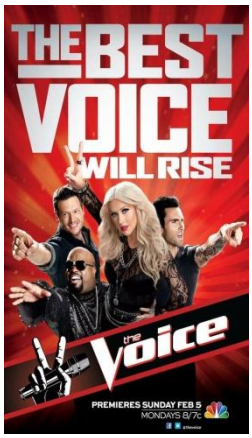
Unit 6 Entertainment and Media	**Lesson 54**	
Teacher name:		
Date:		
Grade: 7	**Number present:**	**absent:**
Lesson title	Vocabulary: TV programs	
Learning objectives	**7.1.3.1** respect different points of view **7.2.3.1** understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics **7.3.3.1** give an opinion at discourse level on a growing range of general and curricular topics 7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics	
Lesson objectives	**Learners will be able to:** - introduce types of 7-10 TV programs - develop speaking skills through discussing -describe photos and express your opinion	
Value links	Generosity – This may be a core value of yours if you cherish people who will give their time and resources to people in need. You may consider yourself to be a generous person if you find joy and meaning in giving to others.	
Plan		

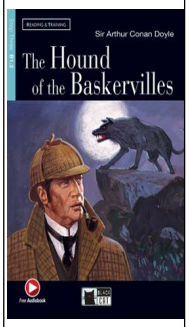
Stages / Time	**Teachers actions**	**Students actions**	**Assessment criteria**	**Resources**
Beginning of the lesson Warming-up *3 min* *Pre-learning «Brainstorming»*	**Organization moment :** 1.Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. **Warming up** Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today? Revise the language of	**The aim:** To develop pupils speaking skills and create friendly atmosphere **Efficiency:** By wishing each other they feel better and feel the support of others *Students of the class are listed.* *Students' attention is drawn to the lesson.* *Determines the topic and purpose of the lesson*	The teacher to assess learners for their ability. "Good job! Well done!" *Formative Assessment* *Good job!* **Descriptor:** - talk about favourite day Total: 1 point **Assessment**	

method 7 min.	the previous lesson. ***Lead – In***	• Learners talk about favourite dayprevious lesson vocabulary *Students say different words from the picture and count one to hundred*	**criteria** - Learners have met the learning objectives	*Student's book*
Middle of the lesson Presentation part. 30 min	**Ex:1 P:63** • Play the recording. Ss listen and repeat chorally or individually. Elicit which types of programmes Ss enjoy by asking various Ss around the class. SSD **Ex: 2 P: 63** • To consolidate new vocabulary Draw Ss' attention to the pictures (1-6) and elicit what they show **Ex: 3 P: 63** • To discuss TV programmes Go through the adjectives in the list and explain/ elicit the meanings of any unknown ones. Read out the example exchange with a S and then Ss discuss the TV programmes in pairs using the adjectives. Monitor the activity around the class and	Pupils listen and repeat. Answer the question. **ANSWERS** I enjoy watching documentaries Pupils look at the pictures. Answer the question. **ANSWERS** Picture 2 shows a music programme. Picture 3 shows an awards ceremony. Picture 4 shows a sports programme. Picture 5 shows a nature programme. Picture 6 shows a fashion show. Pupils use the adjectives to discuss TV programmes, as in the example **ANSWERS** A: What do you think of soap operas? B: I find them silly. I prefer drama shows.	**Descriptor:** - listen and repeat - answer the question Total: 2 point Self assessment Descriptor: - look at the pictures - answer the question Total: 2 point Descriptor: - use the adjectives - discuss TV programmes Total: 3 point	Studentsbook 

	then ask some pairs to ask and answer in front of the class. Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities.	A: What do you like to watch? B: I like quiz shows. I find them interesting. A: What do you think of drama shows? B: I find them boring. I prefer the news. A: What do you like to watch? B: I like cartoons, I find them amusing. A: What do you think of quiz shows? B: I find them terrible. I prefer sports programmes. A: What do you like to watch? B: I like sitcoms. I find them funny, etc	-Make CCQ questions Yes / No Total: 10 point	
End of the lesson 5 min	**FEEDBACK** Learners provide feedback on what they have learned at the lesson. **Ex:** Home task:			Poster Success

Unit 5: Reading for pleasure	**Lesson 49**	
Teacher name:		
Date:		
Grade: 7	**Number present:**	**absent:**
Lesson title	**The Hound of the Baskervilles**	
Learning objectives	**7.2.2.1** understand with a little support some detailed information in a long conversation a conversation on a limited range of general and educational topics; **7.3.2.1** ask difficult questions to get information within some general and educational topics;	
Lesson objectives	**Learners will be able to:** **Summarize** the main plot, setting, and key events of *The Hound of the Baskervilles*. **Identify** and **analyze** major characters, including Sherlock Holmes, Dr. Watson, and Sir Henry Baskerville. **Explain** key themes such as reason vs. superstition, justice, and the influence of environment on behavior.	
Plan		

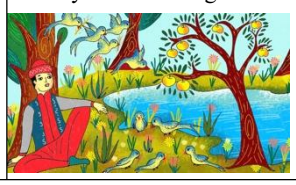
Stages / Time	Teachers actions	Students actions	Assessment criteria	Resources
Beginning of the lesson Warming-up 3 min. *Pre-learning «Brainstorming» method* 7 min	**Organization moment :** 1.Greeting. Good day, students, how are you? "Have you ever believed in something scary that later turned out to be false? What helped you see the truth?" Encourage 2-3 quick students' responses. ***Lead – In***	**The aim:** To develop pupils speaking skills and create friendly atmosphere **Efficiency:** By wishing each other they feel better and feel the support of others •Learners answer the questions	The teacher to assess learners for their ability. "Good job! Well done!" *Formative Assessment* *Good job!* **Descriptor:** *- remembers the lesson passed Point 1* **Assessment criteria** make basic statements related to the literature	Studentsbook

Middle of the lesson Presentation part. 30 min	**Ex: 1 P: 54** • Elicit what, if anything, Ss know about Sir Arthur Conan Doyle and the famous character he created. Ask Ss to read the biography and elicit answers around the class. **Ex: 2 P: 54** Explain that the plot of a book/film is the series of events that make up the story. Allow Ss time to read the plot and answer the questions. Elicit answers around the class. **Ex: 3 P: 54** Explain the task Elicit Ss' guesses as to what happens. Play the recording. Ss listen and read the text to find out. **Ex: 4 P: 55** Explain the task Allow Ss time to read the text again and complete the task Check Ss' answers. **Ex: 5 P: 55** Explain the task. Allow Ss time to fill in the gaps with the corect verbs.	• Learners read the biography to find out. Answer the question. **ANSWERS** Sir Arthur Conan Doyle was a British writer born in 1859. He created the famous detective Sherlock Holmes • Learners read the plot to find out. Answer the question. **ANSWERS** The Hound of the Baskervilles is about a family who are threatened by an enormous dog. One member of the family is killed, and his nephew is in danger. Sherlock Holmes and Dr Watson try to find out if the legend is true and solve the mystery of who is trying to kill the nephew. It is a detective story. • Learners listen and read to find out. Answer the question **ANSWERS** I think that on the way back to his house, an enormous hound chases after Sir Henry. • Learners read the extract and mark the sentences **ANSWERS** 1T 2 DS 3 T 4 F 5 DS 6 T • Learners complete the sentences **ANSWERS** 1 broke 2 burst 3 ruin	**Descriptor:** - read the biography - answer the question Total: 2 point Self assessment **Differentiation:«Verbal support»** method is used to help Ss use new words in the sentences. **Descriptor:** - read the plot - answer the question. Total: 1 point **Descriptor:** - read the extract - mark the sentences Total: 1 point **Descriptor:** - read the extract - fill in the blank Total: 2 point	Studentsbook 

	Check 55 answers. **Ex: 6 P: 56** Explain the task and explain the meaning of noun, adjective, verb and adverb. Say or write on the board: The beautiful girl speaks quickly. Elicit the parts of speech, e.g. A noun is a thing (e.g. chair, girl, etc.). An adjective describes a thing (e.g.beautiful, happy, etc.). A verb is what we do (e.g. eat, speak, run, etc.) An adverb modifies a verb (e.g. He runs quickly, he eats slowly, etc.). Elicit more examples from Ss. Allow Ss time to decide which part of speech each word in bold is. Check Ss' answers. **Ex: 7 P: 55** Read the theory box aloud. Elicit further examples of first- and third-person narrative from Ss. Allow Ss time to read the text again to find the narrative point of view and who the narrator is. Check Ss' answers. **Ex: 8 P: 55** Ask Ss to work in	4 hung 5 starred Learners fill in the columns Learners read the theory and answer. **ANSWERS** The story uses first-person narrative. Dr Watson is the narrator. **SUGGESTED ANSWER KEY** A **dense white fog hung** over the moor. It was **moving towards** Sherlock Holmes and Dr Watson. Sir Henry's life was in danger. He needed to **come out of the house** before the fog was on the path. Suddenly, an **enormous coal-black creature** appeared out of the fog. It was a huge hound. **Fire burst from its open mouth** and its **eyes were burning**. It **was leaping down the track** at Sir Henry. Sir Henry's **face was white** and he raised his hands in horror when he saw the hound was **chasing him.**	**Descriptor:** - read the extract - Answer the question Total: 1 point **Descriptor:** - use certain phrases and answer Total: 2 point **Descriptor:** discuss theirpredictions **Descriptor:** - listen and repeat - answer the question Total: 2 point	

	pairs and summarise the text using the phrases provided. Monitor the activity around the class. Ask some Ss to present their answers to the class. **<u>Ex: 9 P: 55</u>** Divide the class into small groups and ask them to discuss what they think will happen next in the story. Monitor the activity around the class. Ask groups to present their answers.	**SUGGESTED ANSWER KEY** We think that the hound will attack Sir Henry, but Sherlock Holmes and Dr Watson will save him, and they will scare away the dangerous hound. After that, Sherlock Holmes will follow the hound and he will find out that it is not a ghostly hound but a dog that someone is using to scare Sir Henry. Sherlock Holmes will find the criminal and send him to jail.		
End of the lesson 5 min	**FEEDBACK** Learners provide feedback on what they have learned at the lesson. **<u>Ex: P:</u>** Home task:			Poster Success

Unit 5 Reading for pleasure	**Lesson 52**	
Teacher name:		
Date:		
Grade: 7	**Number present:**	**absent:**
Lesson title	**The Magic Garden of the Poor**	
Learning objectives	**7.1.6.1** organize and clearly present information in a form understandable to others; **7.1.8.1** develop intercultural understanding through reading and discussion	
Lesson objectives	**Learners will be able to:** Retell and summarize the key events of the story. Identify and explain the central moral or value conveyed through the story. Reflect on how stories teach values like generosity, kindness, and community. Express their understanding through discussion and a creative activity.	
Plan		

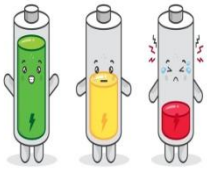
Stages / Time	Teachers actions	Students actions	Assessment criteria	Resources
Beginning of the lesson Warming-up *3 min* *Pre-learning «Brainstorming» method* 7 min.	**Organization moment :** 1.Greeting. Write on the board or display: **"What makes a person truly rich?"** Ask students: Do you think being rich only means having money? What else could make someone rich? Ask students to share some of their ideas. Write 5–10 key words on the board from their contributions, then ask: "Can a poor person be rich in other ways?" "Have you ever met someone who had little but gave a lot?" "What kind of richness do you think the 'magic garden' represents?" This builds curiosity for the story while grounding it in students' own understanding of values.	*Students list words or phrases that answer the question. They can work:* *Individually (write in notebooks)* *In pairs or small groups (on chart paper or whiteboard)* *Encourage a wide range of answers — both material and emotional/social.* ***Possible answers** (let students come up with their own first):* ***Love, Friendship, Health, Knowledge, Generosity, Peace of mind, Freedom,*** ***Time, Helping others, Family***	The teacher to assess learners for their ability. "Good job! Well done!" *Formative Assessment* *Good job!* **Descriptor:** *- can tell the time* *Point 1* **Assessment criteria** - Learners have met the learning objectives if they can talk about TheMagic Garden of the Poor	*Pictures* *worksheet* *Picture*
Middle of the lesson Presentation part. 30 min	**Ex:1 P: 60** • Ask Ss to look at the picture and read the title. Elicit Ss guesses about how the garden was created, Play the recording. Students 	• Learners listen to confirm or revise their guesses and find specific answers in the story Read to activate background knowledge. **ANSWERS** The garden was created by They brought seeds from all over the world and glad them in a wise man's garden. read the comprehension questions and the multiple-choice options provided.	**Descriptor:** - listen and read - answer the question. Total: 2 point **Differentiation:«Verbal support»** method is used to	Card Worksheet

