:		
Date:		Teacher name:		
Grade: 7		Number present:		Number absent:
Theme of the lesson:	<i>Unit revision</i>			
Learning objectives	7.L2 Understand with little support most specific information in extended talk on a limited range of general and curricular topics 7.W3 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 7.W4 Use with some support style and register appropriate to a limited variety of written genres on general and curricular topics			
Lesson objectives	All learners will be able to: Understand the opinion of others, working with whole class, in groups and pairs Most learners will be able to: Write a film review with some support style. Some learners will be able to: Express their opinion about the given film speaking and writing.			
Criteria	Identify facts and details in extended talks with little support Demonstrate the ability to write grammatically correct sentences on familiar topics Write a text keeping appropriate format and plan of a given genre			
Previous learning	Unit revision			

Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 10 minutes	GREETING One of the learners starts the lesson with questions: What date is it today? What day is it today? What is the weather like today? What is the temperature? Teacher presents lesson objectives.			Video
Middle 30 minutes	Concept checking: What should you do? Assessment: Group of Jack Sparrow - Group of Dumbledore - Bloom's taxonomy. Group of Jack Sparrow: identify,match,translate and present	Learners write a film review with some support style.	<i>Verbal evaluation</i>	PPT

	<p>Group of Dumbledore: distinguish, differentiate, analyze and present</p> <p>Task. Write a review to the given films with no support or some support style. Perform it with no support or by reading. Present your story clearly and without mistakes. (Pair-work)</p> <p><i>Group of Dumbledore (several pairs)</i>- write the review to the given films with no support. Perform it with no support clearly and without mistakes.</p> <p><i>Group of Jack Sparrow (several pairs)</i>- write the review to the given films with some support. Perform it by reading and clearly.</p> <p>The title of the film is...</p> <p>It is a... . It is based on...</p> <p>The film is directed by...</p> <p>The main parts are played by...</p> <p>The film has an extremely ... acting.</p> <p>The action takes place in....</p> <p>The action takes place during...</p> <p>The main characters are...</p> <p>The movie centers on...</p> <p>I like (am fond of) watching this film.</p> <p>I recommend this film to those who like...</p> <p>The film is packed with special effects.</p> <p>Concept checking: What should you do?</p> <p>Criteria: <u>Express their opinion about the theme speaking and writing.</u></p> <p>Assessment:</p> <p><u>Group of Jack Sparrow -</u></p> <p><u>Group of Dumbledore -</u></p> <p>Bloom's taxonomy:</p> <p>Group of Jack Sparrow: analyses</p> <p>Group of Dumbledore: compose, create, organize, collect, prepare.</p>	<p>Learners write a review to the given films with no support or some support style. Perform it with no support or by reading. Present your story clearly and without mistakes.</p> <p>Learners write a review to the given films with no support style and without mistakes.</p>	<p><i>Mutual avaluatio</i></p> <p><i>Individual avaluation</i></p>	
<p>End</p> <p>5 minutes</p>	<p>Feedback</p> <p>Feedback. The teacher gives comments about learners work and awards learner. Students will choose one and put on the board their stickers.</p> <p>Home task: Write a review about your favourite movie</p> <p>Saying goodbye</p>		<p><i>Self-assessment</i></p>	

<p>Unit 7: Natural Disasters</p>	<p>School:</p>		
<p>Date:</p>	<p>Teacher name:</p>		
<p>Grade: 7</p>	<p>Number present:</p>	<p>Number absent:</p>	

Theme of the lesson:	<i>Looking at natural disasters in Kazakhstan and around the world</i>			
Learning objectives	<p>7.C9 use imagination to express thoughts, ideas, experiences and feelings</p> <p>7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics</p> <p>7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics</p> <p>7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>7.W6 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</p>			
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> Practice topical vocabulary through such activities as matching and drawing dictation; Read the text and find the words according to the definitions; <p>Most learners will be able to:</p> <ul style="list-style-type: none"> Read the text and give full and grammatically correct answers to the questions; <p>Some learners will be able to:</p> <p>Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility;</p>			
Criteria	<ol style="list-style-type: none"> understand the meaning of the words on topic in speech know and apply the vocabulary and make up sentences with it to talk about the topic synthesize and link sentences into coherent paragraphs to write on the topic 			
Previous learning	Unit revision			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	<p>Warmer:</p> <p>Disaster Dictation:</p> <p>Instructions:</p> <p>Tell your learners you are going to describe a scene that you would like them to draw.</p> <p><i>“Draw three houses on the right in the middle. Each house has four windows and a door. On the roof of one of the houses there are two people and a dog. Draw two trees on the left in the middle. At the top of the picture draw some clouds and a lightning. The clouds look grey and it’s raining a lot. In the sky there is a helicopter. Around the houses there is water. The water touches the top windows of the house....”</i></p> <p>Ask students to look at their pictures. Ask them what they think has happened in the scene? Answers may be the following: flood, hurricane, etc. Ask them about other natural</p>	Learners describe a scene that you would like them to draw.		PPP

	disasters they know.			
Middle 30 min	<p>The main part of the lesson</p> <p>Vocabulary. Lead-in: <u>The answers are:</u> earthquake, flood, tornado, and avalanche.</p> <p>Follow-up questions: What comes to your mind when you hear the words “natural disasters”? What natural disasters could happen in your region / area?</p> <p>Vocabulary Practice. Matching: Learners are offered to practise topical vocabulary, so they do a matching exercise, given on the work-sheet.</p> <p><i>Differentiation:</i> The task may be differentiated in accordance with learners’ language proficiency: less-experienced learners match words with the pictures (task 1), more-able learners read the information about the disasters and write their names on the lines (task 2).</p>	Learners look at the slides and try to guess the names of natural disasters, shown on the pictures. Learners match words with the pictures Learners read the information about the disasters and write their names on the lines	<p><i>Individual avaluation</i></p> <p><i>Verbal evaluation</i></p> <p><i>Mutual avaluatio</i></p>	Appendix 1 Work-sheet
End 10 min	<p>REFLECTION. “Snow-ball” Game</p> <p>At the end of the lesson the teacher offers their learners to play “Snow-ball” game to develop their vocabulary skills. The aim of the activity is to repeat all the previous words connected with the topic and add your own one. The teacher should also drill the pronunciation of words.</p> <p>Home task: prepare a presentation about a natural disaster in Kazakhstan</p> <p>Saying goodbye</p>		<i>Self-assessment</i>	

Unit 7: Natural Disasters		School:	
Date:		Teacher name:	
Grade: 7		Number present:	Number absent:
Theme of the lesson:	<i>Looking at natural disasters in Kazakhstan and around the world</i>		
Learning objectives	<p>7.C9 use imagination to express thoughts, ideas, experiences and feelings</p> <p>7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics</p> <p>7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics</p> <p>7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>7.W6 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</p>		
Lesson objectives	All learners will be able to:		

	<p>understand and use the vocabulary on the topic «Natural Disasters»</p> <p>Most learners will be able to: use appropriate vocabulary and syntax on a wide range while talking and writing about the topic «Natural Disasters»</p> <p>Some learners will be able to: organize sentences into paragraphs to write about the topic «Natural Disasters»</p>			
Criteria	<p>understand the meaning of the words on topic in speech</p> <p>know and apply the vocabulary and make up sentences with it to talk about the topic</p> <p>synthesize and link sentences into coherent paragraphs to write on the topic</p>			
Previous learning	Looking at natural disasters in Kazakhstan and around the world			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 10 min	<p>GREETING</p> <p>The teacher and students greet each other. The teacher sets the goals and criteria of the lesson.</p> <p>Lead-up: Disasters: forest fire, earthquake, volcanic eruption, flooding, tornado <i>Listen to the definitions and guess a word and an appropriate picture.</i></p> <p>Definitions:</p> <ol style="list-style-type: none"> 1) a disaster which occurs when magma is realised from a volcanic vent 2) an uncontrolled fire in a wooded area 3) the shaking of the surface of the Earth 4) a rapidly rotating column of air which causes strong wind 5) an overflowing of water onto land <p><i>Check the answers with a click and then say the definitions yourself.</i></p>	Examine the pictures of different natural disasters and their mixed names on a slide.		PPP
Middle 30 min	<p>Listening</p> <p>Concept Checking: What should you do?</p> <p>Extract 1 Cracks or weaknesses allow magma to rise up. Pressure builds up which, then, releases suddenly causing the magma to explode. Magma that reaches the earth surface is called lava. This molten lava eventually cools to form new rock.</p> <p>Extract 2 This natural event causes dry land suddenly gets submerged under water. Some of them occur suddenly, others take days or even months to build. The disaster may be caused by heavy rainfalls when rivers flow over their banks.</p> <p>Extract 3 It is caused by the shaking of the earth's surface. It happens when two blocks of</p>	<p>Learners listen to the extracts of the texts and define what disaster is described proving your answer with the key-words.</p> <p>Learners define the described</p>	<i>Verbal evaluation</i>	

	<p>the earth suddenly slip past one another, or break apart from each other as a result of tension caused by prolonged energy build up.</p> <p>Extract 4 It has uncontrolled spreading. It is usually started out of a lightning strike, or people careless camping. They sometimes burn for days and weeks. They can destroy almost every organic matter in the area.</p> <p>Extract 5 It appears in cumulonimbus clouds. It looks like a rapidly violent rotating column of air. It forms because of the collision between warm and cool air masses. It can cause lots of destruction. It can uproot trees and raise houses, twirl and drag them into its “eye”.</p>	disaster while listening to the extracts and name the key words	<i>Individual avaluation</i>	
End 5 min	<p>Reflection. Students stick the smiles to the traffic light: red colour – I know the material; orange colour – I understand the material; green colour – I can use the material.</p> <p>Home task: prepare a presentation about a natural disaster in Kazakhstan</p> <p>Saying goodbye</p>		<i>Self-assessment</i>	
Unit 7: Natural Disasters		School:		
Date:		Teacher name:		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Looking at natural disasters in Kazakhstan and around the world</i>			
Learning objectives	<p>7.C9 use imagination to express thoughts, ideas, experiences and feelings</p> <p>7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics</p> <p>7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics</p> <p>7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>7.W6 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</p>			
Lesson objectives	<p>All learners will be able to: Match words with definitions, solve crossword; Read the text and answer the questions; Most learners will be able to: Explain own point of view while speaking on topic of natural disasters;</p> <p>Some learners will be able to: Use critical thinking skills and a wide range of topical vocabulary while discussing natural disasters;</p>			
Criteria	<p>understand the meaning of the words on topic in speech</p> <p>know and apply the vocabulary and make up sentences with it to talk about the topic</p> <p>synthesize and link sentences into coherent paragraphs to write on the topic</p>			
Previous learning	Looking at natural disasters in Kazakhstan and around the world			

Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 7 min	<p>GREETING</p> <p>Labelling</p> <p>Teacher tells learners that they are going to describe a scene that teacher would like them to draw. Teacher reads out the following text: “Draw three houses on the right in the middle. Each house has four windows and a door. On the roof of one of the houses there are two people and a dog. Draw two trees on the left in the middle. At the top of the picture draw some clouds. The clouds look grey and it’s raining a lot. In the sky there is a helicopter. Around the houses there is water.</p>			PPP
Middle 30 min	<p>Vocabulary Task 1</p> <p>Teacher suggests vocabulary activity to the learners. They solve crossword: <i>Across:</i></p> <ol style="list-style-type: none"> 1.a very strong wind in west Atlantic 3.tidal wave 4.a large amount of water spread from a river, sea etc. that covers an area that is normally dry 6.a very bad event, causing harm or death 8.move somebody from a dangerous place 9.a long period without rain <p><i>Down:</i></p> <ol style="list-style-type: none"> 2. a sudden violent movement of the ground 3.a strong wind that blows in a circle 5.hot liquid rock 7.(of a volcano) to explode and throw out fire, lava, smoke etc. <p>Vocabulary Task 2</p> <ol style="list-style-type: none"> 1. Last night volcano Maui _____ and the hot _____ poured downhill. Since there are two villages located at the foot of the volcano, the local population was _____. 2. The devastation caused by superstorm Sandy, particularly in New York and New Jersey, is tragic, but the _____ has at least put climate change back on the map. 3. After the harshest winter in decades, the Balkans region in the southeast of Europe is now facing its hottest summer and the worst _____ across the area in nearly 40 years. 4. A powerful _____ off the coast of Indonesia sparked a three-metre-high _____ that killed at least 113 people. 5. A landslide caused by rains in southern China left 21 people missing today, adding to a growing death 	<p>Learners solve crossword</p> <p>Learners use the words from the crossword to complete the sentences</p>	<p><i>Individual avaluation</i></p> <p><i>Mutual avaluatio</i></p>	

	<p>toll from China's worst _____ season in a decade.</p> <p>6. This summer a dozen _____, which are more common in the US, have hit Europe. The twister which swept through Poland yesterday flattened more than 400 hectares of woodland in the area.</p> <p>7. The US navy has been deployed to help avert a looming environmental _____ in the Gulf of Mexico.</p>			
End 8 min	<p>Reflection. How many types of natural disaster can you name? Which is the worst? What natural disasters are common in your country? Have you ever been through a natural disaster? Tell your group about your experience if it isn't too traumatic. Home task: to learn the new words Saying goodbye</p>		<i>Self-assessment</i>	

Unit 7: Natural Disasters		School:		
Date:		Teacher name:		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Discussion about Disaster statistics in Kazakhstan SA</i>			
Learning objectives	<p>7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics</p> <p>7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>7.S8 recount some extended stories and events on a growing range of general and curricular topics</p>			
Lesson objectives	<p>All learners will be able to: understand and use the vocabulary on the topic «Natural Disasters»</p> <p>Most learners will be able to: use appropriate vocabulary and syntax on a wide range while talking and writing about the topic «Natural Disasters»</p> <p>Some learners will be able to: organize sentences into paragraphs to write about the topic «Natural Disasters»</p>			
Criteria	<p>understand the meaning of the words on topic in speech</p> <p>know and apply the vocabulary and make up sentences with it to talk about the topic</p> <p>synthesize and link sentences into coherent paragraphs to write on the topic</p>			
Previous learning	Looking at natural disasters in Kazakhstan and around the world			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning	GREETING	Learners	<i>Verbal</i>	PPP

