Term 2 Module 3. " on it"	Earth ar	nd our place	School: «Baldauren Republic Center	can Educational and Health	
Date:			Teacher's name: Kambarova Gulzhan		
Grade 9			Number present:	Number absent:	
Theme of th	ne lesson:	:	City life – country life.		
Learningrange of general arobjectives(s) that9.S5 interact withthis lesson iscompleting classrocontributing to9.S7 use appropri			ral and curricular subjects with peers to negotiate, agree assroom tasks	gument in extended talk on a growing and organise priorities and plans for lary and syntax to talk about a wide	
Lesson objectives All learners Reco Do a Produ			will be able to: gnize and use nouns related to the environment. quiz on Kazakhstan ce sentences using the present continuous with support. rs will be able to:		
		Produce	ace sentences using the present continuous with little support.		
			ess their opinions about future trends building extended sentences.		
Assessment	criteria	Find claim, argument. Demonstrate the Apply topic resints well-form Employ the residue.	im, reasons and evidence in the text to recognise inconsistencies in		
Value links		•	nd protecting the environment.		
Cross curric	cular	Ecology, Geo			
Previous lea	rning	Review Unit			
Use of ICT		audio, video f	for showing a presentation, getting additional information, playing the files.		
links If students ar		If students are	e active board if you do not use it. e tired, do physical exercise with them. dow to refresh the air in the classroom during the break.		
Plan					
Planned timings		Planned activities Resources			
Beginning the lesson	The tead	ne lesson greeting. ne teacher sets the lesson objectives, letting students now what to anticipate from the lesson.			

	Warm up. With books closed, write the environment 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. Ex.1 p.32. Matching task.	Board
Main Activities	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.	Projector Internet Presentation Video and images Handouts with task CD 1.25
Ending the lesson	Self-assessment. Students express their attitude to the lesson and give self-assessment using the method: "Six thinking hats": • Green: How can you use today's learning in different subjects? • Red: How do you feel about your work today? • White: What have you leant today? • Black: What were the weaknesses of your work? • 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) • Yellow: What did you like about today's lesson?	
Additional i	information	

Additional information

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

Term 2 Module 3. '	'Earth ai	nd our place	School: «Baldauren Republican Educational and Health Center		
Date:			Teacher's name: Kambarova Gulzhan		
Grade 9			Number present: Number absent:		
Theme of the	he lessor	1	Silk through Sauran.		
Learning objectives(s) that this lesson is contributing to 9.S3 explain and justify their own point of view on a recurricular topics 9.S7 use appropriate subject-specific vocabulary and syntax increased range of general and curricular topics 9.R1 understand the main points in extended texts on a general and curricular topics				lary and syntax to talk about a wide cs	
Lesson obj	ectives	Recog Synth	will be able to: gnize and use words related to the esize information from the reading will be able to:	e sustainability. ng passage about sustainability.	
-		 Analyse the text about sustainability. Some learners will be able to: Provide unprepared, coherent talk about tour responsibility to planet Earth. 			
Assessment Criteria Express t Use topic Identify t			ghts about the given topic in the propriate words in justifying thein ain idea of text on unfamiliar are	conversations. r point of view.	
Value links			nd protecting the environment.		
Cross curri		Ecology, Geo			
Previous lea	arning	Vocabulary and language focus: Geography and the environment.			
Use of ICT		the audio, vio	for showing a presentation, getting additional information, playing deo files.		
Health and	Safety	If students ar	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.		
Plan					
Planned timings	Planned activities Resources			Resources	
Beginning the lesson	The te students Warm With bo and asl explain	s know what to up. boks closed, what the that it mea	ne lesson objectives, letting of anticipate from the lesson. Trite sustainability on the board ey think it means. Elicit or not doing anything that ment for future generations.		

	Ask SS to think of			-		
	cause problems for people in the future.					
	Elicit ideas and ask					
	Ex.1 p.34. Building	_	-	edge.		ard
	Ex.2 p.34. Detailed					ojector
Main	Justifying True/Fa	se sta	tements with	reference to		ernet
Activities	the text.					esentation
7 ICH VILIES	Ex.3 p.34. Matchin					deo and images
	Ex.4 p.34. Express	ng opi	inions (reactin	ng to a text).		ndouts with task
	G				CE	0 1.26
	Self-reflection.					
	74	1.		X 1 1 1 1		
Ending the	•	elings d	My difficulties	Valuable thoughts for		
lesson	*	ions	difficulties	me from the		
	duri	g the		lesson		
	les	son				
Additional	information					
Differentiat	tion –					
how do you	plan to give more	As	Assessment –		Critical thinking	
support? H	ow do you plan to	ho	how are you planning to check		ck	Crucai uniking
challenge th	ne more able	lea	arners' learn	ing?		
learners?						
Differentiati	on can be achieve				hen	Students think critically,
	selection of learning		participating in use of English			exploring, developing,
	nd resources based of		activities.			evaluating and making choices
	student strengths).			they conside		about their own and others'
	By support. Less able learners			arned from	ideas.	
_	will be supported through step-			they express w		
, i				ed about con		
organizers,	sentence frame		and language? Could they			
_	thinking time. Sma		express which skills they had			
group learni	<u> </u>		developed?			
-	e providing challeng	-		essment is h		
variety and	choice.	th	rough observ	ation/monitori	ng.	

Term 2 Module 3. "Earth and our place on it"		nd our place	School: «Baldauren Republican Educational and Health Center		
Date:			Teacher's name: Kambarova Gulzhan		
Grade 9			Number present:	Number absent:	
Theme of the	he lessor	ı:	Modals.		
Learning objectives(s) that this lesson is contributing to cooperativel 9.S2 ask co curricular to 9.UE17 use clauses incli			in groups mplex questions to get inform ics f only /wish [that] clauses [past	o solve problems creatively and nation on a range of general and reference]; use a variety of relative to whom on a range of familiar	
		All learners	will be able to:		
		• Const	ruct the sentences using the first	conditional with support.	
		Most learners will be able to:			
Lesson obj	Lesson objectives		 Construct the sentences using the first conditional to talk about possible situations with minimal support. Some learners will be able to: Apply the first conditional to talk about a future situation and its 		
		consequences without support.			
Assessment criteria	t	Make up com	problem in groups and suggest a solution to aproblem. complex interrogative sentences to getinformation about the topic. ate between if/unless in first conditional clauses.		
Value links	1	Respecting an	nd protecting the environment.		
Cross curri links	cular	Ecology.			
Previous lea	arning	Reading: Our	r responsibility to platen Earth.		
Use of ICT		the audio, vic	leo files.	ting additional information, playing	
Health and	Safety	If students are	the active board if you do not use it. are tired, do physical exercise with them. rindow to refresh the air in the classroom during the break.		
Plan					
Planned timings	Planned activities Kesources			Resources	
Beginning the lesson	The te students Warm With be look for (You w	esson greeting. teacher sets the lesson objectives, letting onts know what to anticipate from the lesson. m up. books close, ask: What will happen if you for Sealand on the map? Elicit the answer won't find it). e on the board: If you look for Sealand on the			

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners? Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step- by-step instructions, graphic organizers, sentence frames,		Assessment – how are you planning to check learners' learning? 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		Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas.
Ending the lesson Additional		ce.		
Main Activities	their own language. I conditional sentence. Ask: Does it refer to action in the future future).	n drill. vased substitution.	Inte Pres Vid	ard jector ernet sentation leo and images ndouts with task

express which skills they had

Formative assessment is held through observation/monitoring.

developed?

glossaries, thinking time. Small

By outcome providing challenge, variety and choice.

group learning.

Term 2 Module 3. ' on it''	Module 3. "Earth and our place		School: «Baldauren Republic Center	can Educational and Health		
Date:			Teacher's name: Kambarova Gulzhan			
Grade 9			Number present:	Number absent:		
Theme of t	he lesson	1:	What a strange place to live.			
Learning objectives(s this lesson is contributing	is	9.L2 under talk on a wing 9.S7 use app	de range of general and cur	ation in unsupported extended ricular topics lary and syntax to talk about a wide		
		All learners	will be able to:			
Lesson obj	ectives	 Recognize and use verbs for policies by imagining he/she was president of a country. Identify the meaning of the conversation about imagining he/she was president. 				
9		Most learners will be able to:				
		• Synthesize information from the conversation and use it as the basis for discussion.				
		Some learners will be able to:				
			uce a clear, coherenttalk about government policies.			
Assessment	t	Make an argument and evolve reasoning while speaking or writing.				
criteria		Identify facts and details in extended talks with little support. Use topic appropriate words in justifying their point of view.				
Value links			despecting and protecting the environment.			
		Respecting an	ecting and protecting the environment.			
Cross curri	ıcular	Ecology, Social studies.				
Previous le	arning	First conditional.				
Use of ICT			nart board for showing a presentation, getting additional information, playing audio, video files.			
			e active board if you do not use i			
Health and	Safety	If students are tired, do physical exercise with them.				
DI		Open the win	Open the window to refresh the air in the classroom during the break.			
Plan			T			
Planned timings	Planned activities Resources					
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Beginning					

Main Activities	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. 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.				Inte Pre Vic Ha	ard ojector ernet esentation deo and images ndouts with task
Ending the lesson	Ranking (priority) discussion. Self-assessment. Plus Minus Interesting 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.					
how do yo support? H challenge learners?	Differentiation – how do you plan to give more support? How do you plan to challenge the more able			nt – ou planning to che earning?	eck	Critical thinking
Differentiation by task (materials are student strenger By supportion will be supported by-step in organizers, glossaries, group learning By outcome variety and other by task (materials).	ners they lesson they has, and expres develonge, Forma	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		Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas		

Term 2 Module 3. "Earth and our place on it"		nd our place	School: «Baldauren Republic Center	an Educational and Health	
Date:			Teacher's name: Kambarova Gulzhan		
Grade 9			Number present: Number absent:		
Theme of t	he lesson	:	Language focus: First and sec	cond conditionals.	
Learning objectives(s) that this lesson is contributing to completing 9.W3 write general and 9.UE17 use clauses inc			lassroom tasks with moderate grammatical acc urricular topics f only /wish [that] clauses [past	and organise priorities and plans for euracy on a wide range of familiar reference]; use a variety of relative to whom on a range of familiar	
		All learners w	ill be able to:		
		 Construct the sentences using second conditional to talk about imaginary situations with support. Identify the difference between first and second conditionals. 			
Lesson obje	ctives	Most learners will be able to:			
· ·		• Construct the sentences using second conditional to talk about imaginary situations with minimal support.			
		Some learners will be able to:			
		Apply first and second conditionalsto talk about what they would do in likely or unlikely situations without support.			
Assessment criteria	-	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.			
Value links			Respecting and protecting the environment.		
Cross curric	ular	Ecology.	1 0		
Previous lea	rning	Government	ent policies.		
Use of ICT		the audio, vic	d for showing a presentation, getting additional information, playing video files.		
Health and S	Health and Safety If stud		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.		
Plan				<i>O</i>	
Planned timings		Planned activities Resources			
Beginning the lesson	The te students Warm With b	s know what to up. ooks close, w	e lesson objectives, letting anticipate from the lesson. Trite on the board: If I was it an ending to the sentence.		

Main Activities	Write the ending so sentence on the board. Ask SS to translate language and elicit conditional sentences. Ex.1 p.37. Deduct exemplification. Ex.2 p.37. Multiple choices. Ex.3 p.37. Situation-respectively.	Board Projector Internet Presentation Video and images	
retivities	Ex.5 p.37. Structure-base Ex.6 p.37. Completion of Asking and answering question task. Extension.	ed substitution.	Handouts with task
Ending the lesson	Self-assessment. How well do I underst 4 - I can do this and ex 3 - I understand and ca 2 - I need more practic 1 - I don't understand	explain it to someone else. an do this by myself. ce.	
Additional i	nformation		
support? I challenge learners?	u plan to give more How do you plan to the more able	Assessment – how are you planning to che learners' learning?	J
by task materials and student street. By support will be supply-step it organizers,	ion can be achieved (selection of learning and resources based on ngths). t. Less able learners opported through stepnstructions, graphic sentence frames, thinking time. Small	Observe learners wh participating in use of Engli activities. Record what they consider they had learned from t lesson. Could they express wh they had learned about conte and language? Could the express which skills they had learned about the express which which the express which the express which which the express w	exploring, developing, evaluating and making choices about their own and others' ideas

developed?

Formative assessment is held

through observation/monitoring.

group learning.

variety and choice.

By outcome providing challenge,

Term 2 Module 3. ' on it''	'Earth aı	nd our place	School: «Baldauren Republican Educational and Health Center		
Date:			Teacher's name: Kambarova Gulzhan		
Grade 9			Number present:	Number absent:	
Theme of the	he lessor	ı:	Talking about places.		
Learningof general areobjectives(s) that9.S5 interactthis lesson iscompleting ofcontributing to9.S7 use approximately			d curricular topics with peers to negotiate, agree assroom tasks	ported extended talk on a wide range and organise priorities and plans for alary and syntax to talk about a wide ics	
			will be able to:		
Lesson objectives • Devergerets. • Derever using some			op their listening skills in the constrate the ability to express p	ologizing and expressing regrets. ontext of apologizing and expressing east and present regrets with I wish	
		Create their own dialogues based on the given situations.			
		Some learners will be able to:			
			orm situations practising apologizing without support.		
Assessment criteria		Demonstrate Apply topic phrases into v	the content of a conversation with some support in extended talk. te the ability to participate in a conversation. c related vocabulary in speech appropriately arranging words and b well-formed sentences. te between if/unless in first conditional clauses.		
Value links		Respecting as	and protecting the environment.		
Cross curri links	cular	Social studies			
Previous lea	arning	First and seco	cond conditionals.		
Use of ICT		the audio, vic	for showing a presentation, getting additional information, playing		
Health and Safety If students at Open the with		If students are	re active board if you do not use it. re tired, do physical exercise with them. redow to refresh the air in the classroom during the break.		
Plan					
Planned timings		Planned activities Resources			
Beginning the lesson	The te students Warm	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. With books closed, write <i>I'm sorry</i> on the board and			

	elicit its meaning. Ask SS in what kinds of	
	situations they might apologize. Elicit examples and	
	suggestions.	
	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.	
	Ex.1 p.38. Picture description (guessing,	Board
	speculating, interpreting).	Projector
	Ex.2 p.38. Gist listening. Comprehension question.	Internet
	Ex.3 p.38. Focus listening.	Presentation
	Ticking off items.	Video and images
Main	Guided role play.	Handouts with task
Activities	Ex.4 p.38. Deduction from the rules and	CD 1.28, 1.29
	exemplification.	,
	Ex.5 p.38. Opening the brackets.	
	Guided role-playing.	
	Ex.6 p.38. Open role-play. Speaking in a form of a	
	dialogue.	
	D	ı

Peer-assessment.

D	
RII	bric
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	<u>Rubric</u>					
	Criteria	Fluency	Pronunciation and accent	Vocabulary	Grammar	Pair work (interaction)
	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.
Ending the lesson	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

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

Term 2 Module 3. "Earth and our place on it"		nd our place	School: «Baldauren Republican Educational and Health Center		
Date:			Teacher's name: Kambarova Gulzhan		
Grade 9			Number present:	Number absent:	
Theme of t	he lessor	n:	Rivers of the world.		
Learning objectives(s this lesson i contributin	is	increased ran 9.R1 unders general and c 9.W2 write in	ge of general and curricular topic stand the main points in extend urricular topics	ded texts on a range of unfamilian imaginary past events, activities and	
Lesson objectives		• Exam • Recog opinion essay Most learner	will be able to: ine the general writing structure gnize and use references, pronor /. rs will be able to:	of an opinion essay. uns and key phrases for writing an	
		 Express their ideas in writing an opinion essay with minimal support. Some learners will be able to: Express their ideas in writing an opinion essay without support. 			
Assessment criteria Use topic a Identify the Write sente connecting		Use topic app Identify the n Write sentence connecting se	propriate words in justifying their point of view. main idea of text on unfamiliar and curricular topics. aces about real and imaginary past events, activities and experiences entences into paragraphs. be between relative pronouns including who, which, where, why.		
Value links			and protecting the environment.		
Cross curri		Social studies	1 0		
Previous le	arning	Apologizing.	ring.		
Use of ICT		the audio, vid	for showing a presentation, getting additional information, playing deo files.		
Health and Safety		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.			
Plan					
Planned timings		Planned activities Resources		Resources	
Beginning the lesson	The te students Warm Focus of	s know what to up. on the photo. A	e lesson objectives, letting anticipate from the lesson. ask: how old do you think this doing? Elicit some ideas, and		

elicit or teach the word straw.

	A 1 A . 1 .	,	. 0.171				
		t age can you rid					
	answer, then ask: Should the government stop						
	people using						
	Ex.1 p.39. Skir	mming. Questionii	ng.	В	Board		
	Ex.2 p.39. Sor	•	C	P	rojecto	or	
	Ex.3 p.39. Mat	•			nternet		
Main	Ex.4 p.39. Wri				resenta		
Activities	•	~ ~					
	Questioning in	groups.				nd images	
	Sharing ideas.			1	landou	ts with task	
	Structuring.						
	Peer-assessm	nent.					
	Rubric						
	Category	5	4	3		2	1
	Ideas	The writer's	The writer's			The writer's	The writer
		opinion is very clear.	opinion is clear. Reasons and	opinion is to		opinion is not very clear.	opinion canno be determined.
		Reasons and	some examples	A few rea		Reasons are not	be determined.
		some specific	are given.	are given,		given or don't	
		examples are given.		specific examples	may	make sense.	
		giveii.		not be given			
	Organization	The writing has a	The writing has	The writing	,	The writing does	The writing
		clear introduction and conclusion.	an introduction and a conclusion.	be missing introduction.		not have an introduction or a	very poor organized ar
		Reasons and	Reasons and	writing may		conclusion.	organized ar hard to follow.
		examples are	examples are	missing		Reasons are	
		grouped into a	grouped into a	conclusion. S		missing or	
		body that makes sense.	body that mostly makes sense.	reasons grouped int		disorganized. Linking words	
		Many linking	Some linking	body. Few lir	nking	are missing or	
		words are used	words are used	words are us	sed.	used incorrectly.	
		effectively to connect the	to connect the reasons and				
		reasons and	examples.				
	Mand desire	examples.	Camaa	Manara		M	Manus sugarda au
	Word choice	The writer uses precise, well-	Some words, including	Many words vague or p		Many vague or unclear words	Many words ar used incorrectly
		chosen words	adjectives and	chosen.		are used.	The message
		(especially	adverbs, are		_	These word	not clear.
Ending the		adjectives and adverbs).	precise. The message is	may confusing		choices make most of the	
lesson		The writer's	clear.	parts.		message hard to	
		words give a			'	understand.	
	Sentence	clear message. Sentence	Some of the	Many sente	ences /	All sentences	Sentences ar
	Fluency	structures are	sentence	share the s	same	share a	fragments
		varied and	structures are varied and	structure.		similar structure.	run-ons. Sentences a
		interesting. Sentence	varied and interesting.				Sentences ai written
		structures	A compound				incorrectly.
		include compound	sentence may be used.				
		sentences.	useu.				
	Voice	The writer	The writer	The writer		The writer does	The writer doe
		sounds very	sounds convincing some	very convinc	_	not sound	not express a
		convincing. The point of view	of the time.	The point of may		convincing. The point of view	opinion. The point of vie
		is clear and	The point of view	shift.		changes a lot.	cannot b
		consistent.	is somewhat	The writing		The writing	determined.
		The writing is respectful	consistent. A few places may	sound too st some places.		sounds too stiff or informal.	
		without sounding	sound too stiff or		may	or informat.	
		too formal or	informal.	sound	too		
		stiff.		informal in o	other		
	Conventions	There are no	There are some	There	are -	There are many	The writing ha
		mistakes in	mistakes in	mistakes	in ı	mistakes in	not been edited
		capitalization,	capitalization, punctuation, or	capitalization punctuation,		capitalization, punctuation, and	It is very hard to read.
		punctuation, or spelling. The	punctuation, or spelling. The	spelling.		punctuation, and spelling.	reau.
		writing is very	writing is	Mistakes r	make I	Mistakes cause	
		easy to read.	somewhat easy to read.	the p		confusion for the reader.	

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

Term 2 Module 3. "Earth and our place on it"		School: «Baldauren Republican Educational and Health Center		
Date:		Teacher's name: Kambarova	Gulzhan	
Grade 9		Number present:	Number absent:	
Theme of the lesson	:	Types of mountains.		
Learning objectives(s) that this lesson is contributing to	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			
Lesson objectives	 Sumn Dala. Recognise a sentence. Identification Most learne Analygand use it as a some learne 	gnize how adverbs modify adject fy adverb use in a text. rs will be able to:	about a journey through Betpakives and where adverbs are used in out a journey through Betpak-Dala	

Assessment criteria	t	Form ideas effectively and demonstrate the a Find particular facts and parts in reading pas Apply pre-verbal, post-verbal and end-positi	sage,
Value links		Respecting and protecting the environment.	-
Cross curri links	cular	Social studies.	
Previous lea	arning	An opinion essay.	
Use of ICT		Smart board for showing a presentation, ge the audio, video files.	tting additional information, playing
Health and	Safety	Switch off the active board if you do not use If students are tired, do physical exercise wit Open the window to refresh the air in the cla	h them.
Plan			
Planned timings		Planned activities	Resources
Beginning the lesson	The te students Warm Ask SS Balkhas and do Ask the	if they have visited the area between Lake sh and the Sarysu River. What did they see there? whole class what they know about the area at they think it is like and what wildlife you	
Main Activities	Ex.2 p. Table control Ex.3 p. Ex.4 p. and exp Ex.5 p.	 40. Building background knowledge. 40. Detailed reading. ompletion. 40. Recognizing language structures. 40. Induction of the rules from examples dication. 40. Sequencing words. 40. Writing practice. Creative exercise. 	Board Projector Internet Presentation Video and images Handouts with task CD 1.30
Ending the lesson	"Cinque content Line 1 - Line 2 - Line 3 - Line 4 -	of the material under the study. One-word title (Kazakhstan). Two adjectives for describing that word. Three verbs. Four feeling words. A synonym for the title word.	

Additional information

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

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

Term 2 Module 3. "Earth and our place on it"		nd our place	School: «Baldauren Republican Educational and Health Center		
Date:			Teacher's name: Kambarova	Gulzhan	
Grade 9			Number present:	Number absent:	
Theme of the	he lessor	ı:	Do you like living in the city of	or in the country?	
Learning objectives(s this lesson is contributing	s	9.R2 unders general and c 9.R4 read a	urricular topics, including some	etail in texts on a range of familiar	
		All learners will be able to: • Develop their reading skills in the context of recycling.			
Lesson obje	ectives	Most learners will be able to: • Express their ideas about recycling situation in a city.			
		Some learners will be able to:			
		Present a solution to a rubbish problem.			
Assessment criteria	;	Convey fanta Find particula	asy ideas and experiences including emotions and senses. ar facts and parts in reading passage. ended fiction or non-fiction texts to identify the general information.		
Value links			nd protecting the environment.		
Cross curric	cular	Ecology, Soc	ial studies.		
Previous lea	arning	My country: Our planet.			
Use of ICT Health and Safety		Smart board for showing a presentation, getting additional information, playing the audio, video files.			
		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.			
Plan					
Planned timings		Planı	ned activities	Resources	

Γ	I						
	The lesson greeting.						
ļ	The teacher sets the lesson objectives, letting						
	students know what to anticipate from the lesson.						
	Warm up.						
	With books closed, ask: Is there anything you						
Beginning	would like to change about your school? Elicit						
the lesson	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.						
	Ex.1 p.41. Brainstorming the topic.	Board					
	Sorting exercise.	Projector					
Main	Ex.2 p.41. Questions for personal response.	Internet					
Activities	Detailed reading.	Presentation					
Activities	Checking comprehension.	Video and images					
	Ex.3 p.41. Questions about the topic to discuss.	Handouts with task					
	Ex.4 p.41. Problem-solving discussion.	CD 1.31					
	Self-assessment.						
	<u>Pair share</u>						
	At the end of a lesson learners share with their						
Ending the	partner:						
lesson	Three new things they have learnt:						
ICSSOII	✓ What they found easy						
	✓ What they found difficult						
	✓ Something they would like to learn in the						
	future.						
Additional	Additional information						

Additional information

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

Term 2 Module 3. "Earth a	and our place	School: «Baldauren Republican Educational and Health Center			
Date:		Teacher's name: Kambarova	Teacher's name: Kambarova Gulzhan		
Grade 9		Number present:	Number absent:		
Theme of the lesson	n:	Unit revision			
Learning objectives(s) that this lesson is contributing to growing rang 9.S7 use applincreased rang 9.UE17 use clauses includes		e of general and curricular subject- propriate subject-specific vocabular ge of general and curricular topic only /wish [that] clauses [past 1	ary and syntax to talk about a wide		
	All learners will be able to:				
	Reproduce taught material in listening, speaking, writing.				
	Most learners will be able to:				
Lesson objectives	• Demonstrate learned grammar and vocabulary about environment with sure.				
	Some learners will be able to:				
	Use taught vocabulary and grammar with accuracy.				
Assessment criteria	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.				
Value links	Respecting an	nd protecting the environment.			
Cross curricular links	Ecology.				
Previous learning	CLIL: Politics: High school elections.				
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.				
Health and Safety	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.				
Plan					
Planned					

Planned timings	Planned activities	Resources
	The lesson greeting.	
	The teacher sets the lesson objectives, letting	
Beginning	students know what to anticipate from the lesson.	
the lesson	Warm up.	
	Then to create a positive learning environment the	
	teachers asks students to start the lesson giving each	

Main Activities	other compliments performance, talent, accepting compliment Ex.1 p.42. Substitution Ex.2 p.42. Matching to Ex.3 p.42. Sequencing Ex.4 p.42. Opening th Ex.5 p.42. Paraphrasir Ex.6 p.42. Filling in the Ex.7 p.42. Focus listatements with refere	Board Projector Internet Presentation Video and images Handouts with task CD 1.32	
Ending the lesson	Peer-assessment. Two stars and a wish You did a really good I really like how you. My favorite part was w I think the best thing a Maybe you could I also think you might I wish you would have It would also be great	job on when bout it is want to	
Additional	information		
support? H	tion – plan to give more ow do you plan to ne more able	Assessment – how are you planning to chec learners' learning?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths).		Observe learners wh participating in use of Englactivities. Record what they consider	evaluating and making choices

they had learned from the

lesson. Could they express what

they had learned about content

and language? Could they

express which skills they had

Formative assessment is held

through observation/monitoring.

developed?

ideas

By support. Less able learners

will be supported through step-

instructions,

glossaries, thinking time. Small

By outcome providing challenge,

sentence

graphic

frames,

by-step

organizers,

group learning.

variety and choice.

Term 2 Module 3. "Earth a	nd our place	School: «Baldauren Republican Educational and Health Center		
Date:		Teacher's name: Kambarova	Gulzhan	
Grade 9		Number present:	Number absent:	
Theme of the lesson	ı:	Project: A community project	•	
Learning objectives(s) that this lesson is contributing to	9.R1 unders general and c 9.W1 plan, w a range of ge	y in groups stand the main points in extend curricular topics vrite, edit and proofread work at to neral and curricular topics	ext level with little or no support on	
Lesson objectives	Plan,Most learnePlan,Some learne	will be able to: write and edit a community proje rs will be able to: write and edit a community proje ers will be able to: write and edit a community proje	ct with minimal support.	
Assessment criteria	Discuss a pro- Identify the n	oblem in groups and suggest a solution idea of text on unfamiliar an plan of writing; Write a text; Che	ution to a problem. d curricular topics.	
Value links		nd protecting the environment.		
Cross curricular links	Ecology, Soc	rial studies.		
Previous learning	Review. Unit	3.		
Use of ICT	the audio, vic	leo files.	ing additional information, playing	
Health and Safety If students ar		re active board if you do not use it. re tired, do physical exercise with them. adow to refresh the air in the classroom during the break.		
Plan				
Dlannad				

Planned timings	Planned activities	Resources
	The lesson greeting.	
	The teacher sets the lesson objectives, letting	
	students know what to anticipate from the lesson.	
Beginning	Warm up.	
the lesson	Ask SS if they know of any community projects	
	near where they live.	
	Ask them what the projects do and if they know of	
	what they have achieved.	
Main	Ex.1 p.43. Prediction based on the slogan, pictures.	Board
	Ex.2 p.43. Skimming.	Projector
Activities	Matching headings with sections.	Internet

	Ex.3 p.43. Brainstorm	<u> </u>	Presentation				
	Generating ideas.		Video and images				
	Illustration.	H	andouts with task				
	Giving presentation.						
	Feedback on the proje	ct.					
	Self-assessment.						
		a picture of their hand and					
	write the most importa	ant things about the $\bigcap \bigcap$					
Ending the	lesson on each finger.	The thumb - $\bigvee\bigvee\bigcup$					
lesson	something interesting,	the index finger -					
	something difficult, th	e middle one -					
	something that was no	ot enough, the ring					
	finger - the mood, the	little finger - the suggestions.					
Additional	Additional information						
Differentiat	tion –						
how do you	plan to give more	Assessment –					
support? H	ow do you plan to	how are you planning to check	Critical thinking				
challenge th	ne more able	learners' learning?					
learners?		G					
Differentiati	ion can be achieved	Observe learners when	Students think critically,				
by task (selection of learning	participating in use of English	exploring, developing,				
materials an	nd resources based on	activities.	evaluating and making choices				
student strer	ngths).	Record what they considered	d about their own and others'				
By support	t. Less able learners	they had learned from the	e ideas				
will be sup	ported through step-	lesson. Could they express wha	t				
by-step in	nstructions, graphic	they had learned about conten-	t				
organizers,	sentence frames,	and language? Could they	/				
glossaries,	thinking time. Small	express which skills they had	1				
group learni	ng.	developed?					
By outcome	e providing challenge,	Formative assessment is held	1				
variety and	choice.	through observation/monitoring.					

Term 2 Unit 4 "Charities and conflict"		nd conflict''	School: «Baldauren Republican Educational and Health Center			
Date:			Teacher's name: Kambarova Gulzhan			
Grade 9			Number present:	Number absent:		
Theme of t	he lessor	n:	Morals.			
Learning objectives(s this lesson i contributin	S	curricular top 9.S7 use apprincreased ran 9.UE5 use	oics propriate subject-specific vocabulge of general and curricular topic	s at what time, in which direction,		
			will be able to:			
		• Do a	gnize and use phrases to do with I questionnaire on rights and wron ace sentences making requests wi	gs.		
Lesson obj	ectives	Most learne	rs will be able to:			
		Produce sentences making requests with minimal support.				
		Some learners will be able to:				
			nonstrate the ability to request something and report someone's			
Assessment criteria Apply top phrases into Demonstra		Provide a poi Apply topic phrases into Demonstrate	int of view in conversations and o	appropriately arranging words and estions in different tenses.		
Value links		Helping othe	Helping others. Learning to compromise. Respecting yourself and others.			
Cross curri links	cular	Social studies.				
Previous lea	arning	A community project.				
Use of ICT		Smart board for showing a presentation, getting additional information, playing the audio, video files.				
Health and Safety Swings If single Open Plan Swings Swings If single Open If		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.				
Planned timings	∣ Plan		ned activities	Resources		
Beginning the lesson Warm up. With books closed, we board and elicit the means.			ne lesson objectives, letting of anticipate from the lesson. write Right and Wrong on the leaning. Ask: What things is it some answers, e.g. stealing,			

Main Activities Ex.4 p.44. Asking and answering questions. 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.						Pro Inte Pro Vio Ha	ard Dijector Eventation Digeoder and images Discovered and images
Ending the lesson	participation and difficulties thoughts fo				thoughts for me from the		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners? Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step- by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.		O pa acc Ro th leath an ext determined for the control of the cont	bserve learn bserve learnicipating in etivities. ecord what ey had learned language apress which eveloped?	_	hen lish ered the vhat tent they had	evaluating and making choices about their own and others' ideas	

Term 2	School: «Baldauren Republican Educational and Health	

Unit 4 "Ch	arities a	nd conflict"	Center			
Date:			Teacher's name: Kambarova Gulzhan			
Grade 9			Number present:	Number absent:		
Theme of the	he lessor	n:	Charities.			
Learning objectives(s) that this lesson is contributing to		curricular top 9.S7 use app increased rang 9.R2 unders	63 explain and justify their own point of view on a range of general and cricular topics 65 use appropriate subject-specific vocabulary and syntax to talk about a wide creased range of general and curricular topics 66 understand specific information and detail in texts on a range of familiar neral and curricular topics, including some extended texts			
		All learners	will be able to:			
		_	rehend the text about a charity.			
			nize and use collocations with new will be able to:	make and do.		
Lesson obje	ectives		et a text about a charity and use it a	as a basis for discussion		
			rs will be able to:	as a basis for discussion.		
		• Express their opinions on being honest with fluency building extended				
		sentences.				
Assessment Use topic ap			ghts about the given topic in the conversations. propriate words in justifying their point of view. ar facts and parts in reading passage.			
Value links		Helping other	s. Learning to compromise. Res	pecting yourself and others.		
Cross curricular links Social studie						
Previous lea	arning	Morals.				
Use of ICT		the audio, vid				
Health and	Safety	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.				
Plan			Г			
Planned timings			ned activities	Resources		
Beginning the lesson Students know what to Warm up. With books closed exhelp usually to people Ask SS what charities charities do.		acher sets the sknow what to up. ooks closed elually to people, what charities do.	e lesson objectives, letting anticipate from the lesson. icit what charities do. (Give animals or the environment). Is they know and what those is they think are best.			
Main Gist reading. Activities Ex.2 p.46. Predicting			based on the title, pictures. ding.	Board Projector Internet		
Completing gap		eung gapped te	xt with sentences.	Presentation		

Self-assessment. Ending the KWL				Har	deo and images ndouts with task 2.03
Additional	information				
how do you support? H	Differentiation – how do you plan to give more support? How do you plan to challenge the more able		Assessment – how are you planning to check learners' learning?		Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.		participating in use of Englactivities. Record what they consider they had learned from lesson. Could they express we they had learned about contributions.	red the that ent ney had	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas	

Term 2	School: «Baldauren Republican Educational and Health
Unit 4 "Charities and conflict"	Center

Date:			Teacher's name: Kambarova	a Gulzhan	
Grade 9			Number present:	Number absent:	
Theme of t	he lesson	ı:	Reported speech: tense chang	ges.	
Learning objectives(s) that this lesson is contributing to completing of 9.W3 write general and 9.UE11 us questions and		completing cl 9.W3 write general and c 9.UE11 use questions and	with peers to negotiate, agree and organise priorities and plans for lassroom tasks with moderate grammatical accuracy on a wide range of familiar curricular topics e an increased variety of reported speech forms for statements, d commands: including indirect and embedded questions with know, range of familiar general and curricular topics		
Lesson obj	ectives	CompDemosupport.	will be able to: rehend tense changes in reported instrate the ability to transport d rs will be able to:	d speech. irect speech to reported speech with	
zesson osj		 Demonstrate the ability to transport direct speech to reported speech with minimal support. Some learners will be able to: Demonstrate the ability to transport direct speech to reported speech 			
Assessment criteria		without support. Demonstrate the ability to participate in a conversation. Demonstrate the ability to write grammatically correct sentences on familiar topics. Apply the rule for reported speech forms for statements in the context.			
Value links		Helping others. Learning to compromise. Respecting yourself and others.			
Cross curricular links		Social studies.			
Previous lea	arning	Charities.			
I ISE OF ICTI		Smart board for showing a presentation, getting additional information, playing the audio, video files.			
Health and	Safety	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.			
Plan					
Planned timings	Plan		ned activities	Resources	
Beginning the lesson	students know what t Warm up. With books closed, a text about a charity injured soldier menti		e lesson objectives, letting anticipate from the lesson. k SS to think again about the Ask SS how some of the oned in the text felt about the		
Main Activities	-		1	Board Projector	

Ex.3 p.47. Transformation exercise. Ex.4 p.47. Situation-response.			Pre: Vid	ernet sentation leo and images ndouts with task
Additional	information			
support? H	tion — I plan to give more Tow do you plan to the more able	Assessment – how are you planning to check learners' learning?		Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.		participating in use of Englactivities. Record what they conside they had learned from lesson. Could they express we they had learned about continuous participations.	ered the what tent hey had	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

Term 2	School: «Baldauren Republican Educational and Health
Unit 4 "Charities and conflict"	Center

Date:			Teacher's name: Kambarova	a Gulzhan	
Grade 9			Number present:	Number absent:	
Theme of t	he lessor		Vocabulary and listening: Reporting verbs.		
objectives(s) that this lesson is 9.L8 beg		9.L1 understa general and c 9.L8 begin	urricular topics	ted extended talk on a wide range of n argument in extended talk on a	
			will be able to:		
Lesson obj	octivos	• Devel protests.	gnize and use reporting verbs. op their listening and reading rs will be able to:	g skills in the context of famous	
Lesson obj	ectives			and the state of t	
		_	ret information from a radio probasis for discussion.	ogramme about famous protests and	
		Some learners will be able to:			
		Produce a clear, coherent talk about protests.			
Assessment Find argu App		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.			
Value links	S	Helping others. Learning to compromise. Respecting yourself and others.			
Cross curricular links		Social studies.			
Previous le	arning	Reported speech: tense changes.			
Use of ICT		Smart board for showing a presentation, getting additional information, playing the audio, video files.			
Health and	Safety	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.			
Plan					
Planned timings		Planı	ned activities	Resources	
Beginning the lesson	The te students Warm Focus demons what the	s know what to up. on the photo stration. Ask S	e lesson objectives, letting anticipate from the lesson. and elicit that it shows a SS to look carefully and say protesting against. Elicit a		

range of ideas.

choice.

Main

Activities

Ex.1 p.48. Matching words.
Ex.2 p.48. Conveying the meaning. Multiple

Board

Projector

Internet

	T		
	Ex.3 p.48. Structure b		Presentation
	Ex.4 p.48. Transporta		Video and images
		ning. Judging whether some	Handouts with task
		istening text are true or false.	CD 2.04, 2.05
	Ex.6 p.48. Info	rmation search. Giving	
	presentations.		
	Self-assessment.		
	"Five". Children drav	w a picture of their hand and	
	write the most import	ant things about the $\bigcap \bigcap \bigcap$	
Ending the	lesson on each fing	er. The thumb - $\mathbb{W}///$	
lesson	something interesting	, the index finger 🚫 📗	
	- something difficult.	, the middle one - \ /	
	something that was r	not enough, the ring	
	finger - the mood, the	little finger - the suggestions.	
Additional	information		
Differentia	tion –		
	plan to give more	Assessment –	
•	low do you plan to	how are you planning to che	ck Critical thinking
	he more able	learners' learning?	
learners?		gv	
Differentiati	ion can be achieved	Observe learners wh	nen Students think critically,
	selection of learning	participating in use of Engl	3 /
	nd resources based on	activities.	evaluating and making choices
student strei		Record what they consider	
	t. Less able learners	they had learned from	
	ported through step-	lesson. Could they express w	
-	nstructions, graphic	they had learned about cont	
organizers,	sentence frames,	1	ney
,	thinking time. Small	express which skills they h	5
group learni		developed?	
	•	_	-1.1
Ky nutenma	e nroviging challenge	l Hormafive assessment is h	eia i
variety and	e providing challenge,	Formative assessment is h through observation/monitoric	

Term 2	School: «Baldauren Republican Educational and Health
Unit 4 "Charities and conflict"	Center
Date:	Teacher's name: Kambarova Gulzhan

Grade 9	Grade 9		Number present:	Number absent:		
Theme of the lesson:		ı:	Reported and indirect questions.			
Learning objectives(s) that this lesson is contributing tocompleting cl 9.W3 write general and c 9.UE5 use of			lassroom tasks with moderate grammatical acc urricular topics	uracy on a wide range of familiar at what time, in which direction, l curricular topics		
			will be able to:			
		Identi	fy the difference between reporte	ed and indirect questions.		
			ruct reported questions with supp	-		
Lesson obj	ectives	Most learne	rs will be able to:			
		Const	ruct reported questions with min	imal support.		
		Some learne	rs will be able to:			
		Const	ruct reported questions without s	upport.		
Assessment criteria Demonstratopics. Demonstratopics. Demonstratopics.		Demonstrate topics. Demonstrate	trate the ability to participate in a conversation. trate the ability to write grammatically correct sentences on familiar trate the ability to ask a variety of questions in different tenses. ne rule for reported speech forms for statements in the context.			
Value links			ers. Learning to compromise. Respecting yourself and others.			
Cross curricular		Social studies	es.			
Previous le	arning	Reporting ver				
Use of ICT Smart boar		Smart board the audio, vic				
Health and Safety		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.				
Plan						
Planned timings	Plan		ned activities	Resources		
Beginning the lesson	The te students Warm With b Elicit s difference reporte Elicit t	s know what to up. ooks closed, be some example of SS to chard speech. the rules for re-	the lesson objectives, letting of anticipate from the lesson. The principal of the lesson of the lesson of direct speech, and ask the lesson of direct speech, and ask the lesson of the lesson of direct speech. If necessary is about tenses, and any other			

changes (pronouns).

Ex.2 p.49. Multiple choice. Ex.3 p.49. Transformation exercise.

Ex.4 p.49. Writing practice.

explication.

Main

Activities

Ex.1 p.49. Induction of the rules from examples and

Board

Projector

Internet

Presentation

Video and images

Ending the	Ex.5 p.49. Deduct exemplification. Ex.6 p.49. Asking and Ex.7 p.49. Improvising Extra task. Writing provising Extra task. Writing provising tasks and extra tasks. How well do I understand and extra tasks and extra tasks.	answering question actice. and? applain it to someor	ons.	and I	Handouts with task
lesson	3 - I understand and can do this by myself.2 - I need more practice.1 - I don't understand this yet.				
Additional	information				
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?		Assessment – how are you pla learners' learnin	_	o check	c Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.		Observe lead participating in activities. Record what they had lear lesson. Could the they had learned and language? express which developed? Formative asses through observations.	they corned fr ney expr ed about Coul skills t	onsidere from the ress what t content ld the hey ha	exploring, developing, evaluating and making choices about their own and others' ideas et at

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

	9.L1 understand the main points in unsupported extended talk on a wide range of						
Learning	general and curricular topics						
objectives(s) that	9.S5 interact with peers to negotiate, agree and organise priorities and plans for						
this lesson is	completing classroom tasks						
contributing to	9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide						
	increased range of general and curricular topics						
	All learners will be able to:						
	• Develop their listening skills in the context of someone explains and clarifies a						
	situation.						
Taggar abiaatiwaa	Recognize key phrases for explaining and clarifying a situation.						
Lesson objectives	Most learners will be able to:						
	 Create their own dialogues based on the given situations. 						
	Some learners will be able to:						
	 Perform situations explaining and clarifying a situation without support. 						
	Identify the main idea in extended talks with little support.						
	Demonstrate the ability to participate in a conversation.						
Assessment criteria	Apply topic related vocabulary in speech appropriately arranging words and phrases						
	into well-formed sentences.						
Value links	Helping others. Learning to compromise. Respecting yourself and others.						
Cross curricular links	Social studies.						
Previous learning	Reported and indirect questions.						
Use of ICT	Smart board for showing a presentation, getting additional information, playing the						
- ::	audio, video files.						
	Switch off the active board if you do not use it.						
Health and Safety	If students are tired, do physical exercise with them.						
	Open the window to refresh the air in the classroom during the break.						
Plan							

Plan

Planned timings	Planned activities						Resour	ces
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. 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?							
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.				Video Hando	ctor		
Ending the lesson	Peer-assess Rubric Criteria	sment. Flue	ency and fluid	Pronunciation and accent Pronunciation	Vocab A wide		Grammar Accuracy &	Pair work (interaction) Actively

exceller	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

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

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

	9.R1 understand the main points in extended texts on a range of unfamiliar general and							
Learning	curricular topics							
objectives(s) that	9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide							
this lesson is	increased range of general and curricular topics							
contributing to	9.W2 write independently about factual and imaginary past events, activities and							
	experiences on a range of familiar general and curricular topics							
	All learners will be able to:							
	 Comprehend the general writing structure of a model text. 							
	 Recognize and use key phrases for writing a narrative. 							
	 Demonstrate the correct use of punctuation in dialogues. 							
Lesson objectives	Most learners will be able to:							
	Write a narrative with dialogue using writing guide.							
	Some learners will be able to:							
	• Express their ideas in writing a narrative with dialogue without support.							
	Identify the main idea of text on unfamiliar and curricular topics.							
	Apply topic related vocabulary in speech appropriately arranging words and							
Assessment criteria	phrases into well-formed sentences.							
Assessment criteria	Write sentences about real and imaginary past events, activities and experiences connecting sentences into paragraphs.							
	Use punctuation marks in a piece of writing.							
Value links	Helping others. Learning to compromise. Respecting yourself and others.							
Cross curricular links	Social studies.							
Previous learning	Explaining and clarifying situations.							
Intercultural awareness	Smart board for showing a presentation, getting additional information, playing the audio, video files.							
u vi ul Clicos	Switch off the active board if you do not use it.							
Health and Safety	If students are tired, do physical exercise with them.							
incarin and parety	Open the window to refresh the air in the classroom during the break.							
Plan	open are white we retreat the art in the classicom during the creak.							

Plan

Planned timings	Pl	anned activities	Resor	urces	
Beginning the lesson	The lesson greeting. The teacher sets the know what to anticipa Warm up. Focus on the photo a has happened? How you think did it? Elicit Ask: Do you think the Why? Elicit some an any yet.	and the title of the do you think it hap it a range of ideas.			
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	
	Peer-assessment. Ru			T	T
Ending the	Category	4	3	2	1
lesson	Ideas	All ideas were	Most ideas were		The essay seemed
		expressed in a	expressed in a	somewhat	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.	to figure out what the narrative was about.	of unrelated sentences. It was very difficult to figure out what the narrative was about.
Format	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.
Sentences and Paragraphs	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.
Grammar&spelling	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.

Additional information

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

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

contributing to	completing classroom tasks							
	9.S7 use appropriate subject-specific vocabulary and syntax to talk about a							
	wide increased range of general and curricular topics							
	All learners will be able to:							
	Recognize and use phrases to talk about why you do something.							
	• Comprehend <i>verb patterns verb</i> + (<i>object</i>) + <i>infinitive with to</i> .							
	Develop their reading skills in the context of a blog post about chari							
I aggar abiastimas	work.							
Lesson objectives	Most learners will be able to:							
	Synthesize the information from a blog post about charity work and use							
	it as the basis for discussion.							
	Some learners will be able to:							
	Talk with fluency about which charity to donate money to.							
	Find particular facts and parts in reading passage.							
	Demonstrate the ability to participate in a conversation.							
Assessment	Apply topic related vocabulary in speech appropriately arranging words and							
criteria	phrases into well-formed sentences.							
	Differentiate between usage of infinitive and gerund forms after a limited variety							
	of verbs, adjectives and prepositions							
Value links	Helping others. Learning to compromise. Respecting yourself and others.							
Cross curricular links	Social studies.							
Previous learning	Writing: A narrative.							
Use of ICT	Smart board for showing a presentation, getting additional information, playing							
USC ULTCT	the audio, video files.							
	Switch off the active board if you do not use it.							
Health and Safety	If students are tired, do physical exercise with them.							
	Open the window to refresh the air in the classroom during the break.							
Plan								

Planned	Planned activities	Resources
timings	1 familed activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Books closed. In pairs, SS think about why someone might want to work for a charity and what qualities someone working or 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 a s as 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

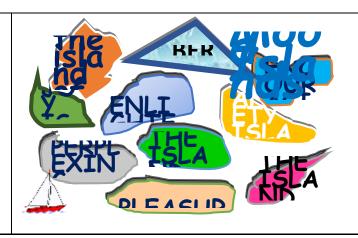
Ending the lesson		e brackets.	andouts with task D 2.08
Additional	information		
support? H	tion – I plan to give more low do you plan to he more able	Assessment – how are you planning to check learners' learning?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome 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.	exploring, developing, evaluating and making choices about their own and others' ideas

Term 2		School: «Baldauren Republican Educational and Health	
Unit 4 "Charities and conflict"		Center»	
Date:		Teacher's name: Kambarova Gulzhan	
Grade 9		Number present:	Number absent:
Theme of the lesson:		CLIL: History: The Berlin Wall.	
Learning objectives(s) that this lesson is contributing to	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		
Lesson objectives	All learners	All learners will be able to:	

	• Develop their reading and listening skills in the context of people talking about their personal experiences of the Berlin Wall.		
	Most learners will be able to:		
• Synthesize the information about the Berlin Wall and use it as th for discussion.			
Some learners will be able to:			
	Express with fluency their ideas about life with a dividing wall in KZ.		
Assessment criteria	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.		
Value links	Helping others. Learning to compromise. Respecting yourself and others.		
Cross curricular links	Social studies, History.		
Previous learning	My country: Charities and conflict.		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety	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.		

Plan

Planned timings	Planned activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. 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.	
Main Activities	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).	Board Projector Internet Presentation Video and images Handouts with task CD 2.09, 2.10
Ending the lesson	Self-assessment. Students attach their boat in the appropriate area of the map that reflects their emotions and mood after the lesson.	



Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Critical thinking	
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome 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.		

Term 2		School: «Baldauren Republican Educational and Health	
Unit 4 "Charities and conflict"		Center	
Date:		Teacher's name: Kambarova Gulzhan	
Grade 9		Number present:	Number absent:
Theme of the lesson:		Review. Unit 4. Skills round-up.	
Learning objectives(s) that this lesson is contributing to	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		
Laggar abjectives	All learners	All learners will be able to:	
Lesson objectives	• Repro	 Reproduce taught material in listening, speaking, writing. 	

	Most learners will be able to:					
	• Demonstrate learned grammar and vocabulary about charities and conflict in dialogues with sure.					
	 Create their own dialogues based on the given situations. 					
	Some learners will be able to:					
	Use taught vocabulary and grammar with accuracy.					
	 Provide unprepared speech talking about charities and conflict. 					
	Identify facts and details in extended talks with little support.					
	Demonstrate the ability to participate in a conversation.					
A agagga	Apply topic related vocabulary in speech appropriately arranging words and					
Assessment	phrases into well-formed sentences.					
criteria	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.					
Value links	Helping others. Learning to compromise. Respecting yourself and others.					
Cross curricular links	Social studies.					
Previous learning	CLIL: History: The Berlin Wall.					
Use of ICT	Smart board for showing a presentation, getting additional information, playing					
Use of IC1	the audio, video files.					
	Switch off the active board if you do not use it.					
Health and Safety	If students are tired, do physical exercise with them.					
	Open the window to refresh the air in the classroom during the break.					
DI	-					

Plan

Planned timings	Planned activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. 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.54. Substitution drill. Ex.2 p.54. Blank-filling. Ex.3 p.54. Multiple choice. Ex.4 p.54. Opening the brackets. Ex.5 p.54. Transformation exercise. Ex.6 p.54. Choose the best answer, a, b or c. Ex.1 p.55. Talking about pictures related to the topic. Ex.2 p.55. Gist listening. Comprehension questions. Ex.4-5 p.55. I improvising a conversation.	Board Projector Internet Presentation Video and images Handouts with task CD 2.12
Ending the lesson	Peer-assessment. Two stars and a wish. • You did a really good job on • I really like how you • Maybe you could	

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