

## Short term plan 25

<b>Term 2</b> <b>Module 3. "Earth and our place on it"</b>		<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Date:</b>		<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>		<b>City life – country life.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Recognize and use nouns related to the environment.</li> <li>• Do a quiz on Kazakhstan</li> <li>• Produce sentences using the present continuous with support.</li> </ul>		
	<b>Most learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Produce sentences using the present continuous with little support.</li> </ul>		
	<b>Some learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Express their opinions about future trends building extended sentences.</li> </ul>		
<b>Assessment criteria</b>	Find claim, reasons and evidence in the text to recognise inconsistencies in argument. Demonstrate the ability to participate in a conversation. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Employ the rule for using present continuous forms for present and future meaning and past continuous in the context.		
<b>Value links</b>	Respecting and protecting the environment.		
<b>Cross curricular links</b>	Ecology, Geography.		
<b>Previous learning</b>	Review Unit 2.		
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
<b>Health and Safety links</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.		

	<p><b>Warm up.</b>          With books closed, write <i>the environment</i> on the board and elicit or explain the meaning.          Put SS into pairs and give them two minutes to write down as many words connected to the environment as they can in English.          Elicit answers and write the words related to the environment on the board. Point to a couple of words and ask SS to explain what they mean and why they are important.</p>	
Main Activities	<p>Ex.1 p.32. Matching task.          Ex.2 p.32. Questionnaire.          Ex.3 p.32. Gap filling.          Speaking in a form of discussion.          Ex.4 p.32. Induction of the rules from exercises and explication.          Ex.5 p.32. Gist listening. True/false statements.          Ex.6 p.32. Sentence completion task.          Giving opinions, agreeing and disagreeing.          Extra task. Writing practice.</p>	<p>Board          Projector          Internet          Presentation          Video and images          Handouts with task          CD 1.25</p>
Ending the lesson	<p><b>Self-assessment.</b>          Students express their attitude to the lesson and give self-assessment using the method: “<i>Six thinking hats</i>”:</p> <ul style="list-style-type: none"> <li>• Green: How can you use today's learning in different subjects?</li> <li>• Red: How do you feel about your work today?</li> <li>• White: What have you learnt today?</li> <li>• Black: What were the weaknesses of your work?</li> <li>• Blue: How much progress have you made in this lesson? (Now I can, I still need to work on, I've improved in, Today I learnt... )</li> <li>• Yellow: What did you like about today's lesson?</li> </ul>	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Critical thinking</b>
<p>Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths).  <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.  <b>By outcome</b> providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities.          Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed?          Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas.</p>

## Short term plan 26

<b>Term 2</b> <b>Module 3. "Earth and our place on it"</b>		<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Date:</b>		<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>		<b>Silk through Sauran.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Recognize and use words related to the sustainability.</li> <li>• Synthesize information from the reading passage about sustainability.</li> </ul>		
	<b>Most learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Analyse the text about sustainability.</li> </ul>		
<b>Assessment criteria</b>	<b>Some learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Provide unprepared, coherent talk about our responsibility to planet Earth.</li> </ul>		
<b>Assessment criteria</b>	Express thoughts about the given topic in the conversations. Use topic appropriate words in justifying their point of view. Identify the main idea of text on unfamiliar and curricular topics. Find claim, reasons and evidence in the text to recognise inconsistencies in argument		
<b>Value links</b>	Respecting and protecting the environment.		
<b>Cross curricular links</b>	Ecology, Geography.		
<b>Previous learning</b>	Vocabulary and language focus: Geography and the environment.		
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
<b>Health and Safety</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> With books closed, write <i>sustainability</i> on the board and ask SS what they think it means. Elicit or explain that it means not doing anything that endangers the environment for future generations.		

	Ask SS to think of what sort of developments could cause problems for people in the future. Elicit ideas and ask other SS if they agree.					
Main Activities	Ex.1 p.34. Building background knowledge. Ex.2 p.34. Detailed reading. Justifying True/False statements with reference to the text. Ex.3 p.34. Matching words. Ex.4 p.34. Expressing opinions (reacting to a text).	Board Projector Internet Presentation Video and images Handouts with task CD 1.26				
Ending the lesson	<b>Self-reflection.</b> <table border="1" data-bbox="354 595 1029 775"> <tr> <td>My participation in the lesson</td> <td>My feelings and emotions during the lesson</td> <td>My difficulties</td> <td>Valuable thoughts for me from the lesson</td> </tr> </table>	My participation in the lesson	My feelings and emotions during the lesson	My difficulties	Valuable thoughts for me from the lesson	
My participation in the lesson	My feelings and emotions during the lesson	My difficulties	Valuable thoughts for me from the lesson			

<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas.

## Short term plan 27

<b>Term 2</b> <b>Module 3. "Earth and our place on it"</b>		<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Date:</b>		<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>		<b>Modals.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.S2 ask complex questions to get information on a range of general and curricular topics 9.UE17 use if only /wish [that] clauses [past reference]; use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>Construct the sentences using the first conditional with support.</li> </ul>		
	<b>Most learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>Construct the sentences using the first conditional to talk about possible situations with minimal support.</li> </ul>		
<b>Assessment criteria</b>	<b>Some learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>Apply the first conditional to talk about a future situation and its consequences without support.</li> </ul>		
<b>Assessment criteria</b>	Discuss a problem in groups and suggest a solution to a problem. Make up complex interrogative sentences to get information about the topic. Differentiate between if/unless in first conditional clauses.		
<b>Value links</b>	Respecting and protecting the environment.		
<b>Cross curricular links</b>	Ecology.		
<b>Previous learning</b>	Reading: Our responsibility to protect Earth.		
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
<b>Health and Safety</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> With books close, ask: What will happen if you look for Sealand on the map? Elicit the answer (You won't find it). Write on the board: If you look for Sealand on the		

	map, you won't find it. Ask SS to translate it into their own language. Elicit or teach that it is a first conditional sentence. Ask: Does it refer to a present action, or a possible action in the future? (a possible action in the future).	
Main Activities	Ex.1 p.35. Induction of the rules from examples and explication. Ex.2 p.35. Opening the brackets. Ex.3 p.35. Completion drill. Ex.4 p.35. Structure-based substitution. Extra task. Transformation exercise.	Board Projector Internet Presentation Video and images Handouts with task
Ending the lesson	<b>Self-assessment.</b> How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet.	

#### Additional information

<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas.

## Short term plan 28

<b>Term 2</b> <b>Module 3. "Earth and our place on it"</b>		<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Date:</b>		<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>		<b>What a strange place to live.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.C7 develop and sustain a consistent argument when speaking or writing 9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>Recognize and use verbs for policies by imagining he/she was president of a country.</li> <li>Identify the meaning of the conversation about imagining he/she was president.</li> </ul>		
	<b>Most learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>Synthesize information from the conversation and use it as the basis for discussion.</li> </ul>		
	<b>Some learners will be able to:</b>		
<ul style="list-style-type: none"> <li>Produce a clear, coherent talk about government policies.</li> </ul>			
<b>Assessment criteria</b>	Make an argument and evolve reasoning while speaking or writing. Identify facts and details in extended talks with little support. Use topic appropriate words in justifying their point of view.		
<b>Value links</b>	Respecting and protecting the environment.		
<b>Cross curricular links</b>	Ecology, Social studies.		
<b>Previous learning</b>	First conditional.		
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
<b>Health and Safety</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p><b>Warm up.</b> With books close, ask: Would you like to be the president of Kazakhstan? Why? Elicit some ideas. Ask: What things would you change to help the</p>		

	environment? Why? Elicit some ideas. Don't worry at this stage if SS don't use the correct verb forms, but just concentrate on encouraging them to think of ideas.							
Main Activities	Ex.1 p.36. Conveying the meaning of the words provided. Giving opinions, agreeing and disagreeing. Ex.2 p.36. Listening for global information. Ticking off items in a list. Ex.3 p.36. Listening for specific information. Sentence completion. Ex.4 p.36. Information transfer. Ranking (priority) discussion.	Board Projector Internet Presentation Video and images Handouts with task CD 1.27						
Ending the lesson	Self-assessment. <table border="1" data-bbox="354 703 1027 781"> <tr> <td>Plus</td> <td>Minus</td> <td>Interesting</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> If children liked something at the lesson they put it into the column “plus”, if they didn't like or were bored during some part of the lesson, they can use the column “minus”, the section “interesting” is for those activities which were interesting during the lesson.	Plus	Minus	Interesting				
Plus	Minus	Interesting						

### Additional information

<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas



Short term plan 29

<b>Term 2</b> <b>Module 3. "Earth and our place on it"</b>		<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Date:</b>		<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>		<b>Language focus: First and second conditionals.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.W3 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.UE17 use if only /wish [that] clauses [past reference]; use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>Construct the sentences using second conditional to talk about imaginary situations with support.</li> <li>Identify the difference between first and second conditionals.</li> </ul>		
	<b>Most learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>Construct the sentences using second conditional to talk about imaginary situations with minimal support.</li> </ul>		
	<b>Some learners will be able to:</b>		
<ul style="list-style-type: none"> <li>Apply first and second conditionalsto talk about what they would do in likely or unlikely situations without support.</li> </ul>			
<b>Assessment criteria</b>	Demonstrate the ability to participate in a conversation. Demonstrate the ability to write grammatically correct sentences on familiar topics. Differentiate between if/unless in first conditional clauses.		
<b>Value links</b>	Respecting and protecting the environment.		
<b>Cross curricular links</b>	Ecology.		
<b>Previous learning</b>	Government policies.		
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
<b>Health and Safety</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> With books close, write on the board: If I was president, ... and elicit an ending to the sentence.		

	Write the ending so that you have a complete sentence on the board. Ask SS to translate the sentence into their own language and elicit or teach that it is a second conditional sentences.	
Main Activities	Ex.1 p.37. Deduction from the rules and exemplification. Ex.2 p.37. Multiple choice. Ex.3 p.37. Situation-response. Ex.4 p.37. Matching task. Ex.5 p.37. Structure-based substitution. Ex.6 p.37. Completion drill. Asking and answering questions. Extra task. Extension.	Board Projector Internet Presentation Video and images Handouts with task
Ending the lesson	<b>Self-assessment.</b> How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet.	

#### Additional information

<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

### Short term plan 30

<b>Term 2</b> <b>Module 3. "Earth and our place on it"</b>		<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Date:</b>		<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>		<b>Talking about places.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.L6 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Recognize and use key phrases for apologizing and expressing regrets.</li> <li>• Develop their listening skills in the context of apologizing and expressing regrets.</li> <li>• Demonstrate the ability to express past and present regrets with I wish using some support.</li> </ul>		
	<b>Most learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Create their own dialogues based on the given situations.</li> </ul>		
	<b>Some learners will be able to:</b>		
<ul style="list-style-type: none"> <li>• Perform situations practising apologizing without support.</li> </ul>			
<b>Assessment criteria</b>	Figure out the content of a conversation with some support in extended talk. Demonstrate the ability to participate in a conversation. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Differentiate between if/unless in first conditional clauses.		
<b>Value links</b>	Respecting and protecting the environment.		
<b>Cross curricular links</b>	Social studies.		
<b>Previous learning</b>	First and second conditionals.		
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
<b>Health and Safety</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> With books closed, write <i>I'm sorry</i> on the board and		

	<p>elicit its meaning. Ask SS in what kinds of situations they might apologize. Elicit examples and suggestions.</p> <p>Briefly discuss a few of the scenarios that the SS suggest. Establish how we feel when we apologize, and why it is sometimes difficult to apologize. Elicit the concept of regret and teach the word.</p>					
Main Activities	<p>Ex.1 p.38. Picture description (guessing, speculating, interpreting).</p> <p>Ex.2 p.38. Gist listening. Comprehension question.</p> <p>Ex.3 p.38. Focus listening.</p> <p>Ticking off items.</p> <p>Guided role play.</p> <p>Ex.4 p.38. Deduction from the rules and exemplification.</p> <p>Ex.5 p.38. Opening the brackets.</p> <p>Guided role-playing.</p> <p>Ex.6 p.38. Open role-play. Speaking in a form of a dialogue.</p>	<p>Board</p> <p>Projector</p> <p>Internet</p> <p>Presentation</p> <p>Video and images</p> <p>Handouts with task</p> <p>CD 1.28, 1.29</p>				
Ending the lesson	<b>Peer-assessment.</b>					
	<u>Rubric</u>					
	<b>Criteria</b>	<b>Fluency</b>	<b>Pronunciation and accent</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Pair work (interaction)</b>
	5 excellent	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	A wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Actively supports, engages, listens and responds to the partner. Takes a leading role.
	4 Good	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Makes an effort to interact with the partner but doesn't take a leading role.
3 fair	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is okay; Some effort at accent, but is definitely non-native	Vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Some effort to interact with the partner but doesn't take a leading role.	
2 poor	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Limited interaction with the partner.	
<b>Additional information</b>						

<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Critical thinking</b>
<p>Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths).</p> <p><b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.</p> <p><b>By outcome</b> providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities.</p> <p>Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed?</p> <p>Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p>

## Short term plan 31

<b>Term 2</b> <b>Module 3. "Earth and our place on it"</b>		<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Date:</b>		<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>		<b>Rivers of the world.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics 9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Examine the general writing structure of an opinion essay.</li> <li>• Recognize and use references, pronouns and key phrases for writing an opinion essay.</li> </ul>		
	<b>Most learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Express their ideas in writing an opinion essay with minimal support.</li> </ul>		
	<b>Some learners will be able to:</b>		
<ul style="list-style-type: none"> <li>• Express their ideas in writing an opinion essay without support.</li> </ul>			
<b>Assessment criteria</b>	Use topic appropriate words in justifying their point of view. Identify the main idea of text on unfamiliar and curricular topics. Write sentences about real and imaginary past events, activities and experiences connecting sentences into paragraphs. Differentiate between relative pronouns including who, which, where, why.		
<b>Value links</b>	Respecting and protecting the environment.		
<b>Cross curricular links</b>	Social studies.		
<b>Previous learning</b>	Apologizing.		
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
<b>Health and Safety</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> Focus on the photo. Ask: how old do you think this girl is? What is she doing? Elicit some ideas, and elicit or teach the word straw.		

	Ask: At what age can you ride a scooter? Elicit the answer, then ask: Should the government stop people using them? Elicit a range of ideas.	
Main Activities	Ex.1 p.39. Skimming. Questioning. Ex.2 p.39. Sorting exercise. Ex.3 p.39. Matching task. Ex.4 p.39. Writing guide. Questioning in groups. Sharing ideas. Structuring.	Board Projector Internet Presentation Video and images Handouts with task

Ending the lesson	<b>Peer-assessment.</b>					
	<b>Rubric</b>					
	<b>Category</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Ideas	The writer's opinion is very clear. Reasons and some specific examples are given.	The writer's opinion is clear. Reasons and some examples are given.	The writer's opinion is fairly clear. A few reasons are given, but specific examples may not be given.	The writer's opinion is not very clear. Reasons are not given or don't make sense.	The writer's opinion cannot be determined.
	Organization	The writing has a clear introduction and conclusion. Reasons and examples are grouped into a body that makes sense. Many linking words are used effectively to connect the reasons and examples.	The writing has an introduction and a conclusion. Reasons and examples are grouped into a body that mostly makes sense. Some linking words are used to connect the reasons and examples.	The writing may be missing an introduction. The writing may be missing a conclusion. Some reasons are grouped into a body. Few linking words are used.	The writing does not have an introduction or a conclusion. Reasons are missing or disorganized. Linking words are missing or used incorrectly.	The writing is very poorly organized and hard to follow.
	Word choice	The writer uses precise, well-chosen words (especially adjectives and adverbs). The writer's words give a clear message.	Some words, including adjectives and adverbs, are precise. The message is clear.	Many words are vague or poorly chosen. The message may be confusing in parts.	Many vague or unclear words are used. These word choices make most of the message hard to understand.	Many words are used incorrectly. The message is not clear.
	Sentence Fluency	Sentence structures are varied and interesting. Sentence structures include compound sentences.	Some of the sentence structures are varied and interesting. A compound sentence may be used.	Many sentences share the same structure.	All sentences share a similar structure.	Sentences are fragments or run-ons. Sentences are written incorrectly.
	Voice	The writer sounds very convincing. The point of view is clear and consistent. The writing is respectful without sounding too formal or stiff.	The writer sounds convincing some of the time. The point of view is somewhat consistent. A few places may sound too stiff or informal.	The writer isn't very convincing. The point of view may shift. The writing may sound too stiff in some places. The writing may sound too informal in other places.	The writer does not sound convincing. The point of view changes a lot. The writing sounds too stiff or informal.	The writer does not express an opinion. The point of view cannot be determined.
Conventions	There are no mistakes in capitalization, punctuation, or spelling. The writing is very easy to read.	There are some mistakes in capitalization, punctuation, or spelling. The writing is somewhat easy to read.	There are mistakes in capitalization, punctuation, and spelling. Mistakes make the paper difficult to read.	There are many mistakes in capitalization, punctuation, and spelling. Mistakes cause confusion for the reader.	The writing has not been edited. It is very hard to read.	

**Additional information**

<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas

### Short term plan 32

<b>Term 2 Module 3. "Earth and our place on it"</b>	<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Date:</b>	<b>Teacher’s name: Kambarova Gulzhan</b>	
<b>Grade 9</b>	<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>	<b>Types of mountains.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.C9 use imagination to express thoughts, ideas, experiences and feelings 9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.UE12 use an increased variety of comparative degree adverb structures with regular and irregular adverbs use a variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics	
<b>Lesson objectives</b>	<b>All learners will be able to:</b>	
	<ul style="list-style-type: none"> <li>• Summarize information from the text about a journey through Betpak-Dala.</li> <li>• Recognize how adverbs modify adjectives and where adverbs are used in a sentence.</li> <li>• Identify adverb use in a text.</li> </ul>	
	<b>Most learners will be able to:</b>	
	<ul style="list-style-type: none"> <li>• Analyze information from the text about a journey through Betpak-Dala and use it as a basis for discussion.</li> </ul>	
	<b>Some learners will be able to:</b>	
	<ul style="list-style-type: none"> <li>• Plan, write and edit a diary describing the journey.</li> </ul>	



<b>Assessment criteria</b>	Form ideas effectively and demonstrate the ability to express them clearly Find particular facts and parts in reading passage, Apply pre-verbal, post-verbal and end-position adverbs accurately.
<b>Value links</b>	Respecting and protecting the environment.
<b>Cross curricular links</b>	Social studies.
<b>Previous learning</b>	An opinion essay.
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.
<b>Health and Safety</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.

<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities</b>	<b>Resources</b>
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> Ask SS if they have visited the area between Lake Balkhash and the Sarysu River. What did they see and do there? Ask the whole class what they know about the area and what they think it is like and what wildlife you can see there.	
Main Activities	Ex.1 p.40. Building background knowledge. Ex.2 p. 40. Detailed reading. Table completion. Ex.3 p. 40. Recognizing language structures. Ex.4 p. 40. Induction of the rules from examples and explication. Ex.5 p. 40. Sequencing words. Ex.6 p. 40. Writing practice. Creative exercise.	Board Projector Internet Presentation Video and images Handouts with task CD 1.30
Ending the lesson	“ <b>Cinquain</b> ” is a five-line poem based on the content of the material under the study. Line 1 – One-word title (Kazakhstan). Line 2 – Two adjectives for describing that word. Line 3 – Three verbs. Line 4 – Four feeling words. Line 5 – A synonym for the title word.	

<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners	Observe learners when participating in use of English activities. Record what they considered they had learned from the	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas

will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	
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### Short term plan 33

<b>Term 2</b> <b>Module 3. "Earth and our place on it"</b>	<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Date:</b>	<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>	<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>	<b>Do you like living in the city or in the country?</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.C9 use imagination to express thoughts, ideas, experiences and feelings 9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.R4 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics	
<b>Lesson objectives</b>	<b>All learners will be able to:</b>	
	<ul style="list-style-type: none"> <li>Develop their reading skills in the context of recycling.</li> </ul>	
	<b>Most learners will be able to:</b>	
	<ul style="list-style-type: none"> <li>Express their ideas about recycling situation in a city.</li> </ul>	
<b>Assessment criteria</b>	<b>Some learners will be able to:</b>	
	<ul style="list-style-type: none"> <li>Present a solution to a rubbish problem.</li> </ul>	
<b>Value links</b>	Convey fantasy ideas and experiences including emotions and senses. Find particular facts and parts in reading passage. Skim the extended fiction or non-fiction texts to identify the general information.	
<b>Cross curricular links</b>	Respecting and protecting the environment.	
<b>Previous learning</b>	Ecology, Social studies.	
<b>Use of ICT</b>	My country: Our planet.	
<b>Health and Safety</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
<b>Plan</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
<b>Planned timings</b>	<b>Planned activities</b>	<b>Resources</b>

Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p><b>Warm up.</b> With books closed, ask: Is there anything you would like to change about your school? Elicit some ideas and then ask: What can you do to make your school change? Ask: Do you think SS should have more power to make changes in their school? Elicit some ideas, and encourage SS to join in and express their opinions.</p>	
Main Activities	<p>Ex.1 p.41. Brainstorming the topic. Sorting exercise. Ex.2 p.41. Questions for personal response. Detailed reading. Checking comprehension. Ex.3 p.41. Questions about the topic to discuss. Ex.4 p.41. Problem-solving discussion.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task CD 1.31</p>
Ending the lesson	<p><b>Self-assessment.</b> <u>Pair share</u> At the end of a lesson learners share with their partner: Three new things they have learnt:</p> <ul style="list-style-type: none"> <li>✓ What they found easy</li> <li>✓ What they found difficult</li> <li>✓ Something they would like to learn in the future.</li> </ul>	

<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Critical thinking</b>
<p>Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas</p>


## Short term plan 35

<b>Term 2</b> <b>Module 3. "Earth and our place on it"</b>		<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Date:</b>		<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>		<b>Unit revision</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.UE17 use if only /wish [that] clauses [past reference]; use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Reproduce taught material in listening, speaking, writing.</li> </ul>		
	<b>Most learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Demonstrate learned grammar and vocabulary about environment with sure.</li> </ul>		
<b>Assessment criteria</b>	<b>Some learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Use taught vocabulary and grammar with accuracy.</li> </ul>		
<b>Assessment criteria</b>	Find claim, reasons and evidence in the text to recognise inconsistencies in argument. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Differentiate between if/unless in first conditional clauses.		
<b>Value links</b>	Respecting and protecting the environment.		
<b>Cross curricular links</b>	Ecology.		
<b>Previous learning</b>	CLIL: Politics: High school elections.		
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
<b>Health and Safety</b>	Switch off the active board if you do not use it.		
	If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> Then to create a positive learning environment the teachers asks students to start the lesson giving each		

	other compliments about appearance, job performance, talent, etc. and also practice accepting compliments.	
Main Activities	Ex.1 p.42. Substitution drill. Ex.2 p.42. Matching task. Ex.3 p.42. Sequencing words. Ex.4 p.42. Opening the brackets. Ex.5 p.42. Paraphrasing. Ex.6 p.42. Filling in the blanks. Ex.7 p.42. Focus listening. Justifying true/false statements with reference to the text.	Board Projector Internet Presentation Video and images Handouts with task CD 1.32
Ending the lesson	<b>Peer-assessment.</b> <b>Two stars and a wish.</b> You did a really good job on... I really like how you... My favorite part was when... I think the best thing about it is...  Maybe you could... I also think you might want to... I wish you would have... It would also be great if...	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas

## Short term plan 36

<b>Term 2</b> <b>Module 3. "Earth and our place on it"</b>		<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Date:</b>		<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>		<b>Project: A community project.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics 9.W1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>Plan, write and edit a community project with support.</li> </ul>		
	<b>Most learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>Plan, write and edit a community project with minimal support.</li> </ul>		
<b>Assessment criteria</b>	<b>Some learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>Plan, write and edit a community project without support.</li> </ul>		
<b>Value links</b>	Discuss a problem in groups and suggest a solution to a problem. Identify the main idea of text on unfamiliar and curricular topics. Make a clear plan of writing; Write a text; Check the written draft.		
<b>Cross curricular links</b>	Respecting and protecting the environment.		
<b>Previous learning</b>	Ecology, Social studies.		
<b>Use of ICT</b>	Review. Unit 3.		
<b>Health and Safety</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning the lesson	<p>The lesson greeting.</p> <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p><b>Warm up.</b></p> <p>Ask SS if they know of any community projects near where they live.</p> <p>Ask them what the projects do and if they know of what they have achieved.</p>		
Main Activities	<p>Ex.1 p.43. Prediction based on the slogan, pictures.</p> <p>Ex.2 p.43. Skimming.</p> <p>Matching headings with sections.</p>		<p>Board</p> <p>Projector</p> <p>Internet</p>

	Ex.3 p.43. Brainstorming. Generating ideas. Illustration. Giving presentation. Feedback on the project.	Presentation Video and images Handouts with task
Ending the lesson	<b>Self-assessment.</b> “Five”. Children draw a picture of their hand and write the most important things about the lesson on each finger. The thumb - something interesting, the index finger - something difficult, the middle one - something that was not enough, the ring finger - the mood, the little finger - the suggestions.	

<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas

## Short term plan 37

<b>Term 2</b>		<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Unit 4 "Charities and conflict"</b>		<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Date:</b>			
<b>Grade 9</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>		<b>Morals.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.UE5 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Recognize and use phrases to do with honesty and morals.</li> <li>• Do a questionnaire on rights and wrongs.</li> <li>• Produce sentences making requests with support.</li> </ul>		
	<b>Most learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Produce sentences making requests with minimal support.</li> </ul>		
	<b>Some learners will be able to:</b>		
<ul style="list-style-type: none"> <li>• Demonstrate the ability to request something and report someone's request with fluency.</li> </ul>			
<b>Assessment criteria</b>	Provide a point of view in conversations and discussions. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Demonstrate the ability to ask a variety of questions in different tenses. Apply the rule for reported speech forms for statements in the context.		
<b>Value links</b>	Helping others. Learning to compromise. Respecting yourself and others.		
<b>Cross curricular links</b>	Social studies.		
<b>Previous learning</b>	A community project.		
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
<b>Health and Safety</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> With books closed, write Right and Wrong on the board and elicit the meaning. Ask: What things is it wrong to do? Elicit some answers, e.g. stealing,		



	murder, etc. Put SS into pairs and give them two minutes to write down as many things as they can that are wrong. Encourage them to think about small things that we do every day, as well as actual crimes.					
Main Activities	Ex.1 p.44. Filling in the blanks. Checking students' answers. Ex.2 p.44. Asking and answering questions. Ex.3 p.44. Guided reading. Situation-response. Ex.4 p.44. Table completion. Ex.5 p.44. Multiple choice. Ex.6 p.44. Transformation exercise. Ex.7 p.44. Listening comprehension. Activating language. Ex.8 p.44. Practice structures. Extra task. Individual sentences.	Board Projector Internet Presentation Video and images Handouts with task CD 2.01, 2.02				
Ending the lesson	<b>Self-reflection.</b> <table border="1" data-bbox="354 819 1031 972"> <tr> <td>My participation in the lesson</td> <td>My feelings and emotions during the lesson</td> <td>My difficulties</td> <td>Valuable thoughts for me from the lesson</td> </tr> </table>	My participation in the lesson	My feelings and emotions during the lesson	My difficulties	Valuable thoughts for me from the lesson	
My participation in the lesson	My feelings and emotions during the lesson	My difficulties	Valuable thoughts for me from the lesson			

### Additional information

<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

### Short term plan 38

Term 2	School: «Baldauren Republican Educational and Health
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<b>Unit 4 "Charities and conflict"</b>		<b>Center</b>	
<b>Date:</b>		<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>		<b>Charities.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Comprehend the text about a charity.</li> <li>• Recognize and use collocations with <i>make</i> and <i>do</i>.</li> </ul>		
	<b>Most learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Interpret a text about a charity and use it as a basis for discussion.</li> </ul>		
<b>Assessment criteria</b>	<b>Some learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Express their opinions on being honest with fluency building extended sentences.</li> </ul>		
<b>Value links</b>	Express thoughts about the given topic in the conversations. Use topic appropriate words in justifying their point of view. Find particular facts and parts in reading passage.		
<b>Value links</b>	Helping others. Learning to compromise. Respecting yourself and others.		
<b>Cross curricular links</b>	Social studies.		
<b>Previous learning</b>	Morals.		
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
<b>Health and Safety</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> With books closed elicit what charities do. (Give help usually to people, animals or the environment). Ask SS what charities they know and what those charities do. Ask SS which charities they think are best.		
Main Activities	Ex.1 p.46. Predicting based on the title, pictures. Gist reading. Ex.2 p.46.Detailed reading. Completing gapped text with sentences.		Board Projector Internet Presentation

	Ex.3 p.46. Substitution drill. Ex.4 p.46. Blank-filling. Ex.5 p.46. Speaking in a form of discussion.	Video and images Handouts with task CD 2.03						
Ending the lesson	<p><b>Self-assessment.</b></p> <p>KWL</p> <table border="1"> <tr> <td>Know</td> <td>Want to know</td> <td>Learnt</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Know	Want to know	Learnt				
Know	Want to know	Learnt						
<b>Additional information</b>								
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Critical thinking</b>						
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas						

**Short term plan 39**

<b>Term 2 Unit 4 "Charities and conflict"</b>	<b>School: «Baldauren Republican Educational and Health Center</b>
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<b>Date:</b>		<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>		<b>Reported speech: tense changes.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>9.W3 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics</p> <p>9.UE11 use an increased variety of reported speech forms for statements, questions and commands: including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics</p>		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Comprehend tense changes in reported speech.</li> <li>• Demonstrate the ability to transport direct speech to reported speech with support.</li> </ul>		
	<b>Most learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Demonstrate the ability to transport direct speech to reported speech with minimal support.</li> </ul>		
<b>Assessment criteria</b>	<b>Some learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Demonstrate the ability to transport direct speech to reported speech without support.</li> </ul>		
<b>Value links</b>	Helping others. Learning to compromise. Respecting yourself and others.		
<b>Cross curricular links</b>	Social studies.		
<b>Previous learning</b>	Charities.		
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
<b>Health and Safety</b>	<p>Switch off the active board if you do not use it.</p> <p>If students are tired, do physical exercise with them.</p> <p>Open the window to refresh the air in the classroom during the break.</p>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning the lesson	<p>The lesson greeting.</p> <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p><b>Warm up.</b></p> <p>With books closed, ask SS to think again about the text about a charity. Ask SS how some of the injured soldier mentioned in the text felt about the games.</p>		
Main Activities	Ex.1 p.47. Induction of the rules from examples and explication.		Board Projector

	Ex.2 p.47. Blank-filling. Ex.3 p.47. Transformation exercise. Ex.4 p.47. Situation-response. Extra task. Individual sentences.	Internet Presentation Video and images Handouts with task
Ending the lesson	<b>Self-assessment.</b> How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet.	


**Additional information**

<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

**Short term plan 40**

<b>Term 2 Unit 4 "Charities and conflict"</b>	<b>School: «Baldauren Republican Educational and Health Center</b>
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<b>Date:</b>		<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>		<b>Vocabulary and listening: Reporting verbs.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.C6 organise and present information clearly to others 9.L1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Recognize and use reporting verbs.</li> <li>• Develop their listening and reading skills in the context of famous protests.</li> </ul>		
	<b>Most learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Interpret information from a radio programme about famous protests and use it as the basis for discussion.</li> </ul>		
<b>Assessment criteria</b>	<b>Some learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>• Produce a clear, coherent talk about protests.</li> </ul>		
<b>Assessment criteria</b>	Form ideas effectively and demonstrate the ability to express them clearly. Identify the main idea in extended talks with little support. Find claim, reasons and evidence in the text to recognise inconsistencies in argument. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.		
<b>Value links</b>	Helping others. Learning to compromise. Respecting yourself and others.		
<b>Cross curricular links</b>	Social studies.		
<b>Previous learning</b>	Reported speech: tense changes.		
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
<b>Health and Safety</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> Focus on the photo and elicit that it shows a demonstration. Ask SS to look carefully and say what the people are protesting against. Elicit a range of ideas.		
Main Activities	Ex.1 p.48. Matching words. Ex.2 p.48. Conveying the meaning. Multiple choice.		Board Projector Internet

	Ex.3 p.48. Structure based substitution. Ex.4 p.48. Transportation exercise. Ex.5 p.48. Gist listening. Judging whether some statements about the listening text are true or false. Ex.6 p.48. Information search. Giving presentations.	Presentation Video and images Handouts with task CD 2.04, 2.05
Ending the lesson	<b>Self-assessment.</b> “Five”. Children draw a picture of their hand and write the most important things about the lesson on each finger. The thumb - something interesting, the index finger - something difficult, the middle one - something that was not enough, the ring finger - the mood, the little finger - the suggestions.	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas

### Short term plan 41

<b>Term 2</b> <b>Unit 4 "Charities and conflict"</b>	<b>School: «Baldauren Republican Educational and Health Center</b>
<b>Date:</b>	<b>Teacher’s name: Kambarova Gulzhan</b>

<b>Grade 9</b>		<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>		<b>Reported and indirect questions.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>9.W3 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics</p> <p>9.UE5 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics</p>		
<b>Lesson objectives</b>	<b>All learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>Identify the difference between reported and indirect questions.</li> <li>Construct reported questions with support.</li> </ul>		
	<b>Most learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>Construct reported questions with minimal support.</li> </ul>		
<b>Lesson objectives</b>	<b>Some learners will be able to:</b>		
	<ul style="list-style-type: none"> <li>Construct reported questions without support.</li> </ul>		
<b>Assessment criteria</b>	<p>Demonstrate the ability to participate in a conversation.</p> <p>Demonstrate the ability to write grammatically correct sentences on familiar topics.</p> <p>Demonstrate the ability to ask a variety of questions in different tenses.</p> <p>Apply the rule for reported speech forms for statements in the context.</p>		
<b>Value links</b>	Helping others. Learning to compromise. Respecting yourself and others.		
<b>Cross curricular links</b>	Social studies.		
<b>Previous learning</b>	Reporting verbs.		
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
<b>Health and Safety</b>	<p>Switch off the active board if you do not use it.</p> <p>If students are tired, do physical exercise with them.</p> <p>Open the window to refresh the air in the classroom during the break.</p>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>
Beginning the lesson	<p>The lesson greeting.</p> <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p><b>Warm up.</b></p> <p>With books closed, briefly revise reported speech. Elicit some examples of direct speech, and ask different SS to change the direct sentences into reported speech.</p> <p>Elicit the rules for reported speech. If necessary prompt SS by asking about tenses, and any other changes (pronouns).</p>		
Main Activities	<p>Ex.1 p.49. Induction of the rules from examples and explication.</p> <p>Ex.2 p.49. Multiple choice.</p> <p>Ex.3 p.49. Transformation exercise.</p> <p>Ex.4 p.49. Writing practice.</p>		<p>Board</p> <p>Projector</p> <p>Internet</p> <p>Presentation</p> <p>Video and images</p>



	Ex.5 p.49. Deduction from the rules and exemplification. Ex.6 p.49. Asking and answering questions. Ex.7 p.49. Improvising a conversation. Extra task. Writing practice.	Handouts with task
Ending the lesson	<b>Self-assessment.</b> How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet.	

### Additional information

<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

### Short term plan 42

<b>Term 2</b> <b>Unit 4 "Charities and conflict"</b>	<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Date:</b>	<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>	<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>	<b>Speaking: Explaining and clarifying situations.</b>	

<b>Learning objectives(s) that this lesson is contributing to</b>	9.L1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics					
<b>Lesson objectives</b>	<b>All learners will be able to:</b>					
	<ul style="list-style-type: none"> <li>Develop their listening skills in the context of someone explains and clarifies a situation.</li> <li>Recognize key phrases for explaining and clarifying a situation.</li> </ul>					
	<b>Most learners will be able to:</b>					
	<ul style="list-style-type: none"> <li>Create their own dialogues based on the given situations.</li> </ul>					
	<b>Some learners will be able to:</b>					
<ul style="list-style-type: none"> <li>Perform situations explaining and clarifying a situation without support.</li> </ul>						
<b>Assessment criteria</b>	Identify the main idea in extended talks with little support. Demonstrate the ability to participate in a conversation. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.					
<b>Value links</b>	Helping others. Learning to compromise. Respecting yourself and others.					
<b>Cross curricular links</b>	Social studies.					
<b>Previous learning</b>	Reported and indirect questions.					
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.					
<b>Health and Safety</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.					
<b>Plan</b>						
<b>Planned timings</b>	<b>Planned activities</b>				<b>Resources</b>	
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> Ask SS if they have ever been found out for giving an excuse when they couldn't do something, for example said they are going to their grandparents' house, only for someone to see them at a party. Ask them why they made the excuse in the first place. Was it because they didn't want to do something or was it because their plans changed?				Board Projector Internet Presentation Video and images Handouts with task CD 2.06, 2.07	
	Main Activities	Ex.1 p.50. Guessing, speculating, interpreting pictures. Ex.2 p.50. Gist listening. Comprehension questions. Ex.3 p.50. Ticking off items. Guided role play. Ex.4 p.50. Practice structures. Substitution drill. Guided role-play. Ex.5 p.50. Open role-play.				
Ending the lesson	<b>Peer-assessment.</b>					
	<b>Rubric</b>					
	<b>Criteria</b>	<b>Fluency</b>	<b>Pronunciation and accent</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Pair work (interaction)</b>
5	Smooth and fluid	Pronunciation	A wide range	Accuracy &	Actively	

	excellent	speech; few to no hesitations; no attempts to search for words; volume is excellent.	is excellent; good effort at accent	of well-chosen vocabulary	variety of grammatical structures	supports, engages, listens and responds to the partner. Takes a leading role.
	4 good	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Makes an effort to interact with the partner but doesn't take a leading role.
	3 fair	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is okay; Some effort at accent, but is definitely non-native	Vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Some effort to interact with the partner but doesn't take a leading role.
	2 poor	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Limited interaction with the partner.

### Additional information

<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

### Short term plan 43

<b>Term 2</b> <b>Unit 4 "Charities and conflict"</b>	<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Date:</b>	<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>	<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>	<b>Writing: A narrative.</b>	

<b>Learning objectives(s) that this lesson is contributing to</b>	9.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics				
<b>Lesson objectives</b>	<b>All learners will be able to:</b>				
	<ul style="list-style-type: none"> <li>• Comprehend the general writing structure of a model text.</li> <li>• Recognize and use key phrases for writing a narrative.</li> <li>• Demonstrate the correct use of punctuation in dialogues.</li> </ul>				
	<b>Most learners will be able to:</b>				
	<ul style="list-style-type: none"> <li>• Write a narrative with dialogue using writing guide.</li> </ul>				
	<b>Some learners will be able to:</b>				
<ul style="list-style-type: none"> <li>• Express their ideas in writing a narrative with dialogue without support.</li> </ul>					
<b>Assessment criteria</b>	Identify the main idea of text on unfamiliar and curricular topics. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Write sentences about real and imaginary past events, activities and experiences connecting sentences into paragraphs. Use punctuation marks in a piece of writing.				
<b>Value links</b>	Helping others. Learning to compromise. Respecting yourself and others.				
<b>Cross curricular links</b>	Social studies.				
<b>Previous learning</b>	Explaining and clarifying situations.				
<b>Intercultural awareness</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.				
<b>Health and Safety</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.				
<b>Plan</b>					
<b>Planned timings</b>	<b>Planned activities</b>			<b>Resources</b>	
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> Focus on the photo and the title of the text. Ask: What has happened? How do you think it happened? Who do you think did it? Elicit a range of ideas. Ask: Do you think the people who did this will admit it? Why? Elicit some answers, but don't confirm or reject any yet.				
Main Activities	Ex.1 p.51. Skimming. Questioning. Ex.2 p.51. Sequencing. Ex.3 p.51. Transformation exercise. Ex.4 p.51. Writing guide. Questioning in groups. Sharing ideas. Structuring.			Board Projector Internet Presentation Video and images Handouts with task	
Ending the lesson	<b>Peer-assessment. Rubric</b>				
	<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Ideas</b>	All ideas were expressed in a	Most ideas were expressed in a	Ideas were somewhat	The essay seemed to be a collection

		clear and organized way. It was easy to figure out what a narrative was about.	pretty clear manner, but the organization could have been better.	organized, but were not very clear. It took more than one reading to figure out what the narrative was about.	of unrelated sentences. It was very difficult to figure out what the narrative was about.
	<b>Format</b>	Complies with all the requirements for a narrative.	Complies with most of the requirements for a narrative.	Complies with several of the requirements for a narrative.	Complies with few of the requirements for a narrative.
	<b>Sentences and Paragraphs</b>	Sentences and paragraphs are complete, well-constructed and of varied structure.	Most sentences are complete and well-constructed. Paragraphing is generally done well.	Some sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences and paragraphing needs lots of work.
	<b>Grammar&amp;spelling</b>	Writer makes few or no errors in grammar or spelling.	Writer makes some errors in grammar and/or spelling but the errors do not impede understanding.	Writer makes quite a lot of errors in grammar and/or spelling	Writer makes very frequent errors in grammar and/or spelling.

<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

### Short term plan 45

<b>Term 2</b> <b>Unit 4 "Charities and conflict"</b>	<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Date:</b>	<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Grade 9</b>	<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>	<b>My country: Charities and conflict.</b>	
<b>Learning objectives(s) that this lesson is</b>	9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.S5 interact with peers to negotiate, agree and organise priorities and plans for	

<b>contributing to</b>	completing classroom tasks 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	
<b>Lesson objectives</b>	<b>All learners will be able to:</b>	
	<ul style="list-style-type: none"> <li>• Recognize and use phrases to talk about why you do something.</li> <li>• Comprehend <i>verb patterns verb + (object) + infinitive with to</i>.</li> <li>• Develop their reading skills in the context of a blog post about charity work.</li> </ul>	
	<b>Most learners will be able to:</b>	
	<ul style="list-style-type: none"> <li>• Synthesize the information from a blog post about charity work and use it as the basis for discussion.</li> </ul>	
<b>Assessment criteria</b>	<b>Some learners will be able to:</b>	
	<ul style="list-style-type: none"> <li>• Talk with fluency about which charity to donate money to.</li> </ul>	
<b>Assessment criteria</b>	Find particular facts and parts in reading passage. Demonstrate the ability to participate in a conversation. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Differentiate between usage of infinitive and gerund forms after a limited variety of verbs, adjectives and prepositions	
<b>Value links</b>	Helping others. Learning to compromise. Respecting yourself and others.	
<b>Cross curricular links</b>	Social studies.	
<b>Previous learning</b>	Writing: A narrative.	
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
<b>Health and Safety</b>	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities</b>	<b>Resources</b>
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> Books closed. In pairs, SS think about why someone might want to work for a charity and what qualities someone working for a charity should have. Ask them to think about a particular type of charity. For example, for a medical charity, someone might want to help people who are in great difficulty. If they work as a doctor or nurse, they would need medical training and the ability to work in difficult situations.	
Main Activities	Ex.1 p.52. Building background knowledge. Ex.2 p.52. Detailed reading. Comprehension questions. Ex.3 p.52. Induction of the rules from examples and explication.	Board Projector Internet Presentation Video and images

