Unit of a long term plan: Unit 5. Reading for pleasure.Lesson plan 49		School: «Baldauren» Republican Educational and Health Center		
Date: CLASS: 9		Teacher's name: Ka	mbarova Gulz	han
		Number present:	absent:	
Lesson title	Types of fiction	1		
Learning objectives(	<ul> <li>feelings</li> <li>9.L1 understand</li> <li>wide range of ger curricular topics,</li> <li>9.S1 use formal a</li> </ul>	<ul> <li>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</li> <li>9.S1 use formal and informal language registers in their talk on a range</li> </ul>		
Lesson objectives	<ul> <li>Identify the discussion.</li> <li>Demonstrate describing literare</li> <li>Transfer is organizer.</li> <li>Most learners we</li> <li>Select, compresentation</li> <li>Provide a describe the desc</li></ul>	<ul> <li>of general and curricular topics</li> <li>All learners will be able to: <ul> <li>Identify the theme, new words and use them as the basis for discussion.</li> <li>Demonstrate knowledge for usage of the Past Simple describing literary genres.</li> <li>Transfer information from the given information into a graphic organizer.</li> </ul> </li> <li>Most learners will be able to: <ul> <li>Select, compile, and synthesize information for an oral</li> </ul> </li> </ul>		
Plan	, <b>L</b>	<u> </u>		
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources

S	The lesson greeting. <u>Pre-</u> <u>learning (W)</u> Teacher greets the class. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> 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?	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 Whiteb oard Writing Worksh eet
Main part 15 min	Lead-in (W, I) • Vocabulary work 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. 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: Name the genres of books.	A learner • reads the text for global understanding; • selects meaningful information, constructs the answer;	Formative assessment is held through observation/ monitoring. Comments	Whiteb oard Writing Worksh eet Student Book p.56 Student Book p.56 Pictures " Test your knowle dge" on genres of literatur e. CD 2.13

End	Ex. 2 – 3 p.56. Read the information about genres and describe them with complex nouns from the table. Ex.4 p.5 PRE - LISTENING TASK: Ex.4 p.57( Check the meaning of phrases and add your word - combinations from ex.3):	<ul> <li>presents information in the group discussion.</li> <li>evaluates the peers' answers.</li> <li>Ss listen</li> </ul>	Writing Worksh eet
End 3 min.	Home task. WB p.38	Feedback	

Unit of a long term plan: Unit 5Reading for pleasure. Lesson plan 50		School: «Baldauren» Republican Educational and Health Center				
Date:			Teacher's name: Kambarova Gulzhan			
CLASS: 9			Number	r present:	absent:	
Lesson title The Canterville Gho						
Learning objectives(s) general and curricular to 9.S2 ask complex quest and curricular topics		tions to get information about a wide range of general fy their own and others' point of view on a range of				
Lesson objectives		<ul> <li>All learners will be able to: <ul> <li>Identify the theme, new words and use them as the basis for discussion.</li> <li>Demonstrate knowledge for usage of the Past Simple speaking about the benefits of reading.Transfer information from the given information into a graphic organizer.</li> </ul> </li> <li>Most learners will be able to: <ul> <li>Select, compile, and synthesize information for an oral presentation</li> <li>Provide a point of view in conversations and discussions; describe the plot of the story using active vocabulary.</li> </ul> </li> <li>Some learners will be able to: <ul> <li>Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.</li> <li>Make a presentation about the benefits of reading.</li> </ul> </li> </ul>				
Planned timings	Tea	cher's activities	Plan	Pupil's activities	Marks	Resources
Start	The War The object what Good gues lesso <b>Pre-</b>	Class organisation lesson greeting. <u>mup.</u> teacher sets the ctives, letting students to anticipate from the less d afternoon, dear stude ts! Welcome to our on learning (W)	sson. nts and English	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

End	By Lora Daunt 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). Home task. Ex.5p.58 (w).	<ul> <li>appropriate answer.</li> <li>complet es the task.</li> <li>uses appropriate subject- specific vocabulary while speaking.</li> </ul>	Formative assessment Oral 8	Book 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? Lead-in (W, I) <u>Pre-reading stage.</u> 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). Ex.4 p.58 Build Your vocabulary: Find the active words from the text and explain by your own words.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas A learner: • selects an	Emoticon Formative assessment Oral 8 Emoticon Formative assessment Oral 8 Emoticon	Poem A Table Whiteboard Writing Worksheet (new words) CD 2.14 Student Book p.58 Teacher's

		School: «Baldauren» Republican Educational and Health Center			
Date:		Teacher's name: Ka	mbarova Gulzh	an	
CLASS: 9		Number present:	absent:		
Lesson title The Canterville		e Ghost			
Learning objectives(s) cooperatively i 9.C9 use imaging feelings 9.S7 use approx		ting and listening skills to solve problems creatively and n groups ination to express thoughts, ideas, experiences and opriate subject-specific vocabulary and syntax to talk used range of general and curricular topics			
Lesson objectives	discussion. • Demonstr <i>Continuous</i> , m information from <b>Most learners v</b> • Select, or presentation • Provide a about peo <b>Some learners v</b> • Respond evaluative and co • Make a to	compile, and synthes a point of view in conve ople's favourite books.	age of the <b>Past S</b> this grammar to into a graphic of ize information ersations and disc ling passage usin	Simple or Past tenses.Transfer ganizer. for an oral tussions; speak	
Planned timings	Teacher's activities	Student's	Marks	Resources	
Start	Class organisation Class of Class of Class of Class Class of Class of Class of Class Class of Class of Class of Class of Class Class of Class of Cl	nre of a ne table swers to	er Formative	Slide (useful phrases) Pictures PPT	

Main nart	To practise ac	tive vocabula	rv			
Main part	-	e task Study S e example alou e the task. answers. <b>Deabulary thro</b> <b>on and pair gr</b> <b>. Asimov "Th</b> anises group from the com. (G) Le nto small gro are given surf the inter ion about the y. (If the In is not ava use inforn lix 1). They research post work in the ections and an simov eal book old school. W en use to do? chool of futur eacher)	ough ough oup. e Fun work site earners oups of the rnet to writer nternet ailable, mation should ter. rrange	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.	Oral 8 10 Oral	Writing Worksheet Writing Worksheet
	While speaking or Past Contin	DIAGRAM Same Different ng about past n use: Past si	)	Ss complete the diagram	Emoticon	Venn Diagram A Table
	Words					
					assessment	

	indicatorsUsageEx. 1 – 2 p.59 (Pair Work).In the text, find the example of two grammar tenses.Ex.3 p.59 should be done individually as a competition task. The winner gets a title The Best in Grammar.• Task. Activate.p.59 (Don't forget to use I simple and Past Continuou • Assessment criteria • Read the given text description and identify general information.• Demonstrate skills organizing and expressing is accurately.Illustrate a viewpoint in a discussionDescriptor: Match problems 1-6 with solution Read the text. Choose the correct words. Complete the columns. Write true or false for senten	of the verbs.       on       e -       Ex.4       Past       us).       t of       deas       Ss and elicit       their comments       at the end       Ss to tell the       class.	Oral 8 10	Student's Book p.59 Answers are in Teacher's Book.
End		s -4. their attitude to the lea		

#### **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 terr Unit 5 Lesson	-	School: «Baldauren» Republican Educational and Health Center				
Date:		Teacher's name: Kar	nbarova Gulzha	an		
CLASS: 9		Number present:		absent:		
Lesson title		Clauses of purpose				
Learning objecti	<ul> <li>9.L6 deduce meaning from context in unsupported extended talk wide range of general and curricular topics, including talk on a lin range of unfamiliar topics</li> <li>9.S7 use appropriate subject-specific vocabulary and syntax to about an increased range of general and curricular topics</li> <li>9.S8 recount extended stories and events on a wide range of general and curricular topics</li> </ul>				k on a limited syntax to talk	
and curriculAll learner• Iderdiscussion.• Dergrammar trfrom the gitMost learn• SelectLesson objectivesProvide a pbeing a writisSome learn• Resevaluative• Magood at.Reevaluative		<ul> <li>discussion.</li> <li>Demonstrate I grammar tenses, link from the given inform Most learners will be •Select, compile, a Provide a point of view being a writer.</li> <li>Some learners will be • Respond to an evaluative and creative</li> </ul>	eme, new word knowledge for king words and ation into a grap e <b>able to:</b> and synthesize in w in conversation e <b>able to:</b> d discuss the rea e thinking skills. ntation about whe	hic organizer. formation for writi ns and discussions; ading passage using nat you would like ading passage using	using correct r information ng a story. speak about g interpretive, e to be really	
Level of thinking		Higher order thinking skills (according to the revised Bloom's taxonomy).				
Plan						
Planned timings	Teacher's	s activities	Student's activities	Marks	Resources	

Start	Class organisation	Sts warm	Emoticon	
	Image: Constraint of the second system         Image: Constraint of the second system	greet the teacher standard	Formative assessment	Slide (useful phrases)
	C Aprilados	Students give their own examples using the correct forms of the verbs.	Oral 8	Pictures PPT
Main part 15 min	description $\rightarrow$ details harne desires character traits habits	VCI DS.	10	
	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	Ss and elicit	Oral	A cluster "Writing a
	topic. <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	their comments at the end		story"
	pairs, find out the meaning of the underlined words. After that students call out words, phrases they remember from the text, note	class.	Emoticon	CD2.15
	them. Students work in pairs (1 minute) discuss what the text is about or (create a text using some			Dictionaries

10 min	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:	Ss complete the diagram	Formative assessment Oral	Student's Book p.60
5 min		Students give their own examples using the correct forms of the verbs.	8 10	
			Emoticon	Whiteboard
	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 icumalist? What can you say	Ss and elicit their comments at the end Ss to tell the class.	Formative assessment	Student Book p.60 Ex.5 <b>CD2.15</b> Writing Worksheet Teacher's Book p.82
	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.	0000	Oral 8	

	<ul> <li>Assessment criteria:</li> <li>Read the given text of description and identify the general information.</li> <li>Demonstrate skills of organizing and expressing ideas accurately.</li> <li>Descriptor: <ul> <li>A learner</li> <li>reads the text for global understanding;</li> <li>selects meaningful information, constructs the answer;</li> <li>evaluates the peers' answers.</li> </ul> </li> </ul>		10	
End 3 min.	<ul> <li>Home task.</li> <li>W.B. p.40 Ex.5.p.60 orally</li> <li>Students express their attitude to the lesson and give self-assessment using the method: "<i>Six thinking hats</i>": <ul> <li>Green: How can you use today's learning in different subjects?</li> <li>Red: How do you feel about your work today?</li> <li>White: What have you leant today?</li> <li>Black: What were the weaknesses of your work?</li> <li>Blue: How much progress have you made in this lesson? (Now I can, I still need to work on, I've improved in, Today I learnt</li> </ul> </li> </ul>		Slide (Homewon ) Slide "Six thinking hats"	

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

## By support:

<u>Less able learners</u> will be supported through step-be-step instructions, glossaries, thinking time. By task:

For *more able learners* additional leveled tasks are offered.

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:		Nu	umber absent:	
Lesson title			Journey to the center	of the E	arth		
Learning objectives(s) that this lesson is contributing to		speaking and listening vely in groups imagination to express se perfect continuous forms including time ad riety of relative clause	thoughts, orms and verbials .	ideas, ex a variet so far,	xperiences and f y of simple per lately, all my l	feelings fect active and ife, on a wide;	
All learn• Id• DinformatiMost lea• SeleProvide aactivitiesSome lea• Rand creat• M			ers will be able to:		(1		
		• D informati	entify the theme, new v emonstrate knowledge on from the given infor <b>rners will be able to:</b>	for usag	e of the	e Future Contir	
		<b>Arners will be able to:</b> espond to and discuss the reading passage using interpretive, evaluative ive thinking skills. Iake a presentation about future plans and after respond to and discuss					
		the reading	ng passage using interpo Plan	etive, eva	iluative a	and creative thir	iking skills.
Planned timings	Teache	r's activit	ies	Student		Marks	Resources
Beginning the lesson	friends?		the lesson objectives, now what to anticipate alk. anize events with our want to organize a e with some friends. bing to plan and what	Sts greet teacher Sts around class.	warm the answer the	Emoticon Formative assessment	Slide (useful phrases) Pictures PPT
Main Activities	points explain Continu mean	explaining a new rule: Future Continuous. All Continuous tenses mean a process or duration and are happening in a certain time either in the		Sts greet teacher Sts around	warm the answer the	Emoticon	Writing Worksheet

the sentences and make some sentences	class.		
in the Future Continuous.		Formative	
What will you be eating at the party?		assessment	А
E B U T T E R F M I L K S F b		assessment	
C O R N E R A F V A D R X J			crossword
$\begin{array}{c} C \\ \hline C \\ \hline H \\ \hline U \\ \hline C \\ \hline P \\ \hline K \\ \hline N \\ \hline P \\ \hline H \\ \hline H \\ \hline H \\ \hline H \\ \hline C \\ \hline P \\ \hline K \\ \hline N \\ \hline P \\ \hline H \hline \hline$			
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			
WDADCORNLEMONC			
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	Students give	Oral	
R T Y C O F F E E V H H J K	their own		
D G H J K L T K Y T E A S J	examples		
T E A S R C A B B A G E Y U	using the		Ctor Janet
Ex.1 -3 p.61. Complete the sentences.	0		Student
(In a weaker class this ex. can be done	correct forms		Book p.61
in pairs).	of the verbs.	8	
1 /			
The Consolidation of a structure: Past			Writing
Simple and Past Continuous). A story in			Worksheet
the Past Tenses.		10	
Make a group presentation about the		10	
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			Teacher's
you learnt from these exercises?		01	Book p.83
Ex.6 p.61. Creative exercise		Oral	DOOK p.05
Speak in pairs about the activities next			
weekend at a certain time.			
	Ss and elicit		Writing
OPTIONAL ACTIVITY: Writing and	their comments		Worksheet
Speaking.	at the end		A mind -
Write about the group's plan for the			map
next holidays. What will a student be			
doing at this time during the holidays?			
Make a mind – map of the Future	Ss to tell the		
Continuous.	class.		
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:			
• selects an appropriate answer.			
• completes the task.			
-			
• uses appropriate subject-specific			
vocabulary while speaking.			

Ending the lesson	Giving the home task. W.B. p.41 Peer-assessment. <u>Rubric</u>
	can be achieved through the selection of activities, identification of learning outcomes for nt, provision of individual support to learners, selection of learning materials and resources

a certain student, provision of individual sup based on the individual abilities of learners.

## Short term lesson plan

lesson.

Warm up. Free talk.

Unit of a long term plan: Unit 5 Lesson plan 54			School: «Baldauren» Republican Educational and Health Center		
		Teacher's name: Kambarova Gulzhan			
Class: 9			Num	ber absent:	
Lesson title			Clauses of concession		
Learningobjectives(s) that thislesson is contributingto			clearly to othe extended texts	rs on a wide ra	
All learners will• Understand club and describe • Recognize activities.• Lesson objectives• Most learners • Understand • Use topic r • Create thei Some learners wi • Understand • Apply topic			ure Continuous og a future plan extracts. their dialogues ed on the given n from the dial in speech flues	s to talk abour s. situations an ogues while l ntly.	t future Id act. listening.
Teache	r's activities		Student's	Marks	D
			activities		Resources
The tea	cher sets the lesso		greet the teacher	Emoticon	Slide (useful phrases) Pictures
	4 hat this ibuting ives Teache The less The tea	4 hat this ibuting 9.S1 provide basis an increasing rang 9.C6 organise and 9.R5 deduce mean general and curric All learners will • Understan club and describe • Recognize activities. • Act situati Most learners • Understan • Understan • Use topic • Create the Some learners w • Understan • Understan • Understan • Understan • Understan • Understan • Understan • Some learners w • Understan • Apply top • Create the Teacher's activities The lesson greeting. The teacher sets the lesson students know what to a	4       Center         Teacher's name: I         Number present:         Number present:         Clauses of concessi         hat this ibuting         9.S1 provide basic information about f an increasing range of general topics         9.C6 organise and present information         9.R5 deduce meaning from context in general and curricular topics, and some         All learners will be able to:         • Understand the main ideas of th club and describe a book.         • Recognize key phrases and Fut activities.         • Understand details in listening         • Understand detaile informatio         • Apply topic related vocabulary in         • Create their own dialogues base         Some learners will be able to:         • Understand detailed informatio         • Apply topic related vocabulary         • Create their own dialogues on t         • Plan         The lesson greeting.         The teacher sets the lesson obje	4       Center         Teacher's name: Kambarova G         Number present:       Number         Number present:       Number         Clauses of concession         All provide basic information about themselves and an increasing range of general topics         9.C6 organise and present information clearly to othe 9.R5 deduce meaning from context in extended texts general and curricular topics, and some unfamiliar top 2.K5 deduce meaning from context in extended texts general and curricular topics, and some unfamiliar top 2.K5 deduce meaning from context in extended texts general and curricular topics, and some unfamiliar top 2.K5 deduce meaning from context in extended texts general and curricular topics, and some unfamiliar top 2.K5 deduce meaning from context in extended texts general and curricular topics, and some unfamiliar top 2.K5 deduce meaning from context in extended texts general and curricular topics, and some unfamiliar top 2.K5 deduce meaning from context in extended texts general and curricular topics, and some unfamiliar top 2.K5 deduce meaning from context in extended texts general and curricular topics, and some unfamiliar top 2.K5 deduce meaning from context in extended texts general and curricular topics, and some unfamiliar top 2.K5 deduce meaning from context in extended texts general and curricular topics, and some unfamiliar top 2.K5 deduce meaning from context in extended texts general and curricular topics, and some unfamiliar top 2.K5 deduce meaning from the dial details in listening extracts.         Index state the information from the dial deduce meaning from the dial deduce meaning from the dial deduce meaning from the dial deduce theat the deduce meaning extracts.	4         Center           Teacher's name: Kambarova Gulzhan           Number present:         Number absent:           Number absent:           Clauses of concession           Build colspan="2">Sumber absent:           Clauses of concession           Part of the second colspan="2">Number absent:           Clauses of concession           Part of the second colspan="2">Number absent:           Clauses of concession           Part of the second colspan="2">Number absent:           Clauses of concession           Part of the second colspan="2">Part of the second colspan= second colspan= second colspan="2"

PPT

around the

	<ul> <li>What do you usually do after school? When and where do you meet your friends? Ex.1 p.62</li> <li>Look at the photo on p. 62 and guess the topic of their conversation? Write the theme on lists of paper.</li> <li>Do you know the meaning of a word a "book blurb"</li> </ul> <b>Examples of Blurbs</b> 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.	class.	Formative assessmen t	Student Book p.62 Writing Worksheet
Main Activities	LISTENING TASK:Listen to the dialogue and answer thequestion: How will book club membersdecide which books to read?In groups of 3, write the work of a book cluband choose the first book to read and discusstogether.Look at the key phrases. Invitations. Ex.3p.62. Sentence completion task. Role-play.The teacher offers the groups 5 books andasks them to read the book blurbs and speakabout the books.Ex.1 p.63 Work with the blurb of "The LostWorld". Find compound adjectives andquantities in the text.Compound adjectivesQuantities	Sts warm greet the teacher Sts answer around the class.	Emoticon Formative assessmen t	Student Book p.62 <b>CD2.16</b> <b>CD2.07.</b> Pair work. Teacher's Photocopiabl e Resources p.203 Student Book p.63
	<ul> <li>Ex. 2 – 3 p.63 (a pair – work).</li> <li>Writing Guide:</li> <li>A Blurb in English for any book.</li> <li>Assessment criteria:</li> <li>4. Identify the main idea in extended talks with little support.</li> <li>5. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</li> <li>6. Demonstrate the ability to participate in a conversation.</li> <li>Descriptor:</li> </ul>	Students give their own examples using the correct forms of the verbs. Ss and elicit their comments at the end	Oral 8 10	A Table Student Book p.63 Writing Worksheet

	<ul> <li>selects an appropriate answer.</li> <li>completes the task.</li> <li>uses appropriate subject-specific vocabulary while speaking.</li> </ul>	Ss to tell the class.	Oral	
Ending the lesson	<ul> <li>Giving the home task.</li> <li>Ex.4 p.63 (project), W.B. p.43 Ex. 1 -2</li> <li>Students express their attitude to the lesson at "Six thinking hats": <ul> <li>Green: How can you use today's learning</li> <li>Red: How do you feel about your work</li> <li>White: What have you leant today?</li> <li>Black: What were the weaknesses of you</li> <li>Blue: How much progress have you muse to work on, I've improved in, Today I lee</li> <li>Yellow: What did you like about today's lesson Slide (Homework)</li> </ul> </li> </ul>	ng in different s today? our work? ade in this less earnt)	ubjects?	
for a certain st	n can be achieved through the selection of activiti udent, provision of individual support to learners of on the individual abilities of learners.		0	

		Snort term lesson j	nan			
Unit of a long term	n plan: Unit 5	School: «Baldauren» Republican Educational and Health				
Lesson plan 55		Center				
Date:		Teacher's name:	Kambarova Gu	zhan		
Class: 9		Number present:	Numb	er absent:		
Lesson title		The worth of wealth				
Learning objectives(s) that this lesson is contributing to	<ul> <li>9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups</li> <li>9.L7 recognise typical features at word, sentence and text level of a range of spoken genres</li> <li>9.C8 develop intercultural awareness through reading and discussion</li> </ul>					
Lesson objectives	5	<b>I be able to:</b> he theme, new words and use them as the basis for discussion. rate knowledge for usage of the Past tenