**Lesson plan**

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| **Term 1** | | | **School:** | | | |
| **Date: \_\_\_\_\_\_** | | | **Teacher’s name:** | | | |
| Grade 7 \_\_ | | | Number present: | | Number absent: | |
| Theme of the lesson: | | | Language focus for vocabulary | | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.UE2 Use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough.  7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups  7.S1 provide basic information about themselves and others at discourse level on a range of general topics  7.L1 understand longer sequences of supported classroom instructions | | | | |
| Lesson objectives | | All learners will be able to: | | | | |
| Demonstrate basic knowledge for usage of be+subjects pronouns, usage of quantifies, and forms for possessive’s, have got/ has got, there is/there are | | | | |
| Most learners will be able to: | | | | |
| Provide a point of view in conversations and discussions;  Apply the correct quantifiers including too much, too many, none any, enough for countable and uncountable nouns in the context; | | | | |
| Some learners will be able to: | | | | |
| Demonstrate an ability to express ideas clearly;  Differentiate between usage of have/has got. Be + subject pronouns | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | | |
| Value links | | Responsibility, Global Citizenship. | | | | |
| Cross curricular links | | Social Studies, Kazakh, Russian languages. | | | | |
| Previous learning | | Listening skills and speaking on topic *Hobbies.* | | | | |
| Use of ICT | | Projector or Smart board for showing a presentation, searching information in the internet. | | | | |
| Intercultural awareness | | Compare Conditional sentences in English, Russian and Kazakh languages. | | | | |
| Kazakh culture | | Compare some Be + subject pronouns grammar points in English and Kazakh languages orally. | | | | |
| Pastoral Care | | Student centered teaching: respect, support and scaffolding;  To create a friendly atmosphere for collaborative work.  Promote a sense of self-esteem and self-respect and respect for others among all the learners. | | | | |
| Health and Safety | | Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords. | | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| 25 min. | **The main part of the lesson**  Teacher suggests revising a basic rule for quantifies:  (W)This information can be helpful for teacher. Quantifiers must agree with the noun. There are 3 main types of quantifiers. Much/little/a little are used with countable nouns, many/few/a few are used with uncountable nouns. A lot of is used with both of them in positive sentences.  Learners are given the following tasks: | | **(I) Task 1: Complete the sentences with the affirmative (˅) or negative (x) form of be.**  1. He isn’t from England (x)  2. My best friends are in my class. (˅)  **Task 2: Complete the questions with the correct form of to be.**  **1. Where are you from?**  2. How \_\_\_\_\_ your friends?  3. Who \_\_\_\_ best friend? | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | **Possessive’s**  Task 3: Tick (˅) the correct phrases  My father’s brother (˅)  1. My mothers’ aunt  2. My sister’s book  Have got  Task 4: Choose the correct words.  He’s got /’ve got black hair | | **There is /there are**  Task 5: Complete the questions and short answers with the correct form of there is or there are  **Family**  Task 6: Match 1-7 with a-g | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |

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| **Unit 1. Communication and Technology**  **Term 1** | | | **School:** | | | | |
| **Date: \_\_\_\_\_\_** | | | **Teacher’s name:** | | | | |
| Grade 7 \_\_ | | | Number present: | | | Number absent: | |
| Theme of the lesson: | | | Vocabulary. Everyday objects. | | | | |
| Learning objectives(s) that this lesson is contributing to | | 7. C2 Use speaking and listening skills to provide sensitive feedback to peers  7. W3 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics.  7.S7 Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  7.UE4 Use an increased variety of determiners including neither, either on a range of familiar general and curricular topics | | | | | |
| Lesson objectives | | All learners will be able to: | | | | | |
| ask and answer interview questions with some support;  - identify specific topic vocabulary studied in class with  some support;  - write a report, including 6-7 sentences with some support. | | | | | |
| Most learners will be able to: | | | | | |
| ask and answer interview questions without support;  - identify specific topic vocabulary studied in class without  any support;  - write a report, including 6-7 sentences with some support. | | | | | |
| Some learners will be able to: | | | | | |
| help others ask and answer interview questions;  - identify specific topic vocabulary not studied in class;  - write a report, including 6-7 sentences without any support. | | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | | |
| Cross curricular links | | Social, personal Education, ICT | | | | | |
| Previous learning | | Students have studied ‘school’ , can talk and write about their likes and dislikes | | | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | | | |
| **Planned timings** | **Teacher’s activities** | | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| 25 min. | **1.Leading-in stage (W)**  Teacher asks students to remind about the topic.  **2. Teacher tells the students the objectives of the lesson**  Ask and answer interview questions with some support. 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. | | | **3. Warming up (G)**  **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”. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | **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. | | | **4. Speaking activity**  Learners discuss what new technology they could not live without and why.  **5. Survey activity. (I/G)**  **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 | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |

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| **Unit 1. Communication and Technology**  **Term 1** | | | **School:** | | | |
| **Date: \_\_\_\_\_** | | | **Teacher’s name:** | | | |
| Grade 7 \_\_ | | | Number present: | | Number absent: | |
| Theme of the lesson: | | | Reading. People’s possession | | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | | |
| Lesson objectives | | All learners will be able to: | | | | |
| ask and answer interview questions with some support;  - identify specific topic vocabulary studied in class with  some support;  - write a report, including 6-7 sentences with some support. | | | | |
| Most learners will be able to: | | | | |
| ask and answer interview questions without support;  - identify specific topic vocabulary studied in class without  any support;  - write a report, including 6-7 sentences with some support. | | | | |
| Some learners will be able to: | | | | |
| help others ask and answer interview questions;  - identify specific topic vocabulary not studied in class;  - write a report, including 6-7 sentences without any support. | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | |
| Cross curricular links | | Social, personal Education, ICT | | | | |
| Previous learning | | Students have studied ‘communication and tecnology’ , can talk and write about their likes and dislikes | | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| 25 min. | **1.Leading-in stage (W)** | | Teacher asks students to remind about the topic. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | **2. Teacher tells the students the objectives of the lesson** | | Pupils, choose the best title for these three pictures? | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | Today we are going to learn about school rules and people’s possession  **Our theme is “People’s possession”** | | **Reading**  **I don’t go out without …** | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | **Task 1: Check the meaning of the words 1-5. Then look at the photos. Which possessions do you think are Phra Pachak’s and which are Laura’s?** | | 1. Bowl 2. Library card 3. Sandals 4. Tie 5. Umbrella | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | **Task 2: Read the study strategy. Then use the strategy to check your answers in exercise 1.** | | **Task 3: 1.04 Listen and read the texts. Then write true or false. Correct the false sentences.** | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | **Task 4: BUILD YOUR VOCABULARY. Complete the sentences with the words in the text in blue.** | | **Task5: ABOUT YOU Ask and answer the questions.** | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |

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| **Unit 1. Communication and Technology**  **Language focus.** | | | **School:** | | | |
| **Date:** | | | **Teacher’s name:** | | | |
| Grade 7 \_\_ | | | Number present: | | Number absent: | |
| Theme of the lesson: | | | Language focus. Present simple: affirmative and negative | | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | | |
| Lesson objectives | | All learners will be able to: | | | | |
| - learners can read about habits and facts | | | | |
| Most learners will be able to: | | | | |
| - understand and complete the tasks | | | | |
| Some learners will be able to: | | | | |
| help others ask and answer interview questions;  -write about and use affirmative and use negative forms of the verbs | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | |
| Cross curricular links | | Social, personal Education, ICT | | | | |
| Previous learning | | Students have studied ‘communication and technology’ , can talk and write about their likes and dislikes | | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| 25 min. | Warm-up  Learners are informed about the lesson objectives  Teacher informs that they are going to meet basic rules for definite grammar points and do some exercises. | | **1. Complete the sentences with the words in the box. Check your answers in the texts on page 10.**  Don’t , don’t, doesn’t, doesn’t, give, lives, walk  A monk doesn’t go out without his robes.  1. A monk \_\_\_ in a monastery.  2. A monk \_\_\_ wear jeans or T-shirts.  3. We \_\_\_ around the street.  4. People\_\_\_ us food.  5. I \_\_\_ go out without my school tie.  6. We \_\_\_ use money at school. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | 2. Complete the rules with the words in the box.  Don’t doesn’t facts routines | | 1. We use the present simple to talk about habits, facts and routines  2. We use don’t + base form of the verb after I/you/we/they  3. We use doesn’t +base form of the verb after he/she/it  4. Study the spelling rules. Then complete the table using the words in the box.  Spelling rules: Third person (he/she/it)  **Most verbs: add – s needs** | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | **Verbs ending in consonant + -y: ~~y~~ →add - ies carries**  **Verbs ending in - o, - ch, - sh, - x, -ss: add – es watches** | | Learners write :  What did you learn today?  What parts of the lesson were easy?  What parts of the lesson were difficult?  Home task: Ex 6 Activate. Make four affirmative and four negative true sentences using the words in the box. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |

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| **Unit 1. Communication and Technology**  **Vocabulary and Listening.** | | | **School:** | | | |
| **Date:** | | | **Teacher’s name:** | | | |
| Grade 7 \_\_ | | | Number present: | | Number absent: | |
| Theme of the lesson: | | | **Vocabulary and Listening. Free-time activities.** | | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | | |
| Lesson objectives | | All learners will be able to: | | | | |
| To read about habits and facts | | | | |
| Most learners will be able to: | | | | |
| - understand and complete the tasks | | | | |
| Some learners will be able to: | | | | |
| help others ask and answer interview questions;  -can make 7-8 sentences about their free-time activities | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | |
| Cross curricular links | | Social, personal Education, ICT | | | | |
| Previous learning | | Students have studied ‘communication and technology’ , can talk and write about their likes and dislikes | | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | | |
| Health and Safety | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| 25 min. | Warm-up  Learners are informed about the lesson objectives  Teacher informs that they are going to meet basic rules for definite grammar points and do some exercises. | | **1. Choose the correct words. Then listen and check.**  1. watch magazines/TV  2. listen to music/the cinema  3. play the internet/computer games  4. meet things/friends  5. play sport/cycling  2. Read the information about the Money Matters podcast. Then listen and choose the correct answers.  1. Justine goes metal detecting with her dad.  2. Justine goes metal detecting when she goes on holiday.  3. Justine usually goes metal detecting in the park.  4. Justine pays €183 a year to go metal detecting. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | 3. Study the diagram. Then order sentences a-f. Start with the least frequent. What is the position of the adverbs with be, have got and other verbs?  0% 100%  Never hardly ever sometimes often usually always | | 4. Write true sentences using the present simple and adverbs of frequency.  I often meet my friends after school.  We sometimes play computer games  I always go to swimming  My friend I hardly ever watch DVDs | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | 5. Activate. Work in pairs. Talk about your free time. Use the present simple and adverbs of frequency.  I always go shopping on Saturdays.  I’m always busy on Saturdays, so, I don’t go shopping. I usually play football | | Learners write :  What did you learn today?  What parts of the lesson were easy?  What parts of the lesson were difficult?  Home task: Ex 5 Activate. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |

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| **Unit 1. Communication and Technology**  **Language focus** | | | **School:** | | | |
| **Date:** | | | **Teacher’s name:** | | | |
| Grade 7 \_\_ | | | Number present: | | Number absent: | |
| Theme of the lesson: | | | **Language focus. Present Simple: questions** | | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | | |
| Lesson objectives | | All learners will be able to: | | | | |
| To read about habits and facts | | | | |
| Most learners will be able to: | | | | |
| - understand and complete the tasks | | | | |
| Some learners will be able to: | | | | |
| help others ask and answer interview questions;  -can make 7-8 sentences about their free-time activities | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | |
| Cross curricular links | | Social, personal Education, ICT | | | | |
| Previous learning | | Students have studied ‘communication and technology’ , can talk and write about their likes and dislikes | | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | | |
| Health and Safety | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| 25 min. | Warm-up  Learners are informed about the lesson objectives  Teacher informs that they are going to meet basic rules for definite grammar points and do some exercises. | | 1. Complete the mini – dialogues with do, don’t, does or doesn’t. Then listen and check.  Do you listen to music at home? Yes, I do/No, I don’t  Does he play in a band? Yes, he does. / No, he doesn’t. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | 2. Complete the questions using the present simple form of the verbs in brackets.  Does your best friend collect things?  Do you surf the internet?  Do your friends play computer games?  Does your friend use a mobile phone?  Do you listen to classical music? | | 4. Read the answers and complete the questions with the words in the box. Then listen and check.  What When Where Who Why  1. When did you go?  In the school holidays?  2. Why does she go in the holidays?  Because she’s always got free time then.  3. Where do they go?  They usually go to a park?  Who do you usually go with?  I go with my dad | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |

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| **Unit 1. Communication and Technology**  **Speaking** | | | **School:** | | | |
| **Date:** | | | **Teacher’s name:** | | | |
| Grade 7 \_\_ | | | Number present: | | Number absent: | |
| Theme of the lesson: | | | **Asking for and giving opinions** | | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.L2 understand more complex supported questions which ask for personal information  7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.S1 provide basic information about themselves and others at discourse level on a range of general topics | | | | |
| Lesson objectives | | All learners will be able to: | | | | |
| To read about asking for and giving opinions | | | | |
| Most learners will be able to: | | | | |
| - understand and complete the tasks | | | | |
| Some learners will be able to: | | | | |
| help others ask and answer interview questions;  -can make 7-8 sentences about their free-time activities | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. Listen to the dialogue and practise | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | |
| Cross curricular links | | Social, personal Education, ICT | | | | |
| Previous learning | | Students have studied ‘present simple: questions’ , can ask and answer about free time activities | | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | | |
| Health and Safety | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| 25 min. | Warm-up  Learners are informed about the lesson objectives  Teacher informs that they are going to speak about asking for and giving opinions, listen to the dialogue and do some exercises. | | 1. Look at the photo of Shaun and Leah. Are they shopping online? 2. **1.09**. Listen to the dialogue. What do Shaun and Leah think of the clothes? 3. Study the key phrases. Are responses a-e positive or negative? | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | **Key phrases. Asking for and giving opinions**  **What do you reckon?**  **Don’t you like it?**   1. **It’s OK, I suppose. Positive** 2. **I can’t stand ….** 3. **Not much** 4. **I’m not very keen on… .** 5. **I think it’s really nice.** | | 1. **1.09 Complete the dialogue with the key phrases. Then listen again and check.**   Leah: Hey, Shaun, look at this.  Shaun: What?  Leah: This is hat! What do you reckon?  Shaun: Not much.  Leah: It’s very trendy  Shaun: Well. I can’t \_\_\_\_\_ them. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | 1. Imagine you are shopping online. Invent mini dialogues about items 1-6 use the words in the box and your own ideas.   Cool pretty trendy unusual useful  **Do you like this bag?**  **Yes, I do. I think it’s really cool.** | | Learners write :  What did you learn today?  What parts of the lesson were easy?  What parts of the lesson were difficult?  Home task: Ex 6 Activate. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |

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| **Unit 1. Communication and Technology**  **Writing** | | | **School:** | | | |
| **Date:** | | | **Teacher’s name:** | | | |
| Grade 7 \_\_ | | | Number present: | | Number absent: | |
| Theme of the lesson: | | | **An internet profile** | | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | | |
| Lesson objectives | | All learners will be able to: | | | | |
| Pupils can write about my likes and dislikes. | | | | |
| Most learners will be able to: | | | | |
| - understand and complete the tasks | | | | |
| Some learners will be able to: | | | | |
| ask and answer interview questions;  -can write 7-8 sentences about their free-time activities and use capital letters, commas, full stops and apostrophes. | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. Use the rules capital letters, commas, full stops and apostrophes. | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | |
| Cross curricular links | | Social, personal Education, ICT | | | | |
| Previous learning | | Students have studied ‘Asking for and giving opinions’ , can ask and answer about free time activities | | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | | |
| Health and Safety | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| 25 min. | Warm-up  Learners are informed about the lesson objectives  Teacher informs that they are going to write about an internet profile | | Glossary  Sbdy = somebody nbdy=nobody pls= please   1. Read the profile and answer the question. 2. What adjectives describe Jen’s character? 3. What does she like? 4. What does she read in her free time? 5. How does she want to communicate? | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | 1. **Study the profile and complete the key phrases. What follows these key phrases: a noun, verb+ - ing, or both?**   I’m \_\_\_\_\_\_\_\_\_ into… .  I’m \_\_\_\_\_\_\_\_\_ mad\_\_\_\_ … .  I’m a \_\_\_\_\_\_\_\_ of … .  I like/love/enjoy/ prefer/hate… .  I don’t mind ….  I’m not too \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ …. .   1. Write six true sentences using the key phrases in exercise 2.   I love listening to hip hop.  Language point: Capital letters and punctuation   1. Find capital letters, commas and apostrophes in the text. Then complete the rules with the words in the box. | | **Rules**  **Capital letters: use capital letters at the beginning of a sentence and for names, nationalities and countries: Simon, Austrian, Switzerland.**   1. Correct the sentences using capital letters, commas, full stops and apostrophes. 2. my names mukhtar and i live in shymlent X 3. im really into german and French   i love watching football and tennis rugby and motor rasing on tv. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |

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| **Unit 1. Communication and Technology**  **My COUNTRY** | | | | **School:** | |
| **Date:** | | | | **Teacher’s name:** | |
| Grade 7 \_\_ | | | | Number present: | Number absent: |
| Theme of the lesson: | | | | **Communication. CLL. Technology: Advertising** | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | |
| Lesson objectives | | All learners will be able to: | | | |
| Pupils can read and understand a text about apps. | | | |
| Most learners will be able to: | | | |
| - understand and can ask for and give personal information | | | |
| Some learners will be able to: | | | |
| ask and answer interview questions;  -can make sentences understand and can ask for and give personal information | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | |
| Value links | | Respect, cooperation, functional literacy | | | |
| Cross curricular links | | Social, personal Education, ICT | | | |
| Previous learning | | Students have studied ‘Asking for and giving opinions’ , can ask and answer about free time activities | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | |
| Health and Safety | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | Envelop with shapes |
| 25 min. | Warm-up  Learners are informed about the lesson objectives  Teacher informs that they are going to write about an internet profile | | What’s your favourite app? Have you got a smartphone or a tablet ? Do you use any apps? What do you use them for? Which one is your favourite?   1. Daryn,13. I’ve got a smartphone and a tablet, but I don’t spend much time online and I don’t even send emails! 2. Lena,15. I’ve got a smartphone. I want to buy a tablet, too. I’ve got a little money, but it’s not enough. 3. Iskander, 14. Both my parents have got tablets and they sometimes allow me to use them. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |
|  | 1.10. Check the meaning of the words in blue in the sentences. Then read and listen to the text. | | COMMUNICATION. JOINING A CLUB.  1.11. Match parts of an application form 1-7 with information a-g. then listen and check  1. date of birth 5. Postal address  2. email address 6. Post code  3. first name 7. Surname  4. mobile number   1. Mark 2. Haywood 3. [Mark.haywood@wedwise.com](mailto:Mark.haywood@wedwise.com) 4. 0779367580 5. 25th June 1997 6. 23 Southfield Avenue, Oxford   OX4 4BW | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |

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| **Unit 1. Communication and Technology**  **Review. Project. Collection for the future** | | | **School:** | | | | |
| **Date:** | | | **Teacher’s name:** | | | | |
| Grade 7 \_\_ | | | Number present: | | Number absent: | | |
| Theme of the lesson: | | | **Collection for the future** | | | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | | | |
| Lesson objectives | | All learners will be able to: | | | | | |
| Pupils can read and understand previous lessons | | | | | |
| Most learners will be able to: | | | | | |
| - understand and can ask for and give personal information | | | | | |
| Some learners will be able to: | | | | | |
| ask and answer interview questions;  -can make sentences understand and can ask for and give personal information | | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | | |
| Cross curricular links | | Social, personal Education, ICT | | | | | |
| Previous learning | | Students have studied ‘Joining a club’ , can ask and answer about free time activities | | | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | | | |
| Health and Safety | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | | | |
| **Planned timings** | **Teacher’s activities** | | | **Pupil’s activities** | | **Marks** | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | Envelop with shapes |
| 25 min. | Warm-up  Learners are informed about the lesson objectives  Vocabulary  1. Match 1-5 with a-f. There is one word that you do not need.  1. bus a. ring  2. ID b. phone  3. mp3 c. pass  4. key d. card  5. mobile e. watch  f. player | | | 2. Complete the sentences with the words in the box.  Group , internet, magazines, music, rules, shopping  1. Do you play in a band?  2. I don’t read magazines.  3. It’s against the rules to take photos.  4. He always surf the internet.  5. I go shopping at the weekend.  6. When do you listen to music? | | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |
|  | Language focus.  3. Complete the sentences using the present simple form of the verbs in brackets.  1. He collects things.  2. I don’t go swimming.  3. You don’t meet friends after school  4. She doesn’t surf the internet in the evening.  5. They don’t listen to hip-hop.  6. We watch DVDs in English  4. Write true present simple sentences using the adverbs of frequency in the box. | | | Learners write :  What did you learn today?  What parts of the lesson were easy?  What parts of the lesson were difficult?  Home task: make a poster of your collection for the future. | | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |

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| **Unit I1. Holidays and travel** | | | **School:** | | | |
| **Date:** | | | **Teacher’s name:** | | | |
| Grade 7 \_\_ | | | Number present: | | Number absent: | |
| Theme of the lesson: | | | **Vocabulary. At home** | | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | | |
| Lesson objectives | | All learners will be able to: | | | | |
| Pupils can describe the position of objects | | | | |
| Most learners will be able to: | | | | |
| - understand and can talk about helping at home | | | | |
| Some learners will be able to: | | | | |
| ask and answer interview questions;  -can make sentences understand and can ask , questions about where things are. | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | |
| Cross curricular links | | Social, personal Education, ICT | | | | |
| Previous learning | | Students have studied ‘Review’ , can ask and answer about free time activities | | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | | |
| Health and Safety | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| 25 min. | 1. Which things in the box are not in the photo on page 19?  Table, chair, sofa, cupboards, lamp, picture, desk, bookcase, mirror, bed, armchair, shower, microwave, chest of drawers, wardrobe, washing machine, bath | | 2. Choose the odd word out for each room.  **Bedroom** bed sofa wardrobe chest of drawers  1. dining room. Table chair wardrobe picture  2. living room. Microwave lamp armchair picture  3. kitchen . cupboard chair bed microwave  4. bathroom. Mirror lamp bath shower | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | 3. Complete the sentences about the photo. Listen and check.  Behind, between, in front of, near, next to, on, under  There is a bookcase near the bed.  1. There is a microwave near the bed.  2. There is a chest of drawers \_\_\_\_ the bed.  3. There is table \_\_\_\_\_ the sofa.  4. There is a mirror \_\_\_\_\_ the TV. | | Learners write :  What did you learn today?  What parts of the lesson were easy?  What parts of the lesson were difficult?  Home task: ex 5. Activate. Look at the photo and key phrases | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |

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| **Unit I1. Holidays and travel**  **Reading . Seeng stars** | | | **School:** | | | |
| **Date:** | | | **Teacher’s name:** | | | |
| Grade 7 \_\_ | | | Number present: | | Number absent: | |
| Theme of the lesson: | | | **Reading . Seeng stars** | | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | | |
| Lesson objectives | | All learners will be able to: | | | | |
| Pupils can read and understand adverts and postcards | | | | |
| Most learners will be able to: | | | | |
| - understand and can ask for and give personal information | | | | |
| Some learners will be able to: | | | | |
| ask and answer interview questions;  -can make sentences understand and can ask for and answer the questions | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | |
| Cross curricular links | | Social, personal Education, ICT | | | | |
| Previous learning | | Students have studied ‘At home’ , can ask and answer about free time activities | | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | | |
| Health and Safety | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| 25 min. | See celebrity homes … in style  The Classic Car Company offers a three hour tour of celebrities’ homes for up to five people.  We don’t use a bus! We give tours of Los Angeles in a classic Cadillac car. We visit about thirty different celebrities’ homes in Los Angeles. Don’t forget your camera.  We also:   * Pick you up from your hotel   Give you drinks in the car. | | 1. Do you want to visit the home of a famous person? Which person’s home and why?  2. Look at the advert. What does the Classic Car Company offer? | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | 3. 1.17. Read and listen to the advert and the postcard. Write true or false. Correct the false sentences.  1. Five people can go on the tour.  2. The tours start in Mulholland Drive.  3. You need to take something to drink.  4. Ellie is on the Tour at the moment.  5. Ellie’s mum organized the tour/  6. Britney Spears isn’t at home at the moment. | | 4. Build your vocabulary.  1. view what can you see  2. traditional old style  3. windows you look through these  4. balcony a space of outside of a house.  5. holiday home an extra home | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |

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| **Unit II Holiday and Travel** | | | **school** | | |
| **Date:** | | | **Teacher’s name:** | | |
| Grade 7 \_\_ | | | Number present: | Number absent: | |
| Theme of the lesson: | | | **Housework** | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | |
| Lesson objectives | | All learners will be able to: | | | |
| Pupils can read and understand adverts and postcards | | | |
| Most learners will be able to: | | | |
| - understand and can ask for and give personal information | | | |
| Some learners will be able to: | | | |
| ask and answer interview questions;  -can make sentences understand and can ask for and answer the questions | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | |
| Value links | | Respect, cooperation, functional literacy | | | |
| Cross curricular links | | Social, personal Education, ICT | | | |
| Previous learning | | Students have studied ‘At home’ , can ask and answer about free time activities | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | |
| Health and Safety | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | Envelop with shapes |
| 25 min. | 1. Choose the correct words  1. I speak English and French  2. Jack finishes school at four o’clock  3. Gillian and Chris work in a hospital  4. Ann doesn’t use a computer at home  5. Tom always loses his keys  6. They don’t study French at school. | | 2. Write questions and short answers  1. Do you study French? Yes, I do.  2. Does she go metal detecting? No, she doesn’t.  3. Do they go out without a tie? No, they don’t.  4. Do I speak good English? Yes, I do.  5. Do we always meet after school? No, we don’t.  6. Does he live in London? | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |
|  | 3. Complete the questions with the words in the box and do or does.  1. What time do you have lunch? At one o’ clock.  2. Where do the boys play football? In the park.  3. How often does she go to the cinema? Every Saturday  4. What does Tom play in the orchestra? The violin.  5. Why do they go to Scotland every year? Because their grandmother lives in Glasgow.  6. When does Ciara do her homework ? In the evening.  7. Who do you live with? I live with my grandparents. | | Match 1-11 with a-k  1. play computer games  2. go shopping with friends  3. listen to mp3s  4. meet friends in town  5. play in band  6. wear expensive sunglasses  7. collect comics  8. take photos of people  9. surf the internet  10. watch DVDs  11. go to the cinema | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |

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| **Unit I1. Holidays and travel**  **Present Continuous: affirmative and negative.** | | | **School:** | | | |
| **Date:** | | | **Teacher’s name:** | | | |
| Grade 7 \_\_ | | | Number present: | | Number absent: | |
| Theme of the lesson: | | | **Present Continuous: affirmative and negative.** | | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.R1 understand the main points in a growing range of short, simple texts on general and curricular topics  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | | |
| Lesson objectives | | All learners will be able to: | | | | |
| Pupils can read and understand adverts and postcards | | | | |
| Most learners will be able to: | | | | |
| - understand and can ask for and give personal information | | | | |
| Some learners will be able to: | | | | |
| ask and answer interview questions;  -can make sentences understand and can ask for and answer the questions | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | |
| Cross curricular links | | Social, personal Education, ICT | | | | |
| Previous learning | | Students have studied ‘At home’ , can ask and answer about free time activities | | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | | |
| Health and Safety | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| 25 min. | 1. Complete the sentences from the text on page 20 with the words in the box. Then choose the correct words in the rules.  ‘ re having, isn’t living, ‘m sitting is looking  We1 \_\_\_ a great time in America.  I2 \_\_\_\_ in a Cadillac convertible.  She3\_\_\_ here at the moment.  Britney4 \_\_\_\_ for a holiday home there! | | Rules  1. We use the present continuous to talk about actions in progress.  2. We make the present continuous with verb and the –ing form of the verb.  2. Find three more examples of the present continuous in the reading texts in page 20. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | 3. Study strategy. Finding spelling rules.  Write the –ing form of the verbs. Check your answers in the text on page 20. Then complete the spelling with words 1-6.  1. work working 2. Sit sitting 3. Live living 4. Have having  5. look looking 6. Put putting. | | Rules.  1. Most verbs: add – ing: working, looking  2. Verbs that end in - e: delete –e and add – ing living, having  3. Verbs that end in a short vowel and a consonant : double the consonant and add – ing: sitting, putting | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | 4. Listen to the sounds and complete the sentences using the present continuous form of the verbs in the box.  Call, cry, run, sleep, wash, write. | | 5. Complete the sentences using the present continuous form of the verbs in the box. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |

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| **Unit I1. Holidays and travel**  **Present continuous: questions. Present simple and present continuous.** | | | **School:** | | | |
| **Date:** | | | **Teacher’s name:** | | | |
| Grade 7 \_\_ | | | Number present: | | Number absent: | |
| Theme of the lesson: | | | **Present continuous: questions. Present simple and present continuous.** | | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.L1 understand longer sequences of supported classroom instructions  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | | |
| Lesson objectives | | All learners will be able to: | | | | |
| Pupils can read and understand housework activities | | | | |
| Most learners will be able to: | | | | |
| - understand and can ask for and housework activities | | | | |
| Some learners will be able to: | | | | |
| ask and answer interview questions;  -can make sentences understand and can ask for and answer the questions | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | |
| Cross curricular links | | Social, personal Education, ICT | | | | |
| Previous learning | | Students have studied ‘At home’ , can ask and answer about free time activities | | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | | |
| Health and Safety | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| 25 min. | Present continuous: questions  Ex1. Match questions 1-3 with answers a-c. Then complete the rules. | | 1. Is Megan talking to Jack?  2. What are Jack and Megan doing?  3. Is Jack reading a comic?  a. No, he isn’t  b. Yes, she is.  c. They’re doing a questionnaire. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | Rules  1. We ask about actions in progress using the question form of the present continuous.  2. We make short answers with a pronoun and the auxiliary verb present simple. | | Ex 2. Order the words to make questions.  Where is you best friend sitting?  1. Is the teacher sitting in a chair?  2. Why are you learning English?  3. Are your parent working?  4. What are your parents doing?  5. Are you enjoying the lesson?  6. Who is talking to your teacher? | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | Ex 5. Complete the telephone conversation with the present simple or present continuous form of the verbs bin brackets | | Learners write :  What did you learn today?  What parts of the lesson were easy?  What parts of the lesson were difficult?  Home task: ex 5. About you ask and answer the questions | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |

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| **Unit I1. Holidays and travel**  **Making requests and compromises** | | | **School:** | | | |
| **Date:** | | | **Teacher’s name:** | | | |
| Grade 7 \_\_ | | | Number present: | | Number absent: | |
| Theme of the lesson: | | | **Making requests and compromises** | | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.L1 understand longer sequences of supported classroom instructions  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | | |
| Lesson objectives | | All learners will be able to: | | | | |
| Pupils can read and understand housework activities | | | | |
| Most learners will be able to: | | | | |
| - understand and can ask for and housework activities | | | | |
| Some learners will be able to: | | | | |
| ask and answer interview questions;  -can make sentences understand and can making requests and compromises | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | |
| Cross curricular links | | Social, personal Education, ICT | | | | |
| Previous learning | | Students have studied ‘At home’ , can ask and answer about free time activities | | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | | |
| Health and Safety | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| 25 min. | Ex1. Look at the photo. What’s Leah’s mum saying? | | Mum: Leah, can you tidy your room, please?  Leah: Yes, but later, OK? I’m busy at the moment  Mum: Come on, Leah. What are you doing?  Leah: I am watching something on TV.  It’s really good.  Mum: Leah! You need to tidy your room now!  Leah: Please, Mum! Is it OK if I do it later?  Mum: You always say that, Leah. When?  Leah: I’ll do it in ten minutes. I promise.  Mum: I suppose so, but please don’t forget to do it!  Leah: OK! OK! | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | Ex 2. Listen to the dialogue. What does Leah’s mum want Leah to do? | | Ex3. Find the key phrases in the dialogue . Who says them?  1. Can you (tidy your room), please?  2. Yes, but later, OK?  3. I am busy at the moment  4. I’ll do it in (ten minutes) | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | Ex5. Listen to the sentences. What are the stress words? | | 1. This article is really interesting.  2. Sorry, I haven’t got time now  3. I’m helping dad in the kitchen  4. Can you do you homework?  I’m watching something on TV? | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |

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| **Unit I1. Holidays and travel**  **Making requests and compromises** | | | **School:** | | |
| **Date:** | | | **Teacher’s name:** | | |
| Grade 7 \_\_ | | | Number present: | Number absent: | |
| Theme of the lesson: | | | Writing. A perfect place to live | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.L1 understand longer sequences of supported classroom instructions  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | |
| Lesson objectives | | All learners will be able to: | | | |
| Pupils can read and understand housework activities | | | |
| Most learners will be able to: | | | |
| - understand and can ask for and housework activities | | | |
| Some learners will be able to: | | | |
| ask and answer interview questions;  -can make sentences understand and can making requests and compromises | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | |
| Value links | | Respect, cooperation, functional literacy | | | |
| Cross curricular links | | Social, personal Education, ICT | | | |
| Previous learning | | Students have studied ‘At home’ , can ask and answer about free time activities | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | |
| Health and Safety | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | Envelop with shapes |
| 25 min. | Ex 1. Read the model text and match topics 1-3 with paragraphs A-C | | 1. Kanat’s favourite room.  2. Description of Kanat’s ideal school  3. What’s happening now. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |
|  | Ex2. Read the model text again and complete the key phrases with one or two words. | | Key phrases. Describing a place.  1. \_\_\_ a modern flat, near the centre of town.  2. It has also got three large bedrooms.  3. You can see the Nur – Astana Mosque from it.  4. There is a DVD player next to the TV.  5. My favourite room is living room.  6. I like being in this room because its relaxing. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |
|  | Ex4. Complete the sentences with and, but or because.  1. There is a table, but there isn’t a car  2. There are two pictures and mirror.  3. My bedroom is my favourite room and it’s got all my things. | | Learners write :  What did you learn today?  What parts of the lesson were easy?  What parts of the lesson were difficult?  Home task: ex 5. About you ask and answer the questions | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |

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| **Unit I1. Holidays and travel**  **Finding things** | | | **School:** | | | |
| **Date:** | | | **Teacher’s name:** | | | |
| Grade 7 \_\_ | | | Number present: | | Number absent: | |
| Theme of the lesson: | | | Finding things | | | |
| Learning objectives(s) that this lesson is contributing to | | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics  7.C3 respect differing points of view  7.C4 evaluate and respond constructively to feedback from others  7.L1 understand longer sequences of supported classroom instructions  7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | | | | |
| Lesson objectives | | All learners will be able to: | | | | |
| Pupils can read and understand housework activities | | | | |
| Most learners will be able to: | | | | |
| - understand and can ask for and housework activities | | | | |
| Some learners will be able to: | | | | |
| ask and answer interview questions;  -can make sentences understand and can making requests and compromises | | | | |
| Language objective | | Specific vocabulary and grammar points related to the topic. | | | | |
| Value links | | Respect, cooperation, functional literacy | | | | |
| Cross curricular links | | Social, personal Education, ICT | | | | |
| Previous learning | | Students have studied ‘At home’ , can ask and answer about free time activities | | | | |
| Use of ICT | | Acquisition of ICT specific vocabulary | | | | |
| Intercultural awareness | | Preferences in using different types of technology by teenagers in Kazakhstan and western countries | | | | |
| Kazakh culture | | Investigation of using new technologies in Kazakhstan. | | | | |
| Pastoral Care | | Assure you met all learners’ needs | | | | |
| Health and Safety | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson  Warming-up  Team work  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | ***“The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| 25 min. | Ex1. 1.25 Listen to eight false sentence about the picture. Correct the sentences using the prepositions in the box.  Behind, between, on, in, in front of, next to, under.  1. The oranges are in front of the sink.  The oranges are near the sink. | | Ex2. 1.26 Listen to Eva and her Dad. What are they looking for? | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | Ex3. 1.26. Study the key phrases. Then listen to conversation again and answer the questions. | | KEY PHRASES. FINDING THINGS  Look, here’s …!  Is this what you’re looking for?  That’s the wrong one.  Here it is! | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
|  | 1. Why does Eva need the book today? She’s got an exam.  2. Where are Eva and her dad? They are in the kitchen  3. Where does she usually do her homework? In the kitchen  4. Where does Eva find the book? In the microwave  5.Why does she want to find her brother? She thinks he is responsible for the putting the book in the microwave. | | Ex4. 1.27. Look at the house plan and listen. Then practice the dialogue with the partner.  Stacey: What’s wrong?  Danny: I can’t find my laptop.  Stacey: Is it under the table in the living room?  Danny: No, it isn’t  Stacey: Look, here’s a laptop! Is this what you are looking for?  Danny: No, that’s the wrong one.  Stacey: What about the bedroom? Is it in the wardrobe?  Danny: No, it isn’t. Oh, here it is. Its on the bed. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |
| Ending the lesson  Reflection  Individual work:  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |