
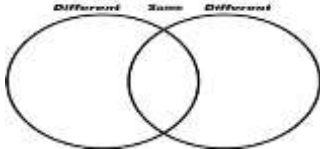



Short term lesson plan III term (the ninth grade)

Unit of a long term plan: Unit 5. Reading for pleasure.Lesson plan 49		School: «Baldauren» Republican Educational and Health Center		
Date:		Teacher's name: Kambarova Gulzhan		
CLASS: 9		Number present:	absent:	
Lesson title	Types of fiction			
Learning objectives(s)	9.C9 use imagination to express thoughts, ideas, experiences and feelings 9.L1 understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.S1 use formal and informal language registers in their talk on a range of general and curricular topics			
Lesson objectives	All learners will be able to: <ul style="list-style-type: none">Identify the theme, new words and use them as the basis for discussion.Demonstrate knowledge for usage of the Past Simple describing literary genres.Transfer information from the given information into a graphic organizer. Most learners will be able to: <ul style="list-style-type: none">Select, compile, and synthesize information for an oral presentationProvide a point of view in conversations and discussions; describe the plot of the book using active vocabulary. Some learners will be able to: <ul style="list-style-type: none">Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.Make a presentation about genres of books.			
Plan				
Planned timings	Teacher’s activities	Pupil’s activities	Marks	Resources

S	<p>The lesson greeting. <u>Pre-learning (W)</u> Teacher greets the class.</p> <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Free talk about literature and books. Look at the portraits of some writers and name the books you read at the lessons. How many books do you read a year? When did paperbacks first appear?</p>	<p>Students respond to greeting</p> <p>Ss answer the questions</p> <p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p>	<p>Formative assessment is held through observation/monitoring.</p> <p>Emoticon</p>	<p>Slide (useful phrases)</p> <p>Pictures PPT</p> <p>Whiteboard</p> <p>Writing Worksheet</p>
<p>Main part</p> <p>15 min</p>	<p>Lead-in (W, I)</p> <ul style="list-style-type: none"> Vocabulary work <p>Revise the genres of books pupils know making a list by asking students to add more words to the list they already guessed. Brainstorm with the class and write words on the board as pupils call it out.</p> <p>Organise the class into four teams. Ask a student to come to the front of the class and give him/hersubject card. (E.g. Fiction). Say the whole class can ask a maximum of 10 questions to discover a subject. He/she can only give Yes or No answers. Demonstrate the question types and their short answer forms:</p> <div data-bbox="453 1621 839 1973">  </div> <p>Name the genres of books.</p>	<p>A learner</p> <ul style="list-style-type: none"> reads the text for global understanding; selects meaningful information, constructs the answer; 	<p>Formative assessment is held through observation/monitoring.</p> <p>Comments</p>	<p>Whiteboard</p> <p>Writing Worksheet</p> <p>Student Book p.56</p> <p>Student Book p.56</p> <p>Pictures "Test your knowledge" on genres of literature.</p> <p>CD 2.13</p>


	<p>Ex. 2 – 3 p.56.</p> <p>Read the information about genres and describe them with complex nouns from the table. Ex.4 p.5</p> <p>PRE - LISTENING TASK:</p> <p>Ex.4 p.57(Check the meaning of phrases and add your word - combinations from ex.3):</p> <p style="text-align: center;"> VENN DIAGRAM <i>Different Same Different</i>  </p>	<ul style="list-style-type: none"> • presents information in the group discussion. • evaluates the peers' answers. <p>Ss listen</p>		<p>Writing Worksheet</p>
<p>End 3 min.</p>	<p>Home task. WB p.38</p> <ul style="list-style-type: none"> • 	<p>Feedback</p>		

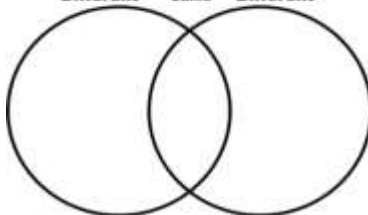
Short term lesson plan

Unit of a long term plan: Unit 5 Reading for pleasure. Lesson plan 50		School: «Baldauren» Republican Educational and Health Center		
Date:		Teacher's name: Kambarova Gulzhan		
CLASS: 9		Number present:	absent:	
Lesson title	The Canterville Ghost			
Learning objectives(s)	9.S1 use formal and informal language registers in their talk on a range of general and curricular topics 9.S2 ask complex questions to get information about a wide range of general and curricular topics 9.S3 explain and justify their own and others’ point of view on a range of general and curricular topics			
Lesson objectives	All learners will be able to: <ul style="list-style-type: none">Identify the theme, new words and use them as the basis for discussion.Demonstrate knowledge for usage of the Past Simple speaking about the benefits of reading.Transfer information from the given information into a graphic organizer. Most learners will be able to: <ul style="list-style-type: none">Select, compile, and synthesize information for an oral presentationProvide a point of view in conversations and discussions; describe the plot of the story using active vocabulary. Some learners will be able to: <ul style="list-style-type: none">Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.Make a presentation about the benefits of reading.			
Plan				
Planned timings	Teacher’s activities	Pupil’s activities	Marks	Resources
Start	Class organisation The lesson greeting. Warm up. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Good afternoon, dear students and guests! Welcome to our English lesson Pre-learning (W)  Look at the picture and say what is	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/ monitoring. Emoticon	Slide (useful phrases) Pictures PPT The picture of a boy reading a book Whiteboard

	<p>the boy doing and how is he doing it? In front of you there is a poem. I'd like you to read it and in groups discuss the meaning of it?</p> <p>Lead-in (W, I) <u>Pre-reading stage.</u></p> <p>Listening and reading about the benefits of reading Ex.1 – 2 p.58 Each Sts. Tries to give a good title for the text. Do you enjoy losing yourself in a good book? (As for me.... As I think.... To my mind...). <u>Ex.4 p.58 Build Your vocabulary:</u> <u>Find the active words from the text and explain by your own words.</u></p> <div style="background-color: #e0f7fa; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">What is a Book? By Lora Daunt</p> <p>A book is pages, pictures and words A book is animals, people and birds A book is stories of queens and kings Poems and songs-so many things! Curled in a corner where I can hide With a book I can journey far and wide Though it's only paper from end to end A book is a very special friend. Each group prepares its presentation. What does the boy prefer doing? Why? Make a list of books you read while you have free time? (revision of genres of books).</p> </div>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p> <p>A learner:</p> <ul style="list-style-type: none"> • selects an appropriate answer. • completes the task. • uses appropriate subject-specific vocabulary while speaking. 	<p>Emoticon</p> <p>Formative assessment</p> <p>Oral</p> <p>8</p> <p>Emoticon</p> <p>Formative assessment</p> <p>Oral</p> <p>8</p> <p>Emoticon</p> <p>Formative assessment</p> <p>Oral</p> <p>8</p>	<p>Poem</p> <p>A Table</p> <p>Whiteboard</p> <p>Writing Worksheet (new words)</p> <p>CD 2.14</p> <p>Student Book p.58</p> <p>Teacher's Book p.</p>
End	<p>Home task. Ex.5p.58 (w). The story “The Fun they had”(I. Asimov)</p>	Feedback		

Short term lesson plan

Unit of a long term plan: Unit 5Lesson plan 51		School: «Baldauren» Republican Educational and Health Center		
Date:		Teacher's name: Kambarova Gulzhan		
CLASS: 9		Number present:	absent:	
Lesson title	The Canterville Ghost			
Learning objectives(s)	<p>9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>9.C9 use imagination to express thoughts, ideas, experiences and feelings</p> <p>9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics</p>			
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> Identify the theme, active words and use them as the basis for discussion. Demonstrate knowledge for usage of the <i>Past Simple or Past Continuous</i>, making stories using this grammar tenses.Transfer information from the given information into a graphic organizer. <p>Most learners will be able to:</p> <ul style="list-style-type: none"> Select, compile, and synthesize information for an oral presentation Provide a point of view in conversations and discussions; speak about people's favourite books. <p>Some learners will be able to:</p> <ul style="list-style-type: none"> Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. Make a topic about past events and memories. 			
Plan				
Planned timings	Teacher’s activities	Student’s activities	Marks	Resources
Start	<p>Class organisation</p>  <p>To present a mind - map</p> <ul style="list-style-type: none"> Ask Ss to complete a mind - map and choose a genre of a book they are into. <p>Read the examples in the table aloud and then elicit the answers to complete their own diagram.</p> <p><u>Lead-in (W, I)</u></p>	<p>Sts warm greet the teacher</p> <p>Sts answer s around the class.</p>	<p>Emoticon</p> <p>Formative assessment</p>	<p>Slide (useful phrases)</p> <p>Pictures PPT</p>

Main part	<p>To practise active vocabulary</p> <ul style="list-style-type: none">• Explain the task Study Strategy and read the example aloud.• Ss complete the task.• Check Ss’ answers. <p>To practise vocabulary through personalisation and pair group.</p> <p>The story of I. Asimov “The Fun They Had”.</p> <p>Teacher organises group work on topic from the site www.buzzle.com. (G) Learners are divided into small groups of 3-4; and are given the instructions: surf the internet to find information about the writer of this story. (If the Internet connection is not available, teacher can use information from Appendix 1). They should prepare mini-research poster.</p> <p>(G) Learners work in the following directions and arrange information:</p> <p>Group 1: I. Asimov</p> <p>Group 2: A real book</p> <p>Group 3: An old school. What did the children use to do?</p> <p>Group 4: A school of future(a mechanical teacher)</p> <p>Using a mind – map, each group prepares a summary of the text. Speak about a future school and our school.</p>	<p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end</p> <p>Ss to tell the class.</p> <p>Ss complete the diagram</p>	Oral	<p>Writing Worksheet</p> <p>Writing Worksheet</p> <p>A mind – map</p> <p>Venn Diagram</p> <p>A Table</p>								
			8									
			10									
			Oral									
	<div><p style="text-align: center;">VENN DIAGRAM</p><p style="text-align: center;"><i>Different Same Different</i></p></div> <p>While speaking about past events, we can use: Past simple or Past Continuous.</p> <table><tr><td></td><td>Past S.</td><td>Past Cont.</td></tr><tr><td>Meaning</td><td></td><td></td></tr><tr><td>Words</td><td></td><td></td></tr></table>		Past S.	Past Cont.	Meaning			Words			Emoticon	
	Past S.	Past Cont.										
Meaning												
Words												
			Formative assessment									



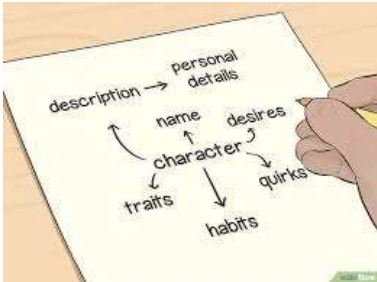
	<table> <tr> <td>indicators</td> <td></td> <td></td> </tr> <tr> <td>Usage</td> <td></td> <td></td> </tr> </table> <p>Ex. 1 – 2 p.59 (Pair Work). In the text, find the examples of two grammar tenses.</p> <p>Ex.3 p.59 should be done individually as a competition task. The winner gets a title – The Best in Grammar.</p> <ul style="list-style-type: none"> • Task. Activate. Ex.4 p.59 (Don't forget to use Past simple and Past Continuous). • Assessment criteria • Read the given text of description and identify the general information. • Demonstrate skills of organizing and expressing ideas accurately. Illustrate a viewpoint in a discussion <p>Descriptor: Match problems 1-6 with solution Read the text. Choose the correct words. Complete the columns. Write true or false for sentences 1-4. Ask and answer the questions Complete the table. Use the words in blue in sentences 1-4.</p>	indicators			Usage			<p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end</p> <p>Ss to tell the class.</p>	<p>Oral</p> <p>8</p> <p>10</p>	<p>Student's Book p.59</p> <p>Answers are in Teacher's Book.</p>
indicators										
Usage										
End	<p>Home task: W.B. p.39 Feedback Students express their attitude to the lesson and give self-assessment using the method: "<i>Six thinking hats</i>":</p>									

Differentiation:
Can be achieved through **content** (Based on the theory of **Multiple Intelligences** different tasks are used with the same text).

By support:
Less able learners will be supported through step-be-step instructions, glossaries, thinking time.

Short term lesson plan

Unit of a long term plan: Unit 5 Lesson plan 52		School: «Baldauren» Republican Educational and Health Center		
Date:		Teacher's name: Kambarova Gulzhan		
CLASS: 9		Number present:		absent:
Lesson title		Clauses of purpose		
Learning objectives(s)		<p>9.L6 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics</p> <p>9.S8 recount extended stories and events on a wide range of general and curricular topics</p>		
Lesson objectives		<p>All learners will be able to:</p> <ul style="list-style-type: none"> • Identify the theme, new words and use them as the basis for discussion. • Demonstrate knowledge for writing a story using correct grammar tenses, linking words and structure. Transfer information from the given information into a graphic organizer. <p>Most learners will be able to:</p> <ul style="list-style-type: none"> • Select, compile, and synthesize information for writing a story. Provide a point of view in conversations and discussions; speak about being a writer. <p>Some learners will be able to:</p> <ul style="list-style-type: none"> • Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. • Make a presentation about what you would like to be really good at. Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. • Write a story. 		
Level of thinking		Higher order thinking skills (according to the revised Bloom's taxonomy).		
Plan				
Planned timings	Teacher's activities	Student's activities	Marks	Resources

<p>Start</p> <p>Main part 15 min</p>	<p>Class organisation</p>  <p><u>Pre-learning (W)</u> The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. The teacher shows the picture and introduces the objectives of the lesson.</p>   <p>Warm up. Free talk. Have you ever tried to write your own stories, poems? If you have your poem, can you read it to us? What should people know to write a story? Make a cluster of this topic.</p> <p><u>Pre-reading stage.</u> Predicting and guessing. Students move their eyes over the words and pictures on the whiteboard and predict the title of the text. Then they read the text in pairs, find out the meaning of the underlined words. After that students call out words, phrases they remember from the text, note them. Students work in pairs (1 minute) discuss what the text is about or (create a text using some</p>	<p>Sts warm greet the teacher</p> <p>Sts answer around the class.</p> <p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end</p> <p>Ss to tell the class.</p>	<p>Emoticon</p> <p>Formative assessment</p> <p>Oral</p> <p>8</p> <p>10</p> <p>Oral</p> <p>Emoticon</p>	<p>Slide (useful phrases)</p> <p>Pictures PPT</p> <p>A cluster ” Writing a story”</p> <p>CD2.15</p> <p>Dictionaries</p>
--	--	--	--	---

<p>10 min</p>	<p>of the previous written words). Students express their ideas (1 minute). <u>While-reading stage.</u> The teacher informs the class that they will be participating in the contest about the words and the process of writing successfully. Ex.1 – 3 p.60. Write down key – words from the text: Draw on your dream- become a writer - have a passion for writing – to test..... Make a list of recommendations for a beginning writer:</p>	<p>Ss complete the diagram</p>	<p>Formative assessment</p>	
<p>5 min</p>	<div data-bbox="392 683 619 931" data-label="Image"> </div> <div data-bbox="392 931 758 1294" data-label="Image"> </div> <p>Ex.4.p. 60 (True – False sentences). If it's false, prove the information. Answers: 1. False 2. True 3. False 4. False 5. True 6. True Who can be a writer or a journalist? What can you say about these professions? What would you like to be really good at? You are all in the ninth grade, some of you have already decided what he / she is going to be. Please in pairs speak about this problem.</p>	<p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end</p> <p>Ss to tell the class.</p>	<p>Oral</p> <p>8</p> <p>10</p> <p>Emoticon</p> <p>Formative assessment</p> <p>Oral</p> <p>8</p>	<p>Student's Book p.60</p> <p>Whiteboard</p> <p>Student Book p.60 Ex.5 CD2.15</p> <p>Writing Worksheet Teacher's Book p.82</p>

	<ul style="list-style-type: none"> • Assessment criteria: • Read the given text of description and identify the general information. • Demonstrate skills of organizing and expressing ideas accurately. <p>Descriptor: A learner</p> <ul style="list-style-type: none"> • reads the text for global understanding; • selects meaningful information, constructs the answer; • evaluates the peers' answers. <p>Self-assessment.</p>		10	
End 3 min.	<p>Home task. W.B. p.40 Ex.5.p.60 orally Students express their attitude to the lesson and give self-assessment using the method: “<i>Six thinking hats</i>”:</p> <ul style="list-style-type: none"> • Green: How can you use today's learning in different subjects? • Red: How do you feel about your work today? • White: What have you learnt today? • Black: What were the weaknesses of your work? • Blue: How much progress have you made in this lesson? (Now I can, I still need to work on, I've improved in, Today I learnt... • Yellow: What did you like about today's lesson? 			Slide (Homework) Slide "Six thinking hats"

Differentiation:
Can be achieved through **content** (Based on the theory of **Multiple Intelligences** different tasks are used with the same text).

By support:
Less able learners will be supported through step-by-step instructions, glossaries, thinking time.

By task:
For more able learners additional leveled tasks are offered.

Short term lesson plan


Unit of a long term plan: Unit 5 Lesson plan 53		School: «Baldauren» Republican Educational and Health Center			
Date:		Teacher’s name: Kambarova Gulzhan			
Class: 9		Number present:		Number absent:	
Lesson title		Journey to the center of the Earth			
Learning objectives(s) that this lesson is contributing to		9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.C9 use imagination to express thoughts, ideas, experiences and feelings 9.UF7 use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials ... so far, lately, all my life , on a wide; use a variety of relative clauses including with which [whole previous clause reference]			
Lesson objectives		All learners will be able to:			
		<ul style="list-style-type: none">Identify the theme, new words and use them as the basis for discussion.Demonstrate knowledge for usage of the Future Continuous. Transfer information from the given information into a graphic organizer.			
		Most learners will be able to:			
		<ul style="list-style-type: none">Select, compile, and synthesize information for an oral presentation			
		Provide a point of view in conversations and discussions; speak about future activities.			
		Some learners will be able to:			
		<ul style="list-style-type: none">Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.Make a presentation about future plans and after respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.			
Plan					
Planned timings	Teacher’s activities		Student’s activities	Marks	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Free talk. <ul style="list-style-type: none">Do you organize events with our friends?Imagine you want to organize a party or barbecue with some friends. What are you going to plan and what food will you buy?		Sts warm greet the teacher Sts answer around the class.	Emoticon Formative assessment	Slide (useful phrases) Pictures PPT
Main Activities	Write the words in the list. The teacher points out that some words and explaining a new rule: Future Continuous. All Continuous tenses mean a process or duration and are happening in a certain time either in the present, past or future. Please, look at		Sts warm greet the teacher Sts answer around the	Emoticon	Writing Worksheet

	<p>the sentences and make some sentences in the Future Continuous. What will you be eating at the party?</p> <table border="1"><tr><td>E</td><td>B</td><td>U</td><td>T</td><td>T</td><td>E</td><td>R</td><td>F</td><td>M</td><td>I</td><td>L</td><td>K</td><td>S</td><td>F</td><td>b</td></tr><tr><td>C</td><td>O</td><td>R</td><td>N</td><td>E</td><td>R</td><td>A</td><td>F</td><td>V</td><td>A</td><td>D</td><td>R</td><td>X</td><td>J</td><td></td></tr><tr><td>H</td><td>U</td><td>C</td><td>P</td><td>K</td><td>N</td><td>P</td><td>H</td><td>M</td><td>E</td><td>A</td><td>T</td><td>F</td><td>D</td><td></td></tr><tr><td>R</td><td>T</td><td>H</td><td>C</td><td>V</td><td>B</td><td>P</td><td>O</td><td>R</td><td>A</td><td>N</td><td>G</td><td>E</td><td>J</td><td></td></tr><tr><td>F</td><td>G</td><td>O</td><td>G</td><td>H</td><td>J</td><td>L</td><td>F</td><td>S</td><td>W</td><td>E</td><td>E</td><td>T</td><td>K</td><td></td></tr><tr><td>G</td><td>H</td><td>C</td><td>G</td><td>F</td><td>D</td><td>E</td><td>A</td><td>P</td><td>P</td><td>L</td><td>E</td><td>J</td><td>K</td><td></td></tr><tr><td>D</td><td>F</td><td>O</td><td>F</td><td>F</td><td>G</td><td>H</td><td>G</td><td>E</td><td>G</td><td>G</td><td>N</td><td>H</td><td>I</td><td></td></tr><tr><td>V</td><td>H</td><td>L</td><td>F</td><td>N</td><td>U</td><td>T</td><td>J</td><td>S</td><td>O</td><td>U</td><td>P</td><td>H</td><td>M</td><td></td></tr><tr><td>W</td><td>D</td><td>A</td><td>D</td><td>C</td><td>O</td><td>R</td><td>N</td><td>L</td><td>E</td><td>M</td><td>O</td><td>N</td><td>C</td><td></td></tr><tr><td>X</td><td>F</td><td>T</td><td>X</td><td>Z</td><td>V</td><td>F</td><td>I</td><td>S</td><td>H</td><td>B</td><td>G</td><td>H</td><td>J</td><td></td></tr><tr><td>R</td><td>Y</td><td>E</td><td>B</td><td>J</td><td>D</td><td>C</td><td>A</td><td>R</td><td>R</td><td>O</td><td>T</td><td>C</td><td>G</td><td></td></tr><tr><td>S</td><td>D</td><td>F</td><td>G</td><td>H</td><td>J</td><td>S</td><td>W</td><td>E</td><td>E</td><td>T</td><td>H</td><td>H</td><td>H</td><td></td></tr><tr><td>R</td><td>T</td><td>Y</td><td>C</td><td>O</td><td>F</td><td>F</td><td>E</td><td>E</td><td>V</td><td>H</td><td>H</td><td>J</td><td>K</td><td></td></tr><tr><td>D</td><td>G</td><td>H</td><td>J</td><td>K</td><td>L</td><td>T</td><td>K</td><td>Y</td><td>T</td><td>E</td><td>A</td><td>S</td><td>J</td><td></td></tr><tr><td>T</td><td>E</td><td>A</td><td>S</td><td>R</td><td>C</td><td>A</td><td>B</td><td>B</td><td>A</td><td>G</td><td>E</td><td>Y</td><td>U</td><td></td></tr></table> <p>Ex.1 -3 p.61. Complete the sentences. (In a weaker class this ex. can be done in pairs). The Consolidation of a structure: Past Simple and Past Continuous). A story in the Past Tenses. Make a group presentation about the rules and change a story in the past tenses into Future Simple and Future Continuous. Ex. 4 - 5 p. 61. Choose the correct words and read a dialogue. What have you learnt from these exercises? Ex.6 p.61. Creative exercise Speak in pairs about the activities next weekend at a certain time. <u>OPTIONAL ACTIVITY: Writing and Speaking.</u> Write about the group’s plan for the next holidays. What will a student be doing at this time during the holidays? Make a mind – map of the Future Continuous. Assessment criteria: 1. Identify the main idea in extended talks with little support. 2. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. 3. Demonstrate the ability to participate in a conversation. Descriptor: A learner: <ul style="list-style-type: none">• selects an appropriate answer.• completes the task.• uses appropriate subject-specific vocabulary while speaking.</p>	E	B	U	T	T	E	R	F	M	I	L	K	S	F	b	C	O	R	N	E	R	A	F	V	A	D	R	X	J		H	U	C	P	K	N	P	H	M	E	A	T	F	D		R	T	H	C	V	B	P	O	R	A	N	G	E	J		F	G	O	G	H	J	L	F	S	W	E	E	T	K		G	H	C	G	F	D	E	A	P	P	L	E	J	K		D	F	O	F	F	G	H	G	E	G	G	N	H	I		V	H	L	F	N	U	T	J	S	O	U	P	H	M		W	D	A	D	C	O	R	N	L	E	M	O	N	C		X	F	T	X	Z	V	F	I	S	H	B	G	H	J		R	Y	E	B	J	D	C	A	R	R	O	T	C	G		S	D	F	G	H	J	S	W	E	E	T	H	H	H		R	T	Y	C	O	F	F	E	E	V	H	H	J	K		D	G	H	J	K	L	T	K	Y	T	E	A	S	J		T	E	A	S	R	C	A	B	B	A	G	E	Y	U		class.	Formative assessment	A crossword
E	B	U	T	T	E	R	F	M	I	L	K	S	F	b																																																																																																																																																																																																																							
C	O	R	N	E	R	A	F	V	A	D	R	X	J																																																																																																																																																																																																																								
H	U	C	P	K	N	P	H	M	E	A	T	F	D																																																																																																																																																																																																																								
R	T	H	C	V	B	P	O	R	A	N	G	E	J																																																																																																																																																																																																																								
F	G	O	G	H	J	L	F	S	W	E	E	T	K																																																																																																																																																																																																																								
G	H	C	G	F	D	E	A	P	P	L	E	J	K																																																																																																																																																																																																																								
D	F	O	F	F	G	H	G	E	G	G	N	H	I																																																																																																																																																																																																																								
V	H	L	F	N	U	T	J	S	O	U	P	H	M																																																																																																																																																																																																																								
W	D	A	D	C	O	R	N	L	E	M	O	N	C																																																																																																																																																																																																																								
X	F	T	X	Z	V	F	I	S	H	B	G	H	J																																																																																																																																																																																																																								
R	Y	E	B	J	D	C	A	R	R	O	T	C	G																																																																																																																																																																																																																								
S	D	F	G	H	J	S	W	E	E	T	H	H	H																																																																																																																																																																																																																								
R	T	Y	C	O	F	F	E	E	V	H	H	J	K																																																																																																																																																																																																																								
D	G	H	J	K	L	T	K	Y	T	E	A	S	J																																																																																																																																																																																																																								
T	E	A	S	R	C	A	B	B	A	G	E	Y	U																																																																																																																																																																																																																								
		Students give their own examples using the correct forms of the verbs.	Oral	Student Book p.61																																																																																																																																																																																																																																	
			8																																																																																																																																																																																																																																		
			10	Writing Worksheet																																																																																																																																																																																																																																	
			Oral	Teacher’s Book p.83																																																																																																																																																																																																																																	
	Ss and elicit their comments at the end			Writing Worksheet A mind - map																																																																																																																																																																																																																																	
	Ss to tell the class.																																																																																																																																																																																																																																				

Ending the lesson	Giving the home task. W.B. p.41 Peer-assessment. Rubric
Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.	

Short term lesson plan


Unit of a long term plan: Unit 5 Lesson plan 54		School: «Baldauren» Republican Educational and Health Center		
Date:		Teacher’s name: Kambarova Gulzhan		
Class: 9		Number present:	Number absent:	
Lesson title		Clauses of concession		
Learning objectives(s) that this lesson is contributing to		9.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 9.C6 organise and present information clearly to others 9.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics		
Lesson objectives		All learners will be able to:		
		<ul style="list-style-type: none">Understand the main ideas of the dialogue in which people plan a book club and describe a book.Recognize key phrases and Future Continuous to talk about future activities.Act situations making, accepting a future plan. Most learners will be able to: <ul style="list-style-type: none">Understand details in listening extracts.Use topic related vocabulary in their dialogues.Create their own dialogues based on the given situations and act. Some learners will be able to: <ul style="list-style-type: none">Understand detailed information from the dialogues while listening.Apply topic related vocabulary in speech fluently.Create their own dialogues on the topic without support and act.		
Plan				
Planned timings	Teacher’s activities	Student’s activities	Marks	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Free talk.	Sts warm greet the teacher Sts answer around the	Emoticon	Slide (useful phrases) Pictures PPT

	<ul style="list-style-type: none">What do you usually do after school? When and where do you meet your friends? Ex.1 p.62Look at the photo on p. 62 and guess the topic of their conversation? Write the theme on lists of paper.Do you know the meaning of a word a “book blurb” <div><div>Examples of Blurbs</div><div></div><div>A blurb is the text on back cover of a book. It is a summary of the story. It aims to get the reader interested in buying or reading the book.</div></div>	class.	Formative assessment	<div>Student Book p.62 Writing Worksheet</div> <div>A picture</div>										
Main Activities	<div><div>LISTENING TASK: Listen to the dialogue and answer the question: How will book club members decide which books to read? In groups of 3, write the work of a book club and choose the first book to read and discuss together. Look at the key phrases. Invitations. Ex.3 p.62. Sentence completion task. Role-play. The teacher offers the groups 5 books and asks them to read the book blurbs and speak about the books. Ex.1 p.63 Work with the blurb of “The Lost World”. Find compound adjectives and quantities in the text.</div><table><tr><td>Compound adjectives</td><td>Quantities</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table><div>Ex. 2 – 3 p.63 (a pair – work). Writing Guide: A Blurb in English for any book. Assessment criteria: 4. Identify the main idea in extended talks with little support. 5. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. 6. Demonstrate the ability to participate in a conversation. Descriptor: A learner:</div></div>	Compound adjectives	Quantities									<div>Sts warm greet the teacher</div> <div>Sts answer around the class.</div> <div>Students give their own examples using the correct forms of the verbs.</div> <div>Ss and elicit their comments at the end</div>	<div>Emoticon</div> <div>Formative assessment</div> <div>Oral</div> <div>8</div> <div>10</div>	<div>Student Book p.62 CD2.16</div> <div>CD2.07. Pair work. Teacher's Photocopiable Resources p.203 Student Book p.63</div> <div>A Table</div> <div>Student Book p.63</div> <div>Writing Worksheet</div>
Compound adjectives	Quantities													

	<ul style="list-style-type: none">• selects an appropriate answer.• completes the task.• uses appropriate subject-specific vocabulary while speaking.	Ss to tell the class.	Oral	
Ending the lesson	<p>Giving the home task.</p> <p>Ex.4 p.63 (project), W.B. p.43 Ex. 1 -2</p> <p>Students express their attitude to the lesson and give self-assessment using the method: “<i>Six thinking hats</i>”:</p> <ul style="list-style-type: none">• Green: How can you use today's learning in different subjects?• Red: How do you feel about your work today?• White: What have you learnt today?• Black: What were the weaknesses of your work?• Blue: How much progress have you made in this lesson? (Now I can, I still need to work on, I've improved in, Today I learnt...) <p>Yellow: What did you like about today's lesson?</p> <p>Slide (Homework)</p> <p>Slide "Six thinking hats"</p>			
<p>Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.</p>				

Short term lesson plan

Unit of a long term plan: Unit 5 Lesson plan 55		School: «Baldauren» Republican Educational and Health Center	
Date:		Teacher’s name: Kambarova Gulzhan	
Class: 9		Number present:	Number absent:
Lesson title		The worth of wealth	
Learning objectives(s) that this lesson is contributing to	9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.L7 recognise typical features at word, sentence and text level of a range of spoken genres 9.C8 develop intercultural awareness through reading and discussion		
Lesson objectives	All learners will be able to: <ul style="list-style-type: none">• Identify the theme, new words and use them as the basis for discussion.• Demonstrate knowledge for usage of the Past tenses. Transfer		

	information from the given information into a graphic organizer. Most learners will be able to: <ul style="list-style-type: none">•Select, compile, and synthesize information for an oral presentation Provide a point of view in conversations and discussions; speak about a great Kazakh poet. Some learners will be able to: <ul style="list-style-type: none">• Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.• Make a presentation about famous poets. Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. .																					
Plan																						
Planned timings	Teacher’s activities	Student’s activities	Marks	Resources																		
Beginning the lesson	Org.moment The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Free talk. <ul style="list-style-type: none">• A teacher asks Sts. to discuss in groups what they know about a famous Kazakh writer and poet. Group work of three. 	Sts warm the greet the teacher Sts answer around the class.	Emoticon Formative assessment	Slide (useful phrases) Pictures PP Poems of Abai Kunanbaiul i Cluster																		
Main Activities	<u>LISTENING and READING TASKS:</u> <u>Listen and read the text quickly. What interesting facts about a great person have you learnt?</u> <table><tr><th>Date</th><th>Facts</th></tr><tr><td>1845</td><td>He was born near Semipalatinsk</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <u>While-reading stage.</u> Students move their eyes over the text quickly (3 minutes). Then they close the book. After that students call out words, phrases they remember from the text, note them. Students work in pairs (1 minute) discusses what the text is about. Discussion <i>Director(Interpersonal Intelligence).</i> Task 1 : Lead the discussion. Prepare 2 open-ended and thought-provoking	Date	Facts	1845	He was born near Semipalatinsk															 Sts answer around the class. Students give their own examples using the correct forms of the verbs. Ss and elicit their comments at the end	Emoticon Formative assessment Oral 8	Student Book p.64 CD2.18. Pair work. Student Book p.66 Writing Worksheet
Date	Facts																					
1845	He was born near Semipalatinsk																					

	<p>questions about the story that your group might want to discuss. Help others talk about the main idea, help them share their thoughts and feelings.</p> <p>Descriptors:</p> <ol style="list-style-type: none"> 1. Write 2 open-ended questions. 2. Write your responses to these questions. 3. Keep the discussion going <p>Passage Picker (Body-Kinesthetic Intelligence).</p> <p>Task 2: Choose a paragraph that you think your group would like to re-read.</p> <p>Descriptors:</p> <ol style="list-style-type: none"> 1. Choose an interesting or important paragraph and write down its location. 2. Read passage aloud yourself (using body language), or ask someone else to read it, or ask the group to read it silently <p>Word Wizard (Verbal-linguistic Intelligence).</p> <p>Task: Find in the text 5 words or phrases that you had difficulty reading or understand in the story.</p> <p>Descriptors:</p> <ol style="list-style-type: none"> 1. Write 3 unfamiliar or puzzling words in a full sentence. (You may also find familiar word repeated a lot). <p>Task 3 : Prepare a brief description of the key points in the story.</p> <p>Descriptors:</p> <ol style="list-style-type: none"> 1. Write at least 4 sentences. 2. Write in your own words. 3. Present the important events in a logical order. <p>Task 4: Find a part of the story that reminds you of something you have seen, heard, done or read about before.</p> <p>Descriptors:</p> <ol style="list-style-type: none"> 1. Write at least 2 sentences. Make connections with your own experience, another text or the world. 2. Give evidence from the book to support your connection. <p><u>Post-reading stage.</u></p> <p>Next, students complete peer-evaluation form.</p> <p>Ex.4 – 5 p.64</p>	<p>Ss to tell the class.</p> <p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end</p> <p>Ss to tell the class.</p>	<p>10</p> <p>Oral</p> <p>Oral</p> <p>8</p> <p>10</p> <p>Oral</p>	<p>Student Book p.64</p> <p>Writing Worksheets</p> <p>Writing Worksheets</p> <p>Student</p>
--	--	--	--	---



What other Kazakh writers and poets do you know?



Assessment criteria:

Identify the main idea in extended talks with little support.

Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.

Demonstrate the ability to participate in a conversation.

Book p.64
Ex.1 – 3
p.64



Ending the lesson


Giving the home task. **W.B.p.42, Kazakh writers(a report)**

Students express their attitude to the lesson and give self-assessment using the method: “*Six thinking hats*”:

Differentiation – Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners

Short term lesson plan

Unit of a long term plan: Unit 5 Lesson plan 56		School: «Baldauren» Republican Educational and Health Center		
Date:		Teacher's name: Kambarova Gulzhan		
Class: 9		Number present:	Number absent:	
Lesson title		The promises land		
Learning objectives(s) that this lesson is contributing to	9.C8 develop intercultural awareness through reading and discussion 9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.L4 understand the main points of supported extended talk on a range of general and curricular topics			
Lesson objectives	All learners will be able to: <ul style="list-style-type: none"> Identify the theme, new words and use them as the basis for discussion. Demonstrate knowledge for usage of the Past Tenses to speak about a novel. Transfer information from the given information into a graphic organizer. Most learners will be able to: <ul style="list-style-type: none"> Select, compile, and synthesize information for an oral presentation Provide a point of view in conversations and discussions; speak about famous novelists of Kazakhstan. Some learners will be able to: <ul style="list-style-type: none"> Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. Make a presentation about the novel” Pride and Prejudice” by Jane Austen. Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. 			
Plan				
Planned timings	Teacher's activities	Student's activities	Marks	Resources
Beginning the lesson	Greeting.  The teacher shows a fragment from the film and asks the students to set the lesson objectives, letting students know what to anticipate from the lesson. 	Sts warm the greet the teacher	Emoticon Formative assessment	Slide (useful phrases) Pictures PPT A fragment from a film ”Pride and Prejudice”.

	<p>Warm up. Free talk.</p> <ul style="list-style-type: none"> • What types of novels do you like reading? What is your favourite novel? • Look at the word on the board and give your commentary? <p>A Realistic novel/ Adventure novel/Romantic novel/ Science fiction novel</p> <p>Literary realism is a branch of literature which set out to reflect society as it was, to get as close to the bone of real life as it could. It often depicts more humble or banal events than Romantic writers. So most of <u>Jane Austen's</u> novels are realist because they are fairly mundane; they depict fairly ordinary people, usually woman, doing fairly ordinary things. There are few locked room mysteries, no strange and mysterious happenings, or insane wives. The women do ordinary things like get married and the men are fairly ordinary men.</p> <p>If you compare <u><i>Pride and Prejudice</i></u> to a novel like <i>Jane Eyre</i>, the differences become clear: no secret insane wives imprisoned in the home, no misplaced identities and no Byronic heroes.</p>	Sts answer around the class.		<p>Student Book p.65</p> <p>Writing Worksheet</p> <p>Whiteboard</p>
<p>Main Activities</p> <p>15 min.</p>	<p><u>PRE -LISTENING TASK:</u></p> <p>Ex.1 p.65. (Name the period in history and give characteristic features of that time).</p>  <p>It is set in the nineteenth century.</p> <p><u>LISTENING TASK:</u></p> <p>Ex.2 - 3 p.65.</p> <p>Speak about:</p> <ol style="list-style-type: none"> 1. Families with unmarried daughters 2. Love in the 19 – th century 3. Marriage in the 19 – thin century <p>(Do this task in groups of 3).</p> <p>While reading the text, compare the men and women status in the 19 – th century. Do it in the form of a table.</p>	<p>Sts answer around the class.</p> <p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at</p>	<p>Emoticon</p> <p>Formative assessment</p> <p>Oral</p> <p>8</p>	<p>Student Book p.65</p> <p>Whiteboard</p> <p>CD1.31 CD2.19.</p> <p>Student Book p.65</p> <p>Writing</p>



MEN(unmarried)	WOMEN(unmarried)

Ex.4 p.65

Speak about a famous Kazakh novelist.

Mukhtar Auezov

Sabit Mukanov

Gabit Musrepov

Olzhas Suleimenov



Gabit Musrepov was born in 1902 in the Kostanay region. His work in the press began with an ordinary employee and up to the chief editor. He was a brilliant journalist. Working as a journalist, he received a school of life and stories for future works. The play "Amangeldy", like the film with the same name, was created from a newspaper essay.

Literary works:

"Kyz Zhibek", "Kozy Korpesh and Bayan Sulu", "Akhan-sere-Aktokty".

Assessment criteria:

Identify the main idea in extended talks with little support.

Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.

Demonstrate the ability to participate in a conversation.

Descriptor:

A learner:

- selects an appropriate answer.
- completes the task.
- uses appropriate subject-specific vocabulary while speaking.
- discusses questions and answers the questions within the group.

the end

10

Oral

Ss to tell the class.

Oral

Students give their own examples using the correct forms of the verbs.

8

10

Ss and elicit their comments at the end

Oral

Ss to tell the class.

Worksheet

Student Book p.65

Writing Worksheet

Writing Worksheet

Teacher's Book p.87
Teacher's Photocopyable Recourse p.p.216 - 217

Ending the lesson	Giving the home task. W.B. p.43. Ex.3 Ex.4.p.65 retell Rules of a game (w) Students express their attitude to the lesson and give self-assessment using the method: “Six thinking hats” : <ul style="list-style-type: none"> • Observation • Feedback on the work Peer-assessment
Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.	

Short term lesson plan

Unit of a long term plan: Unit 5 Lesson plan 57		School: «Baldauren» Republican Educational and Health Center	
Date:		Teacher's name: Kambarova Gulzhan	
CLASS: 9		Number present:	absent:
Lesson title	The promises land. The values of storytelling.		
Learning objectives(s)	9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics		


Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> • Use some target vocabulary successfully in speaking tasks and show some basic organisational coherence and cohesion in writing task • Demonstrate basic knowledge for usage of the Past Simple and Past Continuous and active vocabulary. • Offer constructive peer-feedback using rubric. <p>Most learners will be able to:</p> <ul style="list-style-type: none"> • Select, compile, and synthesize information for an oral presentation • Provide a point of view in conversations and discussions; • Use most target vocabulary successfully in speaking tasks and show clear organisational coherence and cohesion in writing task <p>Some learners will be able to:</p> <ul style="list-style-type: none"> • Apply the correct form of the Past Simple and Past Continuous in the context; • use most target vocabulary successfully in speaking tasks and show good organisational coherence and cohesion and some elements of appropriate style in writing task
<p style="text-align: center;">Plan</p>	

Planned	Teacher's activities	Student's activities	Marks	Resources
Start	<p><u>ORGANISATION MOMENTS (WC):</u> Teacher informs learners that the aims of this lesson are to revise the material that was taught in this unit.</p>	<p>Sts warm greet teacher</p>	<p>stickers</p>	<p>Slide (objectives) Slide (useful phrases) PPT</p>
Middle	<p><u>REVISION. CONSOLIDATION. (GW)</u> <u>Rules for Jeopardy game</u> There are 2 kinds of games. Teacher can feel free to choose any or play during the whole lesson. 1. Students play jeopardy in groups. 2. They have to choose a category and a point value. 3. Teacher clicks on the chosen box for the question. (The teacher may want to set a time limit for answering the question) 4. To see if a student or group is correct, click again for the answer. 5. Click the Back to Board button on the slide to return to the main board. 5. If the student or team is correct, they are awarded the point value of the question 6. Continue until all questions have been answered. The team with the most points wins. Ex. 1 - 3 p.66(Revision of vocabulary)</p>	<p>Sts answer around the class.</p> <p>Students give their own examples using the correct forms of the verbs.</p>	<p>Emoticon</p> <p>Formative assessment</p>	<p>Student's book p.66</p> <p>PPT Jeopardy</p> <p>Student's book</p>

	Learners managed to understand the rules and do the tasks.			
End	Home task. W.B. p.44, a sonnet of W. Shakespeare			Slide
Differentiation Learners can contribute at their own language level for this activity, as it is relatively open-ended. This gives each learner a chance to be successful. Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives.				

Short term lesson plan




Unit of a long term plan: Unit 5 Lesson plan 58		School: «Baldauren» Republican Educational and Health Center		
Date:		Teacher’s name: Kambarova Gulzhan		
Class: 9		Number present:	Number absent:	
Lesson title		Unit revision		
Learning objectives(s) that this lesson is contributing to	9.C8 develop intercultural awareness through reading and discussion 9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.S1 use formal and informal language registers in their talk on a range of general and curricular topics			
Lesson objectives	All learners will be able to: <ul style="list-style-type: none">Identify the theme, new words and use them as the basis for discussion.Demonstrate knowledge for rhyming patterns in poems and the ability to recite a poem. Transfer information from the given information into a graphic organizer. Most learners will be able to: <ul style="list-style-type: none">Select, compile, and synthesize information for an oral presentation Provide a point of view in conversations and discussions; speak about poetry. Some learners will be able to: <ul style="list-style-type: none">Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.Compose poems in different languages.Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.			
Plan				
Planned timings	Teacher’s activities	Student’s activities	Marks	Resources
Beginning the lesson	Greeting.		stickers	Slide (useful


	 <p>The teacher begins the lesson with a sonnet of W. Shakespeare” Age and Youth”. The students see the portraits of well – known Kazakh, Russian, English, American and French poets. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Free talk. Today we are having an unusual lesson – The lesson of Poetry.</p> <ul style="list-style-type: none"> • Do you like poems? Have you ever composed poems? • About what is the sonnet? 	<p>Sts warm greet teacher</p>		<p>phrases)</p> <p>Pictures PPT</p> <p>The portraits of well – known Kazakh, Russian, English, American and French poets.</p> <p>Writing Worksheet</p>						
<p>Main Activities</p>	<p>In groups make a poster about the meaning of a poem by R.L. Stevenson. Follow the structure of answers. Ex.1 – 3 p.67. Two students will speak about the biography of R.L. Stevenson.</p> <table border="1"> <tr> <td>Title</td> <td>The meaning of a verse</td> </tr> <tr> <td>“The Cow”</td> <td></td> </tr> <tr> <td>“From a railway carriage”</td> <td></td> </tr> </table> <p>Find rhyming words: Speak about the patterns od rhyming words: ABAB CDCD EFEF AABBCCDD Ex.3 – 4 p.67</p> <p>A Contest of poems devoted to love Students prepared poems in different languages with a presentation of a poet. After the reciting of a poem, they ask the group the meaning of it.</p> <p>Assessment criteria: 7. Identify the main idea in extended talks with little support. 8. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. 9. Demonstrate the ability to participate in a conversation.</p>	Title	The meaning of a verse	“The Cow”		“From a railway carriage”		<p>Sts answer around the class.</p> <p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end</p> <p>Ss to tell the</p>	<p>Emoticon</p> <p>Formative assessment</p>	<p>Student Book p.67 CD2.21</p> <p>Writing Worksheet</p> <p>Whiteboard</p>
Title	The meaning of a verse									
“The Cow”										
“From a railway carriage”										

	Descriptor: A learner: <ul style="list-style-type: none"> • selects an appropriate answer. • completes the task. • uses appropriate subject-specific vocabulary while speaking. • discusses questions and answers the questions within the group. 	class.		
Ending the lesson	Giving the home task. W.B. p.45 A project: a poem Students express their attitude to the lesson and give self-assessment using the method: “ <i>Six thinking hats</i> ”: <ul style="list-style-type: none"> • Observation • Feedback on the work Peer-assessment			
Differentiation – can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.				

Checked up:

Unit of a long term plan Unit 6 Traditions and language Lesson plan 59		School: «Baldauren» Republican Educational and Health Center	
Date:		Teacher’s name: Kambarova Gulzhan	
Class: 9		Number present:	Number absent:
Lesson title		Language	
Learning objectives(s) that this lesson is contributing to	9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.C2 use speaking and listening skills to provide sensitive feedback to peers 9.C3 respect differing points of view		
Lesson objectives	All learners will be able to: <ul style="list-style-type: none">• Identify the theme, new words and use them as the basis for discussion.• Demonstrate knowledge for usage of the Present Perfect + for and since. Transfer information from the given information into a graphic organizer. Most learners will be able to: <ul style="list-style-type: none">•Select, compile, and synthesize information for an oral presentation Provide a point of view in conversations and discussions; speak about traditions		

		and customs. Some learners will be able to: <ul style="list-style-type: none"> Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. Make a presentation about traditions of Kazakhstan. Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.		
Planned timings	Teacher's activities	Student's activities	Marks	Resources
Beginning of the lesson	<p>Greeting.</p>  <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Free talk.</p> <ul style="list-style-type: none"> When you hear the words "tradition" and "customs" what associations do you have? What traditions and customs do people have? Do people try to keep traditions alive? Look at the photo and guess the traditions:  <p>Thanksgiving (fourth Thursday in November) Toy dastarkhan Betashar Maslenitsa</p>  <p>Britain is full of culture and traditions which have been around for hundreds of years. British customs and traditions are famous all over the world. When people think of Britain they often think of people drinking tea, eating fish and chips and wearing bowler hats, but there is more to Britain than just those things.</p> <p>Poppy Day or Remembrance Day</p>	<p>Sts warm greet teacher</p> <p>Students answer the question</p>	stickers	<p>Slide (useful phrases). Pictures PPT</p> <p>Student Book p.68</p> <p>Writing Worksheet</p>

	 <p>In groups speak about these traditions.</p>			Pictures PPT	Writing Worksheet																									
Main Activities	<p>READING TASK: Match the facts with people and countries. Don't forget to underline new words and be able to say their meanings. <u>Answer: free</u> Ex.1 - 2 p.68</p> <p>How do people keep the traditions alive? Do traditional stories travel from one country to another? While reading the text write down word – combinations:</p> <table><tr><td>Word - combination</td><td>Meaning</td></tr><tr><td>make up</td><td>create</td></tr><tr><td>calm down</td><td>R d</td></tr><tr><td>pass down</td><td>to give from one generation to the next</td></tr><tr><td>find out</td><td>learn by studying</td></tr><tr><td>get orders</td><td>order</td></tr><tr><td>get mad</td><td>become very angry</td></tr><tr><td>come up with</td><td>have an idea</td></tr><tr><td>look into</td><td>explore, investigate</td></tr><tr><td>keep on</td><td>continue</td></tr></table> <p>Which of the traditional stories did you like best of all? Explain: “Remember the ant”.</p> <p>THE INTRODUCTION OF GRAMMAR. Present Perfect. Ex.4 - 5 p.69 Sentence completion task with adverbs:</p> <table><tr><td>Affirmative</td><td>Negative</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Word - combination	Meaning	make up	create	calm down	R d	pass down	to give from one generation to the next	find out	learn by studying	get orders	order	get mad	become very angry	come up with	have an idea	look into	explore, investigate	keep on	continue	Affirmative	Negative					<p>Sts answer around the class.</p> <p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end</p> <p>Ss to tell the class.</p>	<p>Emoticon</p> <p>Formative assessment</p> <p>Peer assessment</p> <p>Oral</p> <p>comments</p>	<p>Student Book p.68</p> <p>Student Book p.68</p> <p>Writing Worksheet A Table</p> <p>Student Book p.68</p> <p>Student Book p.69</p> <p>A Table</p>
	Word - combination	Meaning																												
	make up	create																												
	calm down	R d																												
	pass down	to give from one generation to the next																												
find out	learn by studying																													
get orders	order																													
get mad	become very angry																													
come up with	have an idea																													
look into	explore, investigate																													
keep on	continue																													
Affirmative	Negative																													

Present Perfect Simple		
Forms (has/have + past participle)		
Affirmative	Negatives	Questions
I have worked.	I haven't worked.	Have I worked?
You have worked.	You haven't worked.	Have you worked?
He/She/It has worked	He/She/It hasn't worked	Has he/she/it worked?
They/We have worked	They/We haven't worked	Have they/we worked?

The teacher asks Sts. to listen to the song " Brighton in the rain" and put down the verbs and underline the position of adverbs in the Present Perfect.

Brighton in the Rain

Fill in the gaps and complete the song lyrics with the Present Perfect Tense of the verbs listed below. (verbs may be used more than once).Listen to the song and check your answer

be	drive	drink	eat	go	have	hear	kiss
know	learn	read	sail	see	spend	study	watch

Assessment criteria:

- 10. Identify the main idea in extended talks with little support.
- 11. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.
- 12. Demonstrate the ability to participate in a conversation.

Descriptor:

A learner:

- selects an appropriate answer.
 - completes the task.
 - uses appropriate subject-specific vocabulary while speaking.
- discusses questions and answers the questions

A song“**Brigh ton in the Rain**”.

Ending the lesson





Homework: W.B. p.46, Ex.5 – 6 p.69 St.B.

Students express their attitude to the lesson and give self-assessment using the method: “*Six thinking hats*”:

- Observation
- Feedback on the work

Peer-assessment

Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.

Unit of a long term plan Unit 6 Tradition and language Lesson plan 60		School: «Baldauren» Republican Educational and Health Center		
Date:		Teacher's name: Kambarova Gulzhan		
Class: 9		Number present:	Number absent:	
Lesson title		Festival blog		
Learning objectives(s) that this lesson is contributing to		9.S3 give an opinion at sentence level on a limited range of general and curricular topics 9.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 9.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics		
Lesson objectives		All learners will be able to: <ul style="list-style-type: none"> Identify the theme, new words and use them as the basis for discussion. Demonstrate knowledge for usage of the Present Simple for retelling a story about arranged marriage.Transfer information from the given information into a graphic organizer. Most learners will be able to: <ul style="list-style-type: none"> Select, compile, and synthesize information for an oral presentation Provide a point of view in conversations and discussions; speak about arranged marriages using active vocabulary. Some learners will be able to: <ul style="list-style-type: none"> Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. Make a presentation about marriages in Kazakhstan.Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. 		
Plan				
Planned timings	Teacher's activities	Student's activities	Marks	Resources
Beginning of the lesson	Greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.	Sts warm greet teacher	stickers	Slide (useful phrases)
	Speak about arranged marriage    	Students answer the question		Pictures PPT Student Book p.70 Writing



Warm up. Free talk.
On the board you can see the word:
Marriage
What do you imagine when you hear this word?
How will you choose your future husbands /wives?
ARRANGED MARRIAGE
What do you think about it?

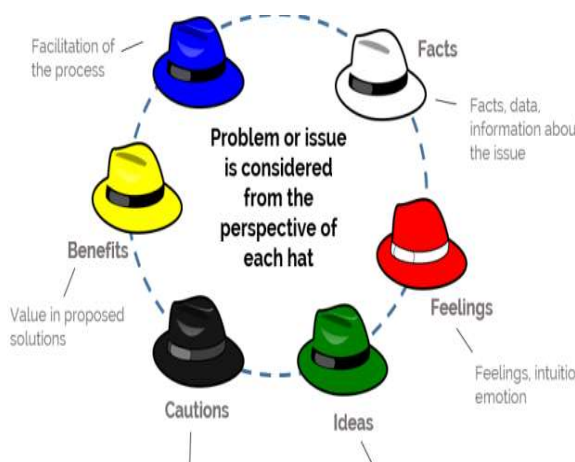
Worksheet

Pictures

Student Book p.70
Ex.1
Teacher's Book p.92
Background.

Main Activities

LISTENING TASK:
Read and listen to the text and express your opinions:



Discuss the text using the method of six hats:

- 1 group will speak about facts.**
- 2 group - feelings.**
- 3 group - creative ideas.**
- 4 group -negative aspects.**
- 5 group - benefit from the holidays in jungle.**
- 6 group - conclusion.**

Ex.2 p.70 True - false sentences.
Vocabulary work: find verbs with prepositions and make your sentences. Ex. 3 - 4 p.70.

Verb	Preposition

Ex.5 p.70. Creative exercise
Optional activity: Reading.
Teacher's Book p.92.
Assessment criteria:
Identify the main idea in extended talks with little support.
Apply topic related vocabulary in speech appropriately arranging words and phrases

Sts answer around the class.

Students give their own examples using the correct forms of the verbs.

Ss and elicit their comments at the end

Ss to tell the class.

Emoticon

Formative assessment

Peer assessment

Oral

comments


Student Book p.70
CD2.22

Writing Worksheet


Six hats method
Student Book p.70
A table

Teacher's Book p.92.




	<p>into well-formed sentences. Demonstrate the ability to participate in a conversation. Descriptor: A learner:</p> <ul style="list-style-type: none"> • selects an appropriate answer. • completes the task. • uses appropriate subject-specific vocabulary while speaking. <p>discusses questions and answers the questions within th</p>			
Ending the lesson	<p>Giving the home task: W.B. p.50 Students express their attitude to the lesson and give self-assessment using the method: “<i>Six thinking hats</i>”:</p> <ul style="list-style-type: none"> • Observation • Feedback on the work <p>Peer-assessment</p>			
<p>Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.</p>				

Unit of a long term plan Unit 6. Tradition and language Lesson plan 61		School: «Baldauren» Republican Educational and Health Center		
Date:		Teacher’s name: Kambarova Gulzhan		
Class: 9		Number present:	Number absent:	
Lesson title: Present Perfect + for and since		Countable/ uncountable nouns		
Learning objectives(s) that this lesson is contributing to		9.C8 develop intercultural awareness through reading and discussion 9.S2 ask complex questions to get information about a wide range of general and curricular topics 9.S3 explain and justify their own and others’ point of view on a range of general and curricular topics		
Lesson objectives		All learners will be able to: <ul style="list-style-type: none">Identify the theme, new words and use them as the basis for discussion.Demonstrate knowledge for usage of the Present Perfect + for and since. Transfer information from the given information into a graphic organizer. Most learners will be able to: <ul style="list-style-type: none">Select, compile, and synthesize information for an oral presentation Provide a point of view in conversations and discussions; speak about relations between people. Some learners will be able to: <ul style="list-style-type: none">Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.Make a story about cultural problems.Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.		
Plan				
Planned timings	Teacher’s activities	Student’s activities	Marks	Resources
Beginning of the lesson	The lesson greeting.	Sts warm greet teacher Students answer the question	stickers	Slide (useful phrases) Pictures PPT Student Book p.71 Writing Worksheet
	<p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Free talk.</p> <p>When you want to speak about activities which you have done recently and have a result, what structures and grammar tenses can you use? We can use Present Perfect with a definite word indicator. Look at the picture and give your sentences:</p> 			

Main Activities	<p>U2 SONG FOR TEACHING PRESENT PERFECT</p> <p>This song is great for teaching Present Perfect. There are around 10 present perfect sentences. Aside from the normal listening activities, get the students to complete blanks spaces. Ask them to identify the grammar mistake (I have spoke). For discussion the students can talk about all the things the singer "has done". After, students will write things they have done and things they still want to do.</p> <p>Think of something that you really want to do in your life, but you haven't been able to do yet</p> <p>Ex.2 p.71</p> <p>- since - if the starting point is given (two o'clock, last Friday, 1998)</p> <p>- for - if the period of time is given (twenty minutes, two days, one year)</p> <p>Decide whether to use »since« or »for«.</p> <p>1. I have been waiting <input type="text" value="since"/> 4 o'clock.</p> <p>2. Sue has only been waiting <input type="text" value="for"/> 20 minutes.</p> <p>3. Tim and Tina have been learning English <input type="text" value="for"/> six years.</p> <p>4. Fred and Frida have been learning French <input type="text" value="since"/> 1998.</p> <p>Ex.3 p.71. Sentence completion task. Speak about the main character.</p> <p>Use ex.4 to make questions about you.</p> <p>Put the sentences into interrogative form: Ex.5 p.73.</p> <p>In groups of 4 write 4 sentences about the duration of the done activity using: How long</p> <p>A game" The best listener". The Sts. listen and try to pronounce correctly.</p> <p>Imagine a perfect holiday. Write about the activities you have done during it.</p> <p>Assessment criteria:</p> <p>13. Identify the main idea in extended talks with little support.</p> <p>14. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</p> <p>15. Demonstrate the ability to participate in a conversation.</p> <p>Descriptor:</p> <p>A learner:</p> <ul style="list-style-type: none"> • selects an appropriate answer. • completes the task. 	<p>Sts answer around the class.</p> <p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end</p> <p>Ss to tell the class.</p>	<p>Emoticon</p> <p>Formative assessment</p> <p>Peer assessment</p> <p>Oral</p> <p>comments</p>	<p>Student Book p.71</p> <p>A table</p> <p>U2 - I Still Haven't Found What I'm Looking for (Official Video)</p> <p>https://www.youtube.com/watch?v=e3-5YC_oHjE</p> <p>Writing Worksheet</p> <p>Writing Worksheet</p> <p>Student Book p.71</p>
-----------------	---	---	--	---

	<ul style="list-style-type: none"> • uses appropriate subject-specific vocabulary while speaking. • discusses questions and answers the questions within the group. 			
Ending the lesson	<p>Giving the home task. W.B. p.47 Ex.5 p.71 St. B. Students express their attitude to the lesson and give self-assessment using the method: <i>“Six thinking hats”</i>:</p>			
<p>Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.</p>				




Unit of a long term plan Unit 6. Tradition and language Lesson plan 62		School: «Baldauren» Republican Educational and Health Center	
Date:		Teacher’s name: Kambarova Gulzhan	
Class: 9		Number present:	Number absent:
Lesson title		Extreme adjectives. Comparative / superlatives	
Learning objectives(s) that this lesson is contributing to		9.C9 use imagination to express thoughts, ideas, experiences and feelings 9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 9.L1 understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	
Lesson objectives		All learners will be able to: <ul style="list-style-type: none">Identify the theme, new words and use them as the basis for discussion.Demonstrate knowledge for usage of the extreme adjectives. Transfer information from the given information into a graphic organizer. Most learners will be able to: <ul style="list-style-type: none">Select, compile, and synthesize information for an oral presentation Provide a point of view in conversations and discussions; speak about experiences. Some learners will be able to: <ul style="list-style-type: none">Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.Make a presentation about the experiences using extreme adjectives.	

	Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.											
Plan												
Planned timings	Teacher’s activities	Pupil’s activities	Marks	Resources								
Beginning of the lesson	Greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Free talk. Focus on the photos of great dates and elicit what the people are doing. What adjectives can you use to describe these things.(exciting, awful, stunning).	Sts answer around the class. Students give their own examples using the correct forms of the verbs. Ss and elicit their comments at the end Ss to tell the class.	Emoticon	Slide (useful phrases)								
			Formative assessment	Pictures PPT								
			Peer assessment	Student Book p.72								
			Oral	Writing Worksheet								
			comments									
Main Activities	<u>LISTENING TASK:</u> Vocabulary exercises. Ex.1 - 2 p.72 The teacher asks Sts. To give the meaning of extreme adjectives. Vocabulary work: <table><tr><td>Extreme adjective</td><td>Meaning</td></tr><tr><td>stunning</td><td></td></tr><tr><td>filthy</td><td></td></tr><tr><td>terrifying</td><td></td></tr></table> Ex.3 p.72. I have never done this because it’s..... Circle two adjectives to make a pair and describe great dates: 1. awful/ interesting/ hilarious/ bad 2. gorgeous/ furious/ angry/ memorable	Extreme adjective	Meaning	stunning		filthy		terrifying		A learner <ul style="list-style-type: none">reads the text for global understanding;selects meaningful information, constructs the answer;	Stickers Emoticon Formative assessment	Student Book p.72 CD2.23 A table Writing Worksheet Teacher’s Book p.156 Writing
Extreme adjective	Meaning											
stunning												
filthy												
terrifying												

	<p>3. exhausting/ unpleasant/ terrifying/ tiring</p> <p>4. frightening/ terrifying/ hilarious/ unpleasant</p> <p>5. funny/ interesting/ fascinating/ memorable</p> <p>6. gorgeous/ revolting/ unpleasant/ terrifying.</p> <p><u>LISTENING TASK.</u></p> <p>Ex. 4 -5 p.72.</p> <p>Complete the table.</p> <p>The class is divided into 7 groups and speaks about the experiences using extra adjectives.</p> <p>Assessment criteria:</p> <p>Identify the main idea in extended talks with little support.</p> <p>Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</p> <p>Demonstrate the ability to participate in a conversation.</p> <p>Descriptor:</p> <p>A learner:</p> <ul style="list-style-type: none">• selects an appropriate answer.• completes the task.• uses appropriate subject-specific vocabulary while speaking.	<ul style="list-style-type: none">• present s information in the group discussion.• evaluates the peers' answers. <p>Ss and elicit their comments at the end</p> <p>Ss to tell the class.</p>	<p>Peer assessment</p> <p>Oral</p>	<p>Worksheet</p> <p>CD2.24</p> <p>Student Book p.72</p> <p>Teacher's Book p.94.</p>
Ending the lesson	<p>Giving the home task. W.B. p.48</p> <p>Students express their attitude to the lesson and give self-assessment using the method: “<i>Six thinking hats</i>”:</p>			
<p>Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.</p>				

Unit of a long term plan Unit 6. Tradition and language Lesson plan 63	School: «Baldauren» Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Class: 9	Number present:	Number absent:

Lesson title: Buying a gift		Language Focus: Present Perfect and Past Simple. Present Perfect Simple and Continuous. p.73		
Learning objectives(s) that this lesson is contributing to		9.S2 ask complex questions to get information about a wide range of general and curricular topics 9.S3 explain and justify their own and others’ point of view on a range of general and curricular topics 9.S6 link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges general and curricular topics		
Lesson objectives		All learners will be able to: <ul style="list-style-type: none">Identify the theme, new words and use them as the basis for discussion.Demonstrate knowledge for usage of the Present Perfect/ present Perfect Continuous and Past Simple for speaking about the things that happened or started in the past. Transfer information from the given information into a graphic organizer. Most learners will be able to: <ul style="list-style-type: none">Select, compile, and synthesize information for an oral presentation Provide a point of view in conversations and discussions; speak about the experiences. Some learners will be able to: <ul style="list-style-type: none">Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.Make a presentation about your last trip. Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.		
Plan				
Planned timings	Teacher’s activities	Pupil’s activities	Marks	Resources
Beginning of the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Free talk. <ul style="list-style-type: none">What did you do at the weekend? The teacher tells Sts. about her trip during the weekend. Sts. speak about weekend too.Listen to the song” Our Last Summer” by ABBA and guess where did the people spend their summer? Give your reasons. Speak in pairs.	Students respond to greeting Ss answer the questions Sts answer around the class.	Emoticon 	

<p>13 min.</p>	<p>1. Look at the photos. Match them with the words from the song. Then listen to the song. Arrange the sights in the way you hear.</p> <p>2. Listen to in the song. Look at the lyrics. Put the words in the brackets into The Past Simple. Try to fill in the gaps with the words from the box. Listen and check.</p> <p><u>Ex.1 p.73</u> Complete the text, then listen and check. Ex. 2 p.73 Gist listening. Listen to the key phrases and reply. Practise the dialogue. Ex.3 p.73. Listen to 3 short conversations and choose the best answers to the questions. Make a short dialogue about your trip using time expressions.</p> <p>DESCRIPTION OF PICTURES:</p>    <p>The introduction of the Present Perfect Continuous. Ex 4 -5 p.73 Ex.6 p.73. Creative exercise. You look cold – I've been waiting for the bus.</p> <p>Assessment criteria: 16. Identify the main idea in extended talks with little support. 17. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</p>	<p>Sts answer around the class.</p> <p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end</p> <p>Ss to tell the class.</p> <p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end</p>	<p>Formative assessment</p> <p>Peer assessment</p> <p>Oral</p> <p>Comments</p> <p>Peer assessment</p> <p>Oral</p>	<p>https://www.youtube.com/watch?v=KoyNIVQbUPc</p> <p>Writing Worksheet</p> <p>CD2.25</p> <p>Pictures</p> <p>Student Book p.73</p> <p>Workbook p.49</p>
-----------------------	--	--	---	---

	18. Demonstrate the ability to participate in a conversation. Descriptor: A learner: <ul style="list-style-type: none"> • selects an appropriate answer. • completes the task. • uses appropriate subject-specific vocabulary while speaking. • discusses questions and answers the questions within the group. 		comments	
Ending the lesson	Giving the home task: W.B. p.49. Students express their attitude to the lesson and give self-assessment using the method: <i>“Six thinking hats”</i> :			
Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.				


Unit of a long term plan Unit 6. Tradition and language Lesson plan 64	School: «Baldauren» Republican Educational and Health Center	
Date:	Teacher’s name: Kambarova Gulzhan	
Class: 9	Number present:	Number absent:
Lesson title	Nauryz	

Learning objectives(s) that this lesson is contributing to	9.C9 use imagination to express thoughts, ideas, experiences and feelings 9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 9.L2 understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics				
Lesson objectives	All learners will be able to: <ul style="list-style-type: none"> Identify the theme, new words and use them as the basis for discussion. Demonstrate knowledge for writing email invitation to a friend. Transfer information from the given information into a graphic organizer. Most learners will be able to: <ul style="list-style-type: none"> Select, compile, and synthesize information for an oral presentation. Provide a point of view in conversations and discussions; speak about invitations. Some learners will be able to: <ul style="list-style-type: none"> Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. Make a scheme of writing an email invitation. Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. 				
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources	
Beginning of the lesson	Greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Free talk. <ul style="list-style-type: none"> What is an email invitation? How can you write it? How do you usually invite people to a party you have? <div data-bbox="279 1220 901 1668" data-label="Image"> </div> Look at the model text and say what the email is about?	Students respond to greeting Ss answer the questions Sts answer around the class.	Emoticon Formative assessment	Slide (useful phrases). Pictures PPT Student Book p.74 Writing Worksheet Slide (useful phrases).	

Main Activities	<p>Speaking (Pre-listening) (P) In pairs, learners discuss the following questions of Ex.1 p.74.</p> <p>Vocabulary (W) Teacher asks learners to match 10 pictures with the words and check as a whole class. A game "The best interpreter". One pupil reads the sentences, the partner translates it into Russian. Then the second St. gives Russian sentences and asks to give English translation. The third paragraph should be translated into Kazakh or other language.</p> <p>Key – words for making and responding to invitations. Ex 3 – 6 p. 74.</p> <p>THE INTRODUCTION OF a structure of email invitations. Look at the email and be ready to speak about it.</p> <p><u>WRITING TASK:</u> Ex.4 p.75. Write an email to a friend. You are going to celebrate a birthday. (Do this task in groups).</p> <p>Ex.2 – 3 p.75. Assessment criteria: Identify the main idea in extended talks with little support. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Demonstrate the ability to participate in a conversation.</p> <p>Descriptor: A learner:</p> <ul style="list-style-type: none"> • selects an appropriate answer. • completes the task. • uses appropriate subject-specific vocabulary while speaking. <p>discusses questions and answers the questions within</p>	<p>Students respond to greeting</p> <p>Ss answer the questions</p> <p>Sts answer around the class.</p> <p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end Ss to tell the class. Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end</p>	<p>Emoticon</p> <p>Formative assessment</p> <p>Peer assessment</p> <p>Oral</p> <p>Comments</p> <p>Peer assessment</p> <p>Oral</p> <p>comments</p>	<p>Student Book p.74</p> <p>CD2.26</p> <p>Student Book p.74</p> <p>Writing Worksheet</p> <p>Student Book p.75 Cambridge Dictionary.</p> <p>Student Book p.75</p>
-----------------	---	---	---	--


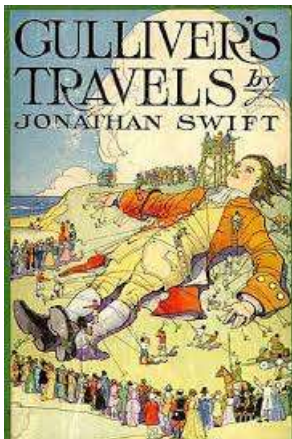
Ending the lesson	Giving the home task. W.B. p.51, An invitation (w). Students express their attitude to the lesson and give self-assessment using the method: “ <i>Six thinking hats</i> ”:
Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.	

Unit of a long term plan Unit 6. Tradition and language Lesson plan 65		School: «Baldauren» Republican Educational and Health Center			
Date:		Teacher’s name: Kambarova Gulzhan			
Class: 9		Number present:	Number absent:		
Lesson title		Eco - festivals			
Learning objectives(s) that this lesson is contributing to		9.C8 develop intercultural awareness through reading and discussion 9.C9 use imagination to express thoughts, ideas, experiences and feelings 9.L1 understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics			
Lesson objectives		All learners will be able to: <ul style="list-style-type: none">Comprehend the reading;Discuss a problem in groups;Apply topic related vocabulary in speech. Most learners will be able to: <ul style="list-style-type: none">Comprehend the reading surely and understand main ideas while reading;Discuss a problem in groups and suggest solution for a problem;•Select, compile, and synthesize information for an oral presentation Some learners will be able to: <ul style="list-style-type: none">Demonstrate the ability to find correct information without any mistakes;Comprehend the reading and understand main ideas while reading surely;Apply topic related vocabulary in speech with grammar accuracies.			
Planned timings	Teacher’s activities		Pupil’s activities	Marks	Resources
Beginning of the lesson	Greeting. <u>Pre-learning (W)</u> Teacher greets the class and suggests playing the game to the learners. Teacher explains the rules for this game. <ul style="list-style-type: none">Game “Back to Blackboard” Rules:		Students respond to greeting	Emoticon	Slide (useful phrases). Pictures PPT


	<p>One person stands back to the picture of a holiday adventure; Classmates should not name the holiday adventure; Classmates can give some associations with the holiday adventure; Classmates can mime the holiday adventure; Classmates can sing some lines from the songs.</p> <ul style="list-style-type: none"> Teacher can organize competition between two teams, when the first team mimes, the second should guess the word. <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson looking a short film about wedding traditions in Kazakhstan. Warm up. Free talk about the wedding. W-E-D-D-I-N-G</p>  <p>Give one word with this letter connected with the theme</p>	<p>Ss answer the questions</p> <p>Sts answer around the class.</p>	<p>Formative assessment</p>	<p>Student Book p.76 Writing Worksheet</p> <p>Pictures PPT</p> <p>Slide (useful phrases).</p>
Main Activities	<p>Reading about the wedding traditions in Kazakhstan (W I)</p> <ul style="list-style-type: none"> Teacher suggests the list of new vocabulary with their synonyms, opposites or definitions for learners. <p>(P) Learners work with new vocabulary first. They get a list of words, read the words with the teacher and write them down into their vocabularies. Learners create 3-4 sentences with new words to show the meaning of them.</p> <p>Differentiation Learners that are more able help the others to read the words correctly. Ex.1 p.76. Working with active words.</p>	<p>Sts answer around the class.</p> <p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end</p>	<p>Emoticon</p> <p>Formative assessment</p> <p>Peer assessment</p> <p>Oral</p> <p>Comments</p>	<p>Student Book p.76</p> <p>Teacher's Book p.98</p> <p>CD. 2.28</p>

	<p>POST -READING ACTIVITY: Ex.2 p.76. Check answers as a class. Ex.3 p.76 Revision of grammar. A teacher draws Sts. attention to the grammar tenses used in the texts.Ex - 4 .p.76. Ex.5 p.76 Creative Exercise. Speak about other Kazakh traditions in groups. Assessment criteria: Identify the main idea in extended talks with little support. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Demonstrate the ability to participate in a conversation. Descriptor: A learner:</p> <ul style="list-style-type: none"> • selects an appropriate answer. • completes the task. • uses appropriate subject-specific vocabulary while speaking. <p>discusses questions and answers the questions within</p>	<p>Ss to tell the class.</p> <p>Ss and elicit their comments at the end</p>	<p>Peer assessment</p> <p>Oral</p> <p>comments</p>	<p>Student Book p.76</p> <p>Pictures PPT</p>
Ending the lesson	<p>Giving the home task. W.B. p.52 Ex.1 "Wedding traditions in Kazakhstan"(topic or a presentation). Students express their attitude to the lesson and give self-assessment using the method: “Six thinking hats”:</p>			
<p>Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners</p>				

Unit of a long term plan Unit 6. Tradition and language Lesson plan 66	School: «Baldauren» Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Class: 9	Number present:	Number absent:
Lesson title	Remembrance Day in Australia	

Learning objectives(s) that this lesson is contributing to	9.C3 respect differing points of view 9.C5 use feedback to set personal learning objectives 9.L6 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics			
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> Comprehend the reading; Discuss a problem in groups; Apply topic related vocabulary in speech. <p>Most learners will be able to:</p> <ul style="list-style-type: none"> Select, compile, and synthesize information for an oral presentation <p>Provide a point of view in conversations and discussions; practise drawing and filling a story map.</p> <p>Some learners will be able to:</p> <ul style="list-style-type: none"> Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. Demonstrate the ability to find correct information without any mistakes; Comprehend the reading and understand main ideas while reading surely; Apply topic related vocabulary in speech with grammar accuracies. 			
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning of the lesson	<p>Greeting.</p>  <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Free talk. Look at the cover of the book; tell your partner if he/ she knows what the book is about and who the main character is. In pairs, name words associated with it and make a cluster.</p> 	<p>Students respond to greeting</p> <p>Ss answer the questions</p> <p>Sts answer around the class.</p>	<p>Emoticon</p> <p>Formative assessment</p>	<p>Slide (useful phrases). Pictures PPT</p> <p>Student Book p.77 Gulliver's Travels Trailer</p> <p>Cluster "Gulliver's Travels".</p> <p>Pictures PPT</p>



				
Main Activities	<p><u>LISTENING TASK:</u> Read the text and choose the correct words. Listen and check your answers. Ex.1 p.77 . Pay attention to the new words: Proudly, army, dishonesty, neighbours, customs, murder, judges, laws. Ex.2 p.77. Match the words from Ex.1 Look at the text again and do Ex.3 p.77. Sts. can work in pairs. Answers: 1. customs 2. proudly 3. laws 4. judges 5. army 6. neighbours 7. murder 8. dishonesty Score - 8 Ex.3 Answers: 1. True 2. True 3. False 4. True 5. False 6. False Score - 6 To the false sentences give the right answers. Each student counts the scores for the tasks. In group of 4, fill in a story map. Ex.4. Form an adjective with the help of suffixes. Ex.5 p.77 (Activate). In groups, make a short play of the conversation between a king and Gulliver. Assessment criteria: Identify the main idea in extended talks with little support.</p>	<p>Sts answer around the class.</p> <p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end Ss to tell the class.</p> <p>Ss and elicit their comments at the end</p>	<p>Emoticon</p> <p>Formative assessment</p> <p>Peer assessment</p> <p>Oral</p> <p>Comments</p> <p>Peer assessment</p> <p>Oral</p>	<p>Student Book p.77 CD2.29.</p> <p>Writing Worksheet</p> <p>Student Book p.77</p> <p>Pictures A story map graphic organiser</p> <p>Teacher's Book A Table p.77</p> <p>Optional Activity. Teacher's Book p.99</p>

	<p>Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</p> <p>Demonstrate the ability to participate in a conversation.</p> <p>Descriptor:</p> <p>A learner:</p> <ul style="list-style-type: none"> • selects an appropriate answer. • completes the task. • uses appropriate subject-specific vocabulary while speaking. • discusses questions and answers the questions within the group. 		comments	
Ending the lesson	<p>Giving the home task.</p> <p>W.B. p.52 Ex.3 -5.</p> <p>Students express their attitude to the lesson and give self-assessment using the method: “<i>Six thinking hats</i>”:</p>			
<p>Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.</p>				

Short term lesson plan

Unit of a long term plan: Unit 6. Tradition and language Lesson plan 67		School: «Baldauren» Republican Educational and Health Center	
Date:		Teacher's name: Kambarova Gulzhan	
CLASS: 9		Number present:	absent:
Lesson title	Quebec winter carnival		
Learning objectives(s)	<p>9.S2 ask complex questions to get information about a wide range of general and curricular topics</p> <p>9.S3 explain and justify their own and others’ point of view on a range of general and curricular topics</p> <p>9.S6 link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p>		

Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> • Use some target vocabulary successfully in speaking tasks and show some basic organisational coherence and cohesion in a writing task. • Demonstrate basic knowledge for usage of the structures: Present Perfect/ Present Perfect Continuous and Past Simple Tenses <p>Offer constructive peer-feedback using rubric.</p> <p>Most learners will be able to:</p> <ul style="list-style-type: none"> • Select, compile, and synthesize information for an oral presentation • Provide a point of view in conversations and discussions; • Use most target vocabulary successfully in speaking tasks and show clear organisational coherence and cohesion in writing task <p>Some learners will be able to:</p> <ul style="list-style-type: none"> • Apply the correct form of the studied grammar tenses in the context; • Use most target vocabulary successfully in speaking tasks and show good organisational coherence and cohesion and some elements of appropriate style in writing task. • Justify a decision and use information in new situations.
--------------------------	--

Plan				
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning of the lesson	<p><u>ORGANISATION MOMENTS (WC):</u> Teacher informs learners that the aims of this lesson are to revise the material that was taught in this unit.</p>	<p>Students respond to greeting</p> <p>Ss answer the questions</p>	<p>Emoticon</p> <p>Formative assessment</p>	<p>Slide (objectives) Slide (useful phrases) PPT</p>
Main activities	<p><u>REVISION. CONSOLIDATION. (GW)</u> <u>Rules for Jeopardy game</u> There are 2 kinds of games. Teacher can feel free to choose any or play during the whole lesson. 1. Students play jeopardy in groups. 2. They have to choose a category and a point value. 3. Teacher clicks on the chosen box for the question. (The teacher may want to set a time limit for answering the question)</p>	<p>Sts answer around the class.</p> <p>Students give their own examples using</p>	<p>Emoticon</p> <p>Formative assessment</p> <p>Peer assessment</p>	<p>Student's book p.78 p.79</p> <p>PPT Jeopardy</p>

	<p>4. To see if a student or group is correct, click again for the answer.</p> <p>5. Click the Back to Board button on the slide to return to the main board.</p> <p>5. If the student or team is correct, they are awarded the point value of the question</p> <p>6. Continue until all questions have been answered. The team with the most points wins.</p> <p>Ex. 1 - 2 p. 78 (Revision of vocabulary)</p> <p><u>Revision of Grammar. Present Perfect/ Present Perfect Continuous/ Past Simple</u> (+, -, ? forms)</p> <p>Ex. 3 - 4 (do ex. individually)</p> <p><u>LISTENING TASK:</u> You will listen to a text and complete the sentences:</p> <p><u>COMMUNICATION.</u> Choose the correct responses to the sentences:</p> <p>Ex. 6 p.78</p> <p><u>SKILLS ROUND - UP.</u></p> <p><u>LISTENING.</u></p> <p>Ex. 1 - 3 p.79.</p> <p>Speaking: Ex.4 - 5 p.79. Situations in a big city.</p> <p>Writing: Ex.6. p.79</p> <p>A letter to a friend about a situation of losing or finding something. (Fast finishes can swap emails with another fast finisher.</p> <p>If a teacher has time, she/ he can ask students to do Optional activity: Consolidation.</p> <p>Assessment criteria: Identify the main idea in extended talks with little support. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Demonstrate the ability to participate in a conversation.</p> <p>Descriptor: A learner:</p> <ul style="list-style-type: none"> • selects an appropriate answer. • completes the task. • uses appropriate subject-specific vocabulary while speaking. • discusses questions and answers the questions within the group. 	<p>the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end Ss to tell the class.</p> <p>Ss and elicit their comments at the end</p>	<p>Oral</p> <p>Comments</p> <p>Peer assessment</p> <p>Oral</p> <p>comments</p>	<p>Student's book p.78</p> <p>A mind - map "Past Simple"</p> <p>a graph organizer CD 2.31.</p> <p>Student's book p.79</p> <p>Teacher's Book p.101</p>
--	---	---	--	--

End	Home task. W.B. p.53, St.B. p.78 Ex. 4. FEEDBACK: Your impression! Sts write their impression of the whole unit and share ideas with their classmates. 3 – new words you have taught at the lesson; 2 – adjectives to describe the lesson 1 – one activity you like			Slide
Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.				

Short term lesson plan

Unit of a long term plan: Unit 6. Tradition and language Lesson plan 68.		School: «Baldauren» Republican Educational and Health Center	
Date:		Teacher's name: Kambarova Gulzhan	
CLASS: 9		Number present:	absent:
Lesson title	Summative assessment for the 6th unit. Review		

TERM 3. SUMMATIVE ASSESSMENT TASKS

Summative assessment for the 6th unit "Tradition and language."

Learning objectives	9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics
Assessment criteria	Identify the position of speakers in an extended talk with some support Express thoughts about the given topic in the conversations Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences
Level of thinking skills	Application Knowledge and comprehension Higher order thinking skills
Duration	20 minutes

Listening. Task 1.

Speaking. Task 2. An individual interview on the suggested topic for approximately 2 minutes for each student.






Review. Unit6

Unit of a long term plan Unit 7. Music and films Lesson plan 69		School: «Baldauren» Republican Educational and Health Center		
Date:		Teacher's name: Kambarova Gulzhan		
Class: 9		Number present:	Number absent:	
Lesson title		Types of films		
Learning objectives(s) that this lesson is contributing to		9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.C6 organise and present information clearly to others 9.S2 ask complex questions to get information about a wide range of general and curricular topics		
Lesson objectives		All learners will be able to: <ul style="list-style-type: none"> Comprehend the reading; Discuss a problem in groups; Apply topic related vocabulary in speech. Most learners will be able to: <ul style="list-style-type: none"> Comprehend the reading surely and understand main ideas while reading; Discuss a problem in groups and suggest solution for a problem; Select, compile, and synthesize information for an oral presentation Some learners will be able to: <ul style="list-style-type: none"> Demonstrate the ability to find correct information without any mistakes; Comprehend the reading and understand main ideas while reading surely; Apply topic related vocabulary in speech with grammar accuracies 		
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning of the lesson	The lesson greeting. <u>Pre-learning (W)</u> Teacher greets the class and suggests watching a video. Before the short film Sts. Name form of art they know. Watch a video about music and film images. A - R - T - Give one word with this letter connected with the theme. Do you like to read or listen? What do you watch on T.V.?	Sts answer around the class.	Emoticon Formative assessment	Slide (useful phrases). Pictures PPT film-english.com/2012/02/05/the-joy-of-books/ . Films. Writing Worksheet
Main Activities	Start Thinking. Group Work. Music and film Quiz. p.80 Ex.1 p.80. Vocabulary Work: match the words with the definitions and put in a correct column in the table. What can people do to change the personal appearance? Why? <div style="text-align: center;">Differentiation</div>	Students give their own examples using the correct forms of the verbs.	Peer assessment Oral	Student Book p.80 English - Russian Oxford Dictionary

	<p>In a weaker class: drill the pronunciation of the difficult words (beard, moustache, dreadlocks, tattoo, and braids).</p> <p>In a stronger class, ask students to make up sentences.</p> <p>St. support or critique a strong change in appearance. Ex.3.p.81</p> <p>THE INTRODUCTION OF GRAMMAR: Reflective pronouns.</p> <table><tr><th>Personal pronouns</th><th>Reflective pronouns</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>Sts. give their examples with pronouns. Ex. 4 - 6p.81. Choose the correct pronoun.</p> <p>ACTIVATE: Language focus. Write answers to the questions. What is the difference between reflective pronouns and each other? Workbook p.p.40 – 41(more practice).</p> <p>Assessment criteria: 19. Identify the main idea in extended talks with little support. 20. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. 21. Demonstrate the ability to participate in a conversation.</p> <p>Descriptor: A learner:</p> <ul style="list-style-type: none">• selects an appropriate answer.• completes the task.• uses appropriate subject-specific vocabulary while speaking.	Personal pronouns	Reflective pronouns							<p>Ss and elicit their comments at the end Ss to tell the class.</p> <p>Ss and elicit their comments at the e</p>	<p>Comments</p> <p>Peer assessment</p>	<p>Student Book p.81</p> <p>Writing Worksheet Teacher's Book p.103.</p>
Personal pronouns	Reflective pronouns											
Ending the lesson	<p>Topic» Body Decoration" or presentation</p> <p>Students express their attitude to the lesson and give self-assessment using the method: “<i>Six thinking hats</i>”:</p>											
<p>Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.</p>												



Short term lesson plan

Unit of a long term plan Unit 7 Music and films Lesson plan 70		School: «Baldauren» Republican Educational and Health Center		
Date:		Teacher's name: Kambarova Gulzhan		
Class: 9		Number present:	Number absent:	
Lesson title		The eagle hunters		
Learning objectives(s) that this lesson is contributing to	9.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.R6 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics 9.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics			
Lesson objectives	All learners will be able to: <ul style="list-style-type: none"> Comprehend the reading; Discuss a problem in groups; Apply topic related vocabulary in speech. Most learners will be able to: <ul style="list-style-type: none"> Comprehend the reading surely and understand main ideas while reading; Discuss a problem in groups and suggest solution for a problem; Select, compile, and synthesize information for an oral presentation Some learners will be able to: <ul style="list-style-type: none"> Demonstrate the ability to find correct information without any mistakes; Comprehend the reading and understand main ideas while reading surely; Apply topic related vocabulary in speech with grammar accuracies. 			
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources

Beginning of the lesson	<p>The lesson greeting. Pre-learning (W) Teacher greets the class and suggests playing the game to the learners. Teacher explains the rules for this game.</p> <ul style="list-style-type: none"> • Game “Back to Blackboard” Rules: One person stands back to the picture of a popular Kazakh singer ; Classmates should not call the name of the singer ; Classmates can give some lines from the song of this singer ; Classmates can sing some lines from the songs.  <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p>    <p>Warm up. Free talk about popular Kazakh singers. Look at the portraits of some singers, what can you say about them? Can you name any Kazakh musicians?</p>	Sts answer around the class.	Emoticon Formative assessment	<p>Slide (useful phrases). Pictures PPT</p> <p>Writing Worksheet</p> <p>Pictures PPT</p> <p>Student Book p.82 Slide (useful phrases).</p>
Main Activities	<p>Ex.1 p.82 Look at the portraits of young people? What do you know about them? Students give their own answers.</p>  <p style="text-align: center;">Galymzhan Moldanazar</p> <p>The students in groups will read information about a musician and make a story map. Then a leader is going to present Galymzhan Moldanazar.</p> <p>Reading and listen to the text about a Kazakh</p>	<p>Students give their own examples using the correct forms of the verbs.</p> <p>Ss and elicit their comments at the end Ss to tell the class.</p>	<p>Peer assessment</p> <p>Oral</p> <p>Comments</p>	<p>Student Book p.82</p> <p>Pictures PPT</p> <p>Cluster or a table. Student Book p.82</p>

	<p>musician. (W I). Teacher suggests the list of new vocabulary with their synonyms or opposites for learners. Ex.1,3 p.82 (P) Learners work with new vocabulary first. They get a list of words, read the words with the teacher and write them down into their vocabularies. Learners create 3-4 sentences with new words.</p> <p>Differentiation Learners that are more able help the others to read the words correctly. Ex.3 p.82. Working with active words. POST -READING ACTIVITY: Ex.4 p.82. Give the definition of the underlined words. The teacher divide the class into 2 groups: boys and girls. One group will speak about a popular singer of 80s and the second group will retell the text about a modern musician. They should do it in the form of presentation. Ex.5 p.82. Creative task. Speak about a life of a musician. Make a conclusion: Have you ever wanted to sing in public?</p> <p>Describe another musician in pairs. Try to make a story map. Assessment criteria: 22. Identify the main idea in extended talks with little support. 23. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. 24. Demonstrate the ability to participate in a conversation. Descriptor: A learner:</p> <ul style="list-style-type: none"> • selects an appropriate answer. • completes the task. • uses appropriate subject-specific vocabulary while speaking. 	Ss and elicit their comments at the e	Peer assessment	<p>CD. 3.01</p> <p>Pictures PPT</p> <p>Cluster or a table.</p> <p>Student Book p.82</p>
Ending the lesson	<p>Giving the home task. W.B. p.56 Students express their attitude to the lesson and give self-assessment using the method: “<i>Six thinking hats</i>”:</p>			
<p>Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.</p>				


Unit of a long term plan Unit 7. Music and films Lesson plan 71		School: «Baldauren» Republican Educational and Health Center	
Date:		Teacher’s name: Kambarova Gulzhan	
Class: 9		Number present:	Number absent:
Lesson title		Relatives	
Learning objectives(s) that this lesson is contributing to	9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.C6 organise and present information clearly to others 9.L1 understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics		

Lesson objectives	<p>All learners will be able to: develop speaking skills through communication about clothes crimes; improve reading skills through recognising typical features at word; write descriptions given facts about the clothes using passive voice.</p> <p>Most learners will be able to: •Select, compile, and synthesize information from the reading passage for an oral presentation.</p> <p>Some learners will be able to: Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. Demonstrate the ability to find correct information without any mistakes; Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. Apply topic related vocabulary in speech with grammar accuracies.</p>			
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning of the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments about appearance, clothes, job performance, talent, etc. and also practice accepting compliments. Watching the pictures, the learners are asked to predict the topic of the lesson.</p>   <p>Warm up.Free talk about wearing hooded sweatshirts in Britain. Ex.1. p.83.</p>	Sts answer around the class.	Emoticon Formative assessment	<p>Slide (useful phrases). Pictures PPT</p> <p>Student Book p.83 Writing Worksheet</p> <p>Pictures PPT</p> <p>Slide (useful phrases).</p>

	<p>The teacher asks Sts. in pairs the information about hoodies.</p> <p>By the early noughties in the UK, the hoodie had become directly politicised, symbolising the furtive menace of Britain's inner-city teenage population. In May 2005, it was banned by the Bluewater shopping centre in Kent and later by several schools in England and Wales.</p>			Writing Worksheet															
Main Activities	<p>Main part</p> <p>Look at the sentence from the text: ...young people wearing hooded sweatshirtswere banned from shopping centers....</p> <p>*Teacher suggests revising a basic rule for asking questions in the Passive:</p> <p>(W)This information can be helpful. P.83 Rules.</p> <p>Ex.2 p.83. Fill in a table with the Passive Voice.</p> <p>The teacher asks Sts. to read the text” Clothes Crimes” and express their own opinion. Write negative adjectives about hoodies.</p>	<p>Students give their own examples using the correct forms of the verbs.</p>	Peer assessment	Student Book p.83															
	<table><tr><th>Advantages of hoodies</th><th>Disadvantages of hoodies</th><th>Comments at the end</th></tr><tr><td></td><td></td><td>Ss to tell the class.</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Advantages of hoodies	Disadvantages of hoodies	Comments at the end			Ss to tell the class.										<p>Ss and elicit their</p>	Oral	Workbook p.55
	Advantages of hoodies	Disadvantages of hoodies	Comments at the end																
			Ss to tell the class.																
			Comments	Pictures PPT															
				Student Book p.83															
	<p>Ex.3 - 4. Work with grammar. Activate. Speak about problems connected with clothes among teenagers: hoody tops, baggy jeans, jeans with holes, short skirts.</p> <p>Assessment criteria:</p> <p>Identify the main idea in extended talks with little support.</p> <p>Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</p> <p>Descriptor:</p> <p>A learner:</p> <ul style="list-style-type: none">selects an appropriate answer.	<p>Ss and elicit their comments at the e</p>	Peer assessment																

	<ul style="list-style-type: none">• completes the task.• uses appropriate subject-specific vocabulary while speaking.• discusses questions and answers the questions within the group.			
Ending the lesson	<p>Giving the home task. W.B. p.55 A mind - map: Passive Voice Students express their attitude to the lesson and give self-assessment using the method: “<i>Six thinking hats</i>”:</p>			
Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.				

Unit of a long term plan Unit 7. Music and films Lesson plan 72		School: «Baldauren» Republican Educational and Health Center	
Date:		Teacher’s name: Kambarova Gulzhan	
Class: 9		Number present:	Number absent:
Lesson title		Pronouns (all types)	
Learning objectives(s) that this lesson is contributing to	9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.C6 organise and present information clearly to others 9.S3 explain and justify their own and others’ point of view on a range of general and curricular topics		
Lesson objectives	All learners will be able to: <ul style="list-style-type: none">• Comprehend the reading;• Discuss a problem in groups;• Apply topic related vocabulary in speech Most learners will be able to: <ul style="list-style-type: none">• Comprehend the reading surely and understand main ideas while reading;• Discuss a problem in groups and suggest solution for a problem;•Select, compile, and synthesize information for an oral presentation		



		Some learners will be able to: <ul style="list-style-type: none"> • Demonstrate the ability to find correct information without any mistakes; • Comprehend the reading and understand main ideas while reading surely; Apply topic related vocabulary in speech with grammar accuracies.		
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning of the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments about appearance, job performance, talent, etc. and also practice accepting compliments. Watching the pictures, listening to short fragments of different types of music, the learners are asked to predict the topic of the lesson. Sts. sing a song in the style of country "Numb" and speak about the plot of it.</p>  <p>Have you ever tried to compose a song or music? Which of you studies or has finished a music school?</p> <p>Warm up. Free talk. Have you ever tried to compose a song or music? Which of you studies or has finished a music school? The teacher asks Sts. in pairs</p>	<p>Students respond to greeting</p> <p>Ss answer the questions</p> <p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p>	<p>Formative assessment is held through observation/ monitoring.</p> <p>Emoticon</p>	<p>Slide (useful phrases). Pictures PPT</p> <p>Course books.google.com.co/books?isbn=0521376661 Michael Swan – 1990 Country cover of "Numb" by Linking Park</p> <p>Student Book p.84 Writing Worksheet</p> <p>Pictures PPT</p> <p>Slide (useful phrases).</p>

	make a list of the types of music?							
Main Activities	Main part Look at the words. Which of these are not types of music?Ex.1 p.84. Write adjectives about the types of music : <table><tr><td>Pop</td><td>Classical</td></tr><tr><td>funny, moving.....</td><td>exciting, fascinating...</td></tr></table> Use dictionaries to translate the words you don't know and give definitions: Funny, exciting, moving, dull, appealing, scary, imaginative, fascinating. Give synonyms and opposites to these words. Ex.2 p.84. Speak about the famous types of music among the students of a class?	Pop	Classical	funny, moving.....	exciting, fascinating...	A learner reads the text global understanding;	Formative assessment is held through observation/ monitoring. Comments	Student Book p.84 A Table
	Pop	Classical						
funny, moving.....	exciting, fascinating...							
15 min.	Pre-listening stage. Predicting and guessing.Ex.3 p.84. Where do they say music can be recorded? While-listening stage. The teacher informs the class that they will be participating in the contest” Best in comprehension”. Ex.4. True – false sentences (Score – 6) and listen and practise the dialogue. (Score – 4). Use active word – combinations: To be really into, to have quite a few number one hits, a mixture of, the lyrics are really clear, to be released, to be to one of the gigs, to be to a live performance, due to go on tour. (Score – 10). Ex.5. Activate. Creative Task. In pairs, speak about one’s favourite music. Assessment criteria: Identify the main idea in extended talks with little support. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Demonstrate the ability to participate in a conversation. Descriptor: A learner: <ul style="list-style-type: none">• selects an appropriate answer.• completes the task.• uses appropriate subject-specific vocabulary while speaking.	Sts selects meaningful information, constructs the answer; Student presents information in the group discussion. evaluates the peers’ answers .	Comments 8 10	CD. 3.02 Student Book p.84 Writing Worksheet				
12 min								

	<ul style="list-style-type: none">discusses questions and answers the questions within the group.		Peer assessment	
Ending the lesson	<p>Giving the home task. W.B. Ex.5.p.84 w, W.B. p.56 Students express their attitude to the lesson and give self-assessment using the method: “<i>Six thinking hats</i>”:</p>			
Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners				

Short term lesson plan


Unit of a long term plan Unit 7Music and film Lesson plan 73		School: «Baldauren» Republican Educational and Health Center	
Date:		Teacher’s name: Kambarova Gulzhan	
Class: 9		Number present:	Number absent:
Lesson title: Dalatunes		Language Focus. Passive: past, present and future. Passive: questions. p.85	
Learning objectives(s) that this lesson is contributing to	9.C6 organise and present information clearly to others 9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics		
Lesson objectives	All learners will be able to: <ul style="list-style-type: none">Identify the theme, give the examples of the Passive Voice, use active vocabulary speaking about clothes and fashion.t lifestyle.Transfer information from the book about grammar into a graphic organizer.Offer constructive peer-feedback using rubric. Most learners will be able to: <ul style="list-style-type: none">Select, compile, and synthesize information from the reading passage for an oral presentation.Provide a point of view in conversations and discussions; Some learners will be able to:		

		Respond to and discuss the reading rules and texts using interpretive, evaluative and creative thinking skills, practice transforming active sentences to passive without mistakes.		
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning of the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments about appearance, job performance, talent, etc. and also practice accepting compliments. Watching the pictures, the learners are asked to predict the topic of the lesson.</p>  <p>F-A-S-H-I-O-N.</p>  <p>PASSIVE VOICE: To be + V3 Warm up.Free talk about the theme of the lesson. The teacher asks Sts. in pairs make a mind – map of the Passive Voice.</p>	<p>Students respond to greeting</p> <p>Ss answer the questions</p> <p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p>	<p>Formative assessment is held through observation/ monitoring.</p> <p>Emoticon</p>	<p>Slide (useful phrases). Pictures PPT</p> <p>Student Book p.85 Writing Worksheet</p> <p>Pictures PPT</p> <p>Slide (useful phrases). A mind - map</p>
Main Activities	<p>Main part Look at the sentences and find sentences with a passive voice. In groups, speak about the differences between Active Voice and Passive Voice. (W)This information can be helpful. Rules. This grammar rule also needs regular and irregular forms.</p>	<p>A learner</p> <ul style="list-style-type: none"> • reads the text for global understanding; • selects meaningful information, constructs the 	<p>Formative assessment is held through observation/ monitoring.</p> <p>Comments</p>	<p>Student Book p.85</p> <p>The table</p> <p>Pictures PPT</p>

	<div><p>Passive Voice</p><p>we form the passive with the verb TO BE and the PAST PARTICIPLE</p><table><tr><td>Present Simple</td><td>They serve dinner at 8.00.</td><td>Dinner is served</td></tr><tr><td>Present Continuous</td><td>They are serving dinner now.</td><td>Dinner is being served</td></tr><tr><td>Past Simple</td><td>They served dinner.</td><td>Dinner was served</td></tr><tr><td>Past Continuous</td><td>They were serving dinner.</td><td>Dinner was being served</td></tr><tr><td>Future Simple</td><td>They will serve dinner.</td><td>Dinner will be served</td></tr><tr><td>Present Perfect</td><td>They have served dinner.</td><td>Dinner has been served</td></tr><tr><td>Past Perfect</td><td>They had served dinner.</td><td>Dinner had been served</td></tr><tr><td>Future Perfect</td><td>They will have served dinner.</td><td>Dinner will have been served</td></tr><tr><td>Present infinitive</td><td>They should serve dinner.</td><td>Dinner should be served</td></tr><tr><td>Perfect infinitive</td><td>They should have served dinner.</td><td>Dinner should have been served</td></tr><tr><td>- ing form</td><td>He likes people serving his dinner.</td><td>He likes dinner served</td></tr><tr><td>Perfect - ing form</td><td>Having served dinner, ...</td><td>Dinner having been served</td></tr><tr><td>Modals + be + past participle</td><td>You must serve dinner.</td><td>Dinner must be served</td></tr></table></div> <p>Ex. 1 - 2 p.85.Choose the right verbs in the right voice. Do this exercise in pairs and check each other.</p> <p>Listening Task 1. Ex.3</p> <p>(I) Teacher suggests listening activity to the learners. Learners listen to the text. Their first task is to answer only one question: What clothes are made for films?</p> <p>Listening Task 2</p> <p>II.Listen to the passage for the second time and fill in the right form of the Passive.</p> <p>Remember: a word “clothes” is used only in the plural form.</p> <p>• Clothes is a plural noun. If you want to talk about one shirt</p> <p>IV. Ex.4 -5 p.85 (Grammar Exercises).</p> <p>Assessment criteria:</p> <p>Identify the main idea in extended talks with little support.</p> <p>Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</p> <p>Demonstrate the ability to participate in a conversation.</p> <p>Descriptor:</p> <p>A learner:</p> <ul style="list-style-type: none">• selects an appropriate answer.• completes the task.• uses appropriate subject-specific vocabulary while speaking.• discusses questions and answers the questions within the group.	Present Simple	They serve dinner at 8.00.	Dinner is served	Present Continuous	They are serving dinner now.	Dinner is being served	Past Simple	They served dinner.	Dinner was served	Past Continuous	They were serving dinner.	Dinner was being served	Future Simple	They will serve dinner.	Dinner will be served	Present Perfect	They have served dinner.	Dinner has been served	Past Perfect	They had served dinner.	Dinner had been served	Future Perfect	They will have served dinner.	Dinner will have been served	Present infinitive	They should serve dinner.	Dinner should be served	Perfect infinitive	They should have served dinner.	Dinner should have been served	- ing form	He likes people serving his dinner.	He likes dinner served	Perfect - ing form	Having served dinner, ...	Dinner having been served	Modals + be + past participle	You must serve dinner.	Dinner must be served	<p>answer;</p> <ul style="list-style-type: none">• presents information in the group discussion.• evaluates the peers’ answers. <p>A learner</p> <ul style="list-style-type: none">• reads the text for global understanding;• selects meaningful information, constructs the answer;• presents information in the group discussion.• evaluates the peers’ answers.	<p>Formative assessment is held through observation/monitoring.</p> <p>Comments</p>	<p>Graphic organizers</p> <p>Student Book p.85</p> <p>A Table</p> <p>Graphic organizers</p> <p>Student Book p.85</p>
Present Simple	They serve dinner at 8.00.	Dinner is served																																									
Present Continuous	They are serving dinner now.	Dinner is being served																																									
Past Simple	They served dinner.	Dinner was served																																									
Past Continuous	They were serving dinner.	Dinner was being served																																									
Future Simple	They will serve dinner.	Dinner will be served																																									
Present Perfect	They have served dinner.	Dinner has been served																																									
Past Perfect	They had served dinner.	Dinner had been served																																									
Future Perfect	They will have served dinner.	Dinner will have been served																																									
Present infinitive	They should serve dinner.	Dinner should be served																																									
Perfect infinitive	They should have served dinner.	Dinner should have been served																																									
- ing form	He likes people serving his dinner.	He likes dinner served																																									
Perfect - ing form	Having served dinner, ...	Dinner having been served																																									
Modals + be + past participle	You must serve dinner.	Dinner must be served																																									
Ending the lesson	<p>Giving the home task.</p> <p>W.B. p.57.A mind - map</p> <p>Students express their attitude to the lesson and give self-assessment using the method: “Six thinking hats”:</p>																																										

Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners

Unit of a long term plan Unit 7 Music and films Lesson plan 74		School: «Baldauren» Republican Educational and Health Center			
Date:		Teacher’s name: Kambarova Gulzhan			
Class: 9		Number present:	Number absent:		
Lesson title		Dancing around the world			
Learning objectives(s) that this lesson is contributing to		9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.R6 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics			
Lesson objectives		All learners will be able to: <ul style="list-style-type: none">Identify the theme, new words and use them as the basis for discussion.Demonstrate basic knowledge for usage of the Present and Past Tenses.Transfer information from the given information into a graphic organizer. Most learners will be able to: <ul style="list-style-type: none">Select, compile, and synthesize information for an oral presentationProvide a point of view in conversations and discussions;Offer constructive peer-feedback using rubric. Some learners will be able to: <ul style="list-style-type: none">Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.Use information in new situations. Make a feedback on a product.			
Planned timings	Teacher’s activities		Pupil’s activities	Marks	Resources

<p>Beginning of the lesson</p> <p>5 min.</p>	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments about appearance, job performance, talent, etc. and also practice accepting compliments. Watching the pictures, the learners are asked to predict the topic of the lesson.</p>  <p>Warm up.Free talk. Look at the photos: Where are these people? What are they discussing? In pairs speak about shopping: how do you usually buy anything? Can you change a bought product or clothes?</p>	<p>Students respond to greeting</p> <p>Ss answer the questions</p> <p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p>	<p>Formative assessment is held through observation /monitoring .</p> <p>Emoticon</p>	<p>Slide (useful phrases). Pictures PPT</p> <p>Student Book p.86 Writing Worksheet</p>
<p>Main Activities</p> <p>15 min.</p> <p>12 min.</p>	<p>Main part: Teacher suggests listening to the dialogue and how is the connected with Ex.1.Is it a real life story? Give definitions to the following words: Record, scratch, refund, exchange, receipt, No, I'm good. The Introduction of new key phrases: Sts. do Pronunciation task. Ex.3. p.86. What is the dialogue about? Ex.4 - 5 p.86. Creative task: make a mini - dialogue about changing things in a shop. DISCUSSION ABOUT THE CHANGING THING.</p>	<p>A learner</p> <ul style="list-style-type: none"> • reads the text for global understanding ; • selects meaningful information, constructs the answer; 	<p>Formative assessment is held through observation /monitoring .</p> <p>Comments</p>	<p>Student Book p.86 CD. 3.05</p> <p>CD. 3.06</p> <p>CD. 3.07</p> <p>pictures</p>

	<p>Ex.6 p.86.</p> <p>Ex.1 – 2 p.87. (Problems with a bought product). In groups of 4, play the problem situations from Ex.1. Use Key Phrases of Ex.2. Ex.3 p.87.</p> <p>Working with the writing guide: Giving feedback on a product.Two Sts.will read the essay; others speak later about it and give their own opinion. The teacher pays attention to adverbs in the task and asks Sts. to do ex.3.p.87. In groups of 3 or 4, Sts. write a book review or film review according to the writing guide of Ex.5. p.87. 1. Make sure learners understand that all the information has been included in the feedback. Encourage learners to notice how the essay has been organised into 4 paragraphs. Assessment criteria: Identify the main idea in extended talks with little support. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Demonstrate the ability to participate in a conversation. Descriptor: A learner:</p> <ul style="list-style-type: none"> • selects an appropriate answer. • completes the task. • uses appropriate subject-specific vocabulary while speaking. • discusses questions and answers the questions within the group. 	<ul style="list-style-type: none"> • present s information in the group discussion. • evaluates the peers' answers. 		<p>Student Book p.87</p> <p>A Table on p.87</p>
Ending the lesson	<p>Giving the home task. W.B. p.59, Ex.4 p.87 St. B. Students express their attitude to the lesson and give self-assessment using the method: “<i>Six thinking hats</i>”:</p>			

Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.

Short term lesson plan



Unit of a long term plan: Unit 7 Music and film Lesson plan 75		School: «Baldauren» Republican Educational and Health Center	
Date:		Teacher's name: Kambarova Gulzhan	
CLASS: 9		Number present:	absent:
Lesson title	Summative assessment for the 7th unit.		



TERM 3. SUMMATIVE ASSESSMENT TASKS

Summative assessment for the seventh unit "Music and films"

Learning objectives	9.C6 organise and present information clearly to others 9.R4 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.R5 deduce meaning from context in extended texts on a range of familiar general and curricular topics
Assessment criteria	Form ideas effectively and demonstrate the ability to express them clearly Find particular facts and parts in reading passage. Write sentences about real and imaginary past events, activities and experiences connecting sentences into paragraphs. Organize sentences, paragraphs and ideas logically using a variety of linking devices. Identify and use punctuation in the sentences properly Make up simple perfect forms including some passive forms with time adverbials to express recent, indefinite and unfinished past.
Level of thinking skills	Application Higher order thinking skills
Duration	20 minutes

Short term lesson plan

Unit of a long term plan Unit 7 Music and films Lesson plan 76		School: «Baldauren» Republican Educational and Health Center		
Date:		Teacher’s name: Kambarova Gulzhan		
Class: 9		Number present:	Number absent:	
Lesson title		The 4 elements of music		
Learning objectives(s) that this lesson is contributing to		9.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.R6 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics 9.R7 recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics		
Lesson objectives		All learners will be able to: Identify the meaning of the text about a famous Kazakh actor and Britain in the 1960s, recall facts and basic concepts. Most learners will be able to: Select, compile, and synthesize information for an oral presentation Provide a point of view in conversations and discussions; Synthesize information from the reading passagesfor a discussion. Some learners will be able to: Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. Discuss and give their opinions about an alternative lifestyle using own words.		
Planned timings	Teacher’s activities	Pupil’s activities	Marks	Resources
Beginning of the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Then to create a positive learning environment the teachers asks students to start the lesson. Warm up.Free talk about the life of Chingiz Kapin and Britain in the 1960s.A teacher suggests listening the lines from the song” Yesterday ” by the group Beatles and an episode with Chingiz Kapin from the film.  	Students respond to greeting Ss answer the questions Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas	Formative assessment is held through observation /monitoring . Emoticon	Slide (useful phrases). Pictures PPT Student Book p.88 the song” Yesterday ” Writing Worksheet

				Slide (useful phrases).									
Main Activities	<p>Main part Pre - reading task: introduction of new words: Ex.1 Ex.2 p.88. Listen and read the text. Ex.3 - 4 p.88 for comprehension of the text. Name the films with this actor in the leading part.</p> <div></div> <p>(A film "Zaure").</p> <p>Look at the photos of Ex.1 and speak about this period in the life of people in Britain. Answer the questions. The 1960s overturned the country's old order and brought in the new, as the economic boom reverberated: governments fell through scandal; spies were exposed in the heart of the establishment; England won the World Cup; the arts, fashion and entertainment industries burst with new ideas and young people dominated events. The students in pairs write down some facts about the life in 1960s.</p>	<p>A learner</p> <ul style="list-style-type: none">reads the text for global understanding;selects meaningful information, constructs the answer;presents information in the group discussion.evaluates the peers' answers.	<p>Formative assessment is held through observation /monitoring .</p> <p>Comments</p>	<p>Student Book p.89</p> <p>CD. 3.08 (PROJECT ORDINARY FAMILY (CHINGIZ KAPIN))</p> <p>Pictures PPT</p> <p>Student Book p.88</p> <p>CD.3.09</p>									
	<table><tr><th>Britain in 1960s</th><th>Kazakhstan in 1960s</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Britain in 1960s	Kazakhstan in 1960s										A Table
	Britain in 1960s	Kazakhstan in 1960s											
	<p>During the 1950s and 1960s, Soviet citizens were urged to settle in the Virgin Lands of the Kazakh Soviet Socialist Republic.</p> <div></div>												

	<p>Ex.3 – 5 p.89.</p> <p>Make a short presentation of Alma-Ata in sixties. Assessment criteria:</p> <p>Identify the main idea in extended talks with little support.</p> <p>Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</p> <p>Demonstrate the ability to participate in a conversation.</p> <p>Descriptor:</p> <p>A learner:</p> <ul style="list-style-type: none"> • selects an appropriate answer. • completes the task. • uses appropriate subject-specific vocabulary while speaking. • discusses questions and answers the questions within the group. 			Writing Worksheet
Ending the lesson	<p>Giving the home task.</p> <p>W.B. p.58, Ex.5 p.89 St. B. (group work).</p> <p>Students express their attitude to the lesson and give self-assessment using the method: “<i>Six thinking hats</i>”:</p>			
<p>Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.</p>				

Short term lesson plan

Unit of a long term plan: Unit 7 Music and films Lesson plan 77		School: «Baldauren» Republican Educational and Health Center	
Date:		Teacher's name: Kambarova Gulzhan	
CLASS: 9		Number present:	absent:
Lesson title	Summative assessment for the 3rd term		
Learning objectives(s)			
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> • Listen to the text; • Plan and write a piece of writing; • Speak on the taught topics <p>Most learners will be able to: Identify the correct form of a word, appropriate sentence structure and text layout;</p> <ul style="list-style-type: none"> • Speak on the taught topics with expressing points of view <p>Some learners will be able to:</p> <ul style="list-style-type: none"> • Write a composition keeping appropriate format and plan of a given genre; <p>Recognise the content of an extended conversation using some supporting information;</p>		
Level of thinking	Knowledge and comprehension		
Assessment criteria	<ul style="list-style-type: none"> • Identify the main idea in extended talks • Write topic related words correctly • Connect sentences into paragraphs with basic connectors and linking words with some support 		
Target language	Words of Units 5 - 7		

TERM 3 SUMMATIVE ASSESSMENT TASKS

Summative assessment 7 for the unit “Reading for pleasure”

Learning objective:

6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups

6.C5 use feedback to set personal learning objectives

6.W6 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics

- Identify the position of speakers in an extended talk with some support
- Write a text keeping the layout and format of a given genre with a little support

Level of thinking skills: Knowledge and comprehension

Application Duration 20 minutes

Listening Task 1. Listen to the conversation twice and answer the questions:

Short term lesson plan

Unit of a long term plan: Unit 7. Music and films Lesson plan 78		School: «Baldauren» Republican Educational and Health Center	
Date:		Teacher's name: Kambarova Gulzhan	
CLASS: 9		Number present:	absent:
Lesson title	A review.		
Learning objectives(s)	9.S2 ask complex questions to get information about a wide range of general and curricular topics 9.S3 explain and justify their own and others' point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics		
Lesson objectives	All learners will be able to: *Use some target vocabulary successfully in speaking tasks and show some basic organisational coherence and cohesion in writing task *Demonstrate basic knowledge for usage of the Passive Voice. Offer constructive peer-feedback using rubric. Most learners will be able to: *Select, compile, and synthesize information for an oral presentation *Provide a point of view in conversations and discussions; *Use most target vocabulary successfully in speaking tasks and show clear organisational coherence and cohesion in writing tasks. Some learners will be able to: *Apply the correct form of the Passive Voice in the context; *Use most target vocabulary successfully in speaking tasks and show good organisational coherence and cohesion and some elements of appropriate style in writing task; *Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.		

Plan				
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning of the lesson	<u>ORGANISATION MOMENTS (WC):</u> Teacher informs learners that the aims of this lesson are to revise the material that was taught in this unit and make a project about a famous film director.	Students respond to greeting Ss answer the question	Formative assessment is held through observation/monitoring. Emoticon	Slide (objectives) Slide (useful phrases) PPT

Main activities	<p><u>REVISION.</u> <u>CONSOLIDATION. (GW)</u> <u>Rules for Jeopardy game</u> There are 2 kinds of games. Teacher can feel free to choose any or play during the whole lesson. 1. Students play jeopardy in groups. 2. They have to choose a category and a point value. 3. Teacher clicks on the chosen box for the question. (The teacher may want to set a time limit for answering the question) 4. To see if a student or group is correct, click again for the answer. 5. Click the Back to Board button on the slide to return to the main board. 5. If the student or team is correct, they are awarded the point value of the question 6. Continue until all questions have been answered. The team with the most points wins.</p> <p>Ex. 1 - 2 p. 90(Revision of vocabulary).</p> <p><u>Revision of Grammar. Passive Voice.</u><u>Correct form of the Passive.</u> Ex. 3 - 5 (do ex. individually) Do this task in a table: Ex. 4 p.90</p> <table><tr><td>Active Voice</td><td>Passive Voice</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p><u>LISTENING TASK:</u> You will listen to the text and complete the sentences: Keys: 1. twice 2. exhibitions 3. forty 4. environment 5. increasing 6. buyers 7. on the Internet</p>	Active Voice	Passive Voice									<p>Learners work in groups, apply skills and knowledge to a practical and cooperative task, and produce their own materials.</p> <p>Learners work in groups, apply skills and knowledge to a practical and cooperative task, and produce their own materials.</p>	<p>Formative assessment is held through observation/monitoring.</p> <p>Emoticon</p> <p>Formative assessment is held through observation/monitoring.</p> <p>Emoticon</p> <p>Formative assessment is held through observation/monitoring.</p> <p>Emoticon</p> <p>Formative assessment is held through observation/monitoring.</p> <p>Emoticon</p> <p>Oral assessment and support</p>	<p>Student's book p.90</p> <p>PPT Jeopardy</p> <p>Student's book p.90</p> <p>A mind - map "Passive Voice"</p> <p>a graph organizer</p> <p>CD 3.10</p> <p>Student's book p.90 Ex.7 p.42</p> <p>Student's book p.91 Ex.1 -2</p>
	Active Voice	Passive Voice												

COMMUNICATION.

Projects about Kazakh film directors.

Students are going to present the information about Kazakh film directors.

One group will speak about Yermek Tursunov. This group will use the material from the book on page 91.



Film Director



Yermek Tursunov was born in July 20, 1961 in Kazakhstan. Novelist, writer and film director. He graduated from the Faculty of Journalism of Kazakh National University named after Al-Farabi then the Faculty of Scenario and Film History of Russian State University of Cinematography. Yermek wrote scripts to well-known Kazakh films: “AbulKhair Khan”, “Mother’s paradise” (with M.Makhmalbaf), “Mustafa Shokai” (with Sergey Bodrov), “Mongol” (with Sergey Bodrov), “KurakKorpe”, “Forth world”, “Mytar”, “Sabalak” (with Timur

Learners work in groups, apply skills and knowledge to a practical and cooperative task, and produce their own materials.

Oral
assessment
and support

Learners work in groups, apply skills and knowledge to a practical and cooperative task, and produce their own materials.

Oral
assessment
and support

Oral
assessment
and support

p.91

<https://kazakh-tv.kz/en/tags/Yermek%20Tursunov>

Writing Worksheet

	<p>Bekmambetov), “Baksy” (with Gulshat Omarova), “Mamlyuk”, “Kelin”, “Kenzhe”, “Seven days in May”, “Gift to Stalin” (with Pavel Finn), “Shal”, “Who are you , Mr. Ka?”, etc.</p> <p><u>The career of director</u></p> <p>2009 – “Kelin” (“The Bride”)</p> <p>2012 – “Shal” (“The Old Man”)</p> <p>2014 – “Kempyr” (“Crone”)</p> <p>2015 – “Kenzhe” (“Little brother”)</p> <p>2015 – “Zhat” (STRANGER)</p> <p>YermekTursunov won Grand Prix in Competition of scriptwriters (Russia), won “Golden Star” prize for his script “Tell me, who is your friend” (Russia), won Kazakh National Prize “Kulager” for “Best Film”(2010), “Best Director”(2012), “The Man of the Year” (Kazakhstan, 2011).</p>		Oral assessment and support	
Ending of the lesson	<p>Home task.</p> <p>WB p.38</p> <p>FEEDBACK: Your impression!</p> <p>Sts write their impression of the whole unit and share ideas with their classmates.</p> <p>3 – new words you have taught at the lesson;</p> <p>2 – adjectives to describe the lesson</p> <p>1 – one activity you like</p>			Slide
<p>Differentiation -Learners can contribute at their own language level for this activity, as it is as it is relatively open-ended. This gives each learner a chance to be successful.</p> <p>Reflection at the end of the lesson and teacher summary provides support for progress and achievement</p>				

