LESSON 1 Unit 1: Hobbies and Leisure			School: «Baldauren» Republican Educational and health centre				
Date: 05. 0	9. 2022		Teacher name: Taszhanova T.A.			,	
Grade: 7			Number	present:	Number absent:		
Theme of t	he lesson:	Free – time activi	ties		- 1		
Learning o	bjectives	7.C4 evaluate and 7.S1 use formal ar of general and cur 7.L2 understand wextended talk on a	nd informaticular topicular topicular	l registers in ics upport most	their talk on a specific inform	limited range nation in	
Lesson obj	ectives	All learners will in the learn types of leid Most learners will the talk about how the Some learners will be describe the bencheby.	be able to: isure activite Il be able to acy like to s ill be able	ties names.  to: spend their f	ree time.		
Plan							
Planned timings	P	lanned activities		earners' ctivities	Evaluation	Resources	
Beginning 5 min	Brainstor the board. about your read a lot i free time I Write the r the board: whatever y likes reading three more	sion moment.  Ming. Write free times are free-time activities on my free time. or, is watch films on DV names of the activity reading or films, or you said. Ask: Who ang/films;' ? Add to simple names of powhich you think some which you think some	me on ace s,e.g,I In my ID. Ly on ir else wo or opular	earners ollow the astructions	Verbal evaluation	Board, copybooks	

your students may like: football, walking, dancing, drawing. For each of them ask: Who likes...? Then add the word activities (and the hyphen

complete the title of the lesson: free

time activitis. Say: Today we're going to talk about free-time

in free-time) to the board to

activities.

Middle	Vocabulary teaching.	Learners	Individual	Handout with
30 min	Students are provided with eight pictures to each and match 8 words to photos (from the box).	match with the pictures correctly.	avaluation	pictures
	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.			
	Pair work. Learners tell about which sports and hobbies can they do:	Learners can use modal verbs correctly.	Mutual avaluation	Handout with pictures.
	<ol> <li>At home?</li> <li>Outside?</li> <li>On your own?</li> <li>Team?</li> </ol>	They can differentiate types of hobby.		
	His partner may express his			
	opinion if he disagrees with him. Listening task.	Learners do the task	Verbal	
	Less able and more able students	life task	evaluation	
	listen to four teenagers and tick to			
	the names of teenagers which sport			
	or hobby is each person interested in.			G1
				Sheets with tasks
	Most able students give recommendations to teenagers			tasks
	using phrases below: Your hobby			
	• 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.			
End	Concluding the lesson		Self-	Copybooks
5 min	Assessment Peer and self assessment		assessment	Peer and self
	chart			

Saying goodbye		assessment
		charts

Unit 1: Hobbies and Leisure			School: « Baldauren» Repablician Educational and health centre				
Date: 07. 09	0. 2022	Tea	cher name: Taszhanova T.T. nber present: Number absent				
Grade: 7 Nun			mber present:	Number al	osent:		
Theme of th	ne lesson:	Take up a hobby		1			
extended talk on a final state of general topics are			ittle support some of ed range of general a stions to get informatime topics.	and curricular to tion about a lin	topics. nited range		
Lesson obje	ectives	All learners will be abloud on a limited range of	e to: understand th	e main idea o			
		Most learners will be able to: make a dialogue using complex question on general and curricular topics					
		Some learners will be a others in giving feedba	<b>be able to:</b> demonstrate their hobby and evaluate edback.				
Previous lea	arning	Introduce the main spor	rt of hobby and leisu	re.			
Plan							
Planned timings		Planned activities	Learners' activities	Evaluation	Resource		
Beginning 10 min	T: Good n S: Good n T: How an T: Who is T: Who is Checking article for magazine Write nan	tion moment: norning children! norning teacher! re you today? on duty today? absent today? home task! Write a short the English school about your hobby. ne of hobby how do you a, why you live it.					
Middle		rming: ad my hobbies. by is shopping. I like to go	Learners describe your hobby	Verbal evaluation			
25 :		zata Dagayaa thama ama ma	nry shoosing				

choosing

these pictures.

supermarkets. Because there are many

fashionable clothes and I like wearing

T: Pupils, make a circle and divide

fashionable.

25min

	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.			Text book: "students"
	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.	Learners mark the sentences <u>true</u> or <u>false</u>	Individual avaluation	
	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.	Learners	Mutual avaluation	
	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.	Learners ask and answers questions to get information from peers about their hobbies and leisure activities.		
End 5 min	Reflection "Questions, demanding multiple answers" technique What did you learn today? What parts of the lesson were easy?	Learners answer the questions	Self- assessment	Stiker

What parts of the lesson were difficult?		
Saying goodbye		

LESSON 3 Unit 1: Ho	B bbies and I	Leisure	School: «Baldhealth centre		Republic	can Education	nal and
Date: 08. 09. 2022 Teacher name: Taszhanova. T. A.				Г. А.			
Grade: 7 Number pre			Number pres	ent:	Numbe	r absent:	
Theme of the lesson: Hobbies				ļ			
Learning of	objectives	general and of 7.R2 Unders familiar general 7.S7 Use apparange of general and general and of general and genera	tand the main pocurricular topics. tand specific information and curricular topical and curricular topics, and taking and listenty in groups.	ormation or topics. specific v	and deta vocabula urricular	ails in texts on ary and syntax topics.	a range of to talk about
Lesson objectives  All learned Comprehe Discuss a Apply top Most lear Comprehe Discuss a Some lear Demonstr Comprehe Comprehe Comprehe Discuss a Comprehe Discuss a Comprehe C			will be able to: the reading; blem in groups; related vocabular rs will be able to the reading sure blem in groups; ers will be able t the ability to fin the reading and related vocabular	ry in spee  o: ely and un  and sugge  o: d correct  understan  ry in spee	derstandest solution information in the main chapter the with solution in the	on for a probletion without a ideas while regrammar accu	em; ny mistakes; ading surely;
Previous le	earning	Previously le	earned vocabular	y on topic	c Hobbie	2S.	
Plan Planned timings	Planned a	activities		Learne	·-	Evaluation	Resources
Beginning 5 min	playing the Teacher expanse.  Game "Book One person of a hobby Classmate Classmate with the hold Classmate name; Teacher cannot be the Classmate of the Classma	on stands back y; es should not n es can give son obby's name; es can mime th an organize co	learners. es for this  loard" Rules: to the picture ame the hobby; me associations e hobby's	Learners follow the instruction	s he	Verbal evaluation	Whiteboard PPT

	word The		hould guess the			
Middle	The	main part of th	ne lesson	Learners work	Mutual	Appendix
30 min		ding about Hob	<u>_</u>	with new	avaluation	1
		her suggests the	•	vocabulary		Word list
	I	bulary with thei		first. They get		PPT
		•		a list of words,		
	#			read the words		
	1	grow plants	Breed vegetation	with the		
	2	collect things	Gather items	teacher and		
	3	to be fond of	To like	write them		Appendix 2
	4	To be proud	To be pleased	down into their		
		of smth.	with smth.	vocabularies.		
	5	expensive	Luxurious	Learners create		
	6	thematic	Topical	3-4 sentences		
	7	roller skating	Gliding	with new		
	8	magic	mystic	words to show		
	9	exciting	moving	the		
			rners in pairs and	communicative		
			storm hobbies and	understanding.		
	-	re activities in <b>k</b>				
			utes to do the task			
		•	oin another pair			
	_		eir list. At the end,			
		should have one	•			
			o chichaea list.			
		her suggests ass learner.	sessment sheet for		Individual avaluation	
		assessment she	of.			
	_	-	y in the discussion;			
	KZ;	to 4 mannes of 110	obbies for people in			
	· ·	ned the group to	combine a list of			
	-	ped the group to tlar hobbies in K	combine a list of			
	popu	nai nobbies in N	· .			
End	Plen	ary			Self-	copybook
5 min	Lear	ners fill in the fo	ollowing reflective		assessment	
	I	in the copy boo				
	3- ne	ew words from t	he lesson			
	2- ad	ljectives describ	ing the lesson			
		•	esson you like best			
	learn	the new vocabi	ularywrite about			

your hobby using example:  My favourite hobby is because I like		
One plus of my hobby is that  I think that minus of my hobby is that		
Saying goodbye		

LESSON 4 Unit 1: Ho	bbies and L		School: «Ba health centi		Repabl	ican Educatio	onal and
Date: 09.09	0.2022		Teacher name: Taszhanova T.A.				
Grade: 7 Number			Number pr	esent:	Numb	er absent:	
Theme of t	he lesson:	Present Simp	le / Present	Continuous			
feelings. 7.S3 Give at and curricul 7.S7 Use ap			opinion at di topics. ropriate subj	scourse leve	el on a	deas, experien growing rang ulary and synt urricular topic	e of general
use words make sente demonstra  Most lear express the Some lear			s will be able to: on topic Hobbies and Leisure in; nces about their hobbies or leisure activities; e topic related vocabulary in sentences. ers will be able to: ar opinions about value of hobbies. hers will be able to: ne hobbies and leisure activities and differentiate them for				
Previous le	arning	Previously lea	arned vocabu	ılary on topi	c Hob	bies.	
Plan Planned timings	P	lanned activiti	ies	<b>Learners</b> activities	,	Evaluation	Resources
Beginning 5 min		nts to know the d asks them, "V		Learners t teacher wh color desc today's m	nat ribes		PPT slide 1
Middle 30 min	-	ures and one v		Learners should gue the topic of lesson by looking at four picture.	of the the	Verbal evaluation	Whiteboard PPT S 2-3

four, brainstorm the ideas about the pictures on the slide. They try to find

End 5 min	one common topic for all four pictures. (hobby) The teacher introduces the objectives of the lesson.  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  Plenary  Learners fill in the following.	Learners present their posters to the classmates.  Learners watch a short video and write down the names of the hobbies in copybooks. Then answer the questions	Individual avaluation  Mutual avaluation	A3 papers, markers, crayons.  https://www.youtube.com/watch?v=X6Rm5J1wu2c-HobbiesVocabulary-VocabularyChant for Kids by ELF Learning
5 min	Learners fill in the following		assessment	topjoook

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	

LESSON 5	<u> </u>		School: «Baldau	ren» Repabl	ican Education	nal and	
	bbies and I	eisure	health centre Teacher name: Taszhanova T.A.				
Date:	boles alla 1	20150110					
Grade: 7			Number present	: 1	Number absent	t:	
Theme of t	the lesson:	Comparative	e / Superlative adje	ctives			
general and 7.R2 Unders familiar gen 7.S7 Use ap a range of g			tand the main point curricular topics. tand specific informeral and curricular topical topics, and seaking and listening	nation and decopics. ecific vocabu	etails in texts on lary and syntax or topics.	a range of to talk about	
Lesson objectives  All learned Comprehe Discuss a Apply top Most lear Comprehe Discuss a Some lear Demonstr Comprehe Apply top Previous learning  Names of			y in groups.  will be able to: I the reading; below in groups; related vocabulary rs will be able to: I the reading surely below in groups and ers will be able to: I the ability to find of I the reading and underelated vocabulary ferent hobbies and My favourite hobby	in speech.  and understand suggest solutions of the correct information of	nd main ideas wation for a problution without an ideas while reason grammar accu	while reading; em; ny mistakes; ading surely; aracies.	
Plan	T			T		T	
Planned	Planned a	ctivities		Learners'	Evaluation	Resources	
timings Beginning 5 min	Pre-learning Teacher greets the class playing the game to the explains the rules for the Game "Back to Blackbe The teacher introduces the lesson.		learners. Teacher s game.	activities Greeting Learners play a game	Verbal evaluation	Whiteboard PPT	
Middle 30 min	Read the t the class a filling. Te- for learner	nd stop readinacher gives so	bies together with ag before the gap me thinking time missing words e previous task.	Learners read the text and fill the words	Individual avaluation	Appendix 1 Word list PPT	

	Hobby			
	Hobby  A hobby is compthing you like to do in			
	A hobby is something you like to do in			
	your free time. Some people make			
	something, grow plants or			A
	1 Collecting things is			Appendix 2
	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		Mutual	
	different things.		avaluation	
	My friend is fond of collecting dolls. She		Self-	
	has got a very good collection and she		assessment	
	3 it. This hobby is very			
	popular with girls.			
	Collecting dolls is funny but			
	4 I think it is really			
	interesting. Her collection is 5			
	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			https://ww
	I like to play LEGO. I have built a lot of			w.native-
	houses from LEGO blocks and I like to			english.ru/t
	do it.			opics/hobb
	I'm fond of roller skating. I can roller			y - Reading
	skate but I want to skate better. I've done			about
	skating for about 6 months. I'm proud that			Hobbies
	I could learn to roller skate so quickly.			
	I think that my hobbies are			
	8 !			
	Teacher shows the correct answers			
	reaction shows the correct answers	Learners join		
	Teacher puts learners in pairs and gives	another pair		
	the task: brainstorm hobbies and leisure	after and		
	activities in Kazakhstan. Teacher gives 5	combine		
		their list.		
	minutes to do the task in a pair. At the	men nst.		
End	end, they should have one extended list. <b>Paflaction</b> "The Pullet Point" technique			
End	Reflection "The Bullet Point" technique			DDD
5 min	-Learners get the sticky papers, write their			PPP

names on them, go to the board and stick		
the paper on one of the four areas:		
Dominion and actively		
-Participated actively;		
-It was interesting;		
-Everything was clear;		
-I have learned something new.		
Coving goodbyo		
Saying goodbye		

LESSON 6 Unit 1: Hobbies and I	eigure	School: «Baldauren» Re health centre	pablican Educational and				
Cint 1. Hobbits and 1	zeisur e						
Date:		Teacher name: Taszhan	ova T.A.				
Grade: 7		Number present:	Number absent:				
Theme of the lesson:	The flight of	the Steppe Eagle					
Learning objectives	7 I 1 Undere	tand with little support the	main points in extended talk on a				
Learning objectives		e of general and curricular t	-				
		Understand with little support some of the implied meaning in					
		stended talk on a limited range of general and curricular topics.7.S6					
		Begin to link comments with some flexibility to what others say at					
			oup and whole class exchanges				
			o solve problems creatively and				
	cooperatively		.1				
			ooth sentence and discourse level				
	to unexpecte topics.	d comments on a growing	range of general and curricular				
Lesson objectives		will be able to:					
Lesson objectives		passage and mark sentence	es as True or False:				
		passage and fill in missing	•				
		rs will be able to:					
	_		variety of questions at sentence				
		conversations with some f	lexibility;				
		arners will be able to:					
		a problem in groups and suggest a solution for a problem;					
<b>Previous learning</b>	Writing statis	stics on hobbies					
Plan							

Planned	Planned activities	Learners'	Evaluation	Resources
timings		activities		
Beginnig	Warm-up	Learners	Verbal	
10 min	Learners label the photos of different	write the	evaluation	Whiteboard
	hobbies with fifteen words. While	words in the		
	working in pairs, learners collaborate	copybooks		PPP slide 3
	and help each other for getting better	dividing		
	results.	hobbies into		
	(Playing football, cycling, drawing,	four		
	watching films, drawing, sunbathing,	columns.		
	listening to music, dancing)			
	Learners are informed about the lesson			
	objectives			

Middle	The main part of the lesson	Learners	Individual	
25 min	Listening Task 1	listen to the	avaluation	https://ww
	Teacher suggests listening activity to the	passage and		w.youtube.
	learners. They get a sheet with the	mark true or		com/watch
	questions and mark if the sentences are	false		?v=OmxA
	True or False. They listen twice.	sentences		<u>QZoWbqU</u>
	1. The teenager came back from football			- Listening
	practice			"Talking
	2. Football is his favourite sport			about
	3. He loves basketball and he plays it			Hobbies in
	well.			English"
	4. Keila thinks she is much of a			
	shopping person			Worksheet
	5. Keila likes reading books			with the
	6. Rayan likes going out to watch new			tasks
	movies with his friends			
	7. Keila doesn't like Karaoke nights			PPP S 4
	8. Rayan likes to bake			
	9. His family doesn't like treats he bakes			
	for them			
	Listening Task 2	Learners	Mutual	http://isd82.
	10. Okay, is football your sport?	listen to the	avaluation	narod.ru/bo
	(favourite)	passage for		oks/32.pdf
	11. I can play it all day (long)	the second		<u>0ks/32.pa1</u>
	12. How can a girl ever be (bored)	time and fill		PPT slides
	13. I like to (hang out) in the malls in	in the		4-25
	my free time.	missing		. 20
	14. I go ice-skating or every	words		Appendix 2
	month. (once, twice)			rr ·
	15. We usually hang out at my place and			
	video games. (play)			
	Answers:			
	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.			
End	Reflection "IRELANDS" technique		Self-	PPP
5 min	- The map with the names of different		assessment	
	Irelands is placed on the wall: Joy,			
	Melancholy, Perplexity (Puzzle),			

Saying goodbye
state.
Ireland, expressing spiritual, emotional
place their boats in the appropriate
sticky papers as if it is their boat; they
The learners write their names on the
Vagueness, Bermuda Triangle.
Inspiration, Pleasure, Enjoyment,
(Expectation), Enlightenment,
Anxiety (Alarm), Anticipation

LESSON 7 Unit 1: Ho	bbies and L	ha	chool: «Bealth cent	aldauren» R tre	epabl	ic Education	al and
Date:			eacher na	me: Taszhan	iova T	.A.	
Grade: 7		Nı	umber pi	resent:	Nun	nber absent:	
Theme of t	the lesson:	Making plans	uns				
on a limited 7.L7 Begin level of a lin 7.W1 Plan, support on a 7.W4 Use v			ge of geno ecognise d range of e, edit and ge of gen some supp	om context with eral and currical typical feature of spoken genred proofread we had currical and	cular to es at w es. ork at cular to registe	opics. Ford, sentence text level with opics. er appropriate	e and text th some
Lesson objectives  All learner Listen to the Plan and w Most learn Identify the text layout; Some learn Write a text Recognise			write a piece of writing; ners will be able to: the correct form of a word, appropriate sentence structure and to: the reners will be able to: the keeping appropriate format and plan of a given genre; the content of an extended conversation using some to information;				
Previous le	arming	Listening and sp	caking 0	ii topie 11000i	103		
Planned timings	Pl	lanned activities		Learners'		Evaluation	Resources
Beginning 5 min	Start Teacher organizes a warm-u activity for a start of the less small groups they try to give arguments and explain why hobby they have chosen is the Learners are informed about lesson objectives		he he best.	Learners loo the names of different hob hung on the classroom w They choose hobby they l and go to that place.	obies valls. e the ike	Verbal evaluation	Whiteboard Sheets with the names of hobbies
Middle 30 min	<b>Listening</b> Reading is	Typescript one of the greates h life. I would be l	t	Learners list to the passag "My Hobby Reading"	ge	Mutual avaluation	

			1	
	didn't have a good book to read. I			
	can't remember any time in my life			
	when I wasn't reading something.			
	I guess you could call me a			
	bookworm. I've always got my head			
	buried in a book.			
	I think reading is more than just a			http://www
	hobby. It's a part of who we are. We			.listenamin
	learn many things about the world			ute.com/r/r
	from books. We entertain ourselves			eading.html
	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.			
	Listening Task 1	Listen to the	Individual	Worksheet
	Listen and make a correct sentence	story and mark	avaluation	with the
	from a set of jumbled words:	sentences as		tasks
	greatest /Reading /is /of the/ in life /	True or False.		
	pleasures/ one	One is done for		
	I /more /reading /is /just/ think /than/	you as an		
	a/ hobby	example.		
5 min.	Reflection "Plus-Minus-		Self-	PPP S 7
	Interesting" technique		assessment	
	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			
	suges similarity of any assesse	<u> </u>	l	

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

LESSON 8-9			School: «Baldauren» Repablican Educational and				
Unit 1: Hob		eisure	health centre				
Date:			Teacher name: Taszhanova T.A.				
Grade: 7			Number prese	nt:	Nun	nber absent:	
Theme of the lesson: Free – time			e fun				
irregular ac 7.S1 use fo of general a 7.C8 developments of the second of			2 use comparative degree adverb structures with regular and ar adverbs on a range of familiar general and curricular topics se formal and informal registers in their talk on a limited range eral and curricular topics evelop intercultural awareness through reading and discussion arners will be able to:  Write sentences about real and imaginary past events connecting them into paragraphs with some grammar inaccuracy;				
		Most learn	rners will be able to: monstrate respect to people's opinions using lexical units of				
		topic	opic vocabulary; earners will be able to:				
		given feedback; Form opinion and give constructive answers ck.					
Previous lea	rning	nefits expression	ıs				
Plan							
Planned Planned act			ivities	Learner activities		Evaluation	Resources

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 10 mins	Organization moment.  Warm up 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 adverbsare 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	Learners comparative degree adverb structures with regular and irregular adverbs must be revised together before hand.	Individual avaluation	PPT with photo

	to attract the audience. All members of the group have to take part in the task.			
Middle	Consolidation exercise for new words from previous lesson.	Learners complete the	Individual avaluation	PPT
25 min	words from previous lesson. Individual work. They do it on their own. Complete the sentences with: breathtaking, bright, popular, dive ,returns, proud. 1. The sport of falconry is	complete the sentences	avaluation	Active board  PPT with this example  Descriptor sheet
	Grammar revision. Individual work Fill in the correct comparative forms.  1 Those earrings are	Learners fill in the correct comparative forms		
End 5 min	Reflection Self, peer, groupassessment chart ay attention to punctuation. Para 1: greetings, reason for writing Para 2: name of your hobby, how/where you do it, equipment		Self- assessment	copybooks

feel	closing remarks
Saying	goodbye

LESSON 10 Unit 1: Hobbies and L	eigure	School: «Baldauren » Repablican Educational and health centre			
Date:	Cisui C	Teacher name: Taszhanova T.A.			
Grade: 7		Number present:	Number absent:		
Theme of the lesson:	Are you a c	couch potato?			
Learning objectives:	7.W 8 spell range of far 7.UE15 use adjectives;	C 4 evaluate and respond constructively to feedback from others. W 8 spell most high-frequency vocabulary accurately for a growing age of familiar general and curricular topics. UE15 use infinitive forms after a limited number of verbs and ljectives; use gerund forms after a limited variety of verbs and epositions on a growing range of familiar general and curricular pics.			
Lesson objectives:					
Previous learning	Holidays an	nd hobbies.			
Plan					

Planned	Planned activities	Learners'	Evaluation	Resources
timings		activities		
Beginning 5 min	Warm up. Pair work. Find description and act	Learners act out a dialogue	Mutual avaluation	White board
Middle 25min	out a dialogue using descriptions.  Group work: Group Assessment criteria Poster of the learners had many interesting ideas. Learners spoke clearly and understandable. Learners used topical vocabulary	Learners present their Multi-media presentations	Individual avaluation	White sheet
	Learners give constructive answers to feedback. Learners work in the following	Learners follow the	Verbal evaluation	

	directions arrange information:	instructions		
	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.			
	Guide Questions:  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?	Learners answer the questions	Mutual avaluation	Teach with video httpps://www.youtube.com/watch?v=8nGCRGZFuUQ
	Favourite Hobby activities.  Teacher orginises 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	Learners should prepare miniresearch poster.		Sheet paper
End 5 min	Feedback: (2 stars and a wish) 1.positive 2.should improve 3.reccomendation Descriptor: A learner 1.uses vocabulary: hobby and leisure time. 2.interacts with peer while collecting		Self- assessment	stickers

inform 3.work	ation; s cooperatively in a group		
Saying	goodbye		

LESSON 11	. 11	•	School: «Baldauren» Repablican Educational and health centre					
Unit 1: Hobb	ies and L	eisure	Teacher name: Taszhanova T.A.					
Date:				iame: Tasznanova T.A.				
Grade: 7			Number prese	nt:	Num	ber absent:		
Theme of the	e lesson:	An email d	escribing a hobby					
of familiar 7.R4 Read familiar an 7.S3 Give and curricu 7.C8 Deve			luce meaning from context in short texts on a growing range regeneral and curricular topics.  d a limited range of extended fiction and non-fiction texts on a some unfamiliar general and curricular topics.  an opinion at discourse level on a growing range of general ular topics.  elop intercultural awareness through reading and discussion.  speaking and listening skills to provide sensitive feedback to					
Lesson objectives:  All learne Surf the in hobbies in Work in di Create the make it co Think abor Give feedb			rs will be able to ternet to find (or athe world; ferent directions design of the posourful, create the ack to other ground hobbies.	search) into and arrange ter, distribute poster and arrange poster and arrange through	ge infoute the dispersion of t	ormation:; e information : ent it. ling and discu	in the poster,	
Previous lear								
Plan								
Planned timings	Planned	activities		Learners activities		Evaluation	Resources	
Beginning 5 min	Pre-learning Teacher suggests singing a warm-up for the lesson. Learners are informed abolesson objectives		on.	Learners A Free Transcong (Hobbies Pastimes)	sing ime +		https://ww w.youtube. com/watch ?v=lfLGtb2 58fM	
Middle 30min	The mai Mini-Pro Favouri	n part of the oject te Hobby ac	tivities.	Learners		Mutual	Laptops <a href="http://www">http://www</a>	
	Teacher	orginises gro	oup work on	follow the	e	avaluation	.buzzle.co	

instructions

m/articles/p

hobbies.ht

opular-

<u>ml</u>

topic from the site www.buzzle.com.

(G) Learners are divided into small

instructions: surf the internet to find

information on a given topic. (if the

groups; and are given the

	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	ye s	n o		
	good grammar (at least 2 mistakes); Learners used eye-				
End 5 min	contact and gestures.  Feedback:  (2 stars and a wish)			Self-	stickers
5 min	(2 stars and a wish) 1.positive 2.should improve 3.reccomendation Descriptor: A learner 1.uses vocabulary: hobby a	and le	eisure	assessment	stickers

	nformation;  3.works cooperatively in a group		
S	Saying goodbye		

LESSON 12 Unit 1: Hob		eisure	School: «Baldauren» Repablican Educational and health centre			
Date:			Teacher na	ame: Taszhai	nova T.A.	
Grade: 7			Number p	resent:	Number absent	•
Theme of the	ne lesson:	Benefits of ho	obbies			
range of gener 7. S5 Keep int priorities and priori			ral and currice teraction with plans for condifferent point ommon verbal growing variouns including present continuous on a rawill be able to material as will be able to will	cular topics h peers to neg mpleting class hts of view s followed by liety of quantif ng too much, nuous forms f ange of famili to: le to: bulary about h	infinitive verb/veriers for countable too many, none a for present and fur ar general and curobbies with sure	organise  erb + ing  e and  ny, enough.  ture meaning
Previous lea	arning	Subject specif structures.	fic vocabular	y on topic <i>Ho</i>	bbies with differe	ent grammar
Plan						
Planned	Planned a	activities		Learners'	Evaluation	Resources
timings	ODC AND		MENTO	activities		
Beginning 5 min		<u>[SATION MO]</u> nforms learners				
3 111111						
		aims of this lesson are to revise the material that was taught in this uni				
Middle		N. CONSOLI		Learners pla	v Mutual	
30 min		Jeopardy gam	_	jeopardy in	avaluation	
JO IIIII		2 kinds of game		groups	avainaiioii	
		ee to choose an		Stoups		
		whole lesson.	y or play	They have to		
	_	licks on the cho	sen box for	choose a		
_	1 cacher C	neks on the effo	SCII DOX TOI	choose a		1

	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.	category and a point value.		
	Speaking about hobbies 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.	Learners play a game and answer the questions	Verbal evaluation	
	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.	Learners describe the various in their chosen hobby.	Individual avaluation	
End 5 min	Reflection "Questions, demanding multiple answers" technique Learners answer the questions What did you learn today? What parts of the lesson were easy?		Self- assessment	PPP

	What parts of the lesson were difficult?		
S	Saying goodbye		

		School: «Baldauren» Repablican Educational and health centre  Teacher name: Taszhanova T.A.				
						Number presen
		survey about the hobbies/leisure pursuits of either family s or of the class or the whole school (This relates to ICT)				
		Lesson objectives  r r r r r r r r r r r r r r r r r r		<ul> <li>7.S3 give an opinion at sentence and discourse level on an increasing range of general and curricular topics</li> <li>7. S5 Keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks.</li> <li>7.C3 respect different points of view</li> <li>7.UE15 use common verbs followed by infinitive verb/verb + ing patterns</li> <li>7.UE2 Use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough.</li> <li>7.UE10 Use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics.</li> <li>All learners will be able to: Surf the internet to find (or search) information about most popular hobbies in the world; Work in different directions and arrange information:; Create the design of the poster, distribute the information in the poster, make it colourful, create the poster and present it. Think about cultural awareness through reading and discussion;</li> </ul>		
Previous lea	rning		ack to other group nd vocabulary on	-	ліз.	
Plan	5	1 -1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -				
Planned timings		Planned act	tivities	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-PA Learners put in pairs. What can help me to regoals? What could prevent me How we would behave achieve the set aims?		reach these ne from it?	Learners answer following questions	Mutual avaluation	PPT

	What are the consequences of positive and negative models of behavior?			
End	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**  It is us begin with the activities that remaid us if our natural wif. Tobbies refer to the nature is which we have the work of the common classroom  Read and discuss the texts  **Hobbies Related to Nature**  It is us begin with the activities that remaid us if our natural wif. Tobbies refer to the nature is which we have the common classroom.  Read and discuss the texts  **Hobbies Related to Nature**  It is us begin with the activities that remaid us if our natural wif. Tobbies refer to the nature is which we have the common discount which is the medicare mental that an articine gibtale, because the common discount which is the medicare mental that are articined gibtale, because the common discount which is the medicare mental that are articined gibtale, because the labelies that can hold you can define the way. Now a body at the hold because the discount of the common discount which is a state of the discount of the common discount which is a state of the discount of the common discount which is a state of the discount of the common discount which is a state of the discount of the common discount which is a state of the discount of the common discount which is a state of the discount of the common discount of the common discount which is a state of the discount of the common discount of	Learners read and discuss the text	Verbal evaluation Individual avaluation Self- assessment	PPT
End 5 min	FEEDBACK: Your impression! Sts write their impression of the whole			PPT Jeopardy
	unit and share ideas with their classmates.			

3 – new words you have taught at the		
lesson;		
2 – adjectives to describe the lesson		
1 and activity year like		
1 – one activity you like		
Home task: read the text		
"Observational hobbies"		
Saying goodbye		

LESSON 12 Unit 1: Hobbies and Leisure		School: «Baldauren» Repablican Educational and health centre				
Date:	oles and L	eisure	Teacher name: Taszhanova T.A.			
Grade: 7			Number prese	nt:	Number abse	nt:
Theme of th	e lesson:	Creating a	survey about the		re pursuits of	either family
		and friends	or of the class of	or the whole so	chool (This rel	ates to ICT)
on a limit 7.W8 Spel range of fa with little		on a limited 7.W8 Spell range of far with little o variety of b	rstand with little support the main points in extended talk ed range of general and curricular topics most high-frequency vocabulary accurately for a growing miliar general topics and some curricular topics 7.W6 Link or no support, sentences into coherent paragraphs using a pasic connectors on a range of familiar general topics and			
Lesson objectives  • Identified Write • Connewords w		• Identify the Write topi • Connect swords with	cular topics  ors will be able to: the main idea in extended talks oic related words correctly sentences into paragraphs with basic connectors and linking a some support and vocabulary on Hobbies			
Plan Planned		Planned act	ivities	Learners'	Evaluation	Resources
timings				activities		
Beginning 5 min	Brainstonthe board about you read a lot free time Write the board: reading/fit more simulativities your stud walking, of them a the word free-time the title o	. Say one true or free-time a in my free ti I watch films names of the ading or films Ask: Who elilms;' ? Adople names of which you the ents may like dancing, dray sk: Who like activities (and to the board of the lesson:	e free time on e sentence activities,e.g,I me. or, In my s on DVD. e activity on the s, or whatever ase likes d two or three popular nink some of e: football, wing. For each as ?Then add add the hyphen in I to complete	Greeting  Learners follow the instructions	Verbal evaluation	PPT

	talk about free-time activities.			
Middle 30 min	Grammar time Present simple questions Previous lesson was covered with knowledge of present simple tense and they were taught to make up wh- questions.	Learners do the task	Mutual avaluation	Handout with these words and expressions
	Less able students do this grammar exercise Complete part 2 of the interview with the guestion words in the Learn this box. Int: 1 do you live? Jed I live in Vancouver, in Canada. Int: 2 do you live with? Jed My parents and my brother. Int: 3 do you relax? Jed I listen to music Int: 4 bands do you live? Jed Arctic Monkeys, Coldplay and Snow Patrol my favourites. Int: 5 do you live see your frends? Jed In the evenings and at weekends.	Learners do grammar exercise	Individual avaluation	
End 5 mins	Reflection "Plus-Minus-Interesting" technique 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		Self- assessment	Handout  KWL chart

Saying goodbye	
your hobby.	
Home task: write an essay about	
teacher.	
about problems, questions to the	
anything you would like to learn	
facts, they've learned at the lesson,	
«interesting»- you can write curious	
information. In the column «I» -	

LESSON 1 Unit 1: Hol		he	chool: «Ba ealth cent	aldauren» Re re	pablican Edu	cational and
Date:			Teacher name: Taszhanova T.A.			
Grade: 7		N	umber pr	resent:	Numl	per absent:
Theme of t	he lesson:	Unit Revision	difficer pr	CSCIIC	110000	oci ubsciici
general topics a 7.W8 spell mos range of familia 7.R1 understand of familiar gene 7.L1 understand on a limited ran		7.S2 ask complex q general topics and s 7.W8 spell most hig range of familiar ge 7.R1 understand spe of familiar general a 7.L1 understand with on a limited range of To do reading, lister	questions to some curri gh-frequent eneral ecific info and curric the little su of general	o get informaticular topics acy vocabulary rmation and deular topic apport the main and curricular	on about limit accurately for etail in texts or points in extopics	ed range of r a growing a range tended talk
Lesson obje	ectives	and leisure.	annig, spea	King and grain	illiai CACICISCS	on noodies
Previous le	arning	Hobbies and Leisur	e			
Plan						
Planned timings		Planned activities		Learners' activities	Evaluation	Resources
Beginning	Organizat	ion moment.			** 1	copybooks
5mins	Checking task	for their attendance ar	nd home		Verbal evaluation	
	devotes to	nnounces them today' revision of all materi red by performing exe y	ials they			
Middle	Listening	skill		Learners	Mutual	
		ne photo. What is the ort.	e name	follow the instructions	avaluation	Recorder
	A. skiing snowboard	B. ice skating C. ling.				Handout
	17-years o	part 1 of an interview old snowboarding state of the interview s gu	ar, Jet			

in the correct places.

a Do your parents travel with you?b Do you do any other sports?

	C Do you enjoy competitions? D Does Nathan take part in the competitions? Reading skill Read the text "Are you Couch potato?" Do you watch TV or play video games during your free time? Doyou eat junk food and drink soft drinks when you watch TV?Change your couch potato habits and become a healthy teen.	Learners read the text	Individual avaluation	
	<ul> <li>Exercise is wise. It helps you look good and feel happy. When youhave some free time, go cycling or play basketball with yourfriends. It is lots of fun and you get plenty of exercise, too!</li> <li>Your favourite series is on and you feel hungry.</li> </ul>			Handout
	Instead of biscuits and sugary soft drinksget a bowl of fruit with a glass ofjuice. They are delicious and don'tcontain fat. They are tasty, too!  • When you don't feel likegoing out, turn on the radio, find your favouritetune, and start dancing.  It's fun!			
	Complete the sentences.  1 Change your couch potato habits and 2 Exercising helps you look good and 3 In your free time, you can 4 While you're watching TV, don't eat 5 Instead you can have	Learners complete the sentences		Handout
End 5 min	6 While at home, you can turn on the radio and start		Self- assessment	

Self-assessment chart		
Saying goodbye		

LESSON 14 Unit 2: Communication and Date:		health	School: «Baldauren» Repablican Educational and health centre				
		Teache	r name: Taszhar	nova T.A.			
Grade: 7		Numbe	er present:	Nui	nber absent:		
Theme of t	he lesson:	Means of Communicat	_				
Learning o	bjectives	7.C3 Respect different process 7.S3 Give an opinion at range of general and cut	pinion at sentence and discourse level on an increasing				
Lesson objections		All learners will be about Define goals for a new of Most learners will be a Share own perspectives Give examples of behave Some learners will be a Unit Revision	study year;  able to:  with others;  rior models and w	ishes for stud	ly process;		
Previous le Plan	arning	Clift Revision					
Planned timings	Planned ac	tivities	Learners' activities	Evaluatio	n Resources		
Beginning 5mins	Chain" Teacher gr playing the mood. Teac game. For instance like apples. should beging their names game. Each learner information add his own Differentia Motivated so only the per repeat all gr	eets learners and suggests game to have a good ther explains rules for this e, My name is Alina and The things they like in from the same letter as . The teacher begins the er should repeat about his neighbor and information.  Ition  Students can introduce not control to the right but try to coup names and adjective ginning of the game.	the ball to each other and tell their names and things they like.	Verbal evaluation	Active board PowerPoint Presentation		

Teacher tells the students the objectives of the lesson

	The objectives of the lesson is to get			
	to know each other better, make friends and make some rules for a new			
	learning year.	*		
Middle	The main part of the lesson 3. Defining aims for a new modul	Learners follow the	Individual avaluation	
30 mins	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.  Teacher offers children to work on the classroom management and behavior on the lessons.	instructions		
	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	Learners do the task	Mutual avaluation	
	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			

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

LESSON 15- 16			Baldauren» R	epablica	n Educ	cational and	
Unit 2: Cor	nmunicatio	n and	health cei	ntre			
Technology	У		(D) 1	T 1	<b>7</b> D. 4		
Date:			Teacher 1	name: Taszha	nova T.A	<b>1.</b>	
Grade: 7			Number	present:		Numb	er absent:
Theme of t	he lesson:	Greeting from p	lanet Earth	ı			
of familiar gene 7.S7 Use approp about a range of 7.UE4 Use an in		th moderate grammatical accuracy on a limited range eral and curricular topics.  priate subject-specific vocabulary and syntax to talk f general topics, and some curricular topics acreased variety of determiners including neither, erof familiar general and curricular topics					
Lesson objectives  All learners with a sak and answer as an answer and answer and answer and answer as and answer as and answer as and answer a		All learners will - ask and answer - identify specific some support; - write a report, i Most learners w - ask and answer - identify specific any support; - write a report, i Some learners w - help others ask	ge of familiar general and curricular topics  ill be able to:  er interview questions with some support;  fic topic vocabulary studied in class with  ;  including 6-7 sentences with some support.  will be able to:  er interview questions without support;  fic topic vocabulary studied in class without  including 6-7 sentences with some support.				
Previous le	arning	Communication	and Techno	ology			
Plan							
Planned timings	Planned a	ctivities		Learners' activities	Evalua	ition	Resources
Beginning 10mins	1.Leading-in stage Teacher asks students to remit the topic.  Teacher tells the students the objectives of the lesson Ask and answer interview que with some support. Identify stagic and answer studied in other stagic and answer interview in the stagic and answer interview.		he nestions specific	Learners follow the instructions	Verbal evaluai		Two cards with pictures from the PPT, two posters
	topic vocal some supp	oulary studied in c ort.	elass with				

	Write a report, including 40-50 words with some support.  Demonstrate the ability to use correct determiners including neither, either in the context.  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".	Learners discuss what new technology they could not live without and why	Individual avaluation	
	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.			
Middle 25 mins	Survey activity. Step1 Every learner create the questions on the topic "Communication and Technology". They walk around the room and interview each other about technology.	Learners create ask all <u>five</u> questions	Mutual avaluation	Learners' ex-books
	Step2 They complete the survey table asking such questions as: Ask a question starting with "Does" Ask a question starting with "Who in your family" Ask a question starting with "Where"	Learners answer the questions		Handout 1 Survey
	Ask a question starting with "How often" Ask a question starting with "Why"  Step3 Learners summarise what they have found out using determiners including neither, either or quantitative pronouns	Learners do the task	Individual avaluation	

	such as: Someone in this room has a mobile, everyone in my family has a TV, no- one has a robot		
End 5 min	Plenary Students list 3 things they found out/learnt at the lesson. Saying goodbye	Self- assessment	

LESSON 17 Unit 2: Communication and		School: : «Baldauren» Repablican Educational and health centre					
	mnumcatio		Teacher name: Taszhanova T.A.				
Date:							
Grade: 7		1		r present:		Numbe	r absent:
Theme of t	he lesson:	Can / could, be a	ble to,us	ed to			
on a limited ra 7.W8 Spell mo range of famili with little or no variety of basis			ge of gen high-free general t upport, s onnector	le support the man eral and curricular quency vocabular topics and some of entences into cohes on a range of fa	r topics y accur curricula nerent pa	ately for ar topics aragraphs	a growing 7.W6 Link s using a
Lesson objectives  • Identify the m • Write topic re • Connect sente words with som			in idea in ted word ces into p		easic cor	nnectors	and linking
Previous le	arning	Unit Revision					
Plan							
Planned timings	P	lanned activities		Learners' activities	Evalu	ation	Resource
Beginning 5mins	learners; Poem Greet with bring sunsl and be the	met with a smile, g sunshine to someone's be the source of joy. hers respond to greeting a		Greeting	Verba evalua		
Middle 10 mins	All the info interview v personal qu analysed ar report	ormation elicited frewith the help of the uestions should be not included into the eformat of writing the learners.	e short	Learners write a report, including between 6 and 7 sentences in accordance with the level of language competences.	Mutud		

SA 20 min	LISTENING Task1. Listen to two people talking about their free time. Are the sentences True or False? You will listen to the recording twice. Tapescript 1.  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.	Learners listen and choose true or false sentences	Individual avaluation
	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?	Learners write sentences about your hobby.	
End 5 min	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		Self- assessment

LESSON 18 Unit 2: Communication and Technology		School: «Baldauren» Repablican Educational and health centre:		
Date:		Teacher name: Taszł	nanova T.A.	
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	Adjectives. Adverb	S		
Learning objectives	7. L.2 understand with little support most specific information in extended talk on limited range of general and curricular topics. 7.S.7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics and some curricular topics 7.R.2 understand specific information and detail in texts on a range of general and curricular topics. 7.W.2write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar			
Lesson objectives	<ul> <li>➤ make senter</li> <li>Most learners will</li> <li>➤ read the tex meaning of</li> <li>Some learners will</li> </ul>	listen and say information about technology e sentences using the phrases ers will be able to: the text about "Greetings from Planet Earth" and find the ning of the text ers will be able to: ake sentences using the phrases and their ideas and share		
Previous learning	Computer, mobile,	internet, etc.		

## Plan

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	Greeting Organization moment Divide learners into two groups by cut of pictures Inner and outer circle Pupils give feedback each other's and change their thoughts about home work	Pupils watch the video clip and discuss it		Cut of pictures
Middle 30 min	Task-1. Drilling activities. Vocabulary work. Choral repetition. Look at the pictures then listen and	Learners look at the pictures then listen and	Verbal evaluation	Photos
	repeat	repeat		

	AFL: thumbs up if your pronunciation is good, thumbs down if your pronunciation isn't good 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 often chat on social media. I sometimes chat on skype. I never use my mobile when I'm at home  Task-3. «Five sentences advertisement» activity  Learners read the text and find out what the text is about and share their minds	Learners make negative and question form sentences using the phrases and their ideas  Learners find the key words from the text that describes the	Individual avaluation  Mutual avaluation	Sheets of papers markers
	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.	describes the meaning of the text  Learners reads the text chooses multiple answers		posters, markers
End	Reflection: What did you do well in today's lesson?		Self- assessment	
5 min	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? Successful stairs 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 Saying goodbye			

LESSON 19 Unit 2: Communic	School: «Baldauren» Repablican Educational and health centre				
Date:		Teacher name: Taszhanova T.A.			
Grade: 7		Number p	resent:	Number abs	sent:
Theme of the lesso	n: Computers				
Learning objective	s 7.C2 Use speaking	and listenin	a skills to pro	vide sensitive	feedback to
Learning objective	peers.	g and insternin	g skills to pro	vide sensitive	recuback to
	7.L5 Recognise the	e opinion of	the speaker(s)	) in supported	extended
	talk on a range of	-	_		
	7.S2 Ask complex	questions to	get informat	ion about a li	mited range
	of general topics a	nd some curi	ricular topics.		
7.UE6 Use a variety of possessive and reflexive p					_
	mine, yours, ours, theirs, hers, his, myself, yourself, themselves o				elves on a
T 10 10	growing range of f		ral and curric	ular topics.	
Lesson objectives	All learners will b		-4:		
	<ul><li>Ask and answer p</li><li>Use some topic v</li></ul>	-			
	- Explain the usage	-			the help of
	some tips, using po				the help of
	Most learners wil		remeative pro	mouns	
	- Make up complex		ve sentences t	o get informat	tion
	about the topic wi	_		C	
	- Use some topic v	ocabulary to	create 5-6 se	ntences witho	ut
	support				
	- Explain the usage possessive and re			gy items with	out tips,
	Some learners wi	-			
	- Help others ask a	and answer po	ersonal questi	ons	
	- Use some topic v support	ocabulary to	create 5-6 se	ntences witho	ut
	- Give the extended technology items	-	_		
Previous learning	Students have stud				
	likes and dislikes	11000	p, • wii wiii		
Plan					
Planned timings	Planned activities		Learners'	Evaluation	Resources
unnigs			40111103	1	

Beginning 10 min	Teacher greets students. Teacher shows the funny picture and students should guess the topic of the lesson Explain the usage of applying the technology items with the help of some tips, using possessive and reflexive pronouns	Greeting  Learners try to guess	Verbal evaluation	
	Warm-up "A Five Minute Activity"  Three things with a screen.  Three things you can switch on.  Three things that belong to a computer.  Three types of communication  Three types of communication in the past.	Learners write three words in each category.		Board, lesson objectives PowerPoint Presentatio n (see the attached file)
Middle 25 min	Listening and Speaking tasks Task 1. Students watch a video about communication technologies and write down top five tech gifts for students they hear.	Learners write down top five tech gifts	Individual avaluation	Handout 1  Match the technology items
	Task 2 Additional questions: - Why has the author of this video decided to shoot it? - What are the top five back to school tech gifts in our country? Make a list of the five items Is it a good idea to use these technologies for studying at school? Why? Why not? - Would you like any of these back-to-school tech gifts? Which ones? Why?	Learners answer the questions		Three sets of pictures and three sets of words Board, markers
	Practice to access a page/ to browse websites/ to click a desktop icon/ to copy a document/ to go online/ to paste a sentence/	Learners get introduced to the phrases, related to technology items	Mutual avaluation	

	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	Self- assessment	Reflective journals

LESSON 2			School: «Baldauren» Repablican Educational and health centre			
Unit 2: Co	mmunicatio	n and Technology				
Date:			Teach	er name: Tasz	hanova T.A.	
Grade: 7			Numb	er present:	Number a	absent:
Theme of t	the lesson:	Giving advice (should)	/should	not)		
a range of general top  UE 17 use if / unless  clauses with which, y  general and curricular			orted narratives on a wide range of general and			
		range of general topics use if / unless in first co with which, who, that, v curricular topics;	oject-specific vocabulary and syntax to talk about a opics, and some curricular topics; est conditional clauses; use defining relative clauses that, where on a wide range of familiar general and sed narratives on a wide range of general and			
Previous le	earning	Young people and techn	nology			
Plan						
Planned timings	Planned ac	tivities		Learners' activities	Evaluation	Resources
Beginning 5 min	today? I am	GS: oon, students! How are y glad to see you today. lide show about popular s		Greeting Learners try to guess		Interactive board

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

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

LESSON 21			School:			
<b>Unit 2: Communication and Technology</b>						
Date:			Teacher name: ova V.V.			
Grade: 7			Numb	er present:	Number a	absent:
Theme of th	e lesson:	Giving				
Learning ob		7. C2 Use speaking and listening skills to provide sensitive feedback peers 7. W3 Write with moderate grammatical accuracy on a limited range 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.UE4 Use an increased variety of determiners including neither, either on a range of familiar general and curricular topics All learners will be able to: - ask and answer interview questions with some support;				
		<ul> <li>identify specific topic vocabulary studied in class with some support;</li> <li>write a report, including 6-7 sentences with some support.</li> <li>Most learners will be able to:</li> <li>ask and answer interview questions without support;</li> <li>identify specific topic vocabulary studied in class without any support;</li> <li>write a report, including 6-7 sentences with some support.</li> <li>Some learners will be able to:</li> <li>help others ask and answer interview questions;</li> <li>identify specific topic vocabulary not studied in class;</li> <li>write a report, including 6-7 sentences without any support.</li> </ul>				
Previous learning Students have studied and dislikes						
Plan		,				
Planned timings		Planned activities		Learners' activities	Evaluation	Resources

Beginning 10 min	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.	Learners ask and answer interview questions with some support.	Verbal evaluation	
	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.  Survey activity.  Step1  Every learner create the questions on the topic "Communication and Technology". They walk around the room and interview each other about technology.  Differentiation (by task and support): Less capable learners create and ask the first three questions with support More capable learners create ask all five questions  Step3  Learners summarise what they have found out using determiners including neither, either or quantitative pronouns such as:  Someone in this room has a mobile, everyone in my family has a TV, no-one	Learners discuss what new technology they could not live without and why.  Learners follow the instructions	Mutual avaluation  Individual avaluation	Two cards with pictures from the PPT, two posters

	has a robot 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	Self- assessment	Reflective journals

LESSON 22		School: Stavropo	lka Se	condary School	l
<b>Unit 2: Communication</b>	on and Technology				
Date:		Teacher name: R	Rogova	V.V.	
Grade: 7		Number present	•	Number absen	it:
Theme of the lesson:	Social Network Pro	ofile			
Learning objective	<ul> <li>1.7 .R1Understand the main points in the texts on a limited range of unfamiliar general and curriculum topics.</li> <li>2.7 C7. Develop and sustain a consistent argument when speaking and writing.</li> <li>3.7.S3. Give an opinion of discourse level on a growing range of general and curricular topics.</li> </ul>				
<b>Lesson objectives:</b>	All learners will be				
• read the text a		and understand the wwords in the give	en sente	ences;	• •
	-	opinion about Soci	ial netw	vork profile.	
Most learners will be able to:  • make up own questions  Some learners will be able to:  • make up and act the dialogue according to the task.					
Previous learning Social networking websites					
Plan					
Planned	Planned activities	Learn	ers'	Evaluation	Resources

timing		activities		
	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.	Learners discuss	Verbal evaluation	Interactive board
Middle 30 min	fill it in. 1.Do you have Internet? 2.What can you see? 3.What is the most popular social network	uses and	Individual avaluation	Cards with photos of new words
	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.		Mutual avaluation	
	your neighbor.	Learners fill the missing words		

	communication by means of positive moments. For example, my friend Tom often the and goes the Internet. I usually games, but my friend music .They visit everyday, Mike never visits weand get			
	Task 4. Group work. Make up question accordingto the text and ask each other.(W 5 Qs)  Descriptor:  1. A learner makes up questions.  2. A learner asks questions.	Learners makes up		
End (of the lesson)	*		Self- assessment	

LESSON 23		School: Stavropolka	Secondary School
Unit 2: Communicati	on and Technology		
Date:		Teacher name: Rogova V.V.	
Grade: 7		Number present:	Number absent:
Theme of the lesson:	Social Network Prof	file	
Learning objective	7.C7 develop and su	stain a consistent argui	ment when speaking or writing
	7.S5 keep interaction	with peers to negotiat	e, agree and organise priorities
	and plans for comple	eting classroom tasks	
	7.S8 recount some	extended stories and	events on a growing range of
	general and curricula	ar topics	
	7.R2 understand spe	ecific information and	d detail in texts on a range of
	familiar general and	curricular topics	
	0	1	auses; use defining relative
			de range of familiar general
	and curricular topics		

Lesson objectives:	All learners will be able to:
	-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;
	Most learners will be able to:
	-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;
	Some learners will be able to:
	-Make an argument and evolve reasoning while speaking;
	-Identify the particular information while reading an essay
	-Demonstrate the ability to write grammatically correct sentences on
	familiar topics;
Previous learning	Social Network Profile

Pl	an	

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	Leading-in stage Teacher asks students to remind about the topic. 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;	and talk to other students about Internet addiction.		Objectives on the board
Middle 30 min	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 /	Learners discuss and follow the instructions	Mutual avaluation	

	depression / professor / addicted / activities / trouble / planning / time management / find out Have a discussion about the topics you liked. Change topics and partners frequently. Internet: Students A strongly believe the Internet is more bad than good; Students B strongly believe the Internet is more good than bad. Change partners again and talk about your conversations.  Task 3: Read an essay Is the Internet good or bad? Teens cannot live without the Internet and spend most of their time on it. Is this a good thing? The Internet is a useful tool. You can find the information on any topic and use it for schoolwork and projects. Also, the Internet helps communication. You can chat or send emails to your friends wherever they	Learners do the task	Individual avaluation
End 5 min	are.  Reflection 3 – new words you have taught at the lesson; 2 – adjectives to describe the lesson 1 – one activity you like  Home task: Read an essay once more and answer the questions Is the Internet good or bad?  Saying goodbye	their impression of the whole unit and share ideas with their	

LESSON 24		School: Stavropolka Secondary School	
<b>Unit 2: Communication</b>	on and Technology		
Date:		Teacher name: Rogova V.V.	
		Number present:	
Grade: 7	Grade: 7		Number absent:
Theme of the lesson:	Theme of the lesson:   Holding a debate ab		
<b>Learning objectives</b>	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		ary and syntax to talk

	about a range of general topics, and some curricular topics				
	7. C3 respect different points of view				
<b>Lesson objectives</b>	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				
Durania na la comina	Social Network Profile				
Previous learning					

## Plan

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning	The teacher greets students; students	Greeting		
	respond to greeting and take their		Verbal	
5 min	places.		evaluation	
	Lead-up:			
	Now we'll watch some episodes of			
	film. Answer the questions:	Learners		
	1.What do you see on the video?	answer the		
	2.Do we use it in our everyday life?	questions		
	3.Is it useful for people?			
	4.What are we going to talk about?			
Middle	Smarter that the other houses.	Read the title	Individual	
30 min	The next generation of fridges will	and the first	avaluation	
	use the Internet to make sure your	paragraph of		
	food stays fresh and they'll get in	the text		
	touch with the supermarket to order	correctly		
	some more. The money will come	Explain their		
	straight out of your bank account and	ideas about the		
	you'll never run out of milk again.	text.		
	Imagine you're on the bus home after	Find out words	Mutual	
	a hard day's work and feel like a	with specific	avaluation	
	warm bath when you get back. All it	vocabulary.		
	takes in the house of the future is a	Answer the		
	quick text message to the heating	questions( with		
	system. The heating system warms	some support		
	the water and even runs the bath so			

	that as soon as you walk through the front door, you can jump in and relax. And what about the doorknob? Scientists say that a doorknob with a computer could see someone walking up the path with bags of groceries and open the door for them. At the same time, it could lock all doors and contact the police in case of burglary. And the best thing about all this is that it will soon be part of our daily routine. Welcome to the future!  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	Learners look at the pictures and answer the	Self-	
	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?	questions  Learners discuss in groups the advantages of new technologies.	assessment	
End 5 min	Reflection.  "Ladder of success".  In order to motivate learners ,after each answer of learners ,the teacher should assess them in oral form (-Very wellNice of you !-Let's try again!)  Home task for the next lesson.  Write an essay about advantages and disadvantages of new technologies.  Saying goodbye	Learners should put himself/herself on one of three steps they feel at the end of the lesson.		

LESSON 25	School: Stavropolka Secondary School
<b>Unit 2: Communication and</b>	
Technology	

Date:		Teacher name: Rogova V.	.V.
Grade: 7		Number present:	Number absent:
Theme of the lesson:	Holding a del	bate about technology	
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		
Lesson objectives	7. C3 respect different points of view  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 nowada and future		sentences to talk about c technology on the text
Previous learning Social Network		rk Profile	

## Plan

Planned	Planned activities	Learners'	Evaluation	Resources
timings		activities		
Start	Warming up	Learners	Verbal	Slide
5 min	Teacher asks learners «How are you?»	choose one	evaluation	
	to find out their mood at the	of the		
	beginning of the lesson:	smiles they		
	Planned activities: Dividing into two	see on the		
	groups by method "Flowers" Steppe	slide, saying		
	flowers- Room flowers. (with picture)	«I am		
		happy/sad		
	"Brainstorming"	etc.»		
	Look pictures and answer this questions:			
	1. What colour do you like? (green or	_		
	red)	Learners		
	2. What plant do you like? (Trees or	answer the		
	flowers)	questions		
	3. Why do you like tree ?			
	4. Why do you like flower?			

Middle 30 min	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?	Learners read the text answer the questions	Mutual avaluation
	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).	Learners read the text and complete the task	Individual avaluation
	SPEAKING Task 2: Answer the questions using the topical vocabulary.  Questions: 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?	Learners answer the questions using the topical vocabulary	
End 5 min	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 wellNice of you !-Let's try again!)  Home task: Write an essay about advantages and disadvantages of new technologies.		Self- assessment

Saying goodbye		

LESSON 26			School: Stay	vropolka Seconda	ary School		
	<b>Unit 2: Communication and</b>		School. Sta	Topoma Second	ary seniour		
Technology							
Date:			Teacher na	ne: Rogova V.V.			
Grade: 7			Number pro	esent:	Number al	osent:	
Theme of the	lesson:	Writing a formal	letter about n	nobile phones bei	ng dangerous		
Learning		7.W1 plan, write,	edit and at te	xt level with some	e support on a	range of	
objectives(s) t	that	general and curric	ular topics			_	
this lesson is		7.W5 develop wit	h some suppo	rt coherent argum	ents supported	d when	
contributing t	to	necessary by exar	-		range of writte	en genres in	
		familiar general a		•			
		7.W8 spell most h		-	rately for a gr	owing range	
		of familiar genera		ar topics			
Lesson object	tives	All learners will					
			lary and write words on the topic "Writing a formal letter				
		_	nes being dangerous"				
			coherent arguments when necessary by examples and				
		reasons on the topic					
		Follow the instruction according to the task with support					
		Most learners will be able to: Change and change orinions of each other. Applies the sympayms for					
		1	Choose and change opinions of each other. Applies the synonyms for definitions the words in written form				
		Some learners w					
					s a whole text	by koy	
			nowledge about the theme, makes a whole text by key nment below and then share with others				
			ction according to the task				
Previous lear	ning	Unit revision	cion accordin	5 to the task			
	8		Plan				
Planned		Planned activity		Learners'	Evaluation	Resources	
timings				activities	_ , widelivii		

Start	The teacher greets st	udents; students	Learners look at		Pictures
5 min	respond to greeting an			Verbal	
		-	answer the	evaluation	
	Look at the pictures	and answer the	question		
	question				
	What do you see on the	he pictures?			
	What are we going to	_	<b>'</b>		
	What are these people	_			
	Who can guess the th				
	(students name the th	eme of the lesson)			
	T: Today we are goin	g to speak about a			
	mobile phone, one of	-			
	have changed the live				
	greatly.				
Middle	Task 1. Read the wo	ords and identify	Learners read the	Mutual	Pictures
30 min	it's meaning by usin	g pictures	•	avaluation	
	vital [vʌitəl]		and identify with		
	invaluable	appropriate	pictures		
	[invæljuəbl]	[əproʊpriət]			
	essential [isenʃəl]	junk [d <b>ʒ</b> /nˌk]			
	ahandset [həndset]	noisepollution			
	to addict [ædikt]	[noizpəluʃn]			
		-			
		costafortune[kɔ:			
		stəfərtun]	T .1	7 7 1 1	DI
			Learners uses the		Phrases
	Task 2. Use the phra	· · · · · · · · · · · · · · · · · · ·	phrase with new lexis	avaluation	
	sometimes and neve sentences:	r to make	IEXIS		List of
	I often chat on a hand	leat			paper
	I sometimes	isct.			paper
	I never				
	vital, invaluable, esse	ential, ahandset, to			
	addict, an addiction,				
	appropriate, junk, noi				
	costafortune				
			Learners		
	Task 3. Make up a				
	change the ideas ea				
	comments agree or o		Then give		
	1. We cannot live wi	-			
	are a vital part of	our me. we have	or ursagree		

	become mobile addicts.  2. People can do without mobiles.  Mobiles are junk things. They are not so invaluable.  3. It depends. Mobiles can be extremely useful in some situations.		
End	Feedback	Self-	
5 min	Give positive feedback  Provide constructive criticism  Give positive feedback	assessment	
	Home work: read the text about the early days of the mobile phones in Britain.  Saying goodbye		

LESSON 27		School: Stavropolka Seco	ndary School
<b>Unit 2: Communicat</b>	ion and Technology	•	•
Date:		Teacher name: Rogova V	.V.
Grade: 7		<b>Number present:</b>	Number absent:
Theme of the lesson:	Writing a formal letter	about mobile phones being o	dangerous
Learning objectives	7.S5 keep interaction go curricular topics 7.S3 give an opinion at range of general and cur 7.S7 use appropriate sub a limited range of gener 7.R1 understand the ma- on general and curricular 7.UE5 Use questions, we range of familiar general 7.UE7 use simple perfect	oject-specific vocabulary and al topics, and some curricula in points in a growing range or topics which include a variety of dif	a range of general and on an increasing syntax to talk about r topics of short, simple texts ferent tenses on a and unfinished past
Lesson objectives	actions with some suppo	orms for recent, indefinite and	•

	Most learners will be able to:
	- Form simple perfect forms for recent, indefinite and unfinished past
	actions with minimum support;
	- Demonstrate the ability to ask a variety of questions in different tenses;
	Some learners will be able to:
	- Form simple perfect forms for recent, indefinite and unfinished past
	actions;
	- Support your classmates with some assistance;
Previous learning	Unit revision

Plan				
Planned	Planned activities	Learners'	Evaluation	Recourses
timings		activities		
C	Leading-in stage Teacher asks students to remind main aspects of the unit. Warm-up Teacher revises the grammar str which will be practiced. 2. Teacher tells the students the of the lesson Support a talk with peers while a disagree and discuss the order of and plans to fulfil the tasks;	Learners demonstrate the ability to ask a variety of questions in different objectives agree,		
Middle 30 min	The main part of the lesson  Listening  Listen to the song "Technology Kids - The Polkadots "  Discuss the main ideas about technology  4. Revise the formation of President and write a few sentence present and past.  Alternative (if there is time left)  Past Simple  What did you do yesterday? (1-3)  What didn't you do on Sunday?  Fill in the text with:  - someone, somebody and anybody  - no one, nobody  everyone  - somewhere any	chnology  sent /Past Learners write a few sentences	Mutual avaluation Verbal evaluation	

	Learners fill in the missing gaps with For	Learners fill in	Individual	
	or Since	the missing	avaluation	
	1. I've lived in Washington			
	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.			
	<b>6.</b> It's been ten years we moved to Oxford			
End	PLENARY		Self-	
5 min	Teacher asks students to write a reflection		assessment	
	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			
	<b>Home task</b> : Learn the theme and repeat the			
	new words			
	Saying goodbye			

LESSON 28 Unit 2: Communication and Technology		School: Stavropolka Secondary School			
Date:		Teacher name: Ro	gova V.V.		
Grade: 7		Number present:	Number absent:		
Theme of the lesson:	Summative control	native control work for the 1st term			
Learning objective	7.L2 Understand with little support most specific information in extended talk on a limited range of general and curricular topics.				
	<ul><li>7.R1 Understand the main points in texts on a limited range of unfamiliar general and curricular topics.</li><li>7.R3 Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts.</li></ul>				
	C		accuracy on a limited range of		

	familiar general and curricular		_			
	vocabulary accurately for a grocurricular topics.	owing range of f	ammar genera	ai and		
	7.S3 Give an opinion at discount and curricular topics.			_		
	7.S5 Keep interaction with pee			anise		
	priorities and plans for comple	_				
	7.S1 Use formal and informal i	egisters in their	talk on a lim	ited range of		
I aggan abia	general and curricular topics.	nost specific inf	ormation in a	ztandad tallz		
Lesson object	Understand with little support no a limited range of general and	-		Riended talk		
	Understand the main points in t			amiliar		
	general and curricular topics.	exts on a minice	range or ann	aiiiiiai		
	Write with moderate grammatic	cal accuracy on a	a limited rang	e of familiar		
	general and curricular topics	our decardey on t	· · · · · · · · · · · · · · · · · · ·	0 01 141111141		
	Give an opinion at discourse lev	vel on a growing	range of gen	eral and		
	curricular topics.	υ υ	, , ,			
	_	Use formal and informal registers in their talk on a limited range of				
	general and curricular topics					
Previous lear	<b>rning</b> Unit revision					
	Plan					
Planned	Planned activities	Learners'	Evaluation	Recourses		
timings		activities				
Begining	ORGANIZATION MOMENT					
2min	1.Greeting					
	2. Lesson objective					
Middle	LISTENING	Listen to the	Individual	Tapescript 1.		
35 min	Task. Listen to the interview with Mike	interview	avaluation			
	and Kim Black and write NO MORE	and write				
	THAN THREE missing words. You will					
	listen to the recording twice. CD3.	words				
	Example: Mike and Kim Black are from					
	the British band 'Bad Day'.					
	1. Mike and Kim live in the flat					
	of London.					
	2. Mike likes London but he thinks it is					
	3. They listen to a lot of					
	4. Mike and Kim like to					
	in their free time.					
	5. They watch TV a lot but they do not g	О				
	to the 6. Kim's brother is in the band					
1		1	i			

	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?	Learners the article about mobile phones and do the tasks		
	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.	Learners answer all the questions with appropriate details		
	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.	Learners discuss with your partner		
End 3min	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		Self- assessment	

LESSON 29 School: Stavropolka Secondary So Unit 2: Communication and Technology			ka Secondary School
Date:		Teacher name: Ro	gova V.V.
Grade: 7		Number present:	Number absent:
Theme of the lesson:	Unit revision		

	the end of	the lesson.				
	_	ension what they are to achiev	e by instructions			
	the less	•	their follow the			
	_	ous lesson? tells the students the objective	es of Learners			
	_	cific vocabulary did we practice	e at			
topic.		'C' 1 1 1' 1		evaluation		
15 min		sks students to remind about th	e	Verbal		
Begining	Leading-	in stage	Greeting			
Planned timings		Planned activities	Learners' activities	Evaluation	Recourse	
	<u> </u>	Plan			l D	
Previous lea	rning	Summative control work for the	ie 1 <sup>st</sup> term			
		-analyze the most impressive adverts, presenting 2-3 facts				
		support				
		<ul> <li>help others in organizing and structuralizing a project</li> <li>write adverts about your own invention and present to peers without</li> </ul>				
		Some learners will be able to:				
		minimum support				
		- write adverts about your own invention and present to peers with				
		- identify the most powerful inventions				
		Most learners will be able to: - contribute to the group activity within their skills and competence				
		Support  Most loomors will be able to				
		- write adverts about your own	n invention and pr	esent to peers v	with some	
		- identify the most powerful in	-	_		
Tesson anle	CHYES	- contribute to the group activ	ity within their ski	ills and compet	ence	
Lesson obje	octivos	in familiar general and curricular All learners will be able to:	nar topics			
		necessary by examples and re		l range of writt	en genres	
		7.W5 develop with some supp	ort coherent argui	ments supporte		
		a growing range of general to	_	•	tuin uoout	
		priorities and plans for comple 7.S7 use appropriate subject-s	•		talk about	
		7.S5 keep interaction with pee			se	
		a range of general and curricu	•			
		7.L5 recognise the opinion of	•			
	bjective	7.C4 evaluate and respond con 7.C7 develop and sustain a co	•			

Make an argument and evolve reasoning

Identify the position of speakers in an

while speaking;

	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;		
	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.  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?	Learners	Mutual avaluation
Middle 20 min	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.	Learners write the first draft of their advert in class. Edit and proofread drafts of peers.	Individual avaluation
	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		
End 5 min	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		Self- assessment

Module 2. Communication and		School: «Baldauren» Repablican Educational and		
Technology.		health centre		
Date:		Teacher name: Taszhanova	Tursinai	
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	Means of Communi	ication		
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	<u> </u>		
Plan				

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining	Organization moment.			Cards with
5 min	Greeting. Wishes for each other success.			wishes
	Warm up .			
	Group division			
	<b>Assessment:</b> uses the geometric figures:			
	square(for full answers), and triangle( for			
	1-2 answers)			
Middle	<b>Pre-reading task.</b> Teacher asks the			colorful cards
35 min	questions about the time machine			
	1 What is it?			
	2. Do we use it in our country?			interactive
	3. In what country do we use it more?			board
	4. What do you think is it necessary and why?			collection of texts by
	Today we will talk about the time			internet
	machine, before reading the text let's			resource
	play a game.			
	Memory game. Pre –teaching			
	vocabulary task.			
	The teacher shows the pictures and	Learners guess		List of
	explains with gestures .	the word then		questions
	time machines, imaginary machine,	teacher mix the	Verbal	

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	mysterious, dimensions	pictures the	evaluation	
	self-adjusting, imagination,	learners take any		
	Collaborative learning.	picture and say		
	While reading task.	again all the		
	Look at the interactive board, listen to the	words.		
	text about the time machine. Time	W 01 000		
	traveler story about Alice and Anton I	Learners listen to		
	•	the text and find		
	divided the text into several parts, each			
	team must collect these parts and say the	new words		. 1
	beginning, the middle and the end of the	and other parts of		posters and
	text.	the text by	Mutual	markers
	Active learning.	listening to the	avaluatio	
	Read the story one by one.	text		
	Answer the questions.			
	1 What does the Time Traveler think of			
	Alice?	Learners read the		
	2 What does the Antony look like?	story and answer		
	3 Why does the Time Traveler go down	the questions.		
	the well?	are questions.		
	4 Why are the Eliot afraid of the Antony?			
	5. What do you think happens in the			
	extract?			
	Active learning.			
	Post reading task.			
	Think about: <i>place, time, people, work)</i> –	Draw your own		
	what happened there. Present your	time machine,		
	description	then decide what		
		period of history		
		you would visit.		
			7 1 1 1	
			Individual	
			avaluation	
End	Feedback		Self-	
5 min	The results of the lesson can be summed		assessment	
	up on the "Tree of Success". After the			
	lesson, the children attach a fruit, a			
	flower or a leaf to the tree (a poster is			
	drawn): an apple - everything worked			
	out, the flower worked well, but			
	something did not quite work out, the			
	leaflet did not work today, but I do not			
	despair			
	despan			
	G. C. H.			
	Saying goodbye			
	•		•	

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			ı				
Module 2. Communication and Technology				ol: «Baldauren» R n centre	epabli	can Educa	tional and
Date:			Teach	ner name: Taszhar	nova T	`ursinai	
Grade: 7			Numl	er present:		Number	absent:
Theme of the lo	esson:	Greeting from planet	Earth				
Learning object	etives	7.C7 develop and susta		_			O
		7.R9 recognise inconsi range of general and co		_	ort, sir	npie texts (	on a limited
		7.UE3 use a growing v			tives a	nd adjectiv	es as narticinles
		7.L5 recognise the opin	-			-	
		of general and curricul		<u>-</u>	11		C
Lesson objectiv	ves	Learners will be able					
<b>y</b>			guess the topic of the lesson;				
			cific information and detail while watching video;				
		*	ntence level on classmates' presentation;				
~			ion and non-fiction literature is.				
Criteria		Learners can:	ning of the text, recognize the active vocabulary				
			he text, using the active vocabulary				
			the active vocabularies from the text				
Previous learn	ing	Learners read non-fic					iguages
Plan							
Planned	Planned	activities		Learners'	Eva	aluation	Resources
timings				activities			
Begining	GREETI	NGS					Stickers
10 min	Teacher	greets learners and					
	_	lates the class. Then, tea					
		t stickers and asks learn	ers to				
write a compliment to a peer.							
	Lead-in:						
Learners look at the slide and in partry to solve the rebus in order to g		-	Learners will				
the topic of the lesson. Learn solve the rebus and find out t				guess that they			PPP
				will read and	Mutu		
	of the les		· •	discuss different	avalı	iatio	
	Then tea	cher asks learners what	they	books, learn			
		g to learn today. Then tea		about famous			
	and learn	ers set the lesson object	ives	authors.			

	together.			
Middle 30 min	Greetings from Planet Earth  Check theese words  Human race, space exploration,launch,spacecraft, mission,transmit, inhabitant, golden, time capsule, represent, while.	Learners should say that these are different books, but the role of teacher is to encourage them to understand what fiction and nonfiction literature is.	Verbal evaluation	Pictures for puzzle group division
	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". Group project "You are the Teacher", 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 (Teacher should cut the pictures to make puzzles beforehand.)  Group A focuses on fiction literature and should make a presentation to explain it to their classmates.  Group B investigates non-fiction literature.	Learners walk around the classroom and collect puzzle pieces.	Individual avaluation	Appendix 1
End 5 min	REFLECTION If necessary, teacher explains to learners the structure of a cinquain and gives a sample	Learners create a cinquain poem with the word "reading" or "book" or any word related to	Self- assessment	
	Saying goodbye	the topic of the		

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

Criteria		Learners have met the learning objective if they can: respect different points of view;				
		understand supported narratives	_			
<b>.</b>	•	give an opinion on some extend				
Previous lear	rning	Learners read non-fiction bool	ks in Kazakh, Englis	h, Russian langu	iages	
Plan						
Planned timings	Planned a	activities	Learners' activities	Evaluation	Resources	
Begining 10 min	Organization moment Teacher greets students; students respond to greeting and take their places. Lead up The teacher writes five questions on the board, all of which are yes/no questions.		Learners find a partner and ask/answer one question.			
	Task 1. Can / is able to  Ability in the present He can / is able to speak Spanish fluently  Opportunity to do something. We can sit outside if you like.  Task 2. Read the text and put the sentences in the right		Students listen to the short story of the novel "Oliver Twist"		Whole group work	
	1 c 1 c 1 c 1 c 1 c 1 c 1 c 1 c 1 c 1 c	can	Learners answer the questions according to the text.		Cards with the words	

	<ol> <li>When you (see)         Tom,tell him to call me.</li> <li>Lets wait until she        (telephone).</li> <li>We will start the game as         soon as Rory (arrive).</li> <li>He will call us when he        </li> </ol>	Learners read the text and put the sentences in the right chronological order  Learners make up a presentation	Verbal evaluation  Mutual avaluatio
			Individual avaluation
End 5 min	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:  Saying goodbye		Self- assessment

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

Criteria Previous learning		Link comments with some flexibility answers Write the sentences using the grammar of Past Simple Use a growing variety of compound and participle adjectives			
		Summarizing the chosen books			
Plan		l			
Planned timings	Planned acti	vities	Learners' activities	Evaluation	Resources
Begining 10 min			Learners of the group take the cards with the questions, find flexibility answers	Mutual avaluation	
			Learners describe the pictures Make up sentences, use the verbs in the Past Simple. Learners put the compound and participle adjectives into the gaps.	Verbal evaluation	
	more	Sha lays told these stories in a way. ired the plays of		Individual avaluation	

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

Module 2. Communicati Technology	on and	School: «Baldauren» Repablican Educational and health centre			
Date:		Teacher name: Taszhanova Tu	rsinai		
Grade: 7		Number present:	Number absent:		
Theme of the lesson: Computers					

7.C8 develop intercultural awareness through reading and discussion 7.L8 understand supported narratives on a wide range of general and curricular 7.S8 recount some extended stories and events on a growing range of general curricular topics 7.UE15 use infinitive forms after a limited number of verbs and adjectives; u forms after a limited variety of verbs and prepositions on a growing range of general and curricular topics 7L3 understand with some support most of the detail of an argument in extend a limited range of general and curriculum topics					es; use gerund ge of familiar
All the leaners will be able to: Say at least 5-6 simple sentences using new vocabulary Most learners will be able to: Read and understand text Give an opinion at discourse level Answer the simple questions according to the theme Some learners will be able to:					
Criteria		Learners have met the learning object speak and listen, solve problems crea Use a variety of simple perfect forms Understand with some support most of Respect each other' point of view	tive (R1) if they	ively in groups	
Previous learning Summarizing the chosen books					
		Plan			
Planned timings		l activities	Learners' activities	Evaluation	Resources
	GREET	TING.			

I lan					
Planned timings	Planned activities	Learners' activities	Evaluation	Resources	
Beginning 5 mins	GREETING.  Warm up activity:  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	Mutual avaluatio	hhh://www.y outube.com/ watch.	

Middle 30 min	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).  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	Learners match the words and their definitions  Learners complete the sentences which programme you would choose if you want to see.	Verbal evaluation  Individual avaluation	Flashcards
	a religious programme a cartoon I'd like to see I want to see I would choose I prefer watching			
End 10 min	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.		Self- assessment	Use traffic light pictures
	Good bye song			

Module 2. Communication and Technology			School: «Baldauren» Repablican Educational and health centre			health centre	
Date:			Teacher name: Taszhanova Tursinai				
Grade: 7			Number present:		Number	absent:	
Theme of the lesson: Giving advice		(should / should not )		<u> </u>			
7.L8 understand 7.S8 recount sor curricular topics 7.UE15 use infir			initive forms after a lim mited variety of verbs a	on a wide range of d events on a grow ited number of v	f general and cur wing range of ge erbs and adjective	neral and ves; use gerund	
Lesson objectives  Lesson objectives  Most learners Write with mode curricular topic organise and precount some extopics with some some learners Write with mode curricular topic organise and precount some extopics with some learners Write with mode curricular topic recount some extopics with no communicate necount some extopics with necount some extopic som			derate grammatical accurate with support; attended stories and every port.  will be able to: derate grammatical accurate with some support; attended stories and every extended stories and every every event information clear attended stories and every every event grammatical accurate grammatical accurate with no or little support attended stories and every event ev	nts on a growing a tracy on a limited by to others; nts on a growing a tracy on a limited ort; nts on a growing ance and discourse	range of general range of familia range of familia range of general	and curricular ar general and and curricular and curricular and curricular	
speak and listen, sol Use a variety of sim			net the learning objective (R1) if they n, solve problems creatively and cooperatively in groups f simple perfect forms h some support most of an argument ther' point of view				
Previous le	arning	Summarizing t	he chosen books				
DI '			Plan				
Planned timings	Planned ac	tivities		Learners' activities	Evaluation	Resources	
Beginning 5 mins		ays to the learners	ss. How are you?				

		1	1	
	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".			
	Lead-in Learners listen to and sing "Visualize" song. Pre-	Learners write	Verbal evaluation	
	teach the word alive . You can ask your learners to	and make a		
	make a dictionary race, so the first one who finds it	picture of your		
	(alive) in the dictionary takes the prize (optional) or introduce it by yourself.	visualization		
	The teacher reveals the objectives of the lesson	Present your		
	Today you will:	visualization to		
	Writing	the classmates		
	Pre-writing stage			
	The teacher asks learners if they liked the stories			
	they read. What was special about them?	Learners		
	Writing	should		
	Learners study the criteria for the writing task:	visualize a		
	Picture – 1 point	character/the	Mutual	
	Grammar (use should / should not ) –	whole story	avaluatio	
	Task 1. Imagine you are an ICT teacher. Use	that they liked most from the		
	these phrases to tell the class how to use the	books they		
	Internet safely. Use should / should not	read		
	internet safety. Ose should / should not	Touc		
	Speaking Criteria: Listening Listen and match the people to the activity for which they most often use their computer.  1 Brendan 2 Emily 3 Alan 4 Mum	Learners should present their visualization in front of the class		
	5 Dad		Individual	
			avaluation	
End	REFLECTION Learners write a cinquain poem about a			
5 mins	character/book.		Self- assessment	Use traffic light pictures.
	Good bye song			fight pictures.

Module 2. Communication and Technolagy School: «Baldauren» Repablican Educational and					health centre
Date:		Teacher name: Tas	zhanova Tursina	ai	
Grade: 7		Number present:		Number abser	nt:
Theme of the lesson:	Giving instructio	_		- ,	
Learning objectives	7.C3 respect differing points of view 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.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics 7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics 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 7.S3 give an opinion at discourse level on a growing range of general and curricular topics				o unexpected of familiar and unfinished
Lesson objectives	give an opinion as support; do the mateacher's support; Most learners with understand with son Reality TV showith little or no to new words) with Some learners was understand the magive an opinion as	imited support the main tentence level on the natching activities (type in the same support the main ows; give an opinion a peacher's support; do the little or no teacher's support.	points and some at sentence level on the matching activity apport;  letails of extended topic of TV programs and some at sentence level on the matching activity apport;	of the details of the topic of Truies (types of products) at talk on Reality grams with no teasured to the topic of the to	or teacher's ith peers or extended talk V programs ograms and TV shows; acher's

Criteria		Learners share and compare popula	r TV programs in K	Cazakhstan and ot	her cultures
Previous lea	arning	Reading for Pleasure			
		Plan			
Planned timings	Planned ac	ctivities	Learners' activities	Evaluation	Resources
	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.  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.  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.  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		Learners do a mind map in their copybooks or write them on the board	Verbal evaluation	
Beginning 10 mins			Learners follow the instructions	Mutual avaluatio	PPT
Middle 30 min			Learners discuss the questions  Learnersw choose true or false statements	Individual avaluation	
	Learners se definitions, them, later learners ma translations		Learners match the definitions		
End 5 mins		re given sticky papers to write their the lesson, they should write WOW		Self- assessment	

O – how often; W –why they like it;		
Good bye song		

Module 2.		School: «Baldauren» Repablican Educational and health centre			
Date:		Teacher name: Taszhanova	Tursinai		
Grade: 7		Number present:	Number absent:		
Theme of the lesson: World Forum					
Learning objectives	groups 7.S5 keep interact completing classification 7.S8 recount some curricular topics 7.R3 understand curricular topics,	some extended stories and events on a growing range of general and pics and the detail of an argument on a growing range of familiar general and pics, including some extended texts imited range of extended fiction and non-fiction texts on familiar and some			
Lesson objectives	All learners will be able to: Read and understand the meaning of the topic  Most learners will be able to: Make a conversation to each other according to the topics  Some learners will be able to: Briefly describe the content of the text				
Criteria	<ul> <li>Student understands the detail of general and curricular topics, includin extended texts</li> <li>Gives an opinion about general and curricular topics</li> <li>Discusses some problems in small groups</li> </ul>		icular topics		

Previous lear	rning Focusing on TV programmes and file	11118		
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 7 min	GREETING The teacher and students greet each other.  Lead-up: Look at the blackboard. You can see different pictures, different quotations by famous people. Can you guess what the subject of our today's lesson is. What are we going to speak about?  Task 1. Work in pairs:	Learners answer	Verhal	
Middle 30 min	Task 1. Work in pairs:  T: How do you usually watch films: on TV, on DVD or at the cinema? How often do you go to the cinema?  T; Imagine that you are going to the cinema tonight. Choose the film you and your friend would like to see. Use the phrases on your cards and act out the dialogues.  Pre-reading task: Who is this boy? Do you guess whom there will be a text today? Do you like the film "Harry Potter?" Did you watch all series? Was the film interesting for you? Task 2: read and translate the text "Harry Potter and the Philosopher's Stone." Task 3: Find the right answer "True or false" The first part of the book series about the adventures of young girl Germeona. "Harry Potter and the Philosopher's Stone" - is only the first part of a great story. The film was shot by Chris Columbus. The story is about the girl Germeona. Harry Potter was invited to study at Hogwarts School of Wizardry. Potter's friend was Volde Mort. Task 4: Answer the questions: How the school of magic was called where have invited Harry? How called the wizard who tried to kill Harry in the childhood? Who was the best Harry's friend? Who delivered letters? what professor did help Volon de Mort? What game should they play to get to the	Learners tell about their visit to the cinema.  Learners read and translate the text Learners find the right answer "True or false"  Learners answer the questions	Verbal evaluation  Mutual avaluatio  Individual avaluation	Text  https:/www.outube.com/urtleday.comsolar systemlesson for kids

End 8 min	REFLECTION <u>Underline the suitable word:</u> 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.)	Self-assessment	
	Good bye song		

Module 2. Communication and Technology  Date:		School: «Baldauren» Repablican Educational and health centre		
		Teacher name: Taszhanova	a Tursinai	
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	The industrial re	evolution	L	
Learning objectives  7.C3 Respect differing points of view 7.S5 Keep interaction with peers to negotiate, agree and organize priorit for completing classroom tasks 7.UE7 Use a variety of simple perfect forms to express recent, indefinite past on a range of familiar general and curricular topics  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 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 mi 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;		express recent, indefinite and unfinished ar topics  ment and media (genres)";  rith no more than two or three mistakes;  ment and media (genres)";  rith no more than two mistakes;  ment and media (genres)";		
Criteria	Learn new words media (films)";	s connected with the film genre	es, new words "Entertainment and	

	Describe the film genres using the new vocabulary.
Previous learning	Film reviews

	Plar			
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 10 mins	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.  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 do them on the whiteboard.	answers to the given questions.	Mutual avaluation	https://www.youtube.com/watch?v=r620iOdP3pA
Middle 30 min	Vocabulary practice: Give the vocabulary connected with the top of the lesson. Learners should 1) think about the headings to the words; 2) put them in the boxes under these headings. Learners work groups. Then, they exchange their ideas in groups (peer-assessment).  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, the achieve the goal (Level 2);  If learners get 3 right sentences out of 5, the 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.	in instructions ee in the instructions the instructions the instructions	Individual avaluation	https://youtube /fyCmFYQJ_7 k online video "A movie genre"

G   g   ti   1   c   ti   d	tive the re the lesson: ) What di 2) What so the lesson't Learners so	earners the stickers flection according d you learn during kills did you try to? hould write three blesson, and one means the stickers.	to the content of the lesson? develop during the develop during		Self- asses	ssment	
	Good bye						
Module 2. Com	municati	on and	School: «Baldau	ren» Repablican			
Technology	mumcau	on anu		тен// Керависан	l.		
Date:			Teacher name:		1		
Grade: 7		Number present: Number absent:				sent:	
Theme of the lesson: $A for - and - against A for - aga$		iinst essay					
7L2 understand v limited range of g 7S3give an opini topics. 7S6 begin to link			estain a consistent a with little support of general and curricular on at discourse level comments with so of pairs, group and v	most specific info llar topics. el on a growing ra ome flexibility to v	rmatic	on in extend	ed talk on a d curricular

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				

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning	GREETING			
7 minutes	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	Learners do the		
25111	Spider man and so on	task		_
Middle	Task1 Students listen to the words and	Learners guess		
30 minutes	identify what topic they belong to? According	theme of the	Verbal	
	to these words can you guess what is our	lesson	evaluation	
	theme?			
	documentary, soap opera, drama show			pictures
	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 <b>Task2.</b> Answer the questions	Learners answer		
	1.Do you watch films?	the questions		
	2. How often do you watch films?	the questions		
	3. What film genres do you like to watch?		1	
	4. What film genres do you know?		Mutual avaluatio	
	Task 3	Learners make		
	Students listen the description of three genres	up a description		
	of films, discuss in groups and give your	of one genre		
	ideas.	they want, using	Individual	
	a) It can last for months and even years, the	the model in	avaluation	
	action is the rather slow. If you miss one	task 3		
	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			

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

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

Theme of the lesson:	Mobile manners
Learning objectives	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.
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	Reading and talking about film genres
DI	

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning	GREETING			PowerPoint
7 minutes	Lead-in:			presentation
	Teacher greets learners and sets			slides 1-7
	environmentally-friendly atmosphere within			
	the classroom.			
	Pre-teaching activity	Learners guess		PowerPoint
	Teacher displays pictures one by one asking	the movie		
	learners to guess the movie genre on the screen.	genre on the		
	Teacher tells the learners that it was a short	screen.		
	revision and today's lesson is the continuation			
	of the previous lesson.			
Middle	Brainstorming	Learners watch	Verbal	
30 minutes	Teacher reads one movie riddle and let	a video as an	evaluation	
	learners guess it.	answer of the		presentation
	* It's a fantasy movie. It takes place in a world	riddle.		slide 8
	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.			
	Learners' possible answer: It's the Lord of the			Appendix
	Rings.			
	Presentation: Useful language	Learners work		
	I tell the learners that I'm going to write some	in pairs using		
	expressions on the board. I tell them that they	the speaking		
	don't have to write anything down because I've	cards.	Mutual	

End	already written the language in a worksheet that I'm going to handout shortly.  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 Practice: Useful language  Can anybody name a movie that takes place in space? What's a movie starring Ewan McGregor?  What is Troy about?  In the end, what happens in Lord of the Rings?  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.  Asking higher order questions according to Bloom's taxonomy.  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.	Learners answer higher order questions according to Bloom's taxonomy	Individual avaluation	
End	FEEDBACK		Self-assessment	
8 minutes	Teacher summarizes the whole lesson and gives feedback on the mistakes that learners			
3 minutes	had and comments on the learners'			
	achievements.			
	Teacher evaluates each learner individually.			
	Saying goodbye			

Unit 6: Ente	ertainment ai	nd Media	School:			
Date:		Teacher name:				
Grade: 7			Number present:		Number abs	ent•
Theme of th	e lesson:	Reading and talk	ting about film genres	<u> </u>	rumber abs	
			g y g			
7L2 understand limited range of 7S3give an opin topics.		7L2 understand valimited range of 7S3give an opinitopics.	ustain a consistent argument when speaking or writing. with little support most specific information in extended talk on a general and curricular topics. ion at discourse level on a growing range of general and curricular k comments with some flexibility to what others say at sentences and			
Lesson obje	ctives	All learners will	<u> </u>	ole class exchange	· · · · · · · · · · · · · · · · · · ·	
Lesson objectives		describe photos of Most learners w Make basic perso Some learners v	Pronounce and understand the key words and phrases: I like /don't likebecause; describe photos of actors and actresses  Most learners will be able to:  Make basic personal statements about films:  Some learners will be able to:			
Criteria			oups which films are worth to be seeing.  n about films when speaking and writing			
understar in extend giving an Discuss i		in extended talk giving an opinion Discuss in pair o	ith little support most  n at discourse level on  r groups films and ma  ing about film genres	growing range of	general and cu	_
Previous lea Plan	n mng	Reading and tark	about IIIII genies			
	DI I	4* *4*		т 1	T 1 4.	l D
Planned timings	Planned ac	cuviues		Learners' activities	Evaluation	Resources
Beginning 7 minutes	greeting and Brainstorr Teacher asl  Wh  Wh  Wh  Wh  Are	eets students; stude d take their places. ming questions. M ks learners: at is the film genre at film genres do y at film genre is like at are your favouri	find map.  2?  2.  2.  2.  3.  4.  4.  5.  6.  6.  6.  6.  6.  7.  6.  6.  6.  6	Learners	Verbal evaluation	
Middle 30 minutes	Favorite he Teacher stic	e <b>roes</b> eks cards with a pic	cture of film stars on	Learners guess the hero	Mutual	Cards, Pictures,
		some pupils so the estions to guess wh	ey can't see them and no is the hero.		avaluatio	Photos.

	Vocabulary work.(English-English)	Learners		
	1. Plotthe story of a book, film, play	introduce		
	2. Scenario—a written outline of a film, novel, or	vocabulary		
	stage work giving details of the plot and	vocabulary		
	individual scenes			
	3. Budget –to show how to spend or to earn			
	money  4 Special effects are illusions on			
	4. Special effects special effects are illusions on			
	visual tricks used in the film, TV, theatre, video,			
	game			
	5. Genrea 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			
	Task 1.Pair work: Discuss with your partners	Learners give		
	films like or don't like.	an information		
		about films	Individual	
	Ex; My favorite film is because  I like the film because	he/she likes	avaluation	
			avaiuaiion	
	I don't like the film because	(doesn`t like)		
	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			http//kino24.
	considered as the National Property?			kz
	considered as the National Property:			KZ
	Descriptors:	Learners		
	Define the genre of the filmName and describe the	define the		
	main heroes	genre of the		
	Say some words about the plot of the film.	filmName and		
	Why is this film considered as the National	describe the		
	Property?	main heroes		
	• •		G 10	
End	FEEDBACK		Self-	
0	S-T "Star alley"		assessment	
8 minutes	T-S "Oscar"			
	Homework: to maf your favoutite ke a plan of film			
	genre			
	Saying goodbye			

Unit 6: Entertainment and Media	School:	
Date:	Teacher name:	
Grade: 7	Number present:	Number absent:
Theme of the lesson: Structure and co	riteria for a good film review	·

Learning objectives	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.			
Lesson objectives	All learners will be able to:			
	<ul> <li>Use present perfect and present simple tenses with no more than two or three mistakes;</li> <li>Use no more than 2-3phrases to express the opinion about the film.</li> </ul>			
	Most learners will be able to:			
	<ul> <li>Use present perfect and present simple tenses with no more than two mistakes;</li> <li>Use no more than 3-4phrases to express the opinion about the film.</li> </ul>			
	Some learners will be able to:			
	<ul> <li>Use present perfect and present simple tenses with no mistakes;</li> </ul>			
	Use 5-6 phrases to express the opinion about the film.			
<b>Previous learning</b>	Structure and criteria for a good film review			

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 10 minutes	GREETING Lead-in: 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. 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)	Learners can work in groups discussing the answers to the given questions.	Verbal evaluation	
Middle 30 minutes	The main part of the lesson 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-	Learners learn new words connected with the film genres, new words "Entertainment and media (films)"	Mutual avaluatio	

	assessment).  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.	Describe the film genres using the new vocabulary.	Individual avaluation	
End	Reflection Give the learners the stickers where they		Self-assessment	
5 minutes	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.  Home task:  Learn the film genres by heart. Prepare			
	the description of one film genre you like most of all.  Saying goodbye			

Unit 6: Entertainment and Media		School:		
Date: Grade: 7		Teacher name:		
		Number present:	Number absent:	
Theme of the lesson:	Structure and criteria for a good film review			
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			
		ce familiar words and expressions intelligibly		
		oductions and requests in basic in		
	7.UE11 use the	re is / there are to make short sta	tements and ask questions	

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	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

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 10 minutes	The teacher greets students; students respond to greeting and take their places.  Lead-up: Now we'll watch some episodes of different films. You should: 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	Verbal evaluation	Video material
Middle 30 minutes	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"  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?  Descriptor:  1. Answer the questions using internet with some or no support.  2. Pronounce all responses clearly  3. Reply correctly	Learners answer the given questions using internet.	Individual avaluation	Cards with heroes from the films

	Assessment Group of I	sents your story to	ring stick xonomy): presenting. have just done). ivided into two ith pirate Jack	Each group describes their films with some or no support.  Learners put cards with pirate Jack	Mutual avaluatio	Copies with questions	
	2. Group C	of Dumoledore		Sparrow and wizard Dumbledore.			
End	FEEDBA	CK:		Zamorodoro.	Self-		
		complete the bubble	e by answering the		assessment		
5 minutes	questions.	-	,				
	Home task favourite r		about your				
Unit 6: Enter			School:			-	
Date:			Teacher name:				
G 1 -					1		
Grade: 7			Number present:		Number absent:		
Theme of the	e lesson:	Writing a review	ew about a film for a school magazine or e-zine				
slowly and distinctly 7.S1 make basic person 7.S3 pronounce familia 7.S6 make introduction		ort basic instructions for a limited range of classroom routines spoken etly bersonal statements about people, objects and classroom routines amiliar words and expressions intelligibly actions and requests in basic interactions with others is / there are to make short statements and ask questions					
Lesson objec	etives	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			Express their opinion about the given film speaking and writing.  1. Discuss partners' opinion working in group, pair and whole class.				
Criteria		<ol> <li>Discuss partners' opinion working in group, pair and whole class.</li> <li>Write a film review with some support style.</li> </ol>					
		3. Express their opinion about the theme speaking and writing.					
<b>D</b> • •	•						
Previous lear	rning	Structure and crit	teria for a good film	review			

Plan					
Planned timings	Planned activities	Learners' activities	Evaluation	Resources	
Beginning	GREETING				
10 minutes	Lead-up:				
	Now we'll watch some episodes of different				
	films. You should:			Video	
	1 name the movie in English			material	
	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?				
Middle 30	Write a plan of a film review with some or	Learners	Verbal	Cards with	
minutes	no support. Present the plan clearly and	write a plan	evaluation	tasks	
	correctly.	of a film			
	Group 1 write a plan using the text of review	review with			
	"The title of the film is <i>The Fellowship of the</i>	some or no			
	Rings. It is a fantasy film. It is based on the	support.			
	famous book <i>The Lord of the Rings</i> .				
	This fantasy film is directed by Peter Jackson.				
	The main parts are played by Elijah Wood and	Present the			
	Ian McKellen. The acting is exciting.				
	The action takes place in Middle Earth. It is a place where hobbits, humans, elves live.	plan clearly	Mutual		
	The movie centres on the adventures of hobbit	and correctly.	avaluatio		
	Frodo, magician Gandalf and their friends.				
	The film is packed with special effects.				
	I was excited to see this fantasy film. It is				
	extremely interesting and thrilling.				
	I recommend to see this film to everybody who				
	like adventures."				
	Group 2 puts the plan in logical line.				
	The type of the film				
	The place				
	The title				
	The director				
	Your opinion				
	The characters				
	The time	Both groups		Cards with	
	The main idea	present their		tasks	
	The actors	plans and		tasks	
	Match the phrases with the plan	compare.			
	The plan Some expressions				
	for a film review	Lagrage			
	The title The action takes place in	Learners match the			
	The type of the film The action takes place				
	during The director I recommend this film to	phrases with	7 1 1 1		
	those who like The actors The film is packed	the plan	Individual		
	with special effects. The place I like (am fond		avaluation	1	

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

<b>Unit 6: Entertainment and Media</b>		School:		
Date:		Teacher name:		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	Writing a revie	w about a film for a school maga	zine or e-zine	
Learning objectives	7.L2 Understan	d with little support most specific	information in	
	extended talk o	n a limited range of general and cu	arricular 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 c	urricular topics	
Lesson objectives	All learners wi	will be able to:		
v	Understand the	the opinion of others, working with whole class, in groups and pairs		
	Most learners will be able to:			
	Write a film rev	Write a film review with some support style.		
	Some learners	Some learners will be able to:		
	Express their of	opinion about the given film speaking and writing.		
Criteria	Identify facts an	nd details in extended talks with li	ttle support	
	•	e ability to write grammatically co	* *	
Write a text keeping appropriate format and plan of a given genre			of a given genre	
Previous learning	Writing a review	eview about a film for a school magazine or e-zine		
Plan	<b>'</b>			

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning	GREETING			
10 minutes	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.			
Middle 30 minutes	Method "Brainstorming" What do you think the video will be about? 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.	Work with a partner. Look at the pictures and describe them.	Verbal evaluation	Pictures
	Before listening teacher discusses the assessment criteria together with the learners:  Recognise particular information and details while listening  11 questions out of 14 should be done correctly (85 %)  Then they listen for the first time and match the speaker to the genre of film.  They listen twice.	Learners listen for the first time and match the speaker to the genre of film.	Mutual avaluatio	
	WRITING Write a short newspaper note about your favourite movies. 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:	Learners write a short newspaper note about your favourite movies.	Individual avaluation	
	<ol> <li>What is the title of the film?</li> <li>What genre is it?</li> <li>What is it about?</li> <li>Where and when is the film set?</li> <li>Who are stars in the film?</li> <li>Why do you recommend this film?</li> <li>For the writing task learners get maximum 4 points.</li> </ol>			
End 5 minutes	Feedback Feedback. The teacher gives comments		Self- assessment	
5 minutes	about learners work and awards learner. Students will choose one and put on the board their stickers.  Home task: to revise topical vocabulary on the unit "Entertainment and media".			

Saying goodbye		

Unit 6: Enter	rtainment a	nd Media	School:			
Date:		Teacher name:				
Grade: 7		Number present:		Number abs	sent:	
Theme of the	e lesson:	Unit revision	_			
extended talk of 7.W3 Write with of familiar gen 7.W4 Use with limited variety  Lesson objectives  All learners with Understand the Most learners		and with little support most specific information in on a limited range of general and curricular topics with moderate grammatical accuracy on a limited range eneral and curricular topics the some support style and register appropriate to a sy of written genres on general and curricular topics will be able to:  The opinion of others, working with whole class, in groups and pairs is will be able to:  The eview with some support style.				
			s will be able to: opinion about the given film speaking and writing.			
Criteria Identify facts Demonstrate t		Identify facts a Demonstrate the	and details in extended talks with little support the ability to write grammatically correct sentences on familiar topic teeping appropriate format and plan of a given genre			miliar topics
Previous lead	rning	Unit revision				
Plan						
Planned timings	Planned	activities		Learners' activities	Evaluation	Resources
Beginning 10 minutes	questions	e learners starts th	e lesson with			Video

Planned	Planned activities	Learners'	Evaluation	Resources
timings		activities		
Beginning	GREETING			Video
10 minutes	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.			
Middle	Concept checking: What should you do?			PPT
30 minutes	Assessment:	Learners		
	Group of Jack Sparrow -	write a film	Verbal	
	Group of Dumbledore -	review with	evaluation	
		some support		
	Bloom's taxonomy.	style.		
	Group of Jack Sparrow:			
	identify,match,translate and present			

	Group of Dumbledore: distinguish,			
	differentiate, analyze and present			
	Task. Write a review to the given film	ns with Learners		
	no support or some support style. Pe			
	with no support or by reading. Prese			
	story clearly and without mistakes.	given films		
	(Pair-work)	with no	Mutual	
	Group of Dumbledore (several pairs)-	write the support or	avaluatio	
	review to the given films with no support		-	
	Perform it with no support clearly and			
	mistakes.	Perform it		
	Group of Jack Sparrow (several pairs)	- write the with no		
	review to the given films with some su		,	
	Perform it by reading and clearly.	reading.		
	The title of the film is	Present your		
	It is a It is based on	story clearly		
	The film is directed by	and without		
	The main parts are played by	mistakes.		
	The film has an extremely acting.			
	The action takes place in			
	The action takes place during			
	The main characters are			
	The movie centers on			
	I like (am fond of) watching this film.			
	I recommend this film to those who lik	e		
	The film is packed with special effects.			
	Concept checking: What should you			
	Criteria: Express their opinion about t	<u>he theme</u> Learners		
	speaking and writing.	write a		
	Assessment:	review to the		
	Group of Jack Sparrow -	given films		
	Group of Dumbledore -	with no		
		support style	Individual	
	Bloom's taxonomy:	and without	avaluation	
	Group of Jack Sparrow: analyses	mistakes.	avaiuaiion	
	Group of Dumbledore: compose, crea	nte,		
	organize, collect, prepare.			
End	Feedback		Self-	
	Feedback. The teacher gives comments		assessment	
5 minutes	learners work and awards learner. Stud			
	choose one and put on the board their			
	<b>Home task</b> : Write a review about you	r favourite		
	movie			
_	Saying goodbye			
	ıral Disasters So	chool:		

Cint 7. I vacuurur Disasters	School.	
Date:	Teacher name:	
Grade: 7	Number present:	Number absent:

Theme of the lesson:	Looking at natural disasters in Kazakhstan and around the world
Learning objectives	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.L5 recognise the opinion of the speaker(s) in supported extended talk on a 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 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> <li>Practice topical vocabulary through such activities as matching and drawing dictation;</li> <li>Read the text and find the words according to the definitions;</li> </ul>
	Most learners will be able to:
	<ul> <li>Read the text and give full and grammatically correct answers to the questions;</li> </ul>
	Some learners will be able to:
	Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility;
Criteria	<ol> <li>understand the meaning of the words on topic in speech</li> <li>know and apply the vocabulary and make up sentences with it to talk about the topic</li> <li>synthesize and link sentences into coherent paragraphs to write on the topic</li> </ol>
Previous learning	Unit revision

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining	Warmer:			PPP
5 min	Disaster Dictation:			
	Instructions:			
	Tell your learners you are going to describe a	Learners		
	scene that you would like them to draw.	describe a		
	"Draw three houses on the right in the	scene that you		
	middle. Each house has four windows and a	would like		
	door. On the roof of one of the houses there	them to draw.		
	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"			
	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			

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

Unit 7: Natural Disasters  Date:		School: Teacher name:		
Theme of the lesson:	Looking at natural disasters in Kazakhstan and around the world			
Learning objectives	7.L4 understand with li limited range of genera 7.L5 recognise the opin general and curricular to 7.S7 use appropriate signeral topics, and som 7.W6 link with little or of basic connectors on	I and curricular topics aion of the speaker(s) in supp opics ubject-specific vocabulary a ne curricular topics no support, sentences into co a range of familiar general to	periences and feelings lied meaning in extended talk on a corted extended talk on a range of and syntax to talk about a range of cherent paragraphs using a variety opics and some curricular topics	
Lesson objectives	All learners will be ab		•	

	understand and use the vocabulary on the topic «Natural Disasters»				
	Most learners will be able to:				
	use appropriate vocabulary and syntax on a wide range while talking and writing about				
	the topic «Natural Disasters»				
	Some learners will be able to:				
	organize sentences into paragraphs to write about the topic «Natural Disasters»				
Criteria	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	Looking at natural disasters in Kazakhstan and around the worl				

Planned	Planned activities	Learners'	Evaluation	Resources
timings		activities		
Begining	GREETING			PPP
10 min	The teacher and students greet each other.			
10 11111	The teacher and students greet each other.  The teacher sets the goals and criteria of the			
	lesson.	Examine the		
	Lead-up:	pictures of		
	Disasters: forest fire, earthquake, volcanic	different natural		
	eruption, flooding, tornado	disasters and		
	Listen to the definitions and guess a word and	their mixed		
	an appropriate picture.	names on a		
	Definitions:	slide.		
	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			
	Check the answers with a click and then say the			
	definitions yourself.			
Middle	Listening	Learners listen	Verbal	
30 min	Concept Checking: What should you do?	to the extracts of	evaluation	
	Extract 1 Cracks or weaknesses allow magma	the texts and		
	to rise up.	define what		
	Pressure builds up which, then, releases	disaster is		
	suddenly causing the magma to explode.	described		
	Magma that reaches the earth surface is called	proving your answer with the		
	lava. This molten lava eventually cools to form new rock.	key-words.		
	Extract 2 This natural event causes dry land	key-words.		
	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.			
	Extract 3 It is caused by the shaking of the			
	earth's surface. It happens when two blocks of	Learners define		
	11	the described		

the earth suddenly slip past one anoth			disaster while					
	break apart from each other as a result			listening to the				
	tension cau	used by prolonged energy b	ouild up.	extracts				
	Extract 4 I	t has uncontrolled spreadin	ig. It is	and name the		dividual		
	usually sta	rted out of a lightning strik	e, or	key words	av	aluation		
	people care	eless camping. They somet	imes burn					
	for days an	nd weeks. They can destroy	almost					
	every orga	nic matter in the area.						
		It appears in cumulonimbu	s clouds.					
		e a rapidly violent rotating						
		orms because of the collisio						
	warm and	cool air masses. It can caus	se lots of					
		n. It can uproot trees and ra						
		irl and drag them into its "e						
End	Reflection		- <i>j</i>		Se	lf-		
5 min		 tick the smiles to the traffic	light red			sessment		
2 mm		know the material; orange	-					
		the material; green colour						
	use the ma		1 Cuii					
		k: prepare a presentation ab	out a					
		aster in Kazakhstan	out u					
	Saying go							
Unit 7. Nati	ural Disaster	•	School:			<u> </u>		
CALLY / T.			Deliooi.					
Date:			Teacher name:					
Grade: 7			Number present: Number absent:					
Theme of th	ne lesson:	Looking at natural disa	sters in Ka	zakhstan and arou	nd t	he world		
Learning of	ojectives	_	express thoughts, ideas, experiences and feelings					
			ttle support some of the implied meaning in extended talk on a					
			ral and curricular topics					
		7.L5 recognise the opini	ion of the sp		ted e	extended talk on a range of		
		7.L5 recognise the opini general and curricular to	ion of the spopics	peaker(s) in support		_		
		7.L5 recognise the opini general and curricular to 7.S7 use appropriate sub	ion of the spopics opict-specifi	beaker(s) in support		extended talk on a range of ax to talk about a range of		
		7.L5 recognise the opini general and curricular to 7.S7 use appropriate subgeneral topics, and som	ion of the spopics opics oject-specifi ne curricular	beaker(s) in support to vocabulary and s topics	ynta	x to talk about a range of		
		7.L5 recognise the opini general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or 1.	ion of the spopics oject-specification of the specification of the speci	c vocabulary and s topics sentences into cohe	ynta eren	ax to talk about a range of t paragraphs using a variety		
		7.L5 recognise the opini general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or rof basic connectors on a	ion of the spopics bject-specification curricular curri	c vocabulary and s topics sentences into cohe	ynta eren	x to talk about a range of		
Lesson obje	ectives	7.L5 recognise the opini general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or of basic connectors on a All learners will be abl	ion of the spopics of the curricular no support, a range of falle to:	c vocabulary and s topics sentences into cohe miliar general topic	ynta eren	ax to talk about a range of t paragraphs using a variety		
Lesson obje	ectives	7.L5 recognise the opini general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or rof basic connectors on a	ion of the spopics of the curricular no support, a range of falle to:	c vocabulary and s topics sentences into cohe miliar general topic	ynta eren	ax to talk about a range of t paragraphs using a variety		
Lesson obje	ectives	7.L5 recognise the opining general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or 1 of basic connectors on a All learners will be able Match words with defining Read the text and answer.	ion of the specific opics opics opics opict-specific curricular no support, a range of falle to: itions, solver the questi	peaker(s) in support to vocabulary and s topics sentences into cohe miliar general topic e crossword;	ynta eren	ax to talk about a range of t paragraphs using a variety		
Lesson obje	ectives	7.L5 recognise the opining general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or 10 of basic connectors on a All learners will be able Match words with defining Read the text and answer Most learners will be ab	ion of the spopics of the curricular no support, a range of falle to: itions, solver the questible to:	ceaker(s) in support to vocabulary and s topics sentences into cohe miliar general topic e crossword; ons;	ynta eren cs ai	ex to talk about a range of t paragraphs using a variety and some curricular topics		
Lesson obje	ectives	7.L5 recognise the opini general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or of basic connectors on a All learners will be able Match words with defining Read the text and answer Most learners will be able Explain own point of vice	ion of the spopics of the curricular no support, a range of falle to: itions, solver the questible to: ew while spopies	ceaker(s) in support to vocabulary and s topics sentences into cohe miliar general topic e crossword; ons;	ynta eren cs ai	ex to talk about a range of t paragraphs using a variety and some curricular topics		
Lesson obje	ectives	7.L5 recognise the opining general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or 1 of basic connectors on a All learners will be able Match words with defining Read the text and answer Most learners will be able Explain own point of vice Some learners will be a	ion of the spopics opict-specific accurricular no support, a range of fall to: itions, solve er the questivate to: ew while sp able to:	ceaker(s) in support to vocabulary and sectopics sentences into cohe miliar general topic ecrossword; ons;	ynta eren es ar	ex to talk about a range of t paragraphs using a variety and some curricular topics aral disasters;		
Lesson obje	ectives	7.L5 recognise the opining general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or 1 of basic connectors on a All learners will be able Match words with defining Read the text and answer Most learners will be able Explain own point of vice Some learners will be a	ion of the spopics opict-specific accurricular no support, a range of fall to: itions, solve er the questivate to: ew while sp able to:	ceaker(s) in support to vocabulary and sectopics sentences into cohe miliar general topic ecrossword; ons;	ynta eren es ar	ex to talk about a range of t paragraphs using a variety and some curricular topics		
Lesson obje	ectives	7.L5 recognise the opining general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or rof basic connectors on a All learners will be able Match words with defining Read the text and answer Most learners will be able Explain own point of vice Some learners will be a Use critical thinking skill natural disasters;	ion of the spopics of the curricular no support, a range of falle to: itions, solver the questible to: ew while spable to: lls and a wi	beaker(s) in support to vocabulary and sectopics sentences into cohe miliar general topic e crossword; ons; beaking on topic of de range of topical	ynta eren cs ar natu	ex to talk about a range of t paragraphs using a variety and some curricular topics aral disasters;		
Lesson obje	ectives	7.L5 recognise the opining general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or 10 of basic connectors on a All learners will be able Match words with defining Read the text and answer Most learners will be able Explain own point of victions Some learners will be a Use critical thinking skill natural disasters; understand the meaning	ion of the spopics of the curricular no support, a range of falle to: itions, solver the questible to: ew while spable to: lls and a winof the word	ceaker(s) in support to vocabulary and sectopics sentences into cohe miliar general topic ecrossword; ons; teaking on topic of de range of topical	ynta eren cs ar natu voc	ax to talk about a range of t paragraphs using a variety and some curricular topics aral disasters; abulary while discussing		
	ectives	7.L5 recognise the opining general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or rof basic connectors on a All learners will be able Match words with defining Read the text and answer Most learners will be able Explain own point of vice Some learners will be a Use critical thinking skill natural disasters; understand the meaning know and apply the voca	ion of the spopics of the curricular no support, a range of falle to: itions, solver the questible to: ew while spable to: lls and a wing of the word abulary and	beaker(s) in support to vocabulary and sectopics sentences into cohe miliar general topic e crossword; ons; beaking on topic of de range of topical dis on topic in speece make up sentences	ynta eren cs ar natu voc	ax to talk about a range of t paragraphs using a variety and some curricular topics aral disasters; abulary while discussing the it to talk about the topic		
	ectives	7.L5 recognise the opining general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or 10 of basic connectors on a All learners will be able Match words with defining Read the text and answer Most learners will be able Explain own point of victions Some learners will be a Use critical thinking skill natural disasters; understand the meaning	ion of the spopics of the curricular no support, a range of falle to: itions, solver the questible to: ew while spable to: lls and a wing of the word abulary and	beaker(s) in support to vocabulary and sectopics sentences into cohe miliar general topic e crossword; ons; beaking on topic of de range of topical dis on topic in speece make up sentences	ynta eren cs ar natu voc	ax to talk about a range of t paragraphs using a variety and some curricular topics aral disasters; abulary while discussing the it to talk about the topic		
Criteria		7.L5 recognise the opining general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or rof basic connectors on a All learners will be able Match words with defining Read the text and answer Most learners will be able Explain own point of vice Some learners will be a Use critical thinking skill natural disasters; understand the meaning know and apply the vocasynthesize and link senters.	ion of the spopics of the curricular no support, a range of falle to: itions, solver the questible to: ew while spable to: lls and a will of the word abulary and ences into control of the control of th	beaker(s) in support to vocabulary and sectopics sentences into cohe miliar general topic e crossword; ons; beaking on topic of de range of topical de son topic in speece make up sentences coherent paragraphs	ynta eren ccs ar natu voc h	ax to talk about a range of t paragraphs using a variety and some curricular topics aral disasters; abulary while discussing the it to talk about the topic write on the topic		
		7.L5 recognise the opining general and curricular to 7.S7 use appropriate subgeneral topics, and som 7.W6 link with little or rof basic connectors on a All learners will be able Match words with defining Read the text and answer Most learners will be able Explain own point of vice Some learners will be a Use critical thinking skill natural disasters; understand the meaning know and apply the voca	ion of the spopics of the curricular no support, a range of falle to: itions, solver the questible to: ew while spable to: lls and a will of the word abulary and ences into control of the control of th	beaker(s) in support to vocabulary and sectopics sentences into cohe miliar general topic e crossword; ons; beaking on topic of de range of topical de son topic in speece make up sentences coherent paragraphs	ynta eren ccs ar natu voc h	ax to talk about a range of t paragraphs using a variety and some curricular topics aral disasters; abulary while discussing the it to talk about the topic write on the topic		

Plan					
Planned timings	Planned activities	Learners' activities	Evaluation	Resources	
Begining 7 min	Cabelling 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.			PPP	
Middle 30 min	Vocabulary Task 1  Teacher suggests vocabulary activity to the learners. They solve crossword:  Across:  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  Down:  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.  Vocabulary Task 2  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	Learners use the words from the crossword to complete the sentences	Individual avaluation  Mutual avaluatio		

Unit 7: Natural Disasters		School:	
	Saying goodbye		
	<b>Home task</b> : to learn the new words		
	isn't too traumatic.		
	disaster? Tell your group about your e	experience if it	
	country? Have you ever been through	·	
	What natural disasters are common in	your	
	Which is the worst?	,	
8 min	How many types of natural disaster ca	an vou name?	assessment
End	Reflection.		Self-
	looming environmental i Mexico.	in the Gull of	
	7. The US navy has been deployed to	=	
	area.	halm assess a	
	flattened more than 400 hectares of w	oodland in the	
	twister which swept through Poland y	3	
	more common in the US, have hit Eur	-	
	6. This summer a dozen		
	decade.		
	toll from China's worst se	ason in a	

Unit 7: Natural Disasters			School:			
Date:			Teacher name:			
Grade: 7			Number presen	t:	Number at	osent:
Theme of the	e lesson:	Discussion about Disaster statistics in Kazakhstan SA				
Learning obj	jectives	<ul> <li>7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics</li> <li>7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</li> <li>7.S8 recount some extended stories and events on a growing range of general and curricular topics</li> </ul>			out a range of	
Lesson objectives  All learners will be able to: understand and use the vocabulary on the topic «Natural Disasters»  Most learners will be able to: use appropriate vocabulary and syntax on a wide range while talking and w the topic «Natural Disasters»  Some learners will be able to: organize sentences into paragraphs to write about the topic «Natural Disasters)			-			
Criteria		understand the meaning know and apply the voc	uning of the words on topic in speech e vocabulary and make up sentences with it to talk about the topic e sentences into coherent paragraphs to write on the topic			
Previous lear	rning	Looking at natural disasters in Kazakhstan and around the world				
Plan		1				
Planned	Planned a	activities	,	Learners'	Evaluation	Resources

activities

Learners

Verbal

PPP

timings

Begining

GREETING

15 min	The teacher and students are at each other	listen to the	evaluation	
13 11111	The teacher and students greet each other.		evaluation	
	The teacher sets the goals and criteria of the	definitions		
	lesson.	and guess a		
	Lead-up:	word and an		
	Examine the pictures of different natural disasters	appropriate		
	and their mixed names on a slide.	picture		
	Disasters: forest fire, earthquake, volcanic			
	eruption, flooding, tornado			
	Listen to the definitions and guess a word and an			
	appropriate picture.			
	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			
	Check the answers with a click and then say the			
	definitions yourself.			
	Concept Checking: What should you do?			
	Students are assessed with points.			
	Acquired Skills: listening, speaking,			
	understanding, critical thinking, assessment			
SA	READING	Learners read	Individual	
20 min	Task 1: Read the text about tsunami.	the text about	avaluation	
	Answer the questions.	tsunami then		
	1. How high can a tsunami be?	answer the		
	2. What most often causes tsunamis?	questions.		
	3. Where do most tsunamis occur?			
	4. What are two other ways tsunamis can be			
	caused?			
	5. What is the best defense against tsunamis?			
	SPEAKING	-		
	Task 2: Work in small groups. Present ideas	Learners		
	answering the questions below.	work in small		
	1. What natural disasters are typical for your	groups.		
	country? Give examples.	Present ideas		
	2. Which one of natural disasters are you most	answering the		
	afraid of?	questions		
	3. What was the last natural disaster you saw on	below.		
	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?			
End	Feedback		Self-	
10 min	Students stick the smiles to the traffic light: red		assessment	
	colour – I know the material; orange colour – I			
		•		

understand the material; green colour – I can use		
the material.		
<b>Home task</b> : prepare a presentation about a natural		
disaster in Kazakhstan		
Saying goodbye		

Unit 7: Natural Disasters		School:		
Date:		Teacher name:		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	Discussion a	about Disaster statistics in Kazakhstan		
Learning objectives	7.S7 use app		s, ideas, experiences and feelings cabulary and syntax to talk about a range opics	
Lesson objectives	Most learne up a list of no	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		
Assessment criteria	Apply topic	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				

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 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? - identifying lesson objectives/learning objectives together with students	Learners answer the questions	Verbal evaluation	
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	Mutual avaluatio	

Date:		Teacher name:			
Unit /: Natu	rai Disasters	School:			
End 5 min  Unit 7: Natu	- what they learned - what remained unclear for them - what they need to continue working on Home task: to learn the new vocabulary Saying goodbye			Self- assessment	
	Task reading Assessment criteria: Realise particular facts and passage Convey relevant ideas, provifeedback Uses new vocabulary constructoherently  Start your speech with: The provided(given\supplied chart/bar graph/figure) depicts(illustrates\describes\information (data on/ the tree of, the numder of) earthquak Kazakhstan since 2010.  Make up a list of notices areach natural disaster.  Descriptors: Reads the articles. Presents for Effective collaborative work Speaks with sufficient topical final task. Adopt a word (Read the words. Choose one explain it to others without in Others should guess Earthquake, volcanic erup tornado, extreme cold, extra landslides	ide effective  ucting speech  d) diagram(pie  presents) the nd of/ the percentage res/floods in  d warnings for  facts correctly. for producing ideas al vocabulary  D. by outcome ) word and try to naming your word.  tion, hurricane, reme heat, floods,	Learners make up a list of notices and warnings for each natural disaster.  Learners choose one word and try to explain it to others without naming your word.	Individual avaluation	www.dixinews.kz
	Practice correct spelling and new vocabulary by writing the pictures.	±	sounds of nature.  Describe what is happening.		

Grade: 7		Number present:	Number absent:			
Theme of the lesson:	Writing a new zine	riting a newspaper article about a disaster for a school magazine or school e- ne				
Learning objectives	7.R2 understar general and cu 7.R6 recognise and curricular 7.S5 keep inte	se and present information clearly to others tand specific information and detail in texts on a range of familiar curricular topics ise the attitude or opinion of the writer on a range of unfamiliar general ar topics teraction with peers to negotiate, agree and organise priorities and plans ng classroom tasks				
Lesson objectives	Read and write Most learners Plan, write, ed Some learner	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 -Identify detai	ate an ability to organize and express clear information to peers etails of the article about Natural disaster write definition in the newspaper article structure				
Previous learning	Discussion abo	Discussion about Disaster statistics in Kazakhstan				

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 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	Individual avaluation	

	5. You should ask the reader questions in your article.  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.  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.	Learners identify how to write a magazine article	Verbal evaluation	https://www. youtube.com/ watch  Handout 2
	(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? Why? – Why did this disaster happen? What are the reasons of it? How? – How did this disaster happen?	Learners make up Wh- questions about disaster	Mutual avaluatio	
	Task 3 "At first hand" E-learning: teacher displays the video of natural disaster Active learning: acting out the role play: hot news BBC			
End 5 min	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 Home task: write a newspaper article Saying goodbye		Self- assessment	

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

	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

Planned timings	Planned activities				Learners' activities	Evaluation	Resources			
Begining 5 min	Brainstorming			Learners find 13 words in the						
	M	A	G	0	R	*	*	word search		
	N	A	A	В	0	U	T	box and make a		
	E	-	Z	I	N	E	*	sentence with		
	W	R	I	T	I	N	G	the remaining		
	S	C	H	0	0	L	*	letters guess the		
	P	D	I	S	A	S	T	title of the lesson		
	A	R	T	I	C	L	E	lesson		
	P	E	R	F	0	R	R			
Middle		ner dem						Learners watch	Verbal	
35 min		o learn						the video and	evaluation	
		ize the						give information		
		rs in th				i iearne	ers,	about disaster		
		some c				:11	4 <b>1</b>			
		inesthe								
	remen	od of <b>T</b> ]	r K by	using	zertanı	actions	s 10			
	Temen	noer.								
	Aral	Sea 198	89-201	4v				Learners read		
		ne that			rnalist	You a	re	the text about		
		to the						Aral Sea and		
		ned a d	•					answer the		
		nts and					•	questions	   Mutual	
		ged. Af			-			questions	avaluatio	
	-	bing w		•			P		avainano	
		_	_	_			ude			
	disaster affected the life in the city. Include the following information:  • Name of the city (Where did it happen?									
		was the	•							
	• Type	e of the	natura	l disas	ter that	t happe	ned			
	(What	t type o	f disas	ter wa	s it?)	-				
	• The	numbe	r of vic	etims (	Were p	eople v	warned			
	about	the dis	aster?	How n	nany pe	eople w	ere			

End	killed? How many people were injured? What was the total number of victims?)  • 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?)  Assessment criteria:  1) Write between 70-100 words.  2) Vocabulary range (words and phrases related to natural disasters).  3) Follow the structure of a newspaper article.	Self-	
5 min	Home task: Write a newspaper article about one of the natural disasters which happened in Kazakhstan. Pay attention to the structure of an article.  Assessment criteria:  The elements of the structure of a newspaper article;  80-100 words;  5-6 words specifically-related to the topic of your message; Linking words to show the coherence and cohesion of the article  Saying goodbye	assessment	

Unit 7: Natural Disasters  Date:  Grade: 7		School:  Teacher name:		
		Theme of the lesson:	Refugees an	d natural disasters
Learning objectives(s) that this lesson is contributing to	general and of 7.S5 Keep in	7.R2 Understand specific information and details in texts on a range of familiar general and curricular topics 7.S5 Keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks		
Lesson objectives	Learner give Learner's sp Learner asks	Learner uses at least 5 words on 'Natural Disasters' topic.  Learner gives a full answer to the question from the card.  Learner's speech is understandable.  Learner asks at least 2 questions.  Learner answers at least 2 peers' questions.		
Assessment criteria	• Supp	ise particular facts and parts oort a talk with peers while a ns and plans to fulfill the ta	agree, disagree and discuss the order of	

revious lear	ning	Writing a newspaper article about of zine	a disaster for a sci	hool magazine o	r school e-
an		A. Price			
Planned timings		Planned activities	Learners' activities	Evaluation	Resource
Begining 5 min	pupils and Then intro After show questions i understood 1. How do	inning of the lesson, teacher greets the divides into two groups by numbers. Induces the new theme with a video. It will be video, teacher asks some in order to know how they have the main idea of the video. It will be video? Induced of disasters were in this video?	Learners watch the video and answer the questions	Verbal evaluation	
Middle 35 min	Reading Task 1: Resentences Haiti is Example: Imagnitude 1. Most Hawhen the e 2. The Present earthquake 3. The articular million pec 4. Haiti's a of casualty 5. Most Hawhen two de 6. Haiti was 2008. Speaking Task 2: Clanswer it a conversation the class described to the class	read the text below and mark the True or False.  In Ruins After Huge Earthquake The earthquake that hit Haiti was a 16 in strength. False sitians were having their breakfast arthquake hit. Sident's palace was in ruins after the sele says Haiti's president believes 3 ople are suffering. In the sufficient sample and in the sele says Haiti's president believes 3 ople are suffering. In the sele says Haiti's president believes 3 ople are suffering. In the sele says Haiti's president believes 3 ople are suffering. In the selection of the US has a good idea of figures. So that a good idea of sigures a selection and be ready to after the teacher starts the selection. You should add your ideas to iscussion. In the topic 'Natural Disasters'. In the topic 'Natural Disasters' in the topic 'Natur	Learners read the text below and mark the sentences <i>True or False</i> .  Learners choose the question and be ready to answer it after the teacher starts the conversation.	Mutual avaluatio  Individual avaluation	

	1			T	1	Г	
	Learner'spos	sihle answer					
	_		le or a desk. Check				
	-		services to get help				
			he room. Exit the				
	_		e to the evacuation ther instructions.				
	assembly poin	nt. Wait 101 Tui	the instructions.				
			t natural disasters?				
		<u>sible preventiv</u>					
		•	a natural disaster?				
	What problen	ns do people h	ave after a natural				
	disaster?						
	Could the Inte	<u>ernet be helpfu</u>	l in case of a				
	disaster? In w	•					
			al disaster movie?				
		on, what's the	worst natural				
	disaster?						
	Why?						
End	FEEDBACK:				Self-		
5 min		plete the bubb	le by answering the		assessment		
	questions.						
	Home task:	to repeat the	words and grammar				
	themes						
	Saying goodl	bve					
Unit 7: Natur		•	School:		1	1	
Date:			Teacher name:				
				<del>,</del>			
Grade: 7			Number present:		Number absent:		
Theme of the	lesson:	Refugees and	d natural disasters				
		<i>y</i> 8					
Learning obj	ectives(s)	7.W1 plan, w	write, edit and proofread work at text level with some support on a				
that this lesso		range of gene	range of general and curricular topics				
contributing	to	7.W3 write w	.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					
			n a limited range of general and curricular topics				
			lerstand with little support some of the implied meaning in extended talk				
			ted range of general and curricular topics				
Lesson object	tives		will be able to:	1.1.11.01			
		understand specific information and detail of the text					
		•	v vocabulary of the giv	en text			
			lost learners will be able to:				
			the questions related to	the text			
			arners will be able to:				
			the topic exploring the				
Assessment c	riteria	_	cular facts and parts in		-		
			an ability to organize	-	•	-£4!- 1	
		Support a tal	k with peers while agre	ee, disagree an	a aiscuss the order	of actions and	

		plans to fulfill the tasks					
Previous lear	ning	Unit revision	Unit revision				
Plan							
Planned timings		Planned activities	Learners' activities	Evaluation	Resources		
Begining 8 min	_	inning of the lesson, teacher greets and divides into two groups by					
Middle 30 min	Reading. 9 Pre-reading What kind Why are the Task 1. Re Underline explain the What's the opinion? 'Floods' as happens we time. The limpossible A 'drough' is not enoustarve (die A 'hurricas (Pacific Oc Ocean) is a usually oce strong win 'Volcanic Lava is a t 'Earthquake released we shake viole water then beaches an travelling as A 'landslic water-lade  Task 2 Sp Activity: « Who are the Why do the	ead the text (scanning) the natural disasters and try to em with your own words. e worst natural disaster in your  re opposite to 'droughts'. A drought hen there has been no rain for a long land becomes too dry and it is e to grow any plants. t' may result in a famine where there agh food for people and they start to from not eating). ne' (Atlantic Ocean), 'typhoon' cean) or 'tropical storm' (Indian an intense thunderstorm which curs in late summer. They result in ds and heavy rain. eruptions' send red hot lava flowing. ype of liquid rock called magma. ses' occur when pressure is suddenly hich causes the ground to move and ently. If the earth quakes beneath the shock wave which reaches ad dry land causes huge waves at high speed called 'tsunamis'. de' happens when rocks and earth are in from lots of rain and slide down.  eaking pair work.  Hot- air- balloon» he refugees? he refugees move to another country? herefugees move to another country?	Learners should answer the questions.  Learners read and understand the meaning of the text.  Learners read and understand the meaning of the text.  Learners underline the natural disasters and try to explain them with their own words.  Learners speak about refugees and	Verbal evaluation  Mutual avaluatio	https://englis hlive.ef.com/ blog/english- talking- natural- disasters/		

		natural disasters by answering these questions.		
			Individual avaluation	
End	REFLECTION		Self-	
7 min	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		assessment	
	Saying goodbye			

Unit 7: Natural Disaster	asters School:				
Date:	te: Teacher name:				
Grade: 7		Number present: Number absent:			t:
Theme of the lesson:	Refugees an	Refugees and natural disasters			
Learning objectives(s) that this lesson is contributing to	written genr 7.C8 develo 7.L6 deduce	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 limiter range of general and curricular topics			on
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	1				
Planned timings Planned activities Learners' activities Evaluation			Resources		

Begining 7 min	Warm-up Then, ask learners to think of possible natural disasters which can be drawn on the worksheet. After that, learners should write 3-4 sentences to describe the natural disasters they have drawn paying attention to the questions "What? Where? When? How?".	Learners can give different variants of natural disasters.		A4 papers, markers for learners
Middle 30 min	Vocabulary practice: Give learners the task to work with the vocabulary on the natural disasters.  Differentiation of the tasks: Less able learners (Level 1) should match the types of newspapers with their Russian equivalents.  More able learners (Level 2) should match the types of newspapers with their definitions in English.  Give learners the task to read a newspaper article "Seriously powerful weather satellite put into space" and do comprehension tasks after the text according to the levels.	Learners follow the instructions	Mutual avaluatio	Worksheet 1.
	Formative assessment: Differentiation of the tasks according to the text: Less able learners (Level 1) should do the task True/False according to the sentences given in the article. They will get "Achieved" if they have 6 right answers out of 8.	Learners True/False sentences		Formative assessment task.
	More able learners (Level 2) should do the task "Synonym matching" where they should match the words from the article with their synonyms. They will get "Achieved" if they have 8 right answers out of 10.	Learners match the words from the article with their synonyms		
	Learners should read the article one more time, find out and analyse the elements of the structure of the newspaper article.  Learners can work in groups. Then, the learners present their ideas in groups. All ideas can be transferred to the whiteboard. After presenting the ideas, show learners the structure of the newspaper article. Learners should check themselves the elements of the structure (self-assessment).	Learners read the article one more time, find out and analyse the elements of the structure of the newspaper article.	Individual avaluation	
End 8 min	Reflection: Learners should write three best moments during the lesson, and one moment which		Self- assessment	

was not so good.		
<b>Home task</b> : 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		

Unit 7: Natura	al Disasters		School:			
Date:			Teacher name:			
Grade: 7			Number present:		Number absent:	
Theme of the	lesson:	Summative of	Summative control work for the 3 <sup>d</sup> term			
Learning obje	ectives	on a limited of 7.R9 Recogn range of gene 7.W1 Plan, we range of gene 7.S8 Recount curricular top	derstand with little support some of the implied meaning in extended talk ited range of general and curricular topics. cognise inconsistencies in argument in short, simple texts on a limited general and curricular subjects. an, write, edit and proofread work at text level with some support on a general and curricular topics. count some extended stories and events on a growing range of general and proofres.			a limited  port on a  f general and
Lesson objecti	ives	or a number. Learners read of 2 parts: 1 Learners plan linking sente Learners hav	sk consists of 6 special questions. Questions require answers in three words amber.  ers read the text about 'Hurricanes' and complete the task. The task consists arts: 1 part is to choose the correct answer from four alternatives A,B,C or D. ers plan and write a film review based on one of the given four options, a sentences into coherent paragraph.  ers have minute to prepare the talk and 2 minutes to speak on it.			
Previous learn	ning	Refugees and	es and natural disasters			
Plan						
Planned	Planned Planned activities Learners' Evaluation Res					Resources

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 3 min	GREATING The objects of the lesson		7 1 1 1	
Middle 40 min	Task. Listen to the recording twice and answer the questions. Write NO MORE THAN THREE WORDS or A NUMBER. CD3. Tapescript 3.OR  Go to this link to listen information.  http://www.autoenglish.org/listening/JK.htm  Example: 0. Was she happy in her marriage? No, she was not.	Learners listen to the recording twice and answer the questions. Write NO MORE THAN THREE WORDS or A	Individual avaluation	

	<ol> <li>What did J.K. Rowling study at university?</li> <li>What was her life when she was married?</li> <li>What town did J.K. Rowling prepare the first Harry Potter book?</li> <li>How many publishers did she offer her book to?</li> <li>What was the name of the publisher's daughter?</li> <li>How many books were written later?</li> <li>READING</li> <li>Task. Read the text carefully and answer the questions.</li> <li>Part 2. Find some inconsistences in the statements. Mark these sentences Yes, No, Not Given.         <ol> <li>Fishermen all over the world know when hurricanes start.</li> <li>Hurricanes usually start in the steppe.                 <ol> <li>The best place to hide from hurricane is indoors.</li> <li>Humans' names are not given to the hurricanes.</li> <li>WRITING</li> <li>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.</li></ol></li></ol></li></ol>	Learners read the text carefully and answer the questions. Find some inconsistences in the statements. Mark these sentences Yes, No, Not Given.  Learners write a review about one of the films		
End 2 min	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 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.  Reflection: Learners should write three best moments during the lesson, and one moment which was not so good. Home task: revise grammar		Self- assessment	
	Saying goodbye			

Unit 7: Natural Disasters		School:		
Date:		Teacher name:		
Grade: 7		Number present:	Number absent:	
Theme of the lesson: Unit revision		n		
Learning objectives(s) that this lesson is contributing to	<ul> <li>7.L4 Understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics.</li> <li>7.R9 Recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects.</li> <li>7.W1 Plan, write, edit and proofread work at text level with some support on a range of general and curricular topics.</li> <li>7.S8 Recount some extended stories and events on a growing range of general and curricular topics.</li> </ul>		ar topics. ent in short, simple texts on a limited k at text level with some support on a	
Lesson objectives	Questions require answers in three words or a number.  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.  They will be given a card with a short story. The task is to retell it.			
Previous learning	Summative control work for the 3 <sup>d</sup> term			

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 10 min	GREETING The teacher and students greet each other. The teacher sets the goals and criteria of the lesson.  Lead-up: Disasters: forest fire, earthquake, volcanic eruption, flooding, tornado Listen to the definitions and guess a word and an appropriate picture. 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 Check the answers with a click and then say the definitions yourself. Concept Checking: What should you do?	Examine the pictures of different natural disasters and their mixed names on a slide.		
Middle 30 min	Reading Task 1: Read the text below and mark the sentences <u>True or False.</u>	Learners read the text below and mark the	Individual avaluation	

	Haiti in Ruins After Huge Earthquake	sentences <i>True</i>	
	Example: The earthquake that hit Haiti was a	or False.	
	magnitude 16 in strength. False		
	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.		
	Vocabulary Task 1	Learners solve	
	Teacher suggests vocabulary activity to the	crossword	
	learners. They solve crossword:	Clossword	
	Across:		
	1.a very strong wind in west Atlantic		
	3.tidal wave		Mutual
	4.a large amount of water spread from a river,		avaluatio
	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		
	Down:		
	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.		
End	REFLECTION		Self-
5 min	Learners should write three best moments		assessment
	during the lesson, and one moment which was		
	not so good.		
	Home task: revise lexical structures		
	Saying goodbye		