	Ex.4 p.52. Recognition exercise. Ex.5 p.52. Opening the brackets. Ex.6 p.52. Improvising a conversation.	Handouts with task CD 2.08
Ending the lesson	Self-reflection. <u>Most ..... thing</u> Ask learners what was the most, e.g. useful, interesting, surprising, etc. thing they learned today.	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas

### Short term plan 47

<b>Term 2</b> <b>Unit 4 "Charities and conflict"</b>	<b>School: «Baldauren Republican Educational and Health Center»</b>	
<b>Date:</b>	<b>Teacher’s name: Kambarova Gulzhan</b>	
<b>Grade 9</b>	<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>	<b>CLIL: History: The Berlin Wall.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.L6 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.S3 explain and justify their own point of view on a range of general and curricular topics	
<b>Lesson objectives</b>	<b>All learners will be able to:</b>	

	<ul style="list-style-type: none"> <li>Develop their reading and listening skills in the context of people talking about their personal experiences of the Berlin Wall.</li> </ul>	
	<b>Most learners will be able to:</b>	
	<ul style="list-style-type: none"> <li>Synthesize the information about the Berlin Wall and use it as the basis for discussion.</li> </ul>	
	<b>Some learners will be able to:</b>	
	<ul style="list-style-type: none"> <li>Express with fluency their ideas about life with a dividing wall in KZ.</li> </ul>	
<b>Assessment criteria</b>	<p>Reach an answer or a decision by identifying the content of the extended talk.  Find particular facts and parts in reading passage.  Speak coherently and in detail about the given topic, referring to personal experience whenever possible.  Use topic appropriate words in justifying their point of view.</p>	
<b>Value links</b>	Helping others. Learning to compromise. Respecting yourself and others.	
<b>Cross curricular links</b>	Social studies, History.	
<b>Previous learning</b>	My country: Charities and conflict.	
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
<b>Health and Safety</b>	<p>Switch off the active board if you do not use it.  If students are tired, do physical exercise with them.  Open the window to refresh the air in the classroom during the break.</p>	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities</b>	<b>Resources</b>
Beginning the lesson	<p>The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  <b>Warm up.</b>  Focus on the photo on p.53 and elicit that it shows the Berlin Wall.  Ask SS what they know about the Berlin Wall.  Point out or elicit that the photo is from the fall of the wall. Elicit facts that SS know and then ask: What do you think life was like for people when the wall was there? How do you think people felt when the wall came down? Elicit some ideas and encourage SS to express their opinions.</p>	
Main Activities	<p>Ex.1 p.53. Conveying the meaning of new words through definitions. Blank-filling.  Ex.2 p.53. Gist reading.  Ex.3 p.53. Detailed reading. Comprehension questions.  Ex.4 p.53. Focus listening.  Identifying situations and people.  Ex.5 p.53. Expressing opinion (reacting to a text).</p>	<p>Board  Projector  Internet  Presentation  Video and images  Handouts with task  CD 2.09, 2.10</p>
Ending the lesson	<p><b>Self-assessment.</b>  Students attach their boat in the appropriate area of the map that reflects their emotions and mood after the lesson.</p>	





Additional information		
<b>Differentiation –</b> <b>how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment –</b> <b>how are you planning to check learners' learning?</b>	<b>Critical thinking</b>
Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths). <b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. <b>By outcome</b> providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

### Short term plan 48

<b>Term 2</b>	<b>School: «Baldauren Republican Educational and Health Center</b>	
<b>Unit 4 "Charities and conflict"</b>	<b>Teacher's name: Kambarova Gulzhan</b>	
<b>Date:</b>		
<b>Grade 9</b>	<b>Number present:</b>	<b>Number absent:</b>
<b>Theme of the lesson:</b>	<b>Review. Unit 4. Skills round-up.</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	
<b>Lesson objectives</b>	<b>All learners will be able to:</b> <ul style="list-style-type: none"> <li>• Reproduce taught material in listening, speaking, writing.</li> </ul>	

	<p><b>Most learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate learned grammar and vocabulary about charities and conflict in dialogues with sure.</li> <li>• Create their own dialogues based on the given situations.</li> </ul> <p><b>Some learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use taught vocabulary and grammar with accuracy.</li> <li>• Provide unprepared speech talking about charities and conflict.</li> </ul>	
<b>Assessment criteria</b>	<p>Identify facts and details in extended talks with little support.          Demonstrate the ability to participate in a conversation.          Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.          Write sentences about real and imaginary past events, activities and experiences connecting sentences into paragraphs.          Apply the rule for reported speech forms for statements in the context.</p>	
<b>Value links</b>	Helping others. Learning to compromise. Respecting yourself and others.	
<b>Cross curricular links</b>	Social studies.	
<b>Previous learning</b>	CLIL: History: The Berlin Wall.	
<b>Use of ICT</b>	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
<b>Health and Safety</b>	<p>Switch off the active board if you do not use it.          If students are tired, do physical exercise with them.          Open the window to refresh the air in the classroom during the break.</p>	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities</b>	<b>Resources</b>
Beginning the lesson	<p>The lesson greeting.          The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  <b>Warm up.</b>          Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments about appearance, job performance, talent, etc. and also practice accepting compliments.</p>	
Main Activities	<p><b>Ex.1 p.54.</b> Substitution drill.  <b>Ex.2 p.54.</b> Blank-filling.  <b>Ex.3 p.54.</b> Multiple choice.  <b>Ex.4 p.54.</b> Opening the brackets.  <b>Ex.5 p.54.</b> Transformation exercise.  <b>Ex.6 p.54.</b> Choose the best answer, a, b or c.  <b>Ex.1 p.55.</b> Talking about pictures related to the topic.  <b>Ex.2 p.55.</b> Gist listening. Comprehension questions.  <b>Ex.4-5 p.55.</b> I improvising a conversation.</p>	<p>Board          Projector          Internet          Presentation          Video and images          Handouts with task          CD 2.12</p>
Ending the lesson	<p><b>Peer-assessment.</b>          Two stars and a wish.</p> <ul style="list-style-type: none"> <li>• You did a really good job on ...</li> <li>• I really like how you ...</li> <li>• Maybe you could ...</li> </ul>	

<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Critical thinking</b>
<p>Differentiation can be achieved by <b>task</b> (selection of learning materials and resources based on student strengths).</p> <p><b>By support.</b> Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.</p> <p><b>By outcome</b> providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities.</p> <p>Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed?</p> <p>Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas</p>