# 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	7.S3 give an opinion at discourse level on a growing range of general and
this lesson is contributing to:	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.

Part of the	Teacher's activity	Student's activity	Assessment	Resources
lesson/Time  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.«The praise» 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 differentiationpart «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 pediction. 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: 1 point  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	Whiteboard Student's Book

	«Presentation» T asks Ss to present their TV to the class.	Ss present their TV poster to the class. All Ss speak in a team.	T praise active Ss with phrases such as: "Good job! Well done!"	Whiteboard Student's book Poster
6 min.	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?  Aim:enlarge vocabulary	Ss write down key phrases and practice intonation. Look through the given programmes. Choose their favourite. Speak about programmes that they enjoy watching.	"One more time, please"  Descriptor: -can spell the words -can work with new words -share ideas Total: 1 point	Whiteboard Student's book Poster
Individual work <b>8 min.</b>	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. T gives exercises 2 on page 63. "Label the picture"	Ss follow the T's instructions and do exercise 2 on page 63.	Descriptor: -can follow	Whiteboard Student's
o min.	writing task is used to identify the programme. T gives example how to do the task Aim: teach to work with writing text Efficiency: To develop Ss writing skills and use new vocabulary	and do excreise 2 on page of.	the instructions and given plan-1 point -can organize writing task correctly-1 point	book
	<b>Differentiation:</b> «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 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 Aim:enlarge vocabulary knowledge Efficiency:	Ss write down new words Follow the example Make up dialogue	Descriptor: -know new words- 1pointcan ask and answer the questions 1 point -can describe programme- 1point.	Whiteboard  Student's book Dictionary copybook

End of the lesson.  Reflection  Individual work: 5 min.	practice it with groupmates.  Differentiation: the pair» game is develop their spealistening skills.  The Ladder methoused as a reflection Ss to stick their stithe Success Ladde	d was n. T asks ckers to	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.	each and encourag classmat with ph like:	cribe cribe Tv mes- duate other ge ee arases done!	Whiteboard Student's book Poster: Success Ladder.
DIFFERENTIATION TO BE THE PROPERTY OF THE PROP	more support? o challenge the		SMENT – how are you plan arners' learning?	ning to	Hea safe	
During the lesson differentiated by or students and by their All learners memor of the speaker of cur Most learners improbetween students thr discussion.  Some learners description about the others.	n some tasks utcomes of the abilities. ize the opinion ricular topics. ove interaction rough	summary achiever setting for During to answer go Praise". "You are "Great!" "Good". "Sandw Well do	ich" one, you can say the topical on, at home repeat words again a	and and tht "The	Prov phys exer- learn	sical cises for
Reflection Were the lesson objectives realistic? Did all learners achie If not, why? Did my planned diff workwell? Did I stick to timing What changes did I i plan and why?  Summary evaluation	eve the LO? erentiation s? make from my	•	ooth teaching and learning)?			

1	•
2	•

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

What have I learned from this lesson about the class orachievements/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
Lessonobjectives:	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.

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.«The praise» 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 differentiationpart «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

Middle of the lesson Presentation part. 8 min.	method was used to check up student's vocabulary knowledge and speaking  After that T introduces the aim and theme of the lesson. <b>«Think and share»</b> 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	Efficiency:Ss refresh their mind before starting new theme.  Ss think about question and share their experience	Praise Ss who has more cards and could name the cards.  Descriptor: -can speak on theme -can work as a team -choose and make presentation  Total:	Whiteboard Student's Book
	«It's impressed us!»  T asks Ss to prepare poster of the science-fiction film that impressed them.	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
6 min.	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.	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.	Descriptor: -speak about film -can work with text -can collect necessary information  Total: 1 point	Student's book Poster
8 min.	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:	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.	Descriptor: -mark sentences correctly  Total: 1point	Whiteboard Student's book

	To develop Ss writiskills and use new vocabulary  Differentiation:« support» method is to help Ss use new in the sentences.	<b>Verbal</b> s used				
5 min	T asks students to lexercise 3 on page T gives task to com the table and preser solution to the probexercise 3and b. T gives the task to the task in pairs "Interview" methoused in this task Aim:enlarge vocab knowledge Efficiency: Ss use new vocabul practice it with groupmates. Differentiation: the pair game is undevelop their speak listening skills.	ary and  Change sed to	Complete table Find solution in exercise 3 a and b.	Descripto -know ne words- 1point complete the table1 point -can sugg the solution- 1point.	w e	Whiteboard  Student's book Dictionary copybook
End of the lesson.  Reflection  Individual work: 5 min.	The Ladder method used as a reflection Ss to stick their stic the Success Ladder	. T asks kers to	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.	and encourage classmate with phrases like: Well do Brilliant! Good job like it!	est on ate her	Whiteboard  Student's book Poster: Success Ladder.
you plan to give more support? How do you plan to challenge the more able learners?  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.  check leads to be a check lead to be a check		ion at the end of the lesson and try provides support for progressement, and challenge to thinking future objectives. the activity teacher after each rigives feedback with the method	eacher and and	Pro ph exc	ealth rules  ovide some ysical ercises for	

discussion.	"You are right"	
Some learners describe basic	"Great!"	
information about themselves and	"Good".	
others.	"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?		

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 orachievements/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
Lessonobjectives:	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.

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

	T	T100 1 7 11 11	I . • .	
		Efficiency: By telling the	tries to	
3 min.		wishes they show their	award active	
		appreciations.	Ss.«The	
			praise»	
			method is	
			used to	
			evaluate Ss	
			with phrases	
			like:	
			"Good job!	
			Well done!"	
Pre-learning	T brings posters of	Ss Look at posters.	Descriptor:	Whiteboard
«Brainstorming»	different films and put	_	-can make a	
method	them on the board.	Choose one film and explain	choice	Cards
memou		their choice.	-can explain	Caros
5 min.	Asks "Which film would	<b>Aim:</b> make them involved to the	their	
S 111111.	you like to see and why?"	lesson.	thoughts	Student's
	I 1:664:-4:	lesson.		book
	In differentiationpart	T-00"	Total: 1point	DOOK
	«My choice» method was	Efficiency:Ss refresh their mind	Davis G	
	used to check up student's	before starting new theme.	Praise Ss	
	vocabulary knowledge and		who has	
	speaking		more cards	
			and could	
	After that T introduces the		name the	
			cards.	
	aim and theme of the			
	lesson.			
7.54.7.7.				
Middle of the	<b>«Word list»</b> method is	Ss write down new words.	Descriptor:	
lesson	used to open up the theme	Complete the sentences with	-use new	Whiteboard
Presentation part.	of the lesson. T asks to Ss	suitable words.	vocabulaty	Student's
	to look at the new words		-complete	Book
	from exercise 5 on page		the sentences	
8 min.	65. T asks to complete the			
	sentences with correct			
	word.		Total: 1point	
	«Read and check»	Ss take their copybooks walk	T praise	Whiteboard
	T asks Ss to compare their	around the class	active Ss	
	answers with other teams.	Compare works with others	with phrases	Student's
		Correct mistakes if they have.	such as:	book Poster
		Correct inistances if they have:	"Good job!	Jook Toster
			Well done!"	
			"One more	
			time, please"	
	T presents key words of	Ss write down key phrases and	Descriptor:	Whiteboard
6 min.		practice intonation.	-cooperate as	** incooalu
V 111111.	the lesson. Practice the	-	_	Student's
	pronunciation and	Look through the example of	a pair	Student's
	intonation.	the dialogue.	-can use key	book Poster
	T asks Ss to look at	Make up their own dialogue.	pharses	
	exercise 6 on page 65.	Practice it in pairs.	-make up	
	T explains how to use		dialogue	
	•		Total: 1point	
	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			

	Differentiation:«Change			
	the pair» game is used to			
	develop their speaking and			
	listening skills.			
	T gives exercises 8 on page	Ss follow the T's instructions	Descriptor:	Whiteboard
8 min.	65. "Portfolio" writing	and according to the plan in	-can follow	
	task.	exercise 8 p.65 write an email to	the	Student's
	T gives the plan of writing	a pen-friend.	instructions	book
	task to follow.		and given	
	T asks to write an email to		plan-1 point	
	a pen-friend.		-can organize	
	Aim: teach to write		writing task	
	informal letter.		correctly	
	Efficiency:		Total: 1point	
	To develop Ss writing			
	skills and use new			
	vocabulary			
	Differentiation:«Verbal			
	support» method is used			
	to help Ss use new words			
<i>-</i> .	in the sentences.		D	*****
5 min	T asks students to look at	Ss do exercise 7 a and b on page	Descriptor:	Whiteboard
	exercise 7 a and b on page	65	-listen and	Student's
	65 T gives the task to listen	Work in pairs. Discuss as a pair	make choice- 1point.	Student's book
	_	and do the task	-	Dictionary
	to three people talking about the film they like.	and do the task	-can use vocabulary 1	copybook
	Discuss and find the		point	сорувоок
	answer.		-can work in	
	Think about 7b exercise.		pairs-1point.	
	Aim:enlarge vocabulary		puns ipoint.	
	knowledge			
	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			
End of the lesson.	The Ladder method was	Ss use their stickers to show	Descriptor:	Whiteboard
	used as a reflection. T asks	their knowledge according to	Use key	
Reflection	Ss to stick their stickers to	the lesson	phrases	Student's
	the Success Ladder.	Green- I understood	effectively.	book Poster:
		Yellow-I have some questions	-can work	Success
Individual work:		Red-I need a help.	with	Ladder.
5 min.		Aim To Imari harring Cont	vocabulary	
		Aim: To know how many Ss got	-can describe different	
		the theme.		
		Efficiency: Ss can use colors to show how	types of films	
		much do they remember.	2points.	
		Differentiation: «Conclusion»	2pomts.	
		method is used to finish the	Ss evaluate	
		lesson.	each other	
		1000011.	and	
			anu	
			encourage	
			encourage classmate	
			encourage	
			encourage classmate with phrases	

	Good jo like it!	ob! I	
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 safety	and 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"  "Good".  "Sandwich"  Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide physical exercises learners	for
1: 2:	onsider both teaching and learning)?	ning)?	

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 orachievements/difficulties of individuals that will inform my next lesson?

# 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.

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. «The praise» 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 differentiationpart «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

	T_=	T	T	T
8 min.	Hollywood. T gives clear explanation. T gives structure of the sentence.		-can make sentence in Passive Voice	
	T gives example.			
			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!	Whiteboard Student's book Poster
6 min.	T. in a constant 2 and	Ss work with key words.	Well done!" "One more time, please"	Whiteboard
	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.	Complete sentences with suitable verbs.  Ss evaluate each other.	Descriptor: -cooperate as a team -know structure of passive voice -use suitable verb Total: 1point	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- 1 point	Whiteboard Student's book
5 min	T gives exercise 5 on page 66 as apair work. Ss task is to rewrite sentences in passive voice Aim:learn to share point of view 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-1pointcan 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.	The Ladder method was	Ss use their stickers to show	Descriptor:	Whiteboard
	used as a reflection. T	their knowledge according to	Use key	
Reflection	asks Ss to stick their	the lesson	phrases	Student's
	stickers to the Success	Green- I understood	effectively.	book Poster:
	Ladder.	Yellow-I have some questions	-share ideas	Success
Individual work:		Red-I need a help.	with partner	Ladder.
5 min.			-can make a	
S IIIII.		Aim: To know how many Ss got	speech -	
		the theme.	2points.	
		Efficiency:		
		Ss can use colors to show how	Ss evaluate	
		much do they remember.	each other	
		<b>Differentiation:</b> «Conclusion»	and	
		method is used to finish the	encourage	
		lesson.	classmate	
			with phrases	
			like:	
			Well done!	
			Brilliant!	
			Good job! I	
			like it!	

DIFFERENTIATION – how do	ASSESSMENT – how are you planning to	Health	and
you plan to give more support?	check learners' learning?	safety	rules
How do you plan to challenge the			
more able learners?			
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"  "Good".  "Sandwich"  Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide physical exercises learners	for
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?			

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 orachievements/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
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.

Part of the	Teacher's activity	Student's activity	Assessment	Resources
lesson/Time				
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.«The praise» 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 differentiationpart «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.	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.	T presents rule how to use	Make their own sentences.	the	Student's
8 min.	"with" and "by" in passive voice. T gives explanation and example to clarify.		instruction -can make sentence in Passive Voice	Book
	<b>«Film report.»</b> 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	Total: 1point 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 voicecan 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:learn to share information in passive voice 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-1pointcan ask and answer 1 point -can work in	Whiteboard Student's book Poster

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

	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 safety	and 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 physical exercises learners	some for
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?			

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 orachievements/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
Lessonobjectives:	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 speakingbegin 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.

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. «The praise» method is used to evaluate Ss with phrases like: "Good job! Well done!"	CD player Microphone cards
Pre-learning «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

	different places on it on the wall all aroud the class.  T asks Ss to walk around the class and name the places or make up sentences.  In differentiationpart «Interpreter » method was used to check up student's vocabulary knowledge and speaking  After that T introduces the aim and theme of the lesson.	Make up sentences with key words.  Aim:make them involved to the lesson.  Efficiency:Ss refresh their mind before starting new theme.	them Total: 1point  Praise Ss who has more cards and could name the cards.	Student's book
Middle of the lesson Presentation part. 8 min.	«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.	Ss listen to the extracts of the music. Raise their hands Identify the musical instrument.	Descriptor: -can identify musical instrument -can name them  Total: 1point	Whiteboard Student's Book
	«Can you play musical instruments?»  T asks Ss to walk around the class to ask and answer the questions.	Ss walk around Speak according to the theme.	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 read the title of the text and pay attention to the picture. T asks Ss to make prediction about the text. T shows a short video from exercise 3 connected with the reading text. T asks each team to compare their predictions with the information from the video. T gives exercise 4 on page 69 Answer the questions.  Aim: make them involved to the theme  Efficiency: To develop Ss critical thinking skills and reading skills  Differentiation: «Verbal support» method is used	Ss read the title and look at the picture.  Discuss as a team and to predict.  Make a list with prediction.  Ss watch the video.  Look through the text.  Compare their predictions with information in the text.  Check answers.  Do exercise 4 p69	Descriptor: -answer the questions -make a list -make prediction Total: 2 points	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 tocomplete 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 penfriend.	Descriptor: -listen and tick -write an email Total: 1point	Whiteboard Student's book
5 min	in the sentences.  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: "Think, pair, share " 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-1pointcomplete the table-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 effectivelycan speak about music -can answer the questions - 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.

you plan to give more support? check learners' learning? How do you plan to challenge the

safety

rules

more able learners?			
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"  "Good".  "Sandwich"  Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	Provide physical exercises learners	some for
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?			

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 orachievements/difficulties of individuals that will inform my next lesson?

#### 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.

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.«The praise» method is used to evaluate Ss with phrases like: "Good job! Well done!"	CD player Microphone cards
Pre-learning «Brainstorming» method 5 min.	T shows Ss different extracts of TV programmes. T asks Ss to write down if	Ss watch the video and find out the TV programmes.  Name them  Aim:revision of previous lesson	-name programmes -can cooperate	Whiteboard Cards
	they know them.  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.	Efficiency:Ss refresh their mind before starting new theme.	with others Total: 1point  Praise Ss who has more cards and could name the 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 pharses with the close meaning as given phrases.	Descriptor: -can work with vocabularycan understand the meaning  Total: 2 points	Whiteboard Student's book
5 min	T gives exercise 4 on page 69 as apair work. Ss task is to look at the dialogue and practice it with intonation <i>Aim:</i> dialogue practice. <b>Efficiency:</b> Ss use new vocabulary and practice it with groupmates. <b>Differentiation:</b> <i>«Change pair»</i> method is used to develop their speaking and	Ss follow the structure. Use the sample of the dialogue and practice reading.	Descriptor: -can share ideas-1pointcan speak on the theme-1 point -can work in pairs -1point.	Whiteboar Student's book Poster
End of the lesson.	listening skills. The Ladder method was	Ss use their stickers to show	Descriptor:	Whiteboar
Reflection	used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	their knowledge according to the lesson Green- I understood Yellow-I have some questions	Use key phrases effectively. -share ideas	Student's book Poste Success Ladder.
Individual work: 5 min.		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.	with partner -can speak on the theme2points.  Ss evaluate each other and encourage classmate with phrases like: Well done!	

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 safety	and rules
more able learners?			
During the lesson some tasks differentiated by outcomes of the students and by their abilities. <b>All learners</b> memorize the opinion of the speaker of curricular topics.	Reflection at the end of the lesson and teacher	Provide physical exercises learners	some
<b>Most learners</b> improve interaction between students through	answer gives feedback with the method: "The Praise".		

discussion.	"You are right"	
Some learners describe basic	"Great!"	
information about themselves and	"Good".	
others.	"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?		
0 1 4		

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 orachievements/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
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

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
Warming-up 3 min.	Ask about the weather.	friendly atmosphere  Efficiency: By telling the wishes they show their appreciations.	moment T tries to award active Ss.«The praise»	cards

	T	T		
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 differentiationpart «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.	method is used to evaluate Ss with phrases like: "Good job! Well done!"  Descriptor: -know new words -can translate them Total: 1 point  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. <b>«We suppose that»</b> T asks Ss use this phrase and do presentation	Ss start to work as a team. Ss write names of musical instruments under each headings. Ss present their posters and compare with others.  Ss use T's phrase and start presentation.	Descriptor: -know musical instruments -know the types of music  Total: 1point T praise active Ss with phrases such as: "Good job! Well done!"	Whiteboard Student's Book  Whiteboard  Student's book Poster
6 min.  Individual work	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. T gives exercises 3 on	Ss look at the picture of musical instruments. Name them. Identify the origin and type of the musical instrument.  Try to give more information.	"One more time, please"  Descriptor: -cooperate as a team -know key words -give extra information Total: 2points  Descriptor:	Whiteboard Student's book Poster
8 min.	page 71.	voice.	-know	Student's

	T asks Ss to find all	Find out passive voice	passive voice	book
	passive voice sentences and rewrite them as	sentences Write them as active.	-can rewrite sentences	DOOK
	active.  Aim: practice grammar.  Efficiency:  To develop Ss writing skills and critical thinking skills		Total: 1point	
	<b>Differentiation:</b> «Verbal support» method is used to help Ss use new words in the sentences.			
5 min	T gives exercise 4 on page 71 as apair 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:«Think, pair, share» 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-1pointcan 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: «Conclusion» method is used to finish the lesson.	Descriptor: Use key phrases effectivelyshare 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.
<u> </u> DIFFERENTIATI	   ION – how do   ASSES	    SMENT	nning to Hea	alth and

DIFFERENTIATION – how do you plan to give more support? How do you plan to challenge the more able learners?	v <u>-</u>	nning to	Health safety	and rules
During the lesson some tasks differentiated by outcomes of the	on at the end of the lesson and try provides support for progress		Provide physical	some
students and by their abilities.			exercises	for

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.	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.	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?		

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:

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

#### 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

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
lesson	1.Greeting.	speaking skills and create	organization	Microphone

Pre-learning «Brainstorming» method 5 min.  Middle of the lesson Presentation part. 8 min.	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.  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	friendly atmosphere Efficiency:By telling the wishes they show their appreciations.  Ss look at the board. Ss start to dicsuss 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.  Ss watch the video. Ss answer to the question.	moment T tries to award active Ss.«The praise» method is used to evaluate Ss with phrases like: "Good job! Well done!"  Descriptor: -know structure -can put the words in order Total: 1point  Praise Ss who has more cards and could name the cards.  Descriptor: -answer the questions  Total: 1point	Cards  Whiteboard Cards  Student's book  Whiteboard Student's Book
6 min.	«I think» T asks Ss finish sentence with their own ideas.  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	Ss make up sentences with given structure. Use their own idea.  Ss work with text. Ss read the text. List two problems Identify writer's idea. Ss check their answers orally.	T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"  Descriptor: -cooperate as a team -work with text -list two problems Total: 2points	Whiteboard Student's book Poster  Whiteboard Student's book Poster

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

you plan to give more support? How do you plan to challenge the	3	Health safety	and rules
more able learners?			
During the lesson some tasks	Reflection at the end of the lesson and teacher	Provide	some
differentiated by outcomes of the	summary provides support for progress and	physical	
students and by their abilities.	The state of the s	exercises	for

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.	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.	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?		

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:

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

## 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	7.W1 plan, write, edit and proofread work at text level with some support on a
this lesson is contributing to:	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.

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

Pre-learning «Brainstorming» method 5 min.	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	speaking skills and create friendly atmosphere  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.	organization moment T tries to award active Ss.«The praise» method is used to evaluate Ss with phrases like: "Good job! Well done!"  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.	Microphone cards  Whiteboard  Cards  Student's book
Middle of the lesson Presentation part. 8 min.	lesson. T asks Ss to look at exercise 1 b on page 73. T asks Ss to read and complete the email.	Ss look through the text. Complete the email Use phrases	Descriptor: -use phrases -complete the text	Whiteboard Student's Book
	«Watch and check» T asks Ss to watch the video again and check.	Ss check their answers.	Total: 1point 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 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.	Ss read the email again. Answer the questions Ss make discussion.	Descriptor: -cooperate as a team -answer the questions -participate in discussion. Total: 2points	Whiteboard Student's book Poster
8 min.	T gives exercises 4 on page 73. "Portfolio" task. T asks Ss follow the	Ss follow the inastructions Write an email	Descriptor: -can follow the	Whiteboard Student's book

	structure and write an		instructions.	
	email.		-write email	
	Aim: practice writing		m . 1 1	
	Efficiency:		Total: 1point	
	To develop Ss writing skills			
	Differentiation:«Verbal			
	support» method is used			
	to help Ss use new words			
	in the sentences.			
5 min	T gives exercise 3 on page	Ss use questions.	Descriptor:	Whiteboard
<b>U 11111</b>	73. "Ask and answer" task	Ask and answer to the	-understand	Student's
	as a pair work. Ss task is	questions.	the text-	book
	to use questions from		1point.	Poster
	exercise 4.	Work in pairs. Discuss as a pair	-can ask and	
	Aim: practice speaking	and do the task	answer the	
	Efficiency:		questions-1	
	Ss use new phrases and		point	
	practice it with		-can work in	
	groupmates.		pairs -1point.	
	<b>Differentiation:</b> «Think, pair, share» method is			
	used to develop their			
	speaking and listening			
	skills.			
End of the lesson.	The Ladder method was	Ss use their stickers to show	Descriptor:	Whiteboard
	used as a reflection. T	their knowledge according to	Use key	
Reflection	asks Ss to stick their	the lesson	phrases	Student's
	stickers to the Success	Green- I understood	effectively.	book Poster:
	Ladder.	Yellow-I have some questions	-can write an	Success
Individual work:		Red-I need a help.	email -can speak on	Ladder.
5 min.		Aim: To know how many Ss got	the theme-	
		the theme.	2points.	
		Efficiency:	r · · · · ·	
		Ss can use colors to show how	Ss evaluate	
		much do they remember.	each other	
		Differentiation: «Conclusion»	and	
		method is used to finish the	encourage	
		lesson.	classmate	
			with phrases	
			like: Well done!	
			Brilliant!	
			Good job! I	
			like it!	
DIFFERENTIATIO	ON – how do you   ASSES	SMENT – how are you planning	to check Hea	alth and

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 safety	and 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,	Provide physical exe for learners	some ercises

	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?		

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

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

1:

What have I learned from this lesson about the class orachievements/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	7.C3 respect differing points of view
this lesson is contributing to:	
Lessonobjectives:	7.
Value link:	Be friendly, respect each other.

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.«The praise» 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 on exercise 1 on page 74.  T asks Ss to discuss the given questions.  In differentiationpart «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

	1 1.1	1.6	T 1.	T
	knowledge and speaking.	before starting new theme.	Total:	
	After that T introduces the		2points	
	aim and theme of the		Praise Ss	
	lesson.		who has	
			more cards	
			and could	
			name the	
			cards.	
Middle of the	T asks Ss to revise the	Ss revise the unit.	Descriptor:	
lesson	whole unit 6.	Do exercise 2	-know all	Whiteboard
Presentation part.	T gives exercise 2 on page	Mark the sentences T or F	material	Student's
1 1000matron parti	74.	Wark the sentences 1 of F	from the unit	Book
8 min.	1		-mark the	20011
o min.			sentences T	
			or F	
			Total: 1point	
	«Check yourself»	Ss use the given key phrases	T praise	Whiteboard
	T asks Ss to practice.	and make a dialogue.	active Ss	
	Make a dialogue		with phrases	Student's
			such as:	book Poster
			"Good job!	
			Well done!"	
			"One more	
			time, please"	
6 min.	T asks Ss to look at	Ss choose music.	Descriptor:	Whiteboard
	exercise 1b on page 74.	Draw picture	-cooperate as	
	T asks Ss tochoose a	Tell the story.	a team	Student's
	piece of music. Draw a		-text	book Poster
	picture or think of a	Compare their answers with	-draw a	
	story to tell the class.	others.	picture and	
	Aim: make them think on		tell story	
	the theme.			
	Efficiency:		Total: 1point	
	To develop Ss critical			
	thinking skills and reading			
	skills			
	Differentiation:«Verbal			
	support» method is used			
	to help Ss use new words			
	in the sentences.			
8 min.	T gives exercises 4 on page	Ss look through the words	Descriptor:	Whiteboard
	74. T asks Ss to raed the	quickly.	-work with	Student's
	words/phrases.	Watch short video and find out	vocabulary	book
	T asks Ss to answer the	how the given words connected	and listening	
	questions.	with the music.	task	
	<b>Aim</b> : improve speaking		Total: 1point	
	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			
<i>-</i> ·	in the sentences.	G 1	Destrict	XX71. '. 1 1
5 min	T asks students to look at	Ss work in pairs and prepare T	Descriptor:	Whiteboard
	exercise 3 on page 74	or F task.	-prepare	Ctud4
	T gives the task to work in	Exchange quizzes and mark	quiz-1point.	Student's
	pairs.	sentences with T or F.	-mark T or	book
	T gives task to prepare a		F- 1 point	

	T/F quiz of their own.  "True or False" task  Aim:enlarge vocabulary knowledge  Efficiency: Ss use new vocabulary and practice it with groupmates.  Differentiation:«Change the pair» game is used to develop their speaking and listening skills.		-can work in 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.  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 effectivelyknow material from unit 6can speak on theme connected with music - 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?  rules					

DIFFERENTIATION – how do you plan	ASSESSMENT - how are you planning to check	Health and safety
to give more support? How do you plan	learners' learning?	rules
to challenge the more able learners?		
During the lesson some tasks differentiated	Reflection at the end of the lesson and teacher summary	Provide some
by outcomes of the students and by their	provides support for progress and achievement, and	physical exercises
abilities.	challenge to thinking and setting future objectives.	for learners
All learners memorize the opinion of the	During the activity teacher after each right answer gives	
speaker of curricular topics.	feedback with the method: "The Praise".	
Most learners improve interaction between	"You are right"	
students through discussion.	"Great!"	
<b>Some learners</b> describe basic information about themselves and others.	"Good".	
about themselves and others.	"Sandwich" Well done you can say the tenical words correctly at	
	Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	
Reflection	nome repeat words again and learn by heart.	
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)?

2.

2:

What have I learned from this lesson about the class orachievements/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	7.L5 recognise the opinion of the speakers in supported
this lesson is contributing to:	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
Lessonobjectives:	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
	<b>Some learners will be able to:</b> demonstrate their hobby and evaluate others in giving feedback.
Value link:	Be friendly, respect each other.

Part of the lesson/Time	Teacher's activity	Student's activity	Assessmen	Resource
lesson/1 mile			ı	S
Beginning of	Organization moment:	The aim: To develop Ss	At the	CD player
the lesson	1.Greeting.	speaking skills and create	organizatio	Microphon
Warming-up	Ask about the weather.	friendly atmosphere	n moment	e
3 min.			T tries to	cards
			award	
			active	
			Ss.«The	
			praise»	
			method is	
			used to	
			evaluate Ss	
			with	
			phrases	
			like:	
			"Good job!	
			Well	
D 7 '	The second secon	C. L. L. day of the section	done!"	XX71.24 . 1 1
Pre-learning	T brings several posters. T writes	Ss look through the posters.	Descriptor	Whiteboard
«Brainstormin	Harry Potter on the board.	Ss read the text.	: 4 4 : 6	Canda
g» method	T asks Ss about book, questions	C T'	-identify	Cards
5 min.	from exercise 1 on page 142.	Ss answer T's questions.	the book	C4 14?-
			- can give	Student's

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

	help Ss use new wor sentences.	ds in the		answequest		
5 min	Discuss with partner T gives task to work "Think, pair and shis used in this task T list with different to each other using to phrases.  Aim:enlarge vocabula knowledge Efficiency: Ss use new vocabula practice it with group Differentiation:«Opair» game is used to speaking and listening	in pairs.  nare" method  films.  nend the film  he key  clary  ary and  pmates.  Change the  o develop their	Ss look at the list given by T. Ss work in pairs Use key phrases Reccoment each other different films.	use l word lpoir -work pair -recce films	s- at. c as a coment to other-	Whiteboard Student's book
End of the lesson.  Reflection  Individual work: 5 min.	The Ladder method reflection. T asks Ss stickers to the Succe	was used as a to stick their	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: «Conclusio n» method is used to finish the lesson.	Speal the the "Film" - reconfilm - can sidea - 2 point Ss eveach and encouclassi with phrasi like: Well Brilli	neme as", nament share ats. valuate other arage mate es done! ant!	Whiteboard  Student's book Poster: Success Ladder.
	N – how do you plan rt? How do you plan re able learners?	ASSESSMENT learners' learni	- how are you planning to ng?	check	Health rules	and safety
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.  provides suppor challenge to thi During the active feedback with to "You are right" "Great!" "Good".  "Sandwich" Well done, you		e end of the lesson and teacher summ t for progress and achievement, and aking and setting future objectives. ity teacher after each right answer give method: "The Praise".	ves	Provid physica for lear	al exercises	

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)?

 $2\colon$  What two things would have improved the lesson (consider both teaching and learning)?

What have I learned from this lesson about the class orachievements/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	7.S7 use appropriate subject-specific vocabulary and syntax to talk about a
this lesson is contributing to:	growing range of general topics, and some curricular topics
Lessonobjectives:	All learners will be able to:know key phrases.
	Most learners will be able to:can use key words in with some support
	<b>Some learners will be able to:</b> use vocabulary to talk about natural disasters,
	can speak on the theme.
Value link:	Be friendly, respect each other.

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.«The praise» method is used to evaluate Ss with phrases like: "Good job! Well done!"	CD player Microphone cards
Pre-learning «Brainstorming» method 5 min.	T writes on the board: Natural disasters.  T asks Ss to think, discuss as ateam and share thoughts.  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.	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: 1point  Praise Ss who has more cards and could	Whiteboard  Cards  Student's book

		T	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 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 comman 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- 1pointcan spell the word	Whiteboard Student's book Dictionary copybook

	picture and Ss Btel word and spell it. Seach other.  Aim:check the specificiency: Ss use new vocabur practice it with groupmates.  Differentiation: the pair» game is a develop their speaklistening skills.	Iling lary and  «Change used to		correctly- point -follow th structure- 1point.	ne	
End of the lesson.	The Ladder method		Ss use their stickers to show	Descripte	or:	Whiteboard
Reflection  Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.		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.	Use key phrases effectivel -can work with nam natural phenome -can spell new word 2points.  Ss eval each cand encourage classmate with phrases	y. ce nas. ls - luate other e cases	Student's book Poster: Success Ladder.
DIFFERENTIATION	_ how do you plan	ACCECC	MENT – how are you planning		Haal	th and safety
to give more support to challenge the more	? How do you plan		learning?	to check	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.  Ref pro characteristics and by their pro characteristics.  Substituting the lesson some tasks differentiated by outcomes and by their pro characteristics.  Substituting the lesson some tasks differentiated by outcomes and by their pro characteristics.  Substituting the lesson some tasks differentiated by outcomes and by their pro characteristics.  Substituting the lesson some tasks differentiated by outcomes and by their pro characteristics.		provides s challenge During th feedback "You are "Great!" "Good". "Sandwid Well don		and es. er gives	Prov phys for le	
Reflection Were the lesson objection objectives realistic? Did all learners achieve If not, why? Did my planned differed Did I stick to timings? What changes did I make why? Summary evaluation What two things went 1: 2: What two things would	the LO?  ntiation work well?  see from my plan and  really well (consider	both teach				

1: 2: What have I learned from this lesson about the class orachievements/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
Lessonobjectives:	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 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.

Part of the	Teacher's activity	Student's activity	Assessmen	Resource
lesson/Time			t	S
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. «The praise» 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 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 differentiationpart «Flixible-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	Whiteboard Student's Book
			Total: 1point	
	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 presentatio n  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:«Progressiv e 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: 1 point	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 knowledgeEfficiency: 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 meterial- 1 pointcan share ideas- 1 point -make discussion on thetheme-	Whiteboard Student's book Dictionary copybook

			1point.	
End of the	The Ladder method was us	ed as Ss use their stickers to show	Descriptor	Whiteboard
lesson.	a reflection. T asks Ss to st	$\mathcal{E}$	:	
	their stickers to the Succes		Use key	Student's
Reflection	Ladder.	Green- I understood	phrases	book Poster:
		Yellow-I have some questions	effectively.	Success
		Red-I need a help.	-can give	Ladder.
Individual work:		Aim: To know how many Ss		
5 min.		got the theme.	synonym. -express	
		Efficiency:	thoughts	
		Ss can use colors to show how	with own	
		much do they remember.	words -	
		Differentiation: «Conclusion	2points.	
		» 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!	
   DIFFERENTIATION		SSMENT – how are you planning to		

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)?

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

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

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	7.C6 organise and present information clearly to others
this lesson is contributing to:	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
Lessonobjectives:	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.

Part of the	Teacher's activity	Student's activity	Assessmen	Resource
lesson/Time			t	S
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. «The praise» method is used to evaluate Ss with phrases like: "Good job! Well done!"	CD player Microphone cards
Pre-learning	T asks Ss to retell the text of	Ss revise.	Descriptor	Whiteboard
«Brainstorming » method 5 min.	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 differentiationpart «Collaborative learning» method was used to check up student's vocabulary knowledge and speaking. After that T introduces the aim and	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.	-understand the general idea - think an discuss - share opinion Total: 1 point  Praise Ss who has more cards	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	Whiteboard Student's Book
	T asks general question about the text.	Ss answer the questions. Share with points of view.	1point 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: 1 point	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. Aimimprove writing Efficiency: To develop Ss reading skills and use new vocabulary Differentiation: «Progressiv e 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- 1 pointcan share ideas- 1 point	Whiteboard Student's book Dictionary copybook

	skills.		-make discussion on thetheme - 1point.	
End of the lesson.  Reflection	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.	Descriptor: Use key phrases effectivelycan retell	Whiteboard Student's book Poster: Success Ladder.
Individual work: 5 min.		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.	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!	

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)?

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

2: What have I learned from this lesson about the class orachievements/difficulties of individuals that will inform my next

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
Lessonobjectives:	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 topica without any support.
Value link:	Be friendly, respect each other.

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

lesson Presentation part.  8 min.	theme connected with Past continuous. T gives clear explanation. T gives structure of the sentence. T gives example.	and write down structure.  Make their own sentences.	-can follow the instruction -can make sentence in Passive Voice	Whiteboard Student's Book
	«Complete the table» T asks Ss to use information from and complete the table in exercise 1 on page 78.	Ss revise the structure and complete the table.	Ipoint 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 78 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 4 on page 78.  T asks Ss to write their own timetable using the information given in the exercise.  Aim: 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.	Ss follow T's instructions. Use given timetable and write their own timetable and activities.	Descriptor: -follow the structureuse past continuous -write a timetable  Total: 1 point	Whiteboard Student's book
Work in pairs. 5 min  Speaking task	T gives exercise 3 on page 78 as a pair work. Ss task is to complete sentences.  Aim:learn to share point of view  Efficiency: Ss use new vocabulary and practice it with groupmates.  Differentiation:«Think, pair, share» method is used	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- 1 pointcan rewrite sentences-1 point -can work in pairs -	Whiteboard Student's book Poster

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

2: What two things would have improved the lesson (consider both teaching and learning)? 1:

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

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.

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.«The praise» 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 differentiationpart «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

Middle of the lesson Presentation part. 8 min.	T revise the structure of past simple and past continuous again. T asks Ss to explain the difference between tenses.	Ss listen to the T's instructions. Each tema give short explanation	Descriptor: -can follow the instruction -can make sentence in Passive Voice	Whiteboard Student's Book
	«Grammar review» T asks Ss to prepare tasks to the next team.	Ss use information from the envelop. Prepare tasks and exchange them Do given tasks Check each other.	Total: 1point 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 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.	Ss complete the sentences. Use past simple or past continuous.	Descriptor: -know structure of past simple and past continuous -complete the sentences Total: 1point	Whiteboard Student's book Poster
Individual work 8 min.	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.	Ss complete the sentence with past continuous and past simple.	Descriptor: -can past tences -can complete sentence  Total: 1point	Whiteboard Student's book
Work in pairs. 5 min  Speaking task	T gives exercise 8 on page 79 as a pair work. Ss task is ask and answer the questions Aim:improve grammar Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation:«Think, pair, share» method is used to develop their	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	Descriptor: -know passive voice-1pointcan ask and answer 1 point -can work in pairs -1point.	Whiteboard Student's book Poster

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

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

What have I learned from this lesson about the class orachievements/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	7.L6 deduce meaning from context with little support in extended talk on a limited
this lesson is contributing to:	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
Lessonobjectives:	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 speakingbegin 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.

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. «The praise» 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 differentiationpart «Ongoing assessmaent» 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 continupus 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

Middle of the lesson Presentation part. 8 min.	«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	Ss first look at the title and picture then make their predictions. Watch the video Match the sentences T,F or DS	Descriptor: -make prediction -mark sentences T,F or DS -find the nformation in the text  Total: 2 points T praise active Ss	Whiteboard Student's Book
	Ss to read the text again and find out information. T gives exercise 3 on page 80.	the task from exercise 3.	with phrases such as: "Good job! Well done!" "One more time, please"	Student's book Poster
6 min.	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.	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	Descriptor: -work with text -make a list -share point of view Total: 1point	Whiteboard Student's book Poster
8 min.	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.	Ss look through the given words and definitions. Choose suitable one and complete the headlines Present their answer to the class.	Descriptor: -work with vocabulary -complete the headline Total: 1point	Whiteboard Student's book
5 min	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.	Ss listen to the task Work as a pair Put the pictures in correct order Write a story Present to others	Descriptor: -put pictures in order- 1 pointfollow the notes-1 point	Whiteboard Student's book

	T gives the listenin again and Ss tasks write a story according the notes in exercise Aim: work with list Efficiency: Ss use new vocabue and practice it with groupmates.  Differentiation: and share method used to develop the speaking and lister skills.	is to ding to se 8. sening alary a  "Think d is eir ning		-write a story-1po		
End of the lesson.  Reflection	The Ladder method used as a reflection asks Ss to stick the	n. T	Ss use their stickers to show their knowledge according to the lesson	Use key phrases	r:	Whiteboard Student's
Reflection	stickers to the Succ Ladder.	cess	Green- I understood Yellow-I have some questions	effectively -can write		book Poster: Success
Individual work: 5 min.			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.	and encourage classmate with phr like:	uate ther asses	Ladder.
DIFFERENTIATION to give more support to challenge the more	? How do you plan		MENT – how are you planning 'learning?	to check	Hea rule	lth and safety s
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.		provides challenge During the feedback "You are "Great!" "Good". "Sandwi Well door		and es. er gives	1 2	vide some sical exercises earners
Reflection Were the lesson objection objectives realistic? Did all learners achieve If not, why? Did my planned differed Did I stick to timings? What changes did I make why? Summary evaluation	the LO?					
What two things went 1: 2:			hing and learning)?  nsider both teaching and learning)?			