	listen and read the text to find out the answers. **Ex: 2 P: 61** •Ask Ss to read the questions and the answer choices. Allow Ss time to read the text again and choose their answers. Ss can work in closed pairs. Check Ss' answers. **Ex: 3 P: 61** • Explain the task. Ss work in closed pairs and discuss their opinions. Monitor the activity around the class. Ask some Ss to share their answers with the class. **Ex: 4 P: 61** • Give Ss time to look up the words in the Check these words box and elicit their meanings. Explain the task. Allow Ss time to complete it. Check Ss' answers. **Ex: 5 P: 61** • Present folk tales Read out the theory and the examples. Elicit further examples of folk tales from Ss around the class **Ex: 6 P: 61** Explain the task. Allow Ss time to complete the spidergram. Check Ss' answers. **Ex: 6b P: 61** Ask Ss to work in groups and discuss what makes this a good example of a folk tale. Refer Ss to their answers in Ex. 6a. Monitor the activity around the class, checking for vocabulary and pronunciation. Ask Ss to present their answers to the class. **Ex: 7 P: 61**	**ANSWERS** 1 A. 2 C 3 B . Choose the most appropriate answers based on their understanding of the text. **ANSWERS** A: If I were the farmer, I would take the gold. Farmers usually don't have much money, and they don't know when their crops will fail. B: Well, If I were the farmer, I would share the money with the poor. It is always good to help others when you can. •Learners complete the sentences. **ANSWERS** 1 set, 2 slammed, 3 passed 4 struck, 5 failed Students' own answer **Suggested Answer Key** 'The Magic Garden of the Poor' is a good example of a folk tale because it has all the features of folk tales. It has life lessons, morals and values. It shows us that when you help someone, they will help you when you are in need. It has ordinary people. There is a farmer, a shepherd, a wise man, a student and a camel driver. It has luck and supernatural elements. The shepherd finds a chest full of gold, birds hear the student's cries and bring seeds from all over the world, a magical garden grows that has gates that stop rich people going in. 'The Magic Garden of the Poor' also has human problems like the disaster that strikes the shepherd and the poverty of the people. Students' own answer **Suggested Answer Key** The Story of the Honest Woodcutter.	help Ss use new words in the sentences. **Descriptor:** - read the text - choose the correct answer. Total: 2 point **Descriptor:** - discuss in pairs - answer the question Total: 2 point **Descriptor:** - complete the sentences. Total: 1 point **Descriptor:** - complete the spidergram Total: 1 point **Descriptor:** - discuss a folk tale Total: 1 point **Descriptor:** - students draw a picture of MG Total: 1 point **Descriptor:** Allow students time to draw their own picture	

	Allow Ss time to draw a picture of the Magic Garden. Alternatively, assign the task as HW. Present Ss' pictures in class, and/or display on a noticeboard. **Ex: 8 P: 61** Explain the task. Divide the class into groups and allow them time to research a folk tale, and list the events in the order they happened. Ask groups to present the folktale to the class. Alternatively, assign the task as HW and have Ss present their folk tale in the next lesson. **Conclusion** **Reflection:** Ask students: "What is one thing you learned from 'The Magic Garden of the Poor' that you can apply to your own life?" **Summary:** Briefly summarize the story's message: that true wealth and prosperity can come from giving to others and using wisdom. **Share Out:** Have a few students share their reflections. **Differentiation:** **Support:** Provide a graphic organizer for sequencing events, pre-teach vocabulary with visual aids, allow students to draw a picture representing the main idea. **Challenge:** Ask students to write a short paragraph explaining the "magic" in the story using their own words. They could also debate whether the wise man was truly "wise" or just practical.	Once upon a time, there was a poor woodcutter who made money by cutting wood and selling it in the market. One day, he was in the forest cutting wood beside a river. The axe he was using fell into the river. He tried to go in the river, but he couldn't swim. He was very sad because without the axe he couldn't feed his family. He sat beside the river and cried. A strange old man came along and asked him what the problem was. The woodcutter explained what his problem was. The old man jumped in the river and brought out a gold axe. He asked the woodcutter if it was his. The woodcutter said 'no'. The old man jumped in again and brought out a silver axe. Again the honest woodcutter said it wasn't his. The third time the old man jumped in, he brought out the woodcutter's axe. The woodcutter was delighted, and thanked the old man. The old man told the woodcutter that because he was so honest and didn't take the gold or silver axes, and wanted only his own axe that he could have the others as a gift. The moral of the story is that honesty is always best.	**Descriptor:** research folk tale list the main events -Make CCQ questions Yes / No Total: 1 point 	
End of the lesson 5 min	**FEEDBACK** Learners provide feedback on what they have learned at the lesson. **Ex:** Home task:			Poster Success

Unit 6: Entertainment and Media		**Lesson 65**	
Teacher name:		**Gulnaz Mukhanbetzhanova**	
Date:			
Grade: 7		**Number present:**	**absent:**
Lesson title	Edutainment		
Learning objectives	**7.3.3.1** give an opinion at discourse level on a growing range of general and curricular topics **7.5.1.1** plan, write, edit and proofread work at text level with some support on a range of general and curricular topics		
Lesson objectives	**Learners will be able to:** - To discuss the role of music in our lives -To test knowledge learnt in this module -To consolidate vocabulary learnt in the module		
Plan			

Stages / Time	**Teachers actions**	**Students actions**	**Assessment criteria**	**Resources**
Beginning of the lesson **Warming-up** ***3 min***	**Organization moment :** 1.Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. **Warming up** Where are you from? How old are you? What color is it? How many students are there	**The aim:** To develop pupils speaking skills and create friendly atmosphere **Efficiency:** By wishing each other they feel better and feel the support of others *Students of the class are listed.* *Students' attention is drawn to the lesson.* • Learners write the numbers from previous	The teacher to assess learners for their ability. "Good job! Well done!" *Formative Assessment* *Good job!* **Descriptor:**	*Students books*

Pre-learning ***«Brainstorming» method*** **7 min.**	in class? What day of the week today? Revise the language of the previous lesson. ***<u>Lead – In</u>*** 	lesson *Determines the topic and purpose of the lesson* *Students say different words from the picture*	-know key phrases - know vocabulary of previous lesson Total: 1 point **Assessment criteria** - Learners have met the learning objectives if they can: To talk about favourite TV series	*Students book*
Middle of the lesson **Presentation part.** **30 min**	**<u>Ex: 1 P: 74</u>** • Read the statements with the Ss. Explain any unknown words Ask Ss to get into pairs. Ss discuss with their partner. Monitor the activity. Ask some Ss to report back to the class. **<u>Ex:2 P:74</u>** • Explain the task. Allow Ss some time to read the sentences and decide whether each one is true or false. Alternatively, you may allow Ss to review the module and find the relevant information to complete the quiz correctly. Check Ss' answers.	Pupils read the statements. Answer the question. Discus with your partner. **ANSWERS** Students own answer Pupils do the quiz. Mark the sentences. **ANSWERS** 1 F ('Terminator Genisys' was directed by Alan Taylor and 'X-Men: Apocalypse' was directed by Bryan Singer.) 2 T 3 T 4 T 5 F (It could cause a lot of harm.) 6 F (It is a string instrument	**<u>Descriptor</u>** - read the statements - answer the Total: 2 point 	Students book

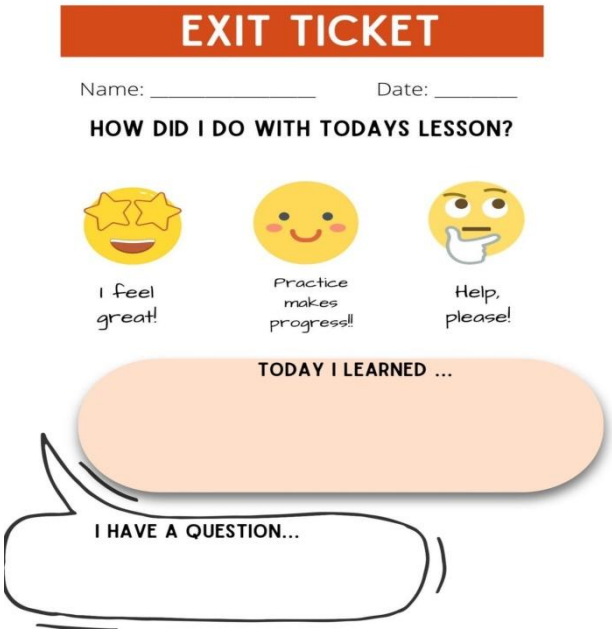
	Ex: 3 P: 74 • Explain the task and allow Ss time to look through the module and think of quiz items in pairs. Tell Ss they can use the quiz in the previous task as a model. Offer an example (e.g. WALL-E stars in 'Terminator Genisys. (F) Ss swap their quizzes with another pair and do them and then report back to the class. **Ex: 4 P: 74** • Draw S * s' attention to the words/phrases and read the question in the rubric aloud and elicit 5 * s' guesses. Play the recording for Ss to listen and follow the song in their books to find out. **Conclusion** during the lesson some tasks differentiated by outcomes of the students and by their abilities.	.Pupils look at the Module 6 and prepare a quiz of your own. **ANSWERS** 1 Arnold Schwarzenegger stars in 'Terminator Genisys'. (1) 2 'The Dark Knight' is a film about Batman. (T) 3 'The Magic Flute' was composed by Giuseppe Verdi. (F-'The Magic Flute' was composed by Mozart.) 4 Pablo Picasso painted 'The Mona Lisa'. (F - 'The Mona Lisa' was painted by Leonardo da Vinci.) 5 The Vegetable Orchestra is from Venice. (F - The Vegetable Orchestra is from Vienna.) 6 The Vegetable Orchestra plays electronic music. (1) 7 The tin whistle is made of tin. (F-The tin whistle is made from brass.) 8 The dombra has horsehair strings. (T) .Pupils read the words/phrases. Listen and read to find out **ANSWERS** Students own answer.	**Descriptor:** - do the quiz - mark the sentences. Total: 2 point **Descriptor:** - look at the Module 6 - prepare a quiz Total: 2 point **Descriptor:** - read the words/phrases - listen and read to find out Total: 2 point	
End of the lesson	**FEEDBACK** Learners provide feedback on what they have learned at the	write about what you understand		

5 min	lesson. **<u>Homework Ex: 5</u>**		

Unit 5 Reading for pleasure		**Lesson 50**	
Teacher name:			
Date:			
Grade: 7		**Number present:**	**absent:**
Lesson title	The time Machine		
Learning objectives	7.1.6.1 organize and clearly present information in a form understandable to others; 7.3.2.1 ask difficult questions to get information within some general and educational topics; 7.3.4.1 respond with some flexibility at the level of a sentence with elements of reasoning to unexpected comments within the framework of most general and educational topics;		
Lesson objectives	**Learners will be able to:** - introduce the topic; to read for specific information - predict the content of textto and read confirmation -		
Value links	Loyalty – Loyalty might be a core personal value to you if you highly prize friends that are reliable and trustworthy. You might put your friends or chosen family first, always being there for them when they need you.		
Plan			

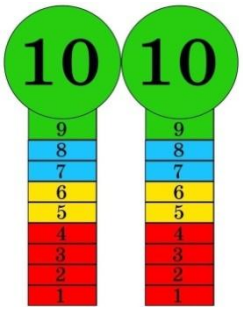
Stages / Time	**Teachers actions**	**Students actions**	**Assessment criteria**	**Resources**
Beginning of the lesson **Warming -up** ***3 min***	**Organization moment :** 1.Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. **Warming up** Where are you from? How old are you? What color is it? How many students are	**The aim:** To develop pupils speaking skills and create friendly atmosphere **Efficiency:** By wishing each other they feel better and feel the support of others *Students of the class are listed.* *Students' attention is drawn to the lesson.*	The teacher to assess learners for their ability. "Good job! Well done!" *Formative Assessment* 	*Students books*

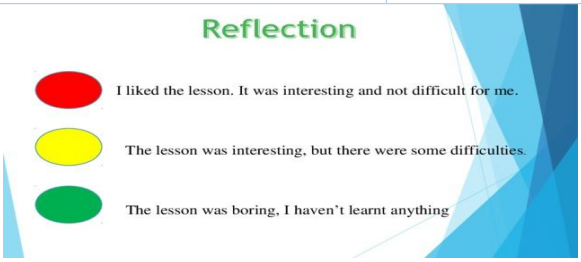
Pre-learning ***«Brainstorming» method*** **7 min.**	there in class? What day of the week today? Ask a few pupils to stand up and stand in a row. Ask the rest of the class questions to revise the ordinals. ***<u>Lead – In</u>*** 	*Determines the topic and purpose of the lesson* •Learners remember previous lesson vocabulary *Did you listen about the time machine?*	*Good job!* **<u>Descriptor:</u>** *- know daily routines vocabulary* *- know* prepositions of place *Point 1* **Assessment criteria** - Learners have met the learning objectives and predict the content of a text	*Students books* *Student's book*
Middle of the lesson **Presentation part.** **30 min**	**<u>Ex:1 P:56</u>** • Elicit what Ss know about H.G. Wells and the stories he wrote. Allow time for Ss to read the biography and then elicit answers around the class. **<u>Ex: 2 P: 56</u>** • Draw attention to the pictures and elicit guesses to what happens the extract Ss read and listen to the text to find Check Ssanswers **<u>Ex: 3 P: 57</u>** • Ask Ss to read the questions and the answer choices Allow Ss time to read the text again and complet the task. Check Ss answers.	• Pupils read the biography to find out. Answer the question. **ANSWERS** H.G. Wells was a British writer born in 1866. He wrote science-fiction storie • Pupils listen and read to find out. Answer the question **ANSWERS** The Time Traveller and Weena are walking the gardenA Morlock appears and the Time Traveller follows a wellHe finds a of Morlocks under the groundlights match and discovers that the Morlocks are of the light. frightened when they start to follow and he climbs out the • Pupils read the extract and choose the correct answer. **ANSWERS**	<u>Descriptor:</u> - read the biography - answer the question Total: 2 point 	 Card Worksheet Students book https://youtu.be/0REiutss-rc?si=04wAcs30L-q_kj3x

	Ex: 4 P: 57 • Explain the task. Elicit answers to the questions from Ss around the class. **Ex: 5 P: 57** • Explain the task. Allow Ss some time to fill in the gaps. Check Ss answers. **Conclusion** during the lesson some tasks differentiated by outcomes of the students and by their abilities.	1 B 2 C 3 A • Pupils answer the question **ANSWERS** 1 The Time Traveller thinks Weena is nice, because they quickly became friends and she cares for him. 2 The Morlocks look like white apes with greyish-red eyes. 3 The Time Traveller goes down the well to find out about the Morlocks. 4 The Eloi are afraid because the Morlocks have the power and hunt them. • Pupils complete the sentences. **ANSWERS** 1 became 2 vanished 3 began 4 moved5 lit	Descriptor: - read the extract - choose the correct answer Total: 2 point Descriptor: - answer the question Total: 2 point Descriptor: - complete the sentences. Total: 1 point questions Yes / No Total: 1 point Total: 10 point	
End of the lesson **5 min**	**FEEDBACK** Learners provide feedback on what they have learned at the lesson. **Ex: P: 6**			Poster Success

Unit 5 Reading for pleasure		**Lesson 51**	
Teacher name:		**Gulnaz Mukhanbetzhanova**	
Date:			
Grade: 7		**Number present:**	**absent:**
Lesson title	Maadai-Kara		
Learning objectives	**7.4.2.1** understand specific information and detail in texts on a range of familiar general and curricular topics **7.4.3.1** understand the detail of an argument on a growing range of familiar general and curricular topics, **7.1.6.1** organise and present information clearly to others **7.3.8.1** recount some extended stories and events on a growing range of		
Lesson objectives	**Learners will be able to:** - introduce the topic; to read for specific information - listen and read for specific information - read for specific information		
Value links	Fairness – If you value fairness, you might be highly sensitive to situations at school or in the workplace where a teacher or a peer has exhibited favoritism or allowed someone to get away with living by a different set of rules to everyone else.		
Plan			

Stages / Time	**Teachers actions**	**Students actions**	**Assessment criteria**	**Resources**
Beginning of the lesson **Warming-up** ***3 min***	**Organization moment :** 1.Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. **Warming up** Where are you from?	. **The aim:** To develop pupils speaking skills and create friendly atmosphere **Efficiency:** By wishing each other they feel better and feel the support of others *Students of the class are listed.*	The teacher to assess learners for their ability. “Good job! Well done!” *Formative Assessment*	*Students books*

Pre-learning ***«Brainstorming» method*** **7 min.**	How old are you? What color is it? How many students are there in class? What day of the week today? revise the vocabulary from the previous ***<u>Lead – In</u>*** 	*Students' attention is drawn to the lesson.* • Learners remember previous lesson vocabulary *Determines the topic and purpose of the lesson* *Students say different words from the picture*	 *Good job!* **<u>Descriptor:</u>** *- can tell the time* *Point 1* **Assessment criteria** - Learners have met the learning objectives if they can talk about Maadai-Kara	*Students books*
Middle of the lesson **Presentation part.** **30 min**	**<u>Ex:1 P: 58</u>** • Explain the task. Allow Ss time to read through the short text and answer the questions. Check Ss' answers. **<u>Ex: 2 P: 58</u>** • Explain the task. Play the recording. Ss listen and read to find out the answers to the questions. Elicit answers from Ss around the class. **<u>Ex: 3 P: 59</u>** • Explain the task. Allow Ss time to answer the questions. Elicit answers from Ss around the class. **<u>Ex: 4 P: 59</u>** • Explain the task. Allow Ss time to read the text again and develop their	•Pupils read the text to find out. Answer the question. **ANSWERS** Kai is a special type of singing from the Altai Mountains in Kazakhstan, People use it to tell epic stories •Pupils listen and read to find out. Answer the question **ANSWERS** Maadai-Kara was the ruler of the human world. Kögüdei Mergen was his son. Altyn Küskü was his daughter-in-law, because she married his son. Play the video for Ss and elicit their comments at the end. •Pupils read the text and answer the question. **ANSWERS** 1 Erlik was the god of the	**<u>Descriptor:</u>** - read the text - answer the question. Total: 2 point  **Differentiation: «Verbal support»** method is used to help Ss use new words in the sentences.	https://youtu.be/u03shaFbcbc?si=l-oWBjls2QOs6MFT Students books

	answers. Check Ss' answers. **Ex: 5 P: 59** • Give Ss time to look up the words in the Check these words box and elicit their meanings. Explain the task, Allow Ss time to fill in the gaps. Check Ss' answers. **Conclusion** during the lesson some tasks differentiated by outcomes of the students and by thir abilities.	underworld. 2 Maadai-Kara left his son on the Black Mountain to keep him safe. 3 Kara-Kula made all of Maadai-Kara's people slaves. 4 Kögüdei Mergen released all the good souls from the underworld. 5 Kögüdei Mergen is now a star in the sky. •Pupils answer the question. **ANSWERS** In the third and fourth paragraphs we see the themes of immortality. In paragraph three, Mergen goes to the underworld, and releases all the good souls. We can also see it in the fourth paragraph when Kögüdei Mergen, Altyn Küskü and the seven khans become stars •Pupils complete the sentences. **ANSWERS** 1 fought 2 faced 3 took 4 grow 5 rode	**Descriptor:** - listen and read - answer the question. Total: 2 point **Descriptor:** - read the text - answer the question Total: 2 point **Descriptor:** - complete the sentences. Total: 1 point	Students books
End of the lesson **5 min**	**FEEDBACK** Learners provide feedback on what they have learned at the lesson. **Ex: 6**			Poster Success

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