15 min	<p>The teacher and students greet each other. The teacher sets the goals and criteria of the lesson.</p> <p>Lead-up: <i>Examine the pictures of different natural disasters and their mixed names on a slide.</i> Disasters: forest fire, earthquake, volcanic eruption, flooding, tornado <i>Listen to the definitions and guess a word and an appropriate picture.</i></p> <p>Definitions: 1) a disaster which occurs when magma is realised from a volcanic vent 2) an uncontrolled fire in a wooded area 3) the shaking of the surface of the Earth 4) a rapidly rotating column of air which causes strong wind 5) an overflowing of water onto land <i>Check the answers with a click and then say the definitions yourself.</i> Concept Checking: What should you do? Students are assessed with points. <u>Acquired Skills:</u> listening, speaking, understanding, critical thinking, assessment</p>	listen to the definitions and guess a word and an appropriate picture	<i>evaluation</i>	
SA 20 min	<p>READING Task 1: Read the text about tsunami. Answer the questions. 1. How high can a tsunami be? 2. What most often causes tsunamis? 3. Where do most tsunamis occur? 4. What are two other ways tsunamis can be caused? 5. What is the best defense against tsunamis?</p> <p>SPEAKING Task 2: Work in small groups. Present ideas answering the questions below. 1. What natural disasters are typical for your country? Give examples. 2. Which one of natural disasters are you most afraid of? 3. What was the last natural disaster you saw on TV? Where did it happen? How did it affect people? 4. Why do you think there are so many movies about natural disasters? 5. Why some natural disasters are not common in your country?</p>	<p>Learners read the text about tsunami then answer the questions.</p> <p>Learners work in small groups. Present ideas answering the questions below.</p>	<i>Individual avaluation</i>	
End 10 min	<p>Feedback Students stick the smiles to the traffic light: red colour – I know the material; orange colour – I</p>		<i>Self-assessment</i>	

understand the material; green colour – I can use the material. Home task: prepare a presentation about a natural disaster in Kazakhstan Saying goodbye			
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Unit 7: Natural Disasters	School:		
Date:	Teacher name:		
Grade: 7	Number present:	Number absent:	
Theme of the lesson:	<i>Discussion about Disaster statistics in Kazakhstan</i>		
Learning objectives	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics		
Lesson objectives	All learners will be able to identify the natural disaster and write its name correctly under the picture Most learners will be able to answer the questions according to the article, make up a list of notices and warnings for each natural disaster. Some learners will be able to present analytical information given in the graph using new vocabulary		
Assessment criteria	Provide unprepared speech to convey ideas including emotions and senses Apply topic related vocabulary in speech appropriately arranging words and phrases into well formed sentences		
Previous learning			

Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	Greeting. Increasing learner's attention level by procedural and lesson hook.(TML) What is the climate of our country? Is the climate of the southern part different from the northern part climate? How? Do the variations in temperature within our country have an effect of the country's living standards? Do we frequently have natural disasters in our country? What are they? Which part of the country is more exposed to natural disasters? <i>- identifying lesson objectives/learning objectives together with students</i>	Learners answer the questions	<i>Verbal evaluation</i>	
Middle 35 min	Task 1 Listen and try to catch the sounds of nature. Describe what is happening. Match the sounds with pictures.	Learners listen and try to catch the	<i>Mutual avaluatio</i>	

	<p>Practice correct spelling and pronunciation of the new vocabulary by writing them under suitable pictures.</p> <p>Task reading Assessment criteria: Realise particular facts and parts in reading passage Convey relevant ideas, provide effective feedback Uses new vocabulary constructing speech coherently</p> <p>Start your speech with: The <u>provided(given/supplied)</u> diagram(pie chart/bar graph/figure) depicts(illustrates\describes\presents) the information (data on/ the trend of/ the percentage of, the number of) earthquakes/floods in Kazakhstan since 2010.</p> <p>Make up a list of notices and warnings for each natural disaster. Descriptors: Reads the articles. Presents facts correctly. Effective collaborative work for producing ideas Speaks with sufficient topical vocabulary</p> <p>Final task. Adopt a word (D. by outcome) Read the words. Choose one word and try to explain it to others without naming your word. Others should guess Earthquake, volcanic eruption, hurricane, tornado, extreme cold, extreme heat, floods, landslides</p>	<p>sounds of nature.</p> <p>Describe what is happening. Match the sounds with pictures.</p> <p>Learners make up a list of notices and warnings for each natural disaster.</p> <p>Learners choose one word and try to explain it to others without naming your word.</p>	<p><i>Individual avaluation</i></p>	<p>www.dixinews.kz</p> <p>www.zakon.kz</p>
<p>End 5 min</p>	<p>At the end of the lesson, students reflect on:</p> <ul style="list-style-type: none"> - what they learned - what remained unclear for them - what they need to continue working on <p>Home task: to learn the new vocabulary Saying goodbye</p>		<p><i>Self-assessment</i></p>	
<p>Unit 7: Natural Disasters</p>		<p>School:</p>		
<p>Date:</p>		<p>Teacher name:</p>		

Grade: 7		Number present:	Number absent:
Theme of the lesson:	<i>Writing a newspaper article about a disaster for a school magazine or school e-zine</i>		
Learning objectives	7.C6 organise and present information clearly to others 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.R6 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics 7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks		
Lesson objectives	All learners will be able to: Read and write the newspaper articles about natural disasters with support; Most learners will be able to: Plan, write, edit and proofread the news articles with support. Some learners will be able to: Analyze the elements of a newspaper article structure;		
Assessment criteria	- Demonstrate an ability to organize and express clear information to peers -Identify details of the article about Natural disaster -Plan and write definition in the newspaper article structure		
Previous learning	Discussion about Disaster statistics in Kazakhstan		

