

Lesson Plan 8

Unit:6	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Entertainment and media.
Learning objectives(s) that this lesson is contributing to:	7.S3 give an opinion at discourse level on a growing range of general and curricular topics
Lesson objectives:	All learners will be able to: understand specific information and detail in texts. Most learners will be able to: understand specific information and detail in texts on a range of familiar general and curricular topic Some learners will be able to: give an opinion at discourse level, write with moderate grammatical accuracy.
Value link:	Be friendly, respect each other.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
Pre-learning «Brainstorming» method 5 min.	T gives a box with different logos connected with the theme. Asks Ss to predict the theme of the lesson. T asks to share ideas and compare with others. In differentiation part «Make prediction» method was used to check up student's vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.	Ss open the box. Discuss and make prediction. Aim: Develop Ss critical thinking. Enlarge country study knowledge. Efficiency: Ss refresh their mind before starting new theme.	Descriptor: -pronounce correctly - can work with dictionary - find the definition of the word Total: 1point Praise Ss who has more cards and could name the cards.	Whiteboard Cards Student's book
Middle of the lesson Presentation part. 8 min.	«Discuss and stick» method is used to open up the theme of the lesson. T gives Ss the poster as a TV and write the name of the programmes that they usually watch on TV.	Ss work as a team Think and choose the TV programmes that they usually watch. Write name of the programmes. Give short explanation.	Descriptor: -can describe picture -can speak according to the given info Total: 1point	Whiteboard Student's Book

	<p>«Presentation» T asks Ss to present their TV to the class.</p>	<p>Ss present their TV poster to the class. All Ss speak in a team.</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p>	<p>Whiteboard Student’s book Poster</p>
<p>6 min.</p>	<p>T presents useful phrases at the beginning of the lesson. Practice the pronunciation and intonation. T asks Ss to look at exercise 1 on page 63. T asks Ss to listen and repeat. T asks which of the following do they enjoy watching? <i>Aim:</i>enlarge vocabulary Efficiency: To develop Ss critical thinking skills and reading skills Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.</p>	<p>Ss write down key phrases and practice intonation. Look through the given programmes. Choose their favourite. Speak about programmes that they enjoy watching.</p>	<p>Descriptor: -can spell the words -can work with new words -share ideas Total: 1 point</p>	<p>Whiteboard Student’s book Poster</p>
<p>Individual work 8 min.</p>	<p>T gives exercises 2 on page 63. “Label the picture” writing task is used to identify the programme. T gives example how to do the task <i>Aim:</i> teach to work with writing text Efficiency: To develop Ss writing skills and use new vocabulary Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.</p>	<p>Ss follow the T’s instructions and do exercise 2 on page 63.</p>	<p>Descriptor: -can follow the instructions and given plan-1 point -can organize writing task correctly-1point</p>	<p>Whiteboard Student’s book</p>
<p>5 min</p>	<p>T asks students to look at exercise 3 on page 63 T present adjectives as useful vocabulary. T gives explanation how to use them. T asks to work as a pair and make up dialogue as given in the example “Interview” method is used in this task <i>Aim:</i>enlarge vocabulary knowledge Efficiency: Ss use new vocabulary and</p>	<p>Ss write down new words Follow the example Make up dialogue</p>	<p>Descriptor: -know new words-1point. -can ask and answer the questions 1 point -can describe programme-1point.</p>	<p>Whiteboard Student’s book Dictionary copybook</p>

	practice it with groupmates. Differentiation: « <i>Change the pair</i> » game is used to develop their speaking and listening skills.			
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. Aim: To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor: Use key phrases effectively. -can work with new words -can describe different Tv programmes- 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.

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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “The Praise” . “You are right” “Great!” “Good”. “Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide some physical exercises for learners
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation workwell? Did I stick to timings? What changes did I make from my plan and why?		
Summary evaluation What two things went really well (consider both teaching and learning)?		

1:

2:

What two things would have improved the lesson (consider both teaching and learning)?

1:

2:

What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?

Lesson Plan 9

Unit:6	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhonova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Reading 6a Forest School
Learning objectives(s) that this lesson is contributing to:	7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges
Lesson objectives:	All learners will be able to: use speaking and listening skills to solve problems Most learners will be able to: understand specific information and detail in texts on a range of familiar general and curricular topic Some learners will be able to: use speaking and listening skills to solve problems and give an opinion at discourse level
Value link:	Be friendly, respect each other.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
Pre-learning «Brainstorming» method 5 min.	T brings a ball and play revision game. “Throwing ball” T tells words in Kaz or Ru and asks Ss to translate. T asks Ss to use adjective and describe TV programme. In differentiation part «Give the definition»	Ss revise vocabulary of previous lesson. Catch the ball and give the translation of the words. Describe the TV programmes. Aim: make them involved to the lesson.	Descriptor: -pronounce correctly - can work with dictionary - find the definition of the word Total:	Whiteboard Cards Student's book

	<p>method was used to check up student's vocabulary knowledge and speaking</p> <p>After that T introduces the aim and theme of the lesson.</p>	Efficiency: Ss refresh their mind before starting new theme.	1point	
<p>Middle of the lesson Presentation part.</p> <p>8 min.</p>	<p>«Think and share» method is used to open up the theme of the lesson. T asks to Ss: "Have you seen a science-fiction film?" T asks Ss different questions</p>	Ss think about question and share their experience	<p>Descriptor: -can speak on theme -can work as a team -choose and make presentation</p> <p>Total: 1point</p>	Whiteboard Student's Book
	<p>«It's impressed us!» T asks Ss to prepare poster of the science-fiction film that impressed them.</p>	Ss discuss as a class choose one film Prepare poster about it Present it to the class	T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"	Whiteboard Student's book Poster
<p>6 min.</p>	<p>T presents key words of the lesson. Practice the pronunciation and intonation. T asks Ss to look at exercise 2 on page 64. T asks Ss to look through the text and find how much do they know about these three films. T gives a choice. T asks to choose one film and speak about it. Aim: check the understanding of the text. Efficiency: To develop Ss critical thinking skills and reading skills Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.</p>	Ss write down key phrases and practice intonation. Look through the texts. Each team choose one. Surf the net Find information Present to the class.	<p>Descriptor: -speak about film -can work with text -can collect necessary information</p> <p>Total: 1point</p>	Whiteboard Student's book Poster
<p>8 min.</p>	<p>T gives exercises 2 and 4 on page 65. T asks Ss mark the sentences T,F or DS in exercise 2. Aim: teach to work with writing text Efficiency:</p>	Ss follow the T's instructions. Read the text again Mark the sentences T,F,or DS in exercise 2 Do the fill in task in exercise 4.	<p>Descriptor: -mark sentences correctly</p> <p>Total: 1point</p>	Whiteboard Student's book

	To develop Ss writing skills and use new vocabulary Differentiation: «Verbal support» method is used to help Ss use new words in the sentences.			
5 min	T asks students to look at exercise 3 on page 65 T gives task to complete the table and present solution to the problem in exercise 3a and b. T gives the task to discuss the task in pairs “Interview” method is used in this task <i>Aim:enlarge vocabulary knowledge</i> Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation: «Change the pair» game is used to develop their speaking and listening skills.	Complete table Find solution in exercise 3 a and b.	Descriptor: -know new words- 1point. - complete the table1 point -can suggest the solution- 1point.	Whiteboard Student’s book Dictionary copybook
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. <i>Aim:</i> To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: «Conclusion» method is used to finish the lesson.	Descriptor: Use key phrases effectively. -can work with text -can suggest the solution - 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student’s book Poster: Success Ladder.

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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “The Praise” .	Provide some physical exercises for learners

discussion. Some learners describe basic information about themselves and others.	“You are right” “Great!” “Good”. “ Sandwich ” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?		
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1: 2: What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?		

Lesson Plan 10

Unit:6	School : «Baldauren » Educational and Health Centre
Teacher’s name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Vocabulary 6a.
Learning objectives(s) that this lesson is contributing to:	7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics 7.W7 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics 7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks
Lesson objectives:	All learners will be able to: understand key phrases and write with minimal support Most learners will be able to: use recommendation phrases in speaking. Some learners will be able to: use a variety of key phrases to speak about recommends. Write with minimal support.
Value link:	Be friendly, respect each other.

Plan:

Part of the lesson/Time	Teacher’s activity	Student’s activity	Assessment	Resources
Beginning of the lesson Warming-up	Organization moment: 1. Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere	At the organization moment T	CD player Microphone cards

<p>3 min.</p>		<p>Efficiency:By telling the wishes they show their appreciations .</p>	<p>tries to award active Ss.«<i>The praise</i>» method is used to evaluate Ss with phrases like: “Good job! Well done!”</p>	
<p><i>Pre-learning</i> «<i>Brainstorming</i>» <i>method</i></p> <p>5 min.</p>	<p>T brings posters of different films and put them on the board.</p> <p>Asks “Which film would you like to see and why?”</p> <p>In differentiationpart «My choice» method was used to check up student’s vocabulary knowledge and speaking</p> <p>After that T introduces the aim and theme of the lesson.</p>	<p>Ss Look at posters. Choose one film and explain their choice.</p> <p>Aim:make them involved to the lesson.</p> <p>Efficiency:Ss refresh their mind before starting new theme.</p>	<p>Descriptor: -can make a choice -can explain their thoughts Total: 1point</p> <p>Praise Ss who has more cards and could name the cards.</p>	<p>Whiteboard Cards Student’s book</p>
<p>Middle of the lesson Presentation part.</p> <p>8 min.</p>	<p>«Word list» method is used to open up the theme of the lesson. T asks to Ss to look at the new words from exercise 5 on page 65. T asks to complete the sentences with correct word.</p>	<p>Ss write down new words. Complete the sentences with suitable words.</p>	<p>Descriptor: -use new vocabulary -complete the sentences</p> <p>Total: 1point</p>	<p>Whiteboard Student’s Book</p>
	<p>«Read and check» T asks Ss to compare their answers with other teams.</p>	<p>Ss take their copybooks walk around the class Compare works with others Correct mistakes if they have.</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p>	<p>Whiteboard Student’s book Poster</p>
<p>6 min.</p>	<p>T presents key words of the lesson. Practice the pronunciation and intonation. T asks Ss to look at exercise 6 on page 65. T explains how to use them in everyday speech. T gives the task to make up a dialogue like in example. Aim: practice speaking Efficiency: To develop Ss critical thinking skills and speaking skills</p>	<p>Ss write down key phrases and practice intonation. Look through the example of the dialogue. Make up their own dialogue. Practice it in pairs.</p>	<p>Descriptor: -cooperate as a pair -can use key phrases -make up dialogue Total: 1point</p>	<p>Whiteboard Student’s book Poster</p>

	Differentiation: « <i>Change the pair</i> » game is used to develop their speaking and listening skills.			
8 min.	T gives exercises 8 on page 65. “Portfolio” writing task. T gives the plan of writing task to follow. T asks to write an email to a pen-friend. Aim: teach to write informal letter. Efficiency: To develop Ss writing skills and use new vocabulary Differentiation: « Verbal support » method is used to help Ss use new words in the sentences.	Ss follow the T’s instructions and according to the plan in exercise 8 p.65 write an email to a pen-friend.	Descriptor: -can follow the instructions and given plan-1 point -can organize writing task correctly Total: 1point	Whiteboard Student’s book
5 min	T asks students to look at exercise 7 a and b on page 65 T gives the task to listen to three people talking about the film they like. Discuss and find the answer. Think about 7b exercise. Aim: <i>enlarge vocabulary knowledge</i> Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation: « Verbal support » method is used to help Ss use new words in the sentences	Ss do exercise 7 a and b on page 65 Work in pairs. Discuss as a pair and do the task	Descriptor: -listen and make choice-1 point. -can use vocabulary 1 point -can work in pairs-1point.	Whiteboard Student’s book Dictionary copybook
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. Aim: To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « Conclusion » method is used to finish the lesson.	Descriptor: Use key phrases effectively. -can work with vocabulary -can describe different types of films. - 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant!	Whiteboard Student’s book Poster: Success Ladder.

			Good job! I like it!	
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?	Health and safety rules		
<p>During the lesson some tasks differentiated by outcomes of the students and by their abilities.</p> <p>All learners memorize the opinion of the speaker of curricular topics.</p> <p>Most learners improve interaction between students through discussion.</p> <p>Some learners describe basic information about themselves and others.</p>	<p>Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives.</p> <p>During the activity teacher after each right answer gives feedback with the method: “The Praise”.</p> <p>“You are right”</p> <p>“Great!”</p> <p>“Good”.</p> <p>“Sandwich”</p> <p>Well done, you can say the topical words correctly, at home repeat words again and learn by heart.</p>	Provide some physical exercises for learners		
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did all learners achieve the LO?</p> <p>If not, why?</p> <p>Did my planned differentiation workwell?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>				
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?</p>				

Lesson Plan 11

Unit:6	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Use of English 6b- 1 The passive(present simple and past simple)
Learning objectives(s) that this lesson is contributing to:	7.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics
Lessonobjectives:	All learners will be able to: use a growing variety of passive voice Most learners will be able to: use a growing variety of passive voice including present and past simple Some learners will be able to: use a growing variety of future forms including present and past simple
Value link:	Be friendly, respect each other, be responsible traveler.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
Pre-learning «Brainstorming» method 5 min.	T puts on the board different posters of the films with information about film. T asks general questions about film. T asks information and director or actors. T asks Ss to find the info in the net. In differentiation part « Surf the net » method was used to check up student's vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.	Ss look through the poster and short information. Answer to T's questions. Look through the internet and find information about director or actors. Aim: revision of previous lesson Efficiency: Ss refresh their mind before starting new theme.	Descriptor: -know new words -can speak according to the theme Total: 1point Praise Ss who has more cards and could name the cards.	Whiteboard Cards Student's book
Middle of the lesson Presentation part.	T presents new grammar theme connected with Passive Voice in sentence: Most films made in	Ss listen to the T's instructions and write down structure. Make their own sentences.	Descriptor: -can follow the instruction	Whiteboard Student's Book

8 min.	Hollywood. T gives clear explanation. T gives structure of the sentence. T gives example.		-can make sentence in Passive Voice Total: 1point	
	« Film report. » T asks Ss to use information from the posters and present about film in passive voice	Ss make up sentences with given structure. Use information from the posters.	T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”	Whiteboard Student’s book Poster
6 min.	T gives exercise 2 on page 66 as a team work. T presents key words connected with exercise. T asks Ss to complete the sentences with suitable verbs. Aim: make them involved to the theme Efficiency: To develop Ss critical thinking skills and writing skills Differentiation: « Verbal support » method is used to help Ss use new grammar in the sentences.	Ss work with key words. Complete sentences with suitable verbs. Ss evaluate each other.	Descriptor: -cooperate as a team -know structure of passive voice -use suitable verb Total: 1point	Whiteboard Student’s book Poster
8 min.	T gives exercises 3 on page 66. T asks Ss to write sentences using the verbs in brackets. T asks to use Passive voice structure. Aim: practice grammar. Efficiency: To develop Ss writing skills and critical thinking skills Differentiation: « Verbal support » method is used to help Ss use new words in the sentences.	Ss follow T’s instructions. Complete the sentences Ss do exercise 5.	Descriptor: -can use passive voice.- 1 point -can complete sentence-1point	Whiteboard Student’s book
5 min	T gives exercise 5 on page 66 as a pair work. Ss task is to rewrite sentences in passive voice Aim: <i>learn to share point of view</i> Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation: « Think, pair, share » method is	Ss Read the task. Follow the structure Rewrite sentences Exchange ideas Work in pairs. Discuss as a pair and do the task	Descriptor: -know passive voice-1point. -can rewrite sentences-1 point -can work in pairs -1point.	Whiteboard Student’s book Poster

	used to develop their speaking and listening skills.			
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. <i>Aim:</i> To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor: Use key phrases effectively. -share ideas with partner -can make a speech - 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.

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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “The Praise” . “You are right” “Great!” “Good”. “Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide some physical exercises for learners
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation workwell? Did I stick to timings? What changes did I make from my plan and why?		
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1:		

2:

What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?

Lesson Plan 12

Unit:6	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Use of English 6b-2 The passive(present simple and past simple)
Learning objectives(s) that this lesson is contributing to:	7.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics
Lesson objectives:	All learners will be able to: use a growing variety of passive voice Most learners will be able to: use a growing variety of passive voice including present and past simple Some learners will be able to: use a growing variety of future forms including present and past simple
Value link:	Be friendly, respect each other, be responsible traveler.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
Pre-learning «Brainstorming» method 5 min.	T gives each team an envelop with different sentences. T asks Ss to make sentences in Passive voice. Find out sentences realted their team. In differentiation part «Rewite sentences» method was used to check up student's grammar knowledge and speaking After that T introduces the aim and theme of the lesson.	Ss open envelops. Revise passive voice. Discuss and rewrite sentences in passive voice. Aim: revision of previous lesson Efficiency: Ss refresh their mind before starting new theme.	Descriptor: -know passive voice -can use the structure Total: 1point Praise Ss who has more cards and could name the cards.	Whiteboard Cards Student's book
Middle of the lesson	T revise the structure of passive voice again.	Ss listen to the T's instructions and write down structure.	Descriptor: -can follow	Whiteboard

Presentation part. 8 min.	T presents rule how to use “with” and “by” in passive voice. T gives explanation and example to clarify.	Make their own sentences.	the instruction -can make sentence in Passive Voice Total: 1point	Student’s Book
	« Film report. » T asks Ss to use information from the first task and prepare presentation about film.	Ss use information from the envelop. Prepare presentation Present to the class	T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”	Whiteboard Student’s book Poster
6 min.	T gives exercise 6 and 7 on page 67 as a team work. T asks fill in the sentences with or by in exercise 6. T gives exercise 7 write sentences in passive voice. T asks to listen and check. Aim: make them involved to the theme Efficiency: To develop Ss critical thinking skills and writing skills Differentiation: « Verbal support » method is used to help Ss use new grammar in the sentences.	Ss work with key words. Complete sentences using “with” or “by” Write sentences in passive voice Listen and check	Descriptor: -know structure of passive voice-1point -use suitable “with” or “by”-1point	Whiteboard Student’s book Poster
8 min.	T gives exercise 10 on page 67. T asks Ss to write questions to which the words in bold in review are the answers. Aim: practice grammar. Efficiency: To develop Ss writing skills and critical thinking skills Differentiation: « Verbal support » method is used to help Ss use new words in the sentences.	Ss follow T’s instructions. Make up question sentences in passive voice	Descriptor: -can use passive voice. -can make questions Total: 2points	Whiteboard Student’s book
5 min	T gives exercise 9 on page 67 as a pair work. Ss task is ask and answer the questions in passive voice Aim: <i>learn to share information in passive voice</i> Efficiency:	Ss look at the given information in exercise 9. Ask and answer the questions Work in pairs. Discuss as a pair and do the task	Descriptor: -know passive voice-1point. -can ask and answer 1 point -can work in	Whiteboard Student’s book Poster

	Ss use new vocabulary and practice it with groupmates. Differentiation: « <i>Think, pair, share</i> » method is used to develop their speaking and listening skills.		pairs -1point.	
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. <i>Aim:</i> To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor: Use key phrases effectively. -ask and answer the questions -can use passive voice - 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.

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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “The Praise” . “You are right” “Great!” “Good”. “Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide some physical exercises for learners
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation workwell? Did I stick to timings? What changes did I make from my plan and why?		

Summary evaluation**What two things went really well (consider both teaching and learning)?**

1:

2:

What two things would have improved the lesson (consider both teaching and learning)?

1:

2:

What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?**Lesson Plan 13**

Unit:6	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Skills 6c. Playing with food
Learning objectives(s) that this lesson is contributing to:	7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics 7.S3 give an opinion at discourse level on a growing range of general and curricular topics 7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics
Lesson objectives:	All learners will be able to: understand the main points in texts Most learners will be able to: read a limited range of extended fiction and non-fiction texts and use speaking and listening skills to provide sensitive feedback Some learners will be able to: use speaking begin to link comments with some flexibility and listening skills to provide feedback, understand the main points in texts
Value link:	Be friendly, respect each other, be responsible.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
<i>Pre-learning</i> «Brainstorming» method 5 min.	“Art gallery” game used to revise the vocabulary of previous lesson. T sticks cards with	Ss walk around the class. Look at the cards Identify them	Descriptor: -know new words -can translate	Whiteboard Cards

	<p>different places on it on the wall all around the class.</p> <p>T asks Ss to walk around the class and name the places or make up sentences.</p> <p>In differentiation part «Interpreter » method was used to check up student's vocabulary knowledge and speaking</p> <p>After that T introduces the aim and theme of the lesson.</p>	<p>Make up sentences with key words.</p> <p>Aim: make them involved to the lesson.</p> <p>Efficiency: Ss refresh their mind before starting new theme.</p>	<p>them</p> <p>Total: 1point</p> <p>Praise Ss who has more cards and could name the cards.</p>	Student's book
<p>Middle of the lesson</p> <p>Presentation part.</p> <p>8 min.</p>	<p>«Think» method is used to start new lesson. T asks Ss to look at the exercise 2 on page 68. T task is to listen to different music extracts and identify them. T asks Ss to raise hand to answer, not to shout.</p>	<p>Ss listen to the extracts of the music.</p> <p>Raise their hands</p> <p>Identify the musical instrument.</p>	<p>Descriptor:</p> <p>-can identify musical instrument</p> <p>-can name them</p> <p>Total: 1point</p>	Whiteboard Student's Book
	<p>«Can you play musical instruments?»</p> <p>T asks Ss to walk around the class to ask and answer the questions.</p>	<p>Ss walk around</p> <p>Speak according to the theme.</p>	<p>T praise active Ss with phrases such as:</p> <p>“Good job!</p> <p>Well done!”</p> <p>“One more time, please”</p>	Whiteboard Student's book Poster
<p>6 min.</p>	<p>T asks Ss to read the title of the text and pay attention to the picture.</p> <p>T asks Ss to make prediction about the text.</p> <p>T shows a short video from exercise 3 connected with the reading text.</p> <p>T asks each team to compare their predictions with the information from the video.</p> <p>T gives exercise 4 on page 69 Answer the questions.</p> <p>Aim: make them involved to the theme</p> <p>Efficiency: To develop Ss critical thinking skills and reading skills</p> <p>Differentiation: «Verbal support» method is used</p>	<p>Ss read the title and look at the picture.</p> <p>Discuss as a team and to predict.</p> <p>Make a list with prediction.</p> <p>Ss watch the video.</p> <p>Look through the text.</p> <p>Compare their predictions with information in the text.</p> <p>Check answers.</p> <p>Do exercise 4 p69</p>	<p>Descriptor:</p> <p>-answer the questions</p> <p>-make a list</p> <p>-make prediction</p> <p>Total: 2 points</p>	Whiteboard Student's book Poster

	to help Ss use new words in the sentences.			
Individual work 8 min.	T gives exercises 5 and do exercise 7 on page 42. “Practice time” task. T asks Ss to listen and tick in exercise 5. In exercise 7 T asks to complete the writing task. Aim: to work with information. Efficiency: To develop Ss listening skills and writing skills Differentiation: « Verbal support » method is used to help Ss use new words in the sentences.	Ss listen to the task twice. Tick the correct answer. Write an email to the pen-friend.	Descriptor: -listen and tick -write an email Total: 1 point	Whiteboard Student’s book
5 min	T asks students to look at exercise 6 on page 69 T gives the task to describe experience in pairs according to the table given in exercise. “Think, pair and share” method is used in this task Aim: develop speaking Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation: « <i>Think, pair, share</i> » method is used to develop their speaking and listening skills.	Ss Think of the last time they went out. Complete the table Describe experience in speaking with partner. Work in pairs. Discuss as a pair and do the task	Descriptor: -can share ideas-1 point. -complete the table-1 point -can work in pairs -1 point.	Whiteboard Student’s book Poster
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. Aim: To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor: Use key phrases effectively. -can speak about music -can answer the questions - 2 points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student’s book Poster: Success Ladder.

DIFFERENTIATION – how do you plan to give more support? How do you plan to challenge the	ASSESSMENT – how are you planning to check learners’ learning?	Health and safety rules
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more able learners?		
<p>During the lesson some tasks differentiated by outcomes of the students and by their abilities.</p> <p>All learners memorize the opinion of the speaker of curricular topics.</p> <p>Most learners improve interaction between students through discussion.</p> <p>Some learners describe basic information about themselves and others.</p>	<p>Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives.</p> <p>During the activity teacher after each right answer gives feedback with the method: “The Praise”.</p> <p>“You are right”</p> <p>“Great!”</p> <p>“Good”.</p> <p>“Sandwich”</p> <p>Well done, you can say the topical words correctly, at home repeat words again and learn by heart.</p>	<p>Provide some physical exercises for learners</p>
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did all learners achieve the LO?</p> <p>If not, why?</p> <p>Did my planned differentiation workwell?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>		
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from this lesson about the class orachievements/difficulties of individuals that will inform my next lesson?</p>		

Lesson Plan 14.

Unit:6	School : «Baldauren » Educational and Health Centre
Teacher’s name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Everyday English 6d. Choosing TV programmes.
Learning objectives(s) that this lesson is contributing to:	7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups
Lessonobjectives:	All learners will be able to: speak on the theme connected with TV programmes Most learners will be able to: recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics Some learners will be able to: use speaking and listening skills to solve problems creatively
Value link:	Be friendly, respect each other, be responsible traveler.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1. Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss. « <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
<i>Pre-learning</i> « <i>Brainstorming</i> » <i>method</i> 5 min.	T shows Ss different extracts of TV programmes. T asks Ss to write down if they know them. In differentiation part « Think and Share » method was used to check up student's vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.	Ss watch the video and find out the TV programmes. Name them Aim: revision of previous lesson Efficiency: Ss refresh their mind before starting new theme.	Descriptor: -name programmes -can cooperate with others Total: 1point Praise Ss who has more cards and could name the cards.	Whiteboard Cards Student's book
Middle of the lesson Presentation part. 8 min.	« Listen and repeat » method is used to start new lesson. T asks Ss to listen and repeat new key phrases from exercise 1 on page 70.	Ss listen and repeat key phrases. Practice the pronunciation and intonation.	Descriptor: -can use key phrases -can speak with intonation Total: 1point	Whiteboard Student's Book
	« Discussion » T asks Ss to do exercise 2 on page 70. T asks to answer the question.	Ss answer the T's questions.	T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”	Whiteboard Student's book Poster
6 min.	T gives exercise 5 on page 70 as a team work. T asks Ss to pay attention to the Tv guide and to discuss on the given task. Aim: make them involved to the theme Efficiency: To develop Ss critical thinking skills and speaking skills Differentiation: « Verbal support » method is used to help Ss use new words in the sentences.	Ss look at the Tv guide Discuss with class Prepare presentation orally as a result of their discussion.	Descriptor: -know key words -make presentation Total: 1point	Whiteboard Student's book Poster

8 min.	T gives exercises 3 on page 70. “ read and tell ” task. T asks Ss to read the dialogue again and find phrases given in the text. Aim: learn to work with text Efficiency: To develop Ss reading skills and vocabulary knowledge. Differentiation: « Verbal support » method is used to help Ss use new words in the sentences.	Ss look through the dialogue again. Find the phrases with the close meaning as given phrases.	Descriptor: -can work with vocabulary. -can understand the meaning Total: 2 points	Whiteboard Student’s book
5 min	T gives exercise 4 on page 69 as a pair work. Ss task is to look at the dialogue and practice it with intonation Aim: dialogue practice. Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation: « Change pair » method is used to develop their speaking and listening skills.	Ss follow the structure. Use the sample of the dialogue and practice reading.	Descriptor: -can share ideas-1 point. -can speak on the theme-1 point -can work in pairs -1 point.	Whiteboard Student’s book Poster
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. Aim: To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « Conclusion » method is used to finish the lesson.	Descriptor: Use key phrases effectively. -share ideas with partner -can speak on the theme 2 points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student’s book Poster: Success Ladder.

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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “ The Praise ”.	Provide some physical exercises for learners

discussion. Some learners describe basic information about themselves and others.	“You are right” “Great!” “Good”. “Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation workwell? Did I stick to timings? What changes did I make from my plan and why?		
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1: 2: What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?		

Lesson Plan 15

Unit:6	School : «Baldauren » Educational and Health Centre
Teacher’s name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Across cultures 6e. Musical instruments around the world.
Learning objectives(s) that this lesson is contributing to:	7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups
Lesson objectives:	7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups
Value link:	7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups

Plan:

Part of the lesson/Time	Teacher’s activity	Student’s activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss.« <i>The praise</i> »	CD player Microphone cards

			method is used to evaluate Ss with phrases like: “Good job! Well done!”	
Pre-learning «Brainstorming» method 5 min.	T asks to listen to the music extracts and match them with origins. T gives exercise 1 on page 71. In differentiation part «Listen and match» method was used to check up student’s vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.	Ss listen to the different extracts of music and match them with origins. Work as a team. Aim: revision of previous lesson Efficiency: Ss refresh their mind before starting new theme.	Descriptor: -know new words -can translate them Total: 1point Praise Ss who has more cards and could name the cards.	Whiteboard Cards Student’s book
Middle of the lesson Presentation part. 8 min.	T presents new lesson with presenting new words. T gives each team three words:1.Wind, 2.String, 3.Percussion. T asks Ss to write musical instruments under the headings. Prepare the poster.	Ss start to work as a team. Ss write names of musical instruments under each headings. Ss present their posters and compare with others.	Descriptor: -know musical instruments -know the types of music Total: 1point	Whiteboard Student’s Book
	«We suppose that...» T asks Ss use this phrase and do presentation	Ss use T’s phrase and start presentation.	T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”	Whiteboard Student’s book Poster
6 min.	T gives exercise 2b on page 71 as a team work. T presents two different musical instruments: Dombra and The Tin Whistle. T asks Ss to identify the type of musical instrument and it’s origin. Aim: make them involved to the theme Efficiency: To develop Ss critical thinking skills and writing skills Differentiation: « Verbal support » method is used to help Ss use new grammar in the sentences.	Ss look at the picture of musical instruments. Name them. Identify the origin and type of the musical instrument. Try to give more information.	Descriptor: -cooperate as a team -know key words -give extra information Total: 2points	Whiteboard Student’s book Poster
Individual work 8 min.	T gives exercises 3 on page 71.	Ss revise structure of passive voice.	Descriptor: -know	Whiteboard Student’s

	T asks Ss to find all passive voice sentences and rewrite them as active. Aim: practice grammar. Efficiency: To develop Ss writing skills and critical thinking skills Differentiation: « Verbal support » method is used to help Ss use new words in the sentences.	Find out passive voice sentences Write them as active.	passive voice -can rewrite sentences Total: 1point	book
5 min	T gives exercise 4 on page 71 as a pair work. Ss task is to say four things that they have learnt from the text. T asks Ss to discuss which musical instruments would they like to play and why. Aim: learn to share point of view Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation: « <i>Think, pair, share</i> » method is used to develop their speaking and listening skills.	Ss look through the text again and remember four things that they remember from the text. Ss discussed which instrument they would like to play and why Work in pairs. Discuss as a pair and do the task	Descriptor: -can share ideas-1point. -can speak on the theme-1 point -can work in pairs -1point.	Whiteboard Student's book Poster
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. Aim: To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor: Use key phrases effectively. -share ideas with partner -can make a speech - 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.

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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities.	Reflection at the end of the lesson and teacher summary provides support for progress and	Provide some physical exercises for

<p>All learners memorize the opinion of the speaker of curricular topics.</p> <p>Most learners improve interaction between students through discussion.</p> <p>Some learners describe basic information about themselves and others.</p>	<p>achievement, and challenge to thinking and setting future objectives.</p> <p>During the activity teacher after each right answer gives feedback with the method: “The Praise”.</p> <p>“You are right”</p> <p>“Great!”</p> <p>“Good”.</p> <p>“Sandwich”</p> <p>Well done, you can say the topical words correctly, at home repeat words again and learn by heart.</p>	<p>learners</p>
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did all learners achieve the LO?</p> <p>If not, why?</p> <p>Did my planned differentiation workwell?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>		
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?</p>		

Lesson Plan 16

Unit:6	School : «Baldauren » Educational and Health Centre
Teacher’s name:	Taszhanova Tursinai
Date:	
Grade:7	
Theme of the lesson:	Teens and Electronic Media : A dangerous combination
Learning objectives(s) that this lesson is contributing to:	7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups
Lessonobjectives:	7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups
Value link:	7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups

Plan:

Part of the lesson/Time	Teacher’s activity	Student’s activity	Assessment	Resources
Beginning of the lesson	Organization moment: 1.Greeting.	The aim: To develop Ss speaking skills and create	At the organization	CD player Microphone

<p>Warming-up 3 min.</p>	<p>Ask about the weather.</p>	<p>friendly atmosphere Efficiency:By telling the wishes they show their appreciations .</p>	<p>moment T tries to award active Ss.«<i>The praise</i>» method is used to evaluate Ss with phrases like: “Good job! Well done!”</p>	<p>cards</p>
<p><i>Pre-learning «Brainstorming» method</i> 5 min.</p>	<p>T presents different types of media. T asks Ss to think about several questions in pairs: Which of the types of media below do you use everyday? In differentiationpart «Think and Share » method was used to check up student’s vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.</p>	<p>Ss look at the board. Ss start to discuss and each of them share his/her thoughts. Work as a team. Aim:revision of previous lesson Efficiency:Ss refresh their mind before starting new theme.</p>	<p>Descriptor: -know structure -can put the words in order Total: 1point Praise Ss who has more cards and could name the cards.</p>	<p>Whiteboard Cards Student’s book</p>
<p>Middle of the lesson Presentation part. 8 min.</p>	<p>T presents new theme.T asks Ss to look at exercise 2 on p 72. T shows a short video and asks Ss to answer the question from the exercise 2.</p>	<p>Ss watch the video. Ss answer to the question.</p>	<p>Descriptor: -answer the questions Total: 1point</p>	<p>Whiteboard Student’s Book</p>
	<p>«I think.....» T asks Ss finish sentence with their own ideas.</p>	<p>Ss make up sentences with given structure. Use their own idea.</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p>	<p>Whiteboard Student’s book Poster</p>
<p>6 min.</p>	<p>T gives exercise 3 on page 72 as a team work. T asks Ss to read the text. Ss task is to list two problems with electronic media. T asks Ss to find out writer’s idea. Aim: practice grammar Efficiency: To develop Ss critical thinking skills and writing skills Differentiation:«Verbal</p>	<p>Ss work with text. Ss read the text. List two problems Identify writer’s idea. Ss check their answers orally.</p>	<p>Descriptor: -cooperate as a team -work with text -list two problems Total: 2points</p>	<p>Whiteboard Student’s book Poster</p>

	support» method is used to help Ss use new grammar in the sentences.			
8 min.	T gives exercises 4 on page 72 T asks Ss to think about writer's opinion on teens using electronic media. T asks Ss to answer the question in exercise 4. Aim: practice speaking. Efficiency: To develop Ss writing skills and critical thinking skills Differentiation: « Verbal support» method is used to help Ss use new words in the sentences.	Ss do exercise 4 on page 72. Think about writers opinion about teens.	Descriptor: -can use grammar. -can make prediction Total: 1point	Whiteboard Student's book
5 min	T gives exercise 5 on page 72 "Listen and Tick" as apair work. Ss task is to listen and tick the correct sound Aim: practice listening. Efficiency: Ss improve listening. Differentiation: « Think, pair, share» method is used to develop their speaking and listening skills.	Ss listen to the task Tick the correct sound Work in pairs Check each other Work with mistakes.	Descriptor: -can listen and identify-1point. -can listen and tick-1 point -can work in pairs -1point.	Whiteboard Student's book Poster
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. Aim: To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « Conclusion» method is used to finish the lesson.	Descriptor: Use key phrases effectively. -can work with text -can discuss the main points-2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.

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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities.	Reflection at the end of the lesson and teacher summary provides support for progress and	Provide some physical exercises for

<p>All learners memorize the opinion of the speaker of curricular topics.</p> <p>Most learners improve interaction between students through discussion.</p> <p>Some learners describe basic information about themselves and others.</p>	<p>achievement, and challenge to thinking and setting future objectives.</p> <p>During the activity teacher after each right answer gives feedback with the method: “The Praise”.</p> <p>“You are right”</p> <p>“Great!”</p> <p>“Good”.</p> <p>“Sandwich”</p> <p>Well done, you can say the topical words correctly, at home repeat words again and learn by heart.</p>	<p>learners</p>
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did all learners achieve the LO?</p> <p>If not, why?</p> <p>Did my planned differentiation workwell?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>		
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?</p>		

Lesson Plan 17

Unit:6	School : «Baldauren » Educational and Health Centre
Teacher’s name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Writing 6g. An email about your favourite TV series.
Learning objectives(s) that this lesson is contributing to:	7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics 7.W7 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics
Lessonobjectives:	All learners will be able to: understand the main points in textcan follow the structure of writing task Most learners will be able to: plan and write with T’s support and according to the structure Some learners will be able to: plan, write, edit and proofread work at text level.
Value link:	Be friendly, respect each other.

Plan:

Part of the lesson/Time	Teacher’s activity	Student’s activity	Assessment	Resources
Beginning of the	Organization moment:	The aim: To develop Ss	At the	CD player

<p>lesson Warming-up 3 min.</p>	<p>1.Greeting. Ask about the weather.</p>	<p>speaking skills and create friendly atmosphere</p>	<p>organization moment T tries to award active Ss.«<i>The praise</i>» method is used to evaluate Ss with phrases like: “Good job! Well done!”</p>	<p>Microphone cards</p>
<p><i>Pre-learning</i> «<i>Brainstorming</i>» method 5 min.</p>	<p>T shows Ss a short video. T asks Ss to identify how does the writer feel? T puts on the board different phrases and asks to choose one of the phrase as an answer. In differentiationpart «Think and Share » method was used to check up student’s vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.</p>	<p>Ss watch video. Think a bit. Choose the most suitable phrase and tell it. Explain their choice. Aim:revision of previous lesson Efficiency:Ss refresh their mind before starting new theme.</p>	<p>Descriptor: -understand the main idea of the video -choose the correct phrase. Total: 1point Praise Ss who has more cards and could name the cards.</p>	<p>Whiteboard Cards Student’s book</p>
<p>Middle of the lesson Presentation part. 8 min.</p>	<p>T asks Ss to look at exercise 1 b on page 73. T asks Ss to read and complete the email.</p>	<p>Ss look through the text. Complete the email Use phrases</p>	<p>Descriptor: -use phrases -complete the text Total: 1point</p>	<p>Whiteboard Student’s Book</p>
<p>6 min.</p>	<p>«Watch and check» T asks Ss to watch the video again and check.</p>	<p>Ss check their answers.</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p>	<p>Whiteboard Student’s book Poster</p>
<p>8 min.</p>	<p>T asks Ss to lok at exercise 2 on page 73. T asks Ss to answer the questions connected with email. Aim: practice speaking Efficiency: To develop Ss critical thinking skills and writing skills Differentiation:«Verbal support» method is used to help Ss use new grammar in the sentences.</p>	<p>Ss read the email again. Answer the questions Ss make discussion.</p>	<p>Descriptor: -cooperate as a team -answer the questions -participate in discussion. Total: 2points</p>	<p>Whiteboard Student’s book Poster</p>
<p>8 min.</p>	<p>T gives exercises 4 on page 73. “Portfolio” task. T asks Ss follow the</p>	<p>Ss follow the inastructions Write an email</p>	<p>Descriptor: -can follow the</p>	<p>Whiteboard Student’s book</p>

	<p>structure and write an email.</p> <p>Aim: practice writing</p> <p>Efficiency: To develop Ss writing skills</p> <p>Differentiation:«<i>Verbal support</i>» method is used to help Ss use new words in the sentences.</p>		<p>instructions.</p> <p>-write email</p> <p>Total: 1point</p>	
5 min	<p>T gives exercise 3 on page 73. “Ask and answer” task as a pair work. Ss task is to use questions from exercise 4.</p> <p>Aim:practice speaking</p> <p>Efficiency: Ss use new phrases and practice it with groupmates.</p> <p>Differentiation:«<i>Think, pair, share</i>» method is used to develop their speaking and listening skills.</p>	<p>Ss use questions. Ask and answer to the questions.</p> <p>Work in pairs. Discuss as a pair and do the task</p>	<p>Descriptor: -understand the text- 1point. -can ask and answer the questions-1 point -can work in pairs -1point.</p>	<p>Whiteboard Student’s book Poster</p>
<p>End of the lesson.</p> <p>Reflection</p> <p>Individual work: 5 min.</p>	<p>The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.</p>	<p>Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help.</p> <p>Aim:To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation:«<i>Conclusion</i>» method is used to finish the lesson.</p>	<p>Descriptor: Use key phrases effectively. -can write an email -can speak on the theme- 2points.</p> <p>Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!</p>	<p>Whiteboard Student’s book Poster: Success Ladder.</p>

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?	Health and safety rules
<p>During the lesson some tasks differentiated by outcomes of the students and by their abilities.</p> <p>All learners memorize the opinion of the speaker of curricular topics.</p> <p>Most learners improve interaction between students through discussion.</p> <p>Some learners describe basic information about themselves and others.</p>	<p>Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives.</p> <p>During the activity teacher after each right answer gives feedback with the method: “The Praise”.</p> <p>“You are right” “Great!” “Good”.</p> <p>“Sandwich” Well done, you can say the topical words correctly,</p>	<p>Provide some physical exercises for learners</p>

	at home repeat words again and learn by heart.
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?	
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1: 2: What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?	

Lesson Plan 18

Unit:6	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Edutainment 6. Values. Music
Learning objective(s) that this lesson is contributing to:	7.C3 respect differing points of view
Lesson objectives:	7.
Value link:	Be friendly, respect each other.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere	At the organization moment T tries to award active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
<i>Pre-learning</i> « <i>Brainstorming</i> » <i>method</i> 5 min.	T asks Ss to pay attention on exercise 1 on page 74. T asks Ss to discuss the given questions. In differentiation part « Think and discuss » method was used to check up student's vocabulary	Ss read the statements. Ss discuss and choose statement that they agree. Explain their choice. Aim: Develop Ss critical thinking. Create class work atmosphere Efficiency: Ss refresh their mind	Descriptor: -pronounce correctly - can work with dictionary - find the definition of the word	Whiteboard Cards Student's book

	<p>knowledge and speaking.</p> <p>After that T introduces the aim and theme of the lesson.</p>	before starting new theme.	<p>Total: 2points</p> <p>Praise Ss who has more cards and could name the cards.</p>	
<p>Middle of the lesson Presentation part. 8 min.</p>	<p>T asks Ss to revise the whole unit 6. T gives exercise 2 on page 74.</p>	<p>Ss revise the unit. Do exercise 2 Mark the sentences T or F</p>	<p>Descriptor: -know all material from the unit -mark the sentences T or F</p> <p>Total: 1point</p>	<p>Whiteboard Student's Book</p>
	<p>«Check yourself» T asks Ss to practice. Make a dialogue</p>	<p>Ss use the given key phrases and make a dialogue.</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p>	<p>Whiteboard Student's book Poster</p>
6 min.	<p>T asks Ss to look at exercise 1b on page 74. T asks Ss to choose a piece of music. Draw a picture or think of a story to tell the class. Aim: make them think on the theme. Efficiency: To develop Ss critical thinking skills and reading skills Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.</p>	<p>Ss choose music. Draw picture Tell the story.</p> <p>Compare their answers with others.</p>	<p>Descriptor: -cooperate as a team -text -draw a picture and tell story</p> <p>Total: 1point</p>	<p>Whiteboard Student's book Poster</p>
8 min.	<p>T gives exercises 4 on page 74. T asks Ss to read the words/phrases. T asks Ss to answer the questions. Aim: improve speaking and vocabulary knowledge Efficiency: To develop Ss reading skills and use new vocabulary Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.</p>	<p>Ss look through the words quickly. Watch short video and find out how the given words connected with the music.</p>	<p>Descriptor: -work with vocabulary and listening task Total: 1point</p>	<p>Whiteboard Student's book</p>
5 min	<p>T asks students to look at exercise 3 on page 74 T gives the task to work in pairs. T gives task to prepare a</p>	<p>Ss work in pairs and prepare T or F task. Exchange quizzes and mark sentences with T or F.</p>	<p>Descriptor: -prepare quiz-1point. -mark T or F- 1 point</p>	<p>Whiteboard Student's book</p>

	<p>T/F quiz of their own. “True or False” task <i>Aim:enlarge vocabulary knowledge</i> Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation:«Change the pair» game is used to develop their speaking and listening skills.</p>		-can work in pairs-1point.	
<p>End of the lesson.</p> <p>Reflection</p> <p>Individual work: 5 min.</p>	<p>The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.</p>	<p>Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help.</p> <p><i>Aim:</i>To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation:«Conclusion» method is used to finish the lesson.</p>	<p>Descriptor: Use key phrases effectively. -know material from unit 6. -can speak on theme connected with music - 2points.</p> <p>Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!</p>	<p>Whiteboard</p> <p>Student’s book Poster: Success Ladder.</p>

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?	Health and safety rules
<p>During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.</p>	<p>Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “The Praise”. ““You are right” “Great!” “Good”. “Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.</p>	<p>Provide some physical exercises for learners</p>
<p>Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?</p>		
<p>Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2:</p>		

What two things would have improved the lesson (consider both teaching and learning)?

1:

2:

What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?

Lesson Plan 19

Unit:6	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Skills Practice 6. Reading p142-143 Harry Potter.
Learning objectives(s) that this lesson is contributing to:	7.L5 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics 7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.S8 recount some extended stories and events on a growing range of general and curricular topics 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics
Lesson objectives:	All learners will be able to: understand the main idea of the text on a limited range of general and curricular topics. Most learners will be able to: make a dialogue using complex question on general and curricular topics Some learners will be able to: demonstrate their hobby and evaluate others in giving feedback.
Value link:	Be friendly, respect each other.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere	At the organization moment T tries to award active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
Pre-learning « <i>Brainstorming</i> » method 5 min.	T brings several posters. T writes Harry Potter on the board. T asks Ss about book, questions from exercise 1 on page 142.	Ss look through the posters. Ss read the text. Ss answer T's questions.	Descriptor : -identify the book - can give	Whiteboard Cards Student's

	<p>T asks Ss to read the text.</p> <p>In differentiation part «Think and share» method was used to check up student’s vocabulary knowledge.</p> <p>After that T introduces the aim and theme of the lesson.</p>	<p>Aim: Find out how much do they remember.</p> <p>Efficiency: Ss refresh their mind before starting new theme.</p>	<p>information</p> <p>- know vocabulary of previous lesson.</p> <p>Total: 1point</p> <p>Praise Ss who has more cards and could name the cards.</p>	<p>book</p>
<p>Middle of the lesson Presentation part.</p> <p>8 min.</p>	<p>«Mark the sentences» method is used to open up the theme of the lesson. T asks to Ss to look at the picture from exercise 2 on page 141.</p> <p>T asks to identify the genre of the story.</p>	<p>Ss open their books on page 54 and describe the picture according to the things that they can see on it</p> <p>Identify the genre of the story.</p>	<p>Descriptor :</p> <p>-can describe the picture</p> <p>-can answer the general questions</p> <p>Total: 2points</p>	<p>Whiteboard</p> <p>Student’s book</p> <p>Flashcards</p>
	<p>«Read the plot»</p> <p>T asks Ss to look at the new words</p> <p>Check these words</p>	<p>Ss read the plot of the story very quickly.</p> <p>Compare with their predictions.</p> <p>Share with new information that they found out after reading the plot.</p> <p>Ss write down new words and practice the pronunciation.</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!”</p> <p>“One more time, please”</p>	<p>Whiteboard</p> <p>Student’s book</p> <p>Poster</p>
<p>6 min.</p>	<p>T gives exercise 3, p 143 T asks Ss to listen to the conversation. T asks to work as a team and decide which type of film each person wants to see.</p> <p>Aim: work with listening task.</p> <p>Efficiency: To develop Ss critical thinking skills and listening skills</p> <p>Differentiation: «Verbal support» method is used to help Ss use new words in the sentences.</p>	<p>Ss listen to the conversation between a girl, Emma, and a boy, Charles.</p> <p>Decide which film do they want to go.</p> <p>Other teams compare answers.</p>	<p>Descriptor :</p> <p>-cooperate as a team</p> <p>-find the answer after listening</p> <p>Total: 1point</p>	<p>Whiteboard</p> <p>Student’s book</p>
<p>8 min.</p>	<p>T asks students to look at exercise 6 on page 143 T gives task to write an email.</p> <p>Aim: improve vocabulary.</p> <p>Efficiency: To develop Ss writing skills and use new vocabulary</p> <p>Differentiation: «Verbal support» method is used to</p>	<p>Ss do exercises 6 individually.</p> <p>connected with the text.</p>	<p>Descriptor :</p> <p>-can use active vocabulary</p> <p>-1 point</p> <p>-write an email..</p> <p>- can</p>	<p>Whiteboard</p> <p>Student’s book</p> <p>Poster</p>

	help Ss use new words in the sentences.		answer the questions- 1point	
5 min	Discuss with partner task. T gives task to work in pairs. “ Think, pair and share ” method is used in this task T list with different films. T asks Ss to recommend the film to each other using the key phrases. <i>Aim:enlarge vocabulary knowledge</i> Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation: « <i>Change the pair</i> » game is used to develop their speaking and listening skills.	Ss look at the list given by T. Ss work in pairs Use key phrases Reccoment each other different films.	Descriptor : -use key words- 1point. -work as a pair -reccoment films to each other- 1point.	Whiteboard Student’s book
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. <i>Aim:</i> To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor : Speak on the theme “Films”, - reccoment film -can share idea - 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student’s book Poster: Success Ladder.
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?	Health and safety rules		
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “ The Praise ”. “You are right” “Great!” “Good”. “ Sandwich ” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide some physical exercises for learners		
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?				

If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?	
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1: 2: What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?	

Lesson Plan 20

Unit:7	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Natural disasters. Vocabulary: Natural phenomena.
Learning objective(s) that this lesson is contributing to:	7.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics
Lesson objectives:	All learners will be able to: know key phrases. Most learners will be able to: can use key words in with some support Some learners will be able to: use vocabulary to talk about natural disasters, can speak on the theme.
Value link:	Be friendly, respect each other.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1. Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere	At the organization moment T tries to award active Ss. « <i>The praise</i> » method is used to evaluate Ss with phrases like: "Good job! Well done!"	CD player Microphone cards
<i>Pre-learning</i> «Brainstorming» method 5 min.	T writes on the board: Natural disasters. T asks Ss to think, discuss as a team and share thoughts. In differentiation part «Think and share» method was used to check up student's vocabulary knowledge and speaking. After that T introduces the aim and theme of the lesson.	Ss try to explain the meaning of the words. Think, then discuss as a class. Share opinions. Aim: Develop Ss critical thinking. Create team work atmosphere Efficiency: Ss refresh their mind before starting new theme.	Descriptor: -understand the meaning of the words -think and discuss -share opinion Total: 1 point Praise Ss who has more cards and could	Whiteboard Cards Student's book

			name the cards.	
Middle of the lesson Presentation part. 8 min.	T presents new words and shows a short video about natural phenomenas. T asks Ss to pay attention to the information in the video. T asks: Which of these phenomenas can be connected with our country.	Ss write down new words. Ss watch the short video material. Make notes. Speak about different natural phenomenas in our country	Descriptor: -understand the general idea -can speak about natural disasters Total: 1point	Whiteboard Student's Book
	T asks Ss to look at pictures and try to remember them. « Check your memory » T asks Ss to look at the picture and write the words in line	Ss work as a team. Discuss and make decision. Write the natural phenomenas in a list Present and compare with other teams.	T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"	Whiteboard Student's book Poster
6 min.	T asks Ss to look at exercise 2 on page 75. T asks Ss to look at the pictures and say which of these phenomenas are/are not common in your country. Aim: make them think on the theme. Efficiency: To develop Ss critical thinking skills and speaking skills Differentiation: « Verbal support » method is used to help Ss use new words in the sentences.	Ss look at the pictures. Think about the question Discuss as a class Give their answers.	Descriptor: -cooperate as a team -use vocabulary -answer the question Total: 2 points	Whiteboard Student's book Poster
8 min.	T gives exercises 1 on page 75. « Training for Spelling bee » method is used as an individual task. T asks Ss to prepare and learn by heart the spelling of the new words. Aim: improve vocabulary knowledge Efficiency: To develop Ss reading skills and use new vocabulary Differentiation: « Verbal support » method is used to help Ss use new words in the sentences.	Ss work individually. Look through the new words and learn by heart the spelling of the words.	Descriptor: -work individually -can remember the spelling Total: 1point	Whiteboard Student's book
5 min	T asks students to look at exercise 2 on page 75. Use the pictures and check the spelling. Ss task is to work in pairs. Student A shows the	Ss work in pairs. Practice the correct spelling of the words Follow the rule Work with different Ss.	Descriptor: -know new words- 1point. -can spell the word	Whiteboard Student's book Dictionary copybook

	<p>picture and Ss Btell the word and spell it. Ss check each other.</p> <p>Aim:check the spelling</p> <p>Efficiency: Ss use new vocabulary and practice it with groupmates.</p> <p>Differentiation:«<i>Change the pair</i>» game is used to develop their speaking and listening skills.</p>		<p>correctly- 1 point</p> <p>-follow the structure- 1point.</p>	
<p>End of the lesson.</p> <p>Reflection</p> <p>Individual work: 5 min.</p>	<p>The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.</p>	<p>Ss use their stickers to show their knowledge according to the lesson</p> <p>Green- I understood</p> <p>Yellow-I have some questions</p> <p>Red-I need a help.</p> <p>Aim:To know how many Ss got the theme.</p> <p>Efficiency: Ss can use colors to show how much do they remember.</p> <p>Differentiation:«<i>Conclusion</i>» method is used to finish the lesson.</p>	<p>Descriptor: Use key phrases effectively.</p> <p>-can work with name natural phenomenas.</p> <p>-can spell new words - 2points.</p> <p>Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!</p>	<p>Whiteboard</p> <p>Student's book Poster: Success Ladder.</p>

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?	Health and safety rules
<p>During the lesson some tasks differentiated by outcomes of the students and by their abilities.</p> <p>All learners memorize the opinion of the speaker of curricular topics.</p> <p>Most learners improve interaction between students through discussion.</p> <p>Some learners describe basic information about themselves and others.</p>	<p>Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives.</p> <p>During the activity teacher after each right answer gives feedback with the method: “The Praise”.</p> <p>“You are right” “Great!” “Good”.</p> <p>“Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.</p>	<p>Provide some physical exercises for learners</p>
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?</p>		
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1: 2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p>		

1:
2:

What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?

Lesson Plan 21

Unit:7	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Reading 7a. True Stories.
Learning objectives(s) that this lesson is contributing to:	7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.C9 use imagination to express thoughts, ideas, experiences and feelings
Lesson objectives:	All learners will be able to: understand general idea of the text. Most learners will be able to: understand specific information in the reading text. Some learners will be able to: speak on the the understand specific information in the reading text and link with little or no support, sentences into coherent paragraphs.
Value link:	Be friendly, respect each other, take care of the nature.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1. Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere	At the organization moment T tries to award active Ss. « <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
Pre-learning « <i>Brainstorming</i> » method 5 min.	T asks Ss pay attention to the picture and describe them. T asks Ss to look at the given key words and asks ss to predict the theme of the lesson. In differentiation part « Flexible-paced learning » method was used to help Ss. After that T introduces the aim and theme of the lesson.	Ss look at the picture. Describe it in details. Try to predict the theme of the lesson using the given words. Aim: Develop Ss critical thinking. Create team work atmosphere Efficiency: Ss refresh their mind before starting new theme.	Descriptor : - can describe the picture - share opinion Total: 1 point Praise Ss who has more cards and could name the	Whiteboard Cards Student's book

			cards.	
Middle of the lesson Presentation part. 8 min.	T shows a short video to listen and watch. T asks to compare their prediction with the video to find out who was close to the theme of the lesson most	Ss watch the short video material. Compare the information from the video with their answers. Choose the best prediction	Descriptor : -understand the reading text -make prediction Total: 1point	Whiteboard Student's Book
	T gives exercise 1 on page 76. Read the text and find new words.	Ss read the text and underline new words.	T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"	Whiteboard Student's book Poster
6 min.	T asks Ss to look at exercise 3 a and b on page 77. Work as a team and give the story another title. Aim: make them think on the theme. Efficiency: To develop Ss critical thinking skills and reading skills Differentiation: « Verbal support » method is used to help Ss use new words in the sentences.	Ss work individually. Think and make decision. Share their ideas with class Present it. Ss evaluate each other.	Descriptor : -cooperate with others -change the title and explain it -make a presentation Total: 2points	Whiteboard Student's book Poster
8 min.	T gives exercises 2 "Complete the sentence" task on page 76 T asks Ss to read the text again and complete the sentences. Aim: improve reading Efficiency: To develop Ss reading skills and use new vocabulary Differentiation: « Progressive task » method is used to help lower Ss complete sentences.	Ss work individually. read text again. Complete the sentences.	Descriptor : -understand the text -complete the sentences Total: 1point	Whiteboard Student's book
5 min	T asks students to look at exercise 4 on page 76 T gives the task to work in pairs. T gives task to find synonyms. Aim: check their vocabulary knowledge Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation: « Collaborative learning » method is used to help lower Ss to improve their speaking and listening skills.	Ss surf the net. Find more information and exchange opinions.	Descriptor : -can use extra material- 1point. -can share ideas- 1 point -make discussion on the theme-	Whiteboard Student's book Dictionary copybook

			1point.	
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. <i>Aim:</i> To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor : Use key phrases effectively. -can give the synonym. -express thoughts with own words - 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.

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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “The Praise” . “You are right” “Great!” “Good”. “Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide some physical exercises for learners
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?		
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1: 2: What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?		

Lesson Plan 22

Unit:7	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Vocabulary 7a. Natural disasters. Speaking and writing.
Learning objectives(s) that this lesson is contributing to:	7.C6 organise and present information clearly to others 7.S8 recount some extended stories and events on a growing range of general and curricular topics 7.W6 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics
Lesson objectives:	All learners will be able to: organise and present information. Most learners will be able to: understand specific information,link with little support, sentences into coherent paragraphs. Some learners will be able to: write an email, link sentences into coherent paragraphs.
Value link:	Be friendly, respect each other.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere	At the organization moment T tries to award active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
Pre-learning «Brainstorming» method 5 min.	T asks Ss to retell the text of previous lesson in chain. T choose two Ss as evaluaters. One of the Ss start the retelling. T says next and the next S continue the story and so on till the end. In differentiation part «Collaborative learning» method was used to check up student's vocabulary knowledge and speaking. After that T introduces the aim and	Ss revise. One of them starts and the next continue the story when T says next Evaluaters choose the best reteller. Aim: Develop Ss critical thinking. Efficiency: Ss refresh their mind before starting new theme.	Descriptor : -understand the general idea - think an discuss - share opinion Total: 1point Praise Ss who has more cards	Whiteboard Cards Student's book

	theme of the lesson.		and could name the cards.	
Middle of the lesson Presentation part. 8 min.	T gives exercise 5 on page 77. First team-text A. Second team-text B	Ss read the text. Work as a team. Complete the table.	Descriptor : -use given words properly -can use in speech Total: 1point	Whiteboard Student's Book
	T asks general question about the text.	Ss answer the questions. Share with points of view.	T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"	Whiteboard Student's book Poster
6 min.	T gives exercise 6 "Listen and answer" task on page 77. T asks to one saddest or happiest story of their life and present it by following the questions. Aim: make them think on the theme. Efficiency: To develop Ss critical thinking skills and reading skills Differentiation: « Verbal support » method is used to help Ss use new words in the sentences.	Teams choose one of the topics. Make decision. Answer the questions. Make up a story Present to the class.	Descriptor : - answer the questions - make a story Total: 1point	Whiteboard Student's book Poster
8 min.	T gives exercises 7 "Writing an email" task on page 77 T asks Ss to follow the structure and write an essay. Aim improve writing Efficiency: To develop Ss reading skills and use new vocabulary Differentiation: « Progressive task » method is used to help Ss work individually.	Ss work individually. Follow the instructions write an email. Read it to the class	Descriptor : -can follow instructions and structure-1 point -can write an email Total: 2points	Whiteboard Student's book
5 min	T asks students to discuss questions in exercise 6 on page 77 in pairs. Aim: discuss personal experience. Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation: « Change the pair » game is used to develop their speaking and listening	Ss ask and answer the questions. Discuss with others	Descriptor : -can speak about personal -1 point experience-1point. -can share ideas- 1 point	Whiteboard Student's book Dictionary copybook

	skills.		-make discussion on the theme - 1 point.	
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. Aim: To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor : Use key phrases effectively. -can retell the story in chain -express thoughts with own words - 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.

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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “The Praise” . “You are right” “Great!” “Good”. “Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide some physical exercises for learners
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?		
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1: 2: What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?		

Lesson Plan 23

Unit:7	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Use of English 7b- 1 Past Continuous
Learning objectives(s) that this lesson is contributing to:	7.UE10 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics
Lesson objectives:	All learners will be able to: use past continuous to speak on a range of familiar topics Most learners will be able to: use past continuous to describe event with appropriate vocabulary Some learners will be able to: use past continuous on a variety of topics without any support.
Value link:	Be friendly, respect each other.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere	At the organization moment T tries to award active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
Pre-learning « <i>Brainstorming</i> » <i>method</i> 5 min.	T gives each group the envelop with different grammar structures in a mess. T writes one sentence in Past Continuous but doesn't tell what tense it is. In differentiation part « Collaborative learning » method was used to check up student's vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.	Ss open the envelop. Make up grammar structures. Look at the sentences Identify the tense. Give their answer and explain it. Aim: revision of previous lesson Efficiency: Ss refresh their mind before starting new theme.	Descriptor: -know grammar structures- 1 points -identify the tense give explanation Total: 1 point Praise Ss who has more cards and could name the cards.	Whiteboard Envelop with grammar puzzle Student's book
Middle of the	T presents new grammar	Ss listen to the T's instructions	Descriptor:	

<p>lesson Presentation part.</p> <p>8 min.</p>	<p>theme connected with Past continuous. T gives clear explanation. T gives structure of the sentence. T gives example.</p>	<p>and write down structure. Make their own sentences.</p>	<p>-can follow the instruction -can make sentence in Passive Voice</p> <p>Total: 1point</p>	<p>Whiteboard Student's Book</p>
	<p>«Complete the table» T asks Ss to use information from and complete the table in exercise 1 on page 78.</p>	<p>Ss revise the structure and complete the table.</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p>	<p>Whiteboard Student's book Poster</p>
<p>6 min.</p>	<p>T gives exercise 2 on page 78 as a team work. T presents key words connected with exercise. T asks Ss to complete the sentences with suitable verbs. <i>Aim:</i> make them involved to the theme Efficiency: To develop Ss critical thinking skills and writing skills Differentiation:«Verbal support» method is used to help Ss use new grammar in the sentences.</p>	<p>Ss work with key words. Complete sentences with suitable verbs.</p> <p>Ss evaluate each other.</p>	<p>Descriptor: -cooperate as a team -know structure of passive voice -use suitable verb Total: 1point</p>	<p>Whiteboard Student's book Poster</p>
<p>8 min.</p>	<p>T gives exercises 4 on page 78. T asks Ss to write their own timetable using the information given in the exercise. <i>Aim:</i> practice of grammar. Efficiency: To develop Ss writing skills and critical thinking skills Differentiation:«Flexible-pace learning» method is used to help Ss use new words in the sentences.</p>	<p>Ss follow T's instructions. Use given timetable and write their own timetable and activities.</p>	<p>Descriptor: -follow the structure. -use past continuous -write a timetable</p> <p>Total: 1point</p>	<p>Whiteboard Student's book</p>
<p>Work in pairs. 5 min <i>Speaking task</i></p>	<p>T gives exercise 3 on page 78 as a pair work. Ss task is to complete sentences. <i>Aim:</i> learn to share point of view Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation:«<i>Think, pair, share</i>» method is used</p>	<p>Ss Read the task. Follow the structure Rewrite sentences Exchange ideas</p> <p>Work in pairs. Discuss as a pair and do the task</p>	<p>Descriptor: -know passive voice- 1point. -can rewrite sentences-1 point -can work in pairs -</p>	<p>Whiteboard Student's book Poster</p>

	to develop their speaking and listening skills.		1 point.	
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. <i>Aim:</i> To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor: Use grammar structure . -speak about own timetable -can make a speech - 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.

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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “The Praise” . “You are right” “Great!” “Good”. “Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide some physical exercises for learners
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?		
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1: 2: What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?		

Lesson Plan 24

Unit:7	School : «Baldauren » Educational and Health Centre
Teacher’s name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Use of English 7b-2 Past Simple vs Past Continuous.
Learning objectives(s) that this lesson is contributing to:	7.UE10 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics
Lessonobjectives:	All learners will be able to: use past continuous and past simple to speak on a range of familiar topics Most learners will be able to: use past continuous and past simple to describe event with appropriate vocabulary Some learners will be able to: use past continuous and past simple on a variety of topica without any support.
Value link:	Be friendly, respect each other.

Plan:

Part of the lesson/Time	Teacher’s activity	Student’s activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
Pre-learning «Brainstorming» method 5 min.	T gives each team an envelop with different sentences. T asks Ss to read the theory in exercise 5 on page 79. Find out sentences realted to their team. In differentiation part « Variable outcomes » method was used to check up student’s grammar knowledge and speaking After that T introduces the aim and theme of the lesson.	Ss open envelops. Read the theory. Discuss and select the sentences related to their team Aim: revision of grammar Efficiency: Ss refresh their mind before starting new theme.	Descriptor: -know past simple structure- 1point -know past continuous Total: 1point Praise Ss who has more cards and could name the cards.	Whiteboard Cards Student’s book

<p>Middle of the lesson Presentation part.</p> <p>8 min.</p>	<p>T revise the structure of past simple and past continuous again. T asks Ss to explain the difference between tenses.</p>	<p>Ss listen to the T's instructions. Each tema give short explanation</p>	<p>Descriptor: -can follow the instruction -can make sentence in Passive Voice</p> <p>Total: 1point</p>	<p>Whiteboard Student's Book</p>
	<p>«Grammar review» T asks Ss to prepare tasks to the next team.</p>	<p>Ss use information from the envelop. Prepare tasks and exchange them Do given tasks Check each other.</p>	<p>T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"</p>	<p>Whiteboard Student's book Poster</p>
<p>6 min.</p>	<p>T gives exercise 6 and 9 on page 79 as a team work. T asks fill in the sentences in correct tense. Aim: make them involved to the theme Efficiency: To develop Ss critical thinking skills and writing skills Differentiation:«Verbal support» method is used to help Ss use new grammar in the sentences.</p>	<p>Ss complete the sentences. Use past simple or past continuous.</p>	<p>Descriptor: -know structure of past simple and past continuous -complete the sentences Total: 1point</p>	<p>Whiteboard Student's book Poster</p>
<p>Individual work 8 min.</p>	<p>T gives exercise 7 on page 79. T asks Ss to read the text and put the verbs in brackets into the past simple or past continuous Aim: practice grammar. Efficiency: To develop Ss writing skills and critical thinking skills Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.</p>	<p>Ss complete the sentence with past continuous and past simple.</p>	<p>Descriptor: -can past tences -can complete sentence Total: 1point</p>	<p>Whiteboard Student's book</p>
<p>Work in pairs. 5 min <i>Speaking task</i></p>	<p>T gives exercise 8 on page 79 as a pair work. Ss task is ask and answer the questions Aim:<i>improve grammar</i> Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation:«Think, pair, share» method is used to develop their</p>	<p>Ss look at the given information in exercise 8. Ask and answer the questions Work in pairs. Discuss as a pair and do the task</p>	<p>Descriptor: -know passive voice-1point. -can ask and answer 1 point -can work in pairs -1point.</p>	<p>Whiteboard Student's book Poster</p>

	speaking and listening skills.			
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. <i>Aim:</i> To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor: Use key phrases effectively. -ask and answer the questions -can use past tense - 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.

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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “The Praise” . “You are right” “Great!” “Good”. “Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide some physical exercises for learners
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?		
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1: 2: What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?		

Lesson Plan 25

Unit:7	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhanova Tursinai
Date:	

Grade:7	Number present: absent:
Theme of the lesson:	Skills 7c. The man who rode a tornado.
Learning objectives(s) that this lesson is contributing to:	7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.S8 recount some extended stories and events on a growing range of general and curricular topics 7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics
Lesson objectives:	All learners will be able to: understand the main points in texts Most learners will be able to: read a limited range of extended fiction and non-fiction texts and use speaking and listening skills to provide sensitive feedback Some learners will be able to: use speaking begin to link comments with some flexibility and listening skills to provide feedback, understand the main points in texts
Value link:	Be friendly, respect each other, be responsible.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1. Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss. « <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
Pre-learning «Brainstorming» method 5 min.	“Grammar puzzle” game used to revise the grammar of previous lesson. T sticks part of the sentences as a puzzle and ask Ss to make up sentences. T asks Ss to walk around the class and find the puzzles and make up sentences. In differentiation part « Ongoing assessment » method was used to help students to revise grammar knowledge. After that T introduces the aim and theme of the lesson.	Ss walk around the class. Look at the puzzles Identify them Make up sentences in Past continuous or Past simple. Aim: make them involved to the lesson. Efficiency: Ss refresh their mind before starting new theme.	Descriptor: -know new words -can translate them Total: 1point Praise Ss who has more cards and could name the cards.	Whiteboard Cards Student's book

<p>Middle of the lesson Presentation part. 8 min.</p>	<p>«Think» method is used to start new lesson. T asks Ss to look at the exercise 1 on page 80. T task is to watch a short video. T asks Ss to do exercise 2</p>	<p>Ss first look at the title and picture then make their predictions. Watch the video Match the sentences T,F or DS</p>	<p>Descriptor: -make prediction -mark sentences T,F or DS -find the information in the text</p> <p>Total: 2 points</p>	<p>Whiteboard Student's Book</p>
	<p>«Read and find»T asks Ss to read the text again and find out information. T gives exercise 3 on page 80.</p>	<p>Ss look through the text and find information connected with the task from exercise 3.</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p>	<p>Whiteboard Student's book Poster</p>
<p>6 min.</p>	<p>T asks Ss look at exercises 5 and 6 on page 81. “Think” task is to change three things in the story. T gives task to change the ending of the story. Aim: make them involved to the theme Efficiency: To develop Ss critical thinking skills and speaking skills Differentiation:«Verbal support» method is used to help Ss to work with text.</p>	<p>Ss work as a team. Discuss and change three things in the story. Discuss Matt's story from Ss point of view. Present to the class new endings of the story</p>	<p>Descriptor: -work with text -make a list -share point of view Total: 1point</p>	<p>Whiteboard Student's book Poster</p>
<p>8 min.</p>	<p>T gives exercises 4 on page 81. “Headlines” task. T asks Ss to complete the newspaper headlines. T gives suitable verbs and gives the definition of the words. Aim: to work with information. Efficiency: To develop Ss speaking skills and writing skills Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.</p>	<p>Ss look through the given words and definitions. Choose suitable one and complete the headlines Present their answer to the class.</p>	<p>Descriptor: -work with vocabulary -complete the headline Total: 1point</p>	<p>Whiteboard Student's book</p>
<p>5 min</p>	<p>T asks students to look at exercise 7 and 8 on page 81 T gives the task to listen and put the pictures in order.</p>	<p>Ss listen to the task Work as a pair Put the pictures in correct order Write a story Present to others</p>	<p>Descriptor: -put pictures in order- 1point. -follow the notes-1 point</p>	<p>Whiteboard Student's book</p>

	T gives the listening task again and Ss tasks is to write a story according to the notes in exercise 8. Aim: <i>work with listening</i> Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation: « <i>Think and share</i> » method is used to develop their speaking and listening skills.		-write a story-1point.	
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. Aim: To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor: Use key phrases effectively. -can write a story -can work with the text - 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.

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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “The Praise” . “You are right” “Great!” “Good”. “Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide some physical exercises for learners
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?		
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)?		

1:
2:

What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?

Lesson Plan 26

Unit:7	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Everyday English 7d. Expressing sympathy
Learning objectives(s) that this lesson is contributing to:	7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics
Lesson objectives:	All learners will be able to: speak on the theme connected with TV programmes Most learners will be able to: recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics Some learners will be able to: use speaking and listening skills to solve problems creatively
Value link:	Be friendly, respect each other.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
<i>Pre-learning</i> « <i>Brainstorming</i> » <i>method</i> 5 min.	T uses exercise 1 a on page 82 as a phonetic drill at the beginning of the lesson. T asks Ss to listen and repeat the phrases with the intonation. T asks when can be each phrase used. In differentiation part « Listen and repeat » method was used to develop student's vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.	Ss listen and repeat the phrases. Train their pronunciation Aim: practice of speaking Efficiency: Ss train their pronunciation before starting new theme.	Descriptor: -listen and repeat -use intonation Total: 1point Praise Ss who has more cards and could name the cards.	Whiteboard Student's book
Middle of the	« Listen, read and check »	Ss listen and repeat key	Descriptor:	

lesson Presentation part. 8 min.	method is used to start new lesson. T asks Ss to listen exercise 1 on page 82.	phrases. Practice the pronunciation and intonation.	-can use key phrases -can speak with intonation Total: 1point	Whiteboard Student's Book
	«Discussion» T asks Ss to do exercise 1 b on page 82. T asks to find out which natural disaster are they talking about.	Ss answer the T's questions.	T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"	Whiteboard Student's book Poster
6 min.	T gives exercise 2 on page 82 as a team work. T asks Ss to read the dialogue and answer the questions Aim: make them involved to the theme Efficiency: To develop Ss critical thinking skills and speaking skills Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.	Ss read the dialogue Discuss with teammates Answer the questions.	Descriptor: -know key words -answer the questions Total: 1point	Whiteboard Student's book Poster
8 min.	T gives exercises 3 on page 82. " Find the same meaning " task. T asks Ss to read the dialogue again and find sentences. Aim: learn to work with text Efficiency: To develop Ss reading skills and vocabulary knowledge. Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.	Ss look through the dialogue again. Find the pharses with the close meaning as given phrases.	Descriptor: -can work with vocabulary. -can understand the meaning Total: 2 points	Whiteboard Student's book
5 min <i>Speaking task</i>	T gives exercise 4 on page 82 as a pair work. Ss task is to look at the dialogue and practice it with intonation In exercise 5 T asks Ss to make up similar dialogue and act it out. Aim: dialogue practice. Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation:«Change pair» method is used to	Ss follow the structure. Use the sample of the dialogue and practice in pairs. Change the pair and continue to speak.	Descriptor: -can share ideas-1point. -can speak on the theme-1 point -can work in pairs -1point.	Whiteboard Student's book Poster

	develop their speaking and listening skills.			
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. <i>Aim:</i> To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor: Use key phrases effectively. -share ideas with partner -can speak on the theme 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.

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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “The Praise” . “You are right” “Great!” “Good”. “Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide some physical exercises for learners
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?		
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1: 2: What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?		

Lesson Plan 27

Unit:7	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Across cultures 6e. Great disasters
Learning objectives(s) that this lesson is contributing to:	7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics
Lessonobjectives:	All learners will be able to: use a growing variety of future forms Most learners will be able to: use a growing variety of future forms including present continuous Some learners will be able to: use a growing variety of future forms including present continuous with future meaning
Value link:	Be friendly, respect each other, be responsible traveler.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
<i>Pre-learning</i> «Brainstorming» method 5 min.	T asks to read the title and the headings. T check Ss general knowledge and asks what do they know about these two disasters. In differentiation part «Read and discuss» method was used to check up student's vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.	Ss read the title and the heading. Answer the questions. Make predictions Work as a team. Aim: involve to the lesson Efficiency: Ss refresh their mind before starting new theme.	Descriptor: -read and speak -answer the questions Total: 1point Praise Ss who has more cards and could name the cards.	Whiteboard Cards Student's book
Middle of the lesson Presentation part. 8 min.	T presents new lesson with presenting new words. T asks Ss to read the text and prepare a short presentation according to the text.	Ss write down new words. Read the text carefully Work and discuss as a team and prepare poster. Each tema present poster about their city.	Descriptor: -work with vocabulary -prepare the presentation Total: 2 points	Whiteboard Student's Book

	<p>«Mark the statement» T asks Ss to do exercise 2 on page 83. Mark the sentences T, F or DS</p>	<p>Ss read the text again. Mark the sentences</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p>	<p>Whiteboard Student’s book Poster</p>
<p>6 min.</p>	<p>T gives exercise 5 on page 83 as a team work. T asks Ss to search for the information about KZ. Aim: make them involved to the theme Efficiency: To develop Ss critical thinking skills and writing skills Differentiation:«Verbal support» method is used to help Ss use new grammar in the sentences.</p>	<p>Ss use the internet. Search for the information according to the instructions in exercise 5 on page 83. Each team find and present their research work to the class. Ss ask and answer questions. Evsluate each other.</p>	<p>Descriptor: -find information -present it Total: 1point</p>	<p>Whiteboard Student’s book Poster</p>
<p>8 min.</p>	<p>T gives exercises 3 on page 83. T gives short explanation about “Homophones” and asks Ss to listen and find word wich doesn’t sound the same as others. Aim: practice listening. Efficiency: To develop Ss writing skills and critical thinking skills Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.</p>	<p>Ss listen to the T’s explanation. Listen to the task several times Find and identify odd word.</p>	<p>Descriptor: -listen and identify Total: 1point</p>	<p>Whiteboard Student’s book</p>
<p>5 min <i>Speaking task</i></p>	<p>T gives exercise 4 on page 83 as a pair work. Ss task is to find out how are these names related to the disaster in the text. Aim:work with text Efficiency: Ss work with text and information in it. Differentiation:«<i>Think, pair, share</i>» method is used to develop their speaking and listening skills.</p>	<p>Ss look through the text again. Discuss it. Look through the names Find information related to the each name.</p>	<p>Descriptor: -can share ideas-1point. -can speak on the theme-1 point -can work in pairs -1point.</p>	<p>Whiteboard Student’s book Poster</p>
<p>End of the lesson. Reflection Individual work: 5 min.</p>	<p>The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.</p>	<p>Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. Aim:To know how many Ss got the theme. Efficiency:</p>	<p>Descriptor: Use key phrases effectively. -share ideas with partner -work with text - 2points.</p>	<p>Whiteboard Student’s book Poster: Success Ladder.</p>

		Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	
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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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “ The Praise ”. “You are right” “Great!” “Good”. “ Sandwich ” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide some physical exercises for learners
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?		
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1: 2: What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?		

Lesson Plan 28

Unit:7	School : «Baldauren » Educational and Health Centre
Teacher’s name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Across the Curriculum 7f. People who help us.
Learning objectives(s) that this lesson is contributing to:	7.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics 7.C2 use speaking and listening skills to provide sensitive feedback to peers
Lesson objectives:	All learners will be able to: use vocabulary to speak about the topic Most learners will be able to: recognise the attitude or opinion of the writer Some learners will be able to: recognise inconsistencies in argument in short, simple texts

Value link:	Be friendly, respect each other.
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Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
Pre-learning « <i>Brainstorming</i> » <i>method</i> 5 min.	T presents sticks poster with differen proffecions and ask Ss to think about how do these people help them in everyday life? T asks Ss to share their ideas. In differentiation part « Think and Share » method was used to check up student's vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.	Ss look at the board. Ss start to discuss and each of them share his/her thoughts. Aim: develop their speech Efficiency: Ss refresh their mind before starting new theme.	Descriptor: -know structure -can put the words in order Total: 1point Praise Ss who has more cards and could name the cards.	Whiteboard Cards Student's book
Middle of the lesson Presentation part. 8 min.	T presents new theme. T asks Ss to look at exercise 1 on p 84. T asks Ss to use key words and match prompts. T asks Ss to make sentences and present them	Ss use key words and make sentences Ss match the prompts	Descriptor: -make sentences and match pictures Total: 1point	Whiteboard Student's Book
	« I think..... » T asks Ss finish sentence with their own ideas.	Ss make up sentences with given structure. Use their own idea.	T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”	Whiteboard Student's book Poster
6 min.	T gives exercise 2 on page 84 as a team work. T asks Ss to read the text. Ss task is to think of two questions according	Ss work with text. Ss read the text. Each team prepare two questions about police service in the UK. Ask these questions each other and each team should give	Descriptor: -work with text -prepare questions and answer them Total: 2	Whiteboard Student's book Poster

	to the text. Aim: practice reading Efficiency: To develop Ss critical thinking skills and reading skills Differentiation: « Verbal support » method is used to help Ss use new grammar in the sentences.	answers.	points	
8 min.	T gives exercises 4 on page 84 T asks Ss to think about police service in KZ. Aim: project time. Efficiency: To develop Ss writing skills and critical thinking skills Differentiation: « Verbal support » method is used to help Ss use new words in the sentences.	Ss search the information from the internet about police service in KZ. Make a short text Present to the class.	Descriptor: -work with information. -prepare short text Total: 1point	Whiteboard Student's book
5 min	T gives exercise 3 on page 84 "Ask and answer" as a pair work. Ss task is to ask and answer wh-questions based on the text. Aim: practice speaking. Efficiency: Ss improve speaking. Differentiation: « <i>Think, pair, share</i> » method is used to develop their speaking and listening skills.	Ss work in pairs. Prepare WH-questions based on the text Ask and answer each others questions Change pair and continue to speak.	Descriptor: -can listen and identify-1point. -can listen and tick-1 point -can work in pairs -1point.	Whiteboard Student's book Poster
End of the lesson. Reflection 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. Aim: To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor: Use key phrases effectively. -can work with text -can discuss the main points-2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.

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?	Health and safety rules
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<p>During the lesson some tasks differentiated by outcomes of the students and by their abilities.</p> <p>All learners memorize the opinion of the speaker of curricular topics.</p> <p>Most learners improve interaction between students through discussion.</p> <p>Some learners describe basic information about themselves and others.</p>	<p>Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives.</p> <p>During the activity teacher after each right answer gives feedback with the method: “The Praise”.</p> <p>“You are right”</p> <p>“Great!”</p> <p>“Good”.</p> <p>“Sandwich”</p> <p>Well done, you can say the topical words correctly, at home repeat words again and learn by heart.</p>	<p>Provide some physical exercises for learners</p>
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did all learners achieve the LO?</p> <p>If not, why?</p> <p>Did my planned differentiation work well?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>		
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?</p>		

Lesson Plan 29

Unit:7	School : «Baldauren » Educational and Health Centre
Teacher’s name:	Taszhanova Tursinai
Date:	
Grade:7	Number present: absent:
Theme of the lesson:	Writing 7g. A story.
Learning objectives(s) that this lesson is contributing to:	7.C6 organise and present information clearly to others 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics
Lesson objectives:	All learners will be able to: understand the main points in text can follow the structure of writing task Most learners will be able to: plan and write with T’s support and according to the structure Some learners will be able to: plan, write, edit and proofread work at text level.
Value link:	Be friendly, respect each other.

Plan:

Part of the lesson/Time	Teacher’s activity	Student’s activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1. Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the	At the organization moment T tries to award	CD player Microphone cards

		wishes they show their appreciations .	active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	
Pre-learning «Brainstorming» method 5 min.	T shows Ss pictures on page 85 T asks Ss to make prediction what about is this story In differentiation part «Think and Share » method was used to check up student’s vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.	Ss look at the picture and discuss as a team. Think a bit. Present their predictions. Compare with others. Aim: make them involved to the theme Efficiency: Ss refresh their mind before starting new theme.	Descriptor: -understand the main idea of the video -choose the correct phrase. Total: 1point Praise Ss who has more cards and could name the cards.	Whiteboard Cards Student’s book
Middle of the lesson Presentation part. 8 min.	T asks Ss to look at exercise 1 on page 85. T asks Ss to read and complete the story.	Ss look through the text. Complete the story with prepositions	Descriptor: -use prepositions -complete the text Total: 1point	Whiteboard Student’s Book
	«Listen and check» T asks Ss to listen and check.	Ss check their answers.	T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”	Whiteboard Student’s book Poster
6 min.	T asks Ss to look at exercise 2 on page 75. T asks Ss to put the events in correct order. T asks Ss to give the story different ending. Aim: practice speaking Efficiency: To develop Ss critical thinking skills and writing skills Differentiation: « Verbal support » method is used to help Ss use new grammar in the sentences.	Ss read the story again. Put the events in correct order. Ss make discussion.	Descriptor: -cooperate as a team -put events in order -participate in discussion. Total: 1point	Whiteboard Student’s book Poster
8 min.	T gives exercises 4 on page 85. “Writing: A story” task. T asks Ss follow the structure and write a story. Aim: practice writing	Ss follow the instructions Write the story	Descriptor: -can follow the instructions. -write story	Whiteboard Student’s book

	<p>Efficiency: To develop Ss writing skills</p> <p>Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.</p>		Total: 1point	
5 min	<p>T gives exercise 3 on page 85. “Tell the story” task as a pair work. Ss task is to use pictures and tell the story.</p> <p>Aim:practice speaking</p> <p>Efficiency: Ss use new phrases and practice it with groupmates.</p> <p>Differentiation:«<i>Think, pair, share</i>» method is used to develop their speaking and listening skills.</p>	<p>Ss use pictures. Change in telling stories.</p> <p>Work in pairs. Discuss as a pair and do the task</p>	<p>Descriptor: -understand the text- 1point. -can tell the story -put pictures in order- 1point.</p>	Whiteboard Student’s book Poster
End of the lesson. Reflection 5 min.	<p>The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.</p>	<p>Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help.</p> <p>Aim:To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation:«<i>Conclusion</i>» method is used to finish the lesson.</p>	<p>Descriptor: Use key phrases effectively. -can write a story -can speak on the theme- 2points.</p> <p>Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!</p>	Whiteboard Student’s book Poster: Success Ladder.

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?	Health and safety rules
<p>During the lesson some tasks differentiated by outcomes of the students and by their abilities.</p> <p>All learners memorize the opinion of the speaker of curricular topics.</p> <p>Most learners improve interaction between students through discussion.</p> <p>Some learners describe basic information about themselves and others.</p>	<p>Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives.</p> <p>During the activity teacher after each right answer gives feedback with the method: “The Praise”.</p> <p>“You are right” “Great!” “Good”.</p> <p>“Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.</p>	Provide some physical exercises for learners
<p>Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why?</p>		

Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?	
Summary evaluation	
What two things went really well (consider both teaching and learning)?	
1:	
2:	
What two things would have improved the lesson (consider both teaching and learning)?	
1:	
2:	
What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?	

Lesson Plan 30

Unit:7	School : «Baldauren » Educational and Health Centre
Teacher's name:	Taszhanova Tursinai
Date:	
Grade:7	
Theme of the lesson:	Learn from nature
Learning objectives(s) that this lesson is contributing to:	7.C6 organise and present information clearly to others 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics
Lesson objectives:	All learners will be able to: understand the main points in text can follow the structure of writing task Most learners will be able to: plan and write with T's support and according to the structure Some learners will be able to: plan, write, edit and proofread work at text level.
Value link:	Be friendly, respect each other.

Plan:

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1. Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss. « <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
Pre-learning «Brainstorming» method 5 min.	T asks Ss to pay attention to the words onboard. T asks Ss to discuss the given phrase. In differentiation part «Think and discuss» method was used to check up student's vocabulary	Ss read the statements. Ss discuss and choose statement that they agree. Explain their choice. Aim: Develop Ss critical thinking. Create team work atmosphere Efficiency: Ss refresh their mind	Descriptor: - pronounce correctly - can work with dictionary - find the definition of the word	Whiteboard Cards Student's book

	<p>knowledge and speaking.</p> <p>After that T introduces the aim and theme of the lesson.</p>	before starting new theme.	<p>Total: 2 points</p> <p>Praise Ss who has more cards and could name the cards.</p>	
<p>Middle of the lesson Presentation part. 8 min.</p>	<p>T asks Ss to revise the whole unit 7. T gives exercise 1 on page 85. Ss task is to match the sentences to their meaning.</p>	<p>Ss revise the unit. Do exercise 2 Match the sentences with their meaning.</p>	<p>Descriptor: -know all material from the unit -mark the sentences T or F</p> <p>Total: 1point</p>	<p>Whiteboard Student's Book</p>
	<p>«Share ideas» T asks Ss different questions about nature.</p>	<p>Ss answer to the T's questions. Discuss as a class.</p>	<p>T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"</p>	<p>Whiteboard Student's book Poster</p>
<p>6 min.</p>	<p>T asks Ss to look at exercise 2 on page 86. T asks Ss to discuss in pairs what can nature teach us, Aim: make them think on the theme. Efficiency: To develop Ss critical thinking skills and reading skills Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.</p>	<p>Ss look through the exercise 1 again. Think and share ideas according to the question.</p>	<p>Descriptor: -answer the question</p> <p>Total: 1point</p>	<p>Whiteboard Student's book Poster</p>
<p>8 min.</p>	<p>T gives exercises 3 on page 86. T asks Ss to do quiz. Mark the sentences T or F. Aim: improve speaking and vocabulary knowledge Efficiency: To develop Ss reading skills and use new vocabulary Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.</p>	<p>Ss read the sentences and mark them T or F.</p>	<p>Descriptor: -mark sentences correctly Total: 1point</p>	<p>Whiteboard Student's book</p>
<p>5 min</p>	<p>T asks students to look at exercise 5 and 6 on page 86 T gives the task to listen to the song and discuss given question. T asks Ss to complete</p>	<p>Ss listen to the song Watch a short video and discuss the question Identify: "is the singer optimistic or pessimistic?"</p>	<p>Descriptor: -answer the question- 1point. -give the reason- 1 point</p>	<p>Whiteboard Student's book</p>

	sentences in exercise 6 about themselves. <i>Aim:enlarge vocabulary knowledge</i> Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation:«Change the pair» game is used to develop their speaking and listening skills.		-understand the general idea-1point.	
End of the lesson. Reflection 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. <i>Aim:</i> To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation:«Conclusion» method is used to finish the lesson.	Descriptor: Use key phrases effectively. -know material from unit 7. -can speak on theme connected with nature - 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.

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?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “The Praise” . “You are right” “Great!” “Good”. “Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide some physical exercises for learners
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?		
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2:		

What two things would have improved the lesson (consider both teaching and learning)?

1:

2:

What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?