1: 2: What have I learned from this lesson about the class orachievements/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
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.

Part of the	Teacher's activity	Student's activity	Assessment	Resources
lesson/Time				
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.«The praise» method is used to evaluate Ss with phrases like: "Good job!	CD player Microphone cards
Pre-learning «Brainstorming» method 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 differentiationpart «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.	Well done!"  Descriptor: -listen and repaet -use intonation Total: 1 point  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:	

	d is used to start new  T asks Ss to listen	phrases.	-can use key phrases	Whiteboard
1 resemantion part. Tesson				Student's
	se 1 on page 82.	Practice the pronunciation and intonation.	-can speak	Book
8 min.	se i on page oz.	and intonation.	with	Book
,			intonation	
			Total: 1point	
	ussion»	Ss answer the T's questions.	T praise	Whiteboard
	s Ss to do exercise 1		active Ss	
	age 82.		with phrases	Student's
	s to find out which		such as:	book Poster
	l disaster are they		"Good job!	
talking	g about.		Well done!"	
			"One more	
Comin Trains		Co mond the dialogue	time, please"	Whiteboard
	es exercise 2 on	Ss read the dialogue Discuss with teammates	<b>Descriptor:</b> -know key	winteboard
	82 as a team work.	Answer the questions.	words	Student's
	s Ss to read the	Answer the questions.	-answer the	book Poster
	gue and answer the		questions	book Toster
quest			Total: 1point	
	make them involved		P	
to the				
Effici	velop Ss critical			
	ng skills and			
	ing skills			
	rentiation:«Verbal			
	ert» method is used			
	Ss use new words			
1	sentences.			
8 min. T give	es exercises 3 on page	Ss look through the dialogue	Descriptor:	Whiteboard
82. "	Find the same	again.	-can work	Student's
	ing" task.	Find the pharses with the close	with	book
	s Ss to read the	meaning as given phrases.	vocabulary.	
=	ue again and find		-can	
senter			understand	
	learn to work with		the meaning	
text	Om 0714		Total, 2	
Effici To de	velop Ss reading		Total: 2 points	
	and vocabulary		points	
knowl				
	rentiation:«Verbal			
	ort» method is used			
	Ss use new words			
1	sentences.			
	es exercise 4 on page	Ss follow the structure.	Descriptor:	Whiteboard
	a pair work. Ss task	Use the sample of the dialogue	-can share	Student's
_ ~	ook at the dialogue	and practice in pairs.	ideas-1point.	book
	ractice it with		-can speak	Poster
intona		Change the pair and continue to	on the	
	rcise 5 T asks Ss to	speak.	theme-1	
	up similar dialogue et it out.		point -can work in	
	titiout. lialogue practice.		pairs -1 point.	
Effici			pans - ipoint.	
	new vocabulary and			
	ce it with			
group				
Broap			1	
	rentiation:«Change			

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

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

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

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
	<b>Most learners will be able to:</b> 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.

Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Pre-learning «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 differentiationpart «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	The aim:To develop Ss speaking skills and create friendly atmosphere Efficiency:By telling the wishes they show their appreciations.  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.	At the organization moment T tries to award active Ss. «The praise» method is used to evaluate Ss with phrases like: "Good job! Well done!"  Descriptor: -read and speak -answer the questions Total: 1 point  Praise Ss who has more cards and could name the cards.	CD player Microphone cards  Whiteboard  Cards  Student's book
Middle of the lesson Presentation part. 8 min.	lesson.  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	Whiteboard Student's Book

6 min.	«Mark the statement» T asks Ss to do exercise 2 on page 83. Mark the sentences T, F or DS  T gives exercise 5 on	Ss read the text again.  Mark the sentences  Ss use the internet.	T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please" Descriptor:	Whiteboard Student's book Poster  Whiteboard
V mm.	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.	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.	-find information -present it Total: 1point	Student's book Poster
8 min.	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.	Ss listen to the T's explanation. Listen to the task several times Find and identify odd word.	Descriptor: -listen and identify  Total: 1point	Whiteboard Student's book
5 min Speaking task	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: «Think, pair, share» method is used to develop their speaking and listening skills.	Ss look through the text again. Discuss it. Look through the names Find information related to the each name.	Descriptor: -can share ideas-1pointcan speak on the theme-1 point -can work in pairs -1point.	Whiteboard Student's book Poster
End of the lesson.  Reflection	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.	Descriptor: Use key phrases effectivelyshare ideas with partner	Whiteboard Student's book Poster: Success Ladder.
Individual work: 5 min.		Aim: To know how many Ss got the theme.  Efficiency:	-work with text - 2points.	

	Ss can use colors to show how much do they remember.  Differentiation: «Conclusion» method is used to finish the lesson.	and encourage classmate with phr like:	e cases one!
DIFFERENTIATION – how do you plan to give more support? How do you plan to challenge the more able learners?	ASSESSMENT – how are you planning learners' learning?	to check	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's provides support for progress and achievement, challenge to thinking and setting future objective. During the activity teacher after each right answer feedback with the method: "The Praise". "You are right" "Great!" "Good". "Sandwich" Well done, you can say the topical words of home repeat words again and learn by heart.	and res. ver gives	Provide some physical exercises for learners
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?			

Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and

If not, why?

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

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

2: What have I learned from this lesson about the class orachievements/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
Lassanahiaatiyas	7.C2 use speaking and listening skills to provide sensitive feedback to peers <b>All learners will be able to:</b> use vocabulary to speak about the topic
Lessonobjectives:	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.
-------------	----------------------------------

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.«The praise» method is used to evaluate Ss with phrases like: "Good job! Well done!"	CD player Microphone cards
Pre-learning «Brainstorming» method 5 min.	T presents sticks poster with differen proffecions and ask Ss to think about how do these people help them in everyday life?	Ss look at the board. Ss start to dicsuss and each of them share his/her thoughts. Aim:develop their speech	Descriptor: -know structure -can put the words in	Whiteboard Cards
	T asks Ss to share their ideas.  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.	Efficiency:Ss refresh their mind before starting new theme.	order Total: 1point  Praise Ss who has more cards and could name the 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

				Г
	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: 1poin	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: «Think, pair, share» 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 1 pointcan listen and tick-1 point -can work i pairs -1 poir	Student's book Poster
End of the lesson.	The Ladder method was used as a reflection. T	Ss use their stickers to show their knowledge according to	<b>Descriptor</b> Use key	
Reflection 5 min.	asks Ss to stick their stickers to the Success Ladder.	the lesson Green- I understood Yellow-I have some questions Red-I need a help.	phrases effectivelycan work with text	Student's book Poster: Success Ladder.
		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.	-can discuss the main points-2points.  Ss evaluate each other and encourage classmate with phrase like:  Well don Brilliant!  Good job! like it!	es e!
DIFFERENTIATION to give more support to challenge the more	? How do you plan   learners	MENT – how are you planning '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)?

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

2: What have I learned from this lesson about the class orachievements/difficulties of individuals that will inform my next

#### 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	7.C6 organise and present information clearly to others
this lesson is contributing to:	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
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.

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
lesson	1.Greeting.	speaking skills and create	organization	Microphone
Warming-up	Ask about the weather.	friendly atmosphere	moment T	cards
3 min.		Efficiency: By telling the	tries to award	

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 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	wishes they show their appreciations.  Ss look at the picture and discuss as ateam.  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.	active Ss.«The praise» method is used to evaluate Ss with phrases like: "Good job! Well done!"  Descriptor: -understand the main idea of the video -choose the correct phrase. Total: 1point  Praise Ss who has more cards and could name the	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	cards.  Descriptor: -use prepositions -complete the text	Whiteboard Student's Book
	«Listen and check» T asks Ss to listen and check.	Ss check their answers.	Total: 1point  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 inastructions Write the story	Descriptor: -can follow the instructionswrite story	Whiteboard Student's book

	<b>77.001.1</b>			m 1.1		
	Efficiency:	•		Total: 1pc	oint	
	To develop Ss writ	ing				
	skills					
	Differentiation:					
	<b>support</b> » method i					
	to help Ss use new	words				
	in the sentences.					
5 min	T gives exercise 3		Ss use pictures.	Descripto		Whiteboard
	85. "Tell the story"		Change in telling stories.	-understar	ıd	Student's
	a pair work. Ss tas			the text-		book
	use pictures and te	ll the	Work in pairs. Discuss as a pair	1point.		Poster
	story.		and do the task	-can tell th	ne	
	Aim: practice speal	king		story		
	Efficiency:			-put pictu	res	
	Ss use new phrases	s and		in order-		
	practice it with			1point.		
	groupmates.					
	Differentiation:	«Think,				
	pair, share» metho	od is				
	used to develop the	eir				
	speaking and lister					
	skills.	U				
End of the lesson.	The Ladder metho	d was	Ss use their stickers to show	Descripto	r:	Whiteboard
	used as a reflection		their knowledge according to	Use key		
Reflection	asks Ss to stick the		the lesson	phrases		Student's
Reflection	stickers to the Succ		Green- I understood	effectively	<b>7.</b>	book Poster:
	Ladder.		Yellow-I have some questions	-can write		Success
			Red-I need a help.	story		Ladder.
5 min.			rea r need a neip.	-can speak	con	Zuduci.
			Aim: To know how many Ss got	the theme-		
			the theme.	2points.		
			Efficiency:	2points.		
			Ss can use colors to show how	Ss eval	nate	
			much do they remember.		ther	
			Differentiation:«Conclusion»	and	tiici	
			method is used to finish the	encourage		
			lesson.	classmate		
			icssoii.	with phra	ases	
				like:	ases	
					one!	
				Brilliant!		
				Good job	) I	
				like it!	, ·	
				inc it.		
			MENT – how are you planning 'learning?	to check	Hea rule	lth and safety s
During the lesson some		Reflection	ction at the end of the lesson and teacher summary  Provide			
by outcomes of the st	udents and by their		des support for progress and achievement, and physical ex			
abilities.			illenge to thinking and setting future objectives.		earners	
All learners memorize the opinion of the		During tl	ne activity teacher after each right answ			
speaker of curricular topics.			with the method: "The Praise".			
Most learners improve interaction between		"You are	right"			
students through discussion.  Some learners describe basic information		"Great!"				
about themselves and o		"Good".	inh?			
about memserves and o	uiers.	"Sandwi	ne, you can say the topical words co	orrectly at		
			peat words again and learn by heart.	orrectry, at		
Reflection			or oo again and roun by nourt.			
Were the lesson objecti	ves/learning					
	-	1				
objectives realistic?						l
objectives realistic? Did all learners achieve	the LO?					
objectives realistic?	the LO?					

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)?

 $2\colon$  What two things would have improved the lesson (consider both teaching and learning)?

2: What have I learned from this lesson about the class orachievements/difficulties of individuals that will inform my next

### 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
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.

Part of the	Teacher's activity	Student's activity	Assessment	Resources
lesson/Time 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.«The praise» 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 differentiationpart «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

	knowledge and angeling	hafara starting navy thama	Total: 2	
	knowledge and speaking.	before starting new theme.	points	
	After that T introduces the aim and theme of the lesson.		Praise Ss who has more cards and could name the	
			cards.	
Middle of the lesson Presentation part. 8 min.	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.	Ss revise the unit. Do exercise 2 Match the sentences with their meaning.	Descriptor: -know all material from the unit -mark the sentences T or F  Total: 1point	Whiteboard Student's Book
	«Share ideas» T asks Ss different questions about nature.	Ss answerto the T's questions. Discuss as a 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 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.	Ss look through the exercise 1 again. Think and share ideas according to the question.	Descriptor: -answer the question  Total: 1point	Whiteboard  Student's book Poster
8 min.	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.	Ss read the sentences and mark them T or F.	Descriptor: -mark sentences correctly Total: 1point	Whiteboard Student's book
5 min	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	Ss listen to the song Watch a short video and discuss the question Identify: "is the singer optimistic or pessimistic?"	Descriptor: -answer the question- 1 pointgive the reason- 1 point	Whiteboard Student's book

	sentences in exercise about themselves.  Aim:enlarge vocable knowledge  Efficiency: Ss use new vocabula practice it with groupmates.  Differentiation:«Control the pair» game is used evelop their speakilistening skills.	ary and  Change sed to		-understa the gener idea-1poi	al	
End of the lesson.	The Ladder method used as a reflection.		Ss use their stickers to show their knowledge according to	<b>Descript</b> Use key	or:	Whiteboard
Reflection	Ss to stick their stick the Success Ladder.		the lesson Green- I understood Yellow-I have some questions Red-I need a help.	phrases effectivel -know material		Student's book Poster: Success Ladder.
5 min.			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.	each cand and encourage classmate with phrelike:	d duate other e e crases one!	
DIFFERENTIATION to give more support to challenge the more	? How do you plan		MENT – how are you planning learning?	to check	Heal rules	th and safety
hre outcomes of the students and he their I			n at the end of the lesson and teacher su support for progress and achievement, a	-	Prov phys	

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 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 orachievements/difficulties of individuals that will inform my next lesson?