Plan

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	a)Procedural questions b)Setting the lesson objectives c) “Puzzle”. Dividing into 3 subgroups. Teacher uses pictures to divide the class into three subgroups. Teacher forms three subgroups KHABAR, KTK, 31CHANNEL 	Learners divide according the chosen picture.		Pictures
Middle 35 min	Task1 Active learning. Setting topical atmosphere. “Tick or cross” Do you know how to write a magazine article? Tick for True or Cross for False for these sentences. 1.An article should always be written using formal language. 2. You should use paragraphs when writing an article. 3. Don’t express your opinion in an article. 4. Your article should have a catchy title.	Learners choose true or false sentences	<i>Individual avaluation</i>	

	<p>5. You should ask the reader questions in your article.</p> <p>Task2 Reading comprehension. Learners work individually. They should think about 5 Wh questions as “What? Who? When? Where? Why? How?” Then, learners peer assess each other on these questions.</p> <p>Five “W’s + H” questions Learners write down their definition in the newspaper article structure in the columns (connected with the natural disaster you are going to write about.</p> <p>(Modelling) What? – What type of natural disaster happened? Who? – Who suffered in this disaster? When? – When did this disaster happen? Where? – Where did this disaster happen? Why? – Why did this disaster happen? What are the reasons of it? How? – How did this disaster happen?</p> <p>Task 3 “At first hand” E-learning: teacher displays the video of natural disaster Active learning : acting out the role play : hot news BBC</p>	<p>Learners identify how to write a magazine article</p> <p>Learners make up Wh-questions about disaster</p>	<p><i>Verbal evaluation</i></p> <p><i>Mutual avaluatio</i></p>	<p>https://www.youtube.com/watch</p> <p>Handout 2</p>
<p>End 5 min</p>	<p>Reflection At the end of the lesson, students reflect on: - what they learned - what remained unclear for them - what they need to continue working on</p> <p>Home task: write a newspaper article</p> <p>Saying goodbye</p>		<p><i>Self-assessment</i></p>	

Unit 7: Natural Disasters		School:	
Date:		Teacher name:	
Grade: 7		Number present:	Number absent:
Theme of the lesson:	<i>Writing a newspaper article about a disaster for a school magazine or school e-zine</i>		
Learning objectives	<p>7.C6 organise and present information clearly to others</p> <p>7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>7.R6 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics</p> <p>7.S5 keep interaction with peers to negotiate, agree and organise priorities and</p>		

	plans for completing classroom tasks
Lesson objectives	<p>All learners will be able to: Read and write the newspaper articles about natural disasters with support;</p> <p>Most learners will be able to: Plan, write, edit and proofread the news articles with support.</p> <p>Some learners will be able to: Analyze the elements of a newspaper article structure;</p>
Assessment criteria	<p>- Demonstrate an ability to organize and express clear information to peers</p> <p>-Identify details of the article about Natural disaster</p> <p>-Plan and write definition in the newspaper article structure</p>
Previous learning	Discussion about Disaster statistics in Kazakhstan

Plan

Planned timings	Planned activities	Learners' activities	Evaluation	Resources																																																								
Beginning 5 min	<p>Brainstorming</p> <table border="1"> <tr><td>M</td><td>A</td><td>G</td><td>O</td><td>R</td><td>*</td><td>*</td></tr> <tr><td>N</td><td>A</td><td>A</td><td>B</td><td>O</td><td>U</td><td>T</td></tr> <tr><td>E</td><td>-</td><td>Z</td><td>I</td><td>N</td><td>E</td><td>*</td></tr> <tr><td>W</td><td>R</td><td>I</td><td>T</td><td>I</td><td>N</td><td>G</td></tr> <tr><td>S</td><td>C</td><td>H</td><td>O</td><td>O</td><td>L</td><td>*</td></tr> <tr><td>P</td><td>D</td><td>I</td><td>S</td><td>A</td><td>S</td><td>T</td></tr> <tr><td>A</td><td>R</td><td>T</td><td>I</td><td>C</td><td>L</td><td>E</td></tr> <tr><td>P</td><td>E</td><td>R</td><td>F</td><td>O</td><td>R</td><td>R</td></tr> </table>	M	A	G	O	R	*	*	N	A	A	B	O	U	T	E	-	Z	I	N	E	*	W	R	I	T	I	N	G	S	C	H	O	O	L	*	P	D	I	S	A	S	T	A	R	T	I	C	L	E	P	E	R	F	O	R	R	Learners find 13 words in the word search box and make a sentence with the remaining letters guess the title of the lesson		
M	A	G	O	R	*	*																																																						
N	A	A	B	O	U	T																																																						
E	-	Z	I	N	E	*																																																						
W	R	I	T	I	N	G																																																						
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A	R	T	I	C	L	E																																																						
P	E	R	F	O	R	R																																																						
Middle 35 min	<p>Teacher demonstrates the video about “Aral Sea” to learners. This way the teacher can visualize the disasters. Because some of the learners in the class can be visual learners, while some can be audial ones.</p> <p>For kinesthetic learners teacher will use the method of TPR by using certain actions to remember.</p> <p>Aral Sea 1989-2014y</p> <p>Imagine that you are a journalist. You are going to the city where the natural disaster happened a day ago. You interviewed the city residents and watched the places that were damaged. After that you should write a report describing what happened and how the disaster affected the life in the city. Include the following information:</p> <ul style="list-style-type: none"> • Name of the city (Where did it happen? What was the name of the city? country?) • Type of the natural disaster that happened (What type of disaster was it?) • The number of victims (Were people warned about the disaster? How many people were 	<p>Learners watch the video and give information about disaster</p> <p>Learners read the text about Aral Sea and answer the questions</p>	<p><i>Verbal evaluation</i></p> <p><i>Mutual evaluation</i></p>																																																									

	<p>killed? How many people were injured? What was the total number of victims?)</p> <ul style="list-style-type: none"> • How people feel after the disaster (How did people feel after the disaster? What did people do?) • Describe in what ways the city was damaged (Was the city seriously damaged? How many houses were destroyed?) • What people plan to do to minimize the effect of the possible disaster in the future (What do people want to do now?) <p>Assessment criteria:</p> <ol style="list-style-type: none"> 1) Write between 70-100 words. 2) Vocabulary range (words and phrases related to natural disasters). 3) Follow the structure of a newspaper article. 			
End 5 min	<p>Home task: Write a newspaper article about one of the natural disasters which happened in Kazakhstan. Pay attention to the structure of an article.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> • The elements of the structure of a newspaper article; • 80-100 words; • 5-6 words specifically-related to the topic of your message; <p>Linking words to show the coherence and cohesion of the article</p> <p>Saying goodbye</p>		<i>Self-assessment</i>	

Unit 7: Natural Disasters		School:	
Date:		Teacher name:	
Grade: 7		Number present:	Number absent:
Theme of the lesson:	<i>Refugees and natural disasters</i>		
Learning objectives(s) that this lesson is contributing to	<p>7.R2 Understand specific information and details in texts on a range of familiar general and curricular topics</p> <p>7.S5 Keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p>		
Lesson objectives	<p>Learner uses at least 5 words on ‘Natural Disasters’ topic.</p> <p>Learner gives a full answer to the question from the card.</p> <p>Learner’s speech is understandable.</p> <p>Learner asks at least 2 questions.</p> <p>Learner answers at least 2 peers’ questions.</p>		
Assessment criteria	<ul style="list-style-type: none"> • Realise particular facts and parts in reading passage • Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfill the tasks 		

Previous learning	<i>Writing a newspaper article about a disaster for a school magazine or school e-zine</i>			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	At the beginning of the lesson, teacher greets the pupils and divides into two groups by numbers. Then introduces the new theme with a video. After showing the video, teacher asks some questions in order to know how they have understood the main idea of the video. 1. How do you think about this video? 2. What kind of disasters were in this video?	Learners watch the video and answer the questions	<i>Verbal evaluation</i>	
Middle 35 min	<p>Reading Task 1: Read the text below and mark the sentences <u>True</u> or <u>False</u>. Haiti in Ruins After Huge Earthquake <i>Example:</i> The earthquake that hit Haiti was a magnitude 16 in strength. <u>False</u> 1. Most Haitians were having their breakfast when the earthquake hit. 2. The President's palace was in ruins after the earthquake. 3. The article says Haiti's president believes 3 million people are suffering. 4. Haiti's ambassador to the US has a good idea of casualty figures. 5. Most Haitians are so poor they live on less than two dollars a day. 6. Haiti was hit by four different hurricanes in 2008.</p> <p>Speaking Task 2: Choose the question and be ready to answer it after the teacher starts the conversation. You should add your ideas to the class discussion. Teacher organizes a Socratic seminar which helps teacher to assess learners while they are speaking on the topic 'Natural Disasters'. Learners are sitting in a circle and answering the question which teacher prepared and cut down beforehand. These are some rules to this task: Ask questions if you do not understand what someone has said You do not need to raise your hand to speak. Pay attention to your "airtime". Don't interrupt. Don't put down the ideas of another learner. <i>Example:</i> What are the safety rules for an earthquake emergency?</p>	<p>Learners read the text below and mark the sentences <u>True</u> or <u>False</u>.</p> <p>Learners choose the question and be ready to answer it after the teacher starts the conversation.</p>	<p><i>Mutual avaluatio</i></p> <p><i>Individual avaluation</i></p>	

	<p><i>Learner's possible answer:</i> Don't panic. Get under a table or a desk. Check for injuries. Call emergency services to get help for injured persons. Leave the room. Exit the building. Once outside, move to the evacuation assembly point. Wait for further instructions.</p> <p><u>What can be done to prevent natural disasters?</u> <u>What are possible preventive measures?</u> <u>How can we help victims of a natural disaster?</u> <u>What problems do people have after a natural disaster?</u> <u>Could the Internet be helpful in case of a disaster? In what way?</u> <u>Have you ever seen a natural disaster movie?</u> <u>In your opinion, what's the worst natural disaster?</u> <u>Why?</u></p>			
End 5 min	<p>FEEDBACK: Students complete the bubble by answering the questions.</p> <p>Home task: to repeat the words and grammar themes</p> <p>Saying goodbye</p>		<i>Self-assessment</i>	
Unit 7: Natural Disasters		School:		
Date:		Teacher name:		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Refugees and natural disasters</i>			
Learning objectives(s) that this lesson is contributing to	7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics 7.W3 write with moderate grammatical accuracy on a limited range of familiar general 7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics			
Lesson objectives	All learners will be able to: understand specific information and detail of the text identify new vocabulary of the given text Most learners will be able to: - answer the questions related to the text Some learners will be able to: - discuss the topic exploring the disasters			
Assessment criteria	Realize particular facts and parts in reading passage Demonstrate an ability to organize and express idea clearly Support a talk with peers while agree, disagree and discuss the order of actions and			

	plans to fulfill the tasks			
Previous learning	Unit revision			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 8 min	GREETINGS At the beginning of the lesson, teacher greets the pupils and divides into two groups by numbers.			
Middle 30 min	<p>Reading. group work</p> <p><i>Pre-reading:</i> What kind of natural disasters do you know? Why are the disasters so dangerous?</p> <p>Task 1. Read the text (scanning) Underline the natural disasters and try to explain them with your own words. What's the worst natural disaster in your opinion? 'Floods' are opposite to 'droughts'. A drought happens when there has been no rain for a long time. The land becomes too dry and it is impossible to grow any plants. A 'drought' may result in a famine where there is not enough food for people and they start to starve (die from not eating). A 'hurricane' (Atlantic Ocean), 'typhoon' (Pacific Ocean) or 'tropical storm' (Indian Ocean) is an intense thunderstorm which usually occurs in late summer. They result in strong winds and heavy rain. 'Volcanic eruptions' send red hot lava flowing. Lava is a type of liquid rock called magma. 'Earthquakes' occur when pressure is suddenly released which causes the ground to move and shake violently. If the earth quakes beneath water then the shock wave which reaches beaches and dry land causes huge waves travelling at high speed called 'tsunamis'. A 'landslide' happens when rocks and earth are water-laden from lots of rain and slide down.</p> <p>Task 2 Speaking pair work. <i>Activity: «Hot-air-balloon»</i> <i>Who are the refugees?</i> <i>Why do the refugees move to another country?</i> <i>Some countries are not allowed them to enter the country why?</i></p>	<p>Learners should answer the questions.</p> <p>Learners read and understand the meaning of the text.</p> <p>Learners read and understand the meaning of the text.</p> <p>Learners underline the natural disasters and try to explain them with their own words.</p> <p>Learners speak about refugees and</p>	<p><i>Verbal evaluation</i></p> <p><i>Mutual evaluation</i></p>	<p>https://englishhive.ef.com/blog/english-talking-natural-disasters/</p>

		natural disasters by answering these questions.	<i>Individual avaluation</i>	
End 7 min	REFLECTION 1.What new things have you learnt today? 2.What new skills have you acquired today? 3.What was difficult for you? 4.What was easy for you? Feedback: T. with the help of Method of Traffic lights checks up if the students need some support. Home task: Make a cluster using the topical vocabulary Saying goodbye		<i>Self-assessment</i>	

Unit 7: Natural Disasters		School:		
Date:		Teacher name:		
Grade: 7		Number present:		Number absent:
Theme of the lesson:	<i>Refugees and natural disasters</i>			
Learning objectives(s) that this lesson is contributing to	7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics 7.C8 develop intercultural awareness through reading and discussion 7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics			
Lesson objectives	All learners will be able to: understand specific information and detail of the text identify new vocabulary of the given text Most learners will be able to: - answer the questions related to the text Some learners will be able to: - discuss the topic exploring the disasters			
Assessment criteria	Realize particular facts and parts in reading passage Demonstrate an ability to organize and express idea clearly Support a talk with peers while agree, disagree and discuss the order of actions and plans to fulfill the tasks			
Previous learning	Unit revision			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources

was not so good. Home task: Find out three news from your school and write short messages based on the news paying attention to the questions “What? What? Where? When? How?” practicing planning, writing, editing and proofreading in writing. Saying goodbye			
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Unit 7: Natural Disasters		School:	
Date:		Teacher name:	
Grade: 7		Number present:	Number absent:
Theme of the lesson:	<i>Summative control work for the 3^d term</i>		
Learning objectives	7.L4 Understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics. 7.R9 Recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects. 7.W1 Plan, write, edit and proofread work at text level with some support on a range of general and curricular topics. 7.S8 Recount some extended stories and events on a growing range of general and curricular topics.		
Lesson objectives	The task consists of 6 special questions. Questions require answers in three words or a number. Learners read the text about ‘Hurricanes’ and complete the task. The task consists of 2 parts: 1 part is to choose the correct answer from four alternatives A,B,C or D. Learners plan and write a film review based on one of the given four options, linking sentences into coherent paragraph. Learners have minute to prepare the talk and 2 minutes to speak on it.		
Previous learning	Refugees and natural disasters		

Plan				
Planned timings	Planned activities	Learners’ activities	Evaluation	Resources
Beginning 3 min	GREATING The objects of the lesson			
Middle 40 min	LISTENING Task. Listen to the recording twice and answer the questions. Write NO MORE THAN THREE WORDS or A NUMBER. <i>CD3. Tapescript 3. OR</i> <i>Go to this link to listen information.</i> http://www.autoenglish.org/listening/JK.htm <i>Example: 0. Was she happy in her marriage? <u>No</u>, she was <u>not</u>.</i>	Learners listen to the recording twice and answer the questions. Write NO MORE THAN THREE WORDS or A	<i>Individual avaluation</i>	

	<ol style="list-style-type: none"> 1. What did J.K. Rowling study at university? 2. What was her life when she was married? 3. What town did J.K. Rowling prepare the first Harry Potter book? 4. How many publishers did she offer her book to? 5. What was the name of the publisher's daughter? 6. How many books were written later? <p>READING Task. Read the text carefully and answer the questions.</p> <p>Part 2. Find some inconsistencies in the statements. Mark these sentences Yes, No, Not Given.</p> <ol style="list-style-type: none"> 1. Fishermen all over the world know when hurricanes start. 2. Hurricanes usually start in the steppe. 3. The best place to hide from hurricane is indoors. 4. Humans' names are not given to the hurricanes. <p>WRITING Task. Look at the films below. Choose one of them to write a review about. Use linking words and connectors in sentences to make some coherent paragraphs. You can use prompts for your answer.</p> <p>Write the name, actors, genre Write about acting, music, colour/animation, special effects Write why you like this film or do not like Write the reason why you recommend the film or not</p> <p>SPEAKING Task. You will be given a card which asks you to retell a short story about a particular situation. You will be given 1 minute to prepare your talk and then 1-2 minutes to speak. Your classmates prepare the questions to ask you on the topic.</p>	<p>NUMBER</p> <p>Learners read the text carefully and answer the questions. Find some inconsistencies in the statements. Mark these sentences Yes, No, Not Given.</p> <p>Learners write a review about one of the films</p> <p>Learners should include your ideas while telling it.</p>		
<p>End 2 min</p>	<p>Reflection: Learners should write three best moments during the lesson, and one moment which was not so good. Home task: revise grammar Saying goodbye</p>		<p><i>Self-assessment</i></p>	

Unit 7: Natural Disasters		School:	
Date:		Teacher name:	
Grade: 7		Number present:	Number absent:
Theme of the lesson:	<i>Unit revision</i>		
Learning objectives(s) that this lesson is contributing to	<p>7.L4 Understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics.</p> <p>7.R9 Recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects.</p> <p>7.W1 Plan, write, edit and proofread work at text level with some support on a range of general and curricular topics.</p> <p>7.S8 Recount some extended stories and events on a growing range of general and curricular topics.</p>		
Lesson objectives	<p>Questions require answers in three words or a number.</p> <p>Learners read the text about 'Hurricanes' and complete the task. Learners plan and write a film review based on one of the given four options, linking sentences into coherent paragraph.</p> <p>They will be given a card with a short story. The task is to retell it.</p>		
Previous learning	Summative control work for the 3 ^d term		

Plan

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 10 min	<p>GREETING The teacher and students greet each other. The teacher sets the goals and criteria of the lesson.</p> <p>Lead-up: Disasters: forest fire, earthquake, volcanic eruption, flooding, tornado <i>Listen to the definitions and guess a word and an appropriate picture.</i></p> <p>Definitions: 1) a disaster which occurs when magma is realised from a volcanic vent 2) an uncontrolled fire in a wooded area 3) the shaking of the surface of the Earth 4) a rapidly rotating column of air which causes strong wind 5) an overflowing of water onto land <i>Check the answers with a click and then say the definitions yourself.</i> Concept Checking: What should you do?</p>	Examine the pictures of different natural disasters and their mixed names on a slide.		
Middle 30 min	<p>Reading Task 1: Read the text below and mark the sentences <u>True</u> or <u>False</u>.</p>	Learners read the text below and mark the	<i>Individual avaluation</i>	

	<p>Haiti in Ruins After Huge Earthquake <i>Example:</i> The earthquake that hit Haiti was a magnitude 16 in strength. <u>False</u></p> <ol style="list-style-type: none"> 1. Most Haitians were having their breakfast when the earthquake hit. 2. The President’s palace was in ruins after the earthquake. 3. The article says Haiti’s president believes 3 million people are suffering. 4. Haiti’s ambassador to the US has a good idea of casualty figures. 5. Most Haitians are so poor they live on less than two dollars a day. 6. Haiti was hit by four different hurricanes in 2008. <p>Vocabulary Task 1 Teacher suggests vocabulary activity to the learners. They solve crossword:</p> <p>Across:</p> <ol style="list-style-type: none"> 1.a very strong wind in west Atlantic 3.tidal wave 4.a large amount of water spread from a river, sea etc. that covers an area that is normally dry 6.a very bad event, causing harm or death 8.move somebody from a dangerous place 9.a long period without rain <p>Down:</p> <ol style="list-style-type: none"> 2. a sudden violent movement of the ground 3.a strong wind that blows in a circle 5.hot liquid rock 7.(of a volcano) to explode and throw out fire, lava, smoke etc. 	<p>sentences <u>True</u> or <u>False</u>.</p> <p>Learners solve crossword</p>	<p><i>Mutual avaluatio</i></p>	
<p>End 5 min</p>	<p>REFLECTION Learners should write three best moments during the lesson, and one moment which was not so good. Home task: revise lexical structures Saying goodbye</p>		<p><i>Self-assessment</i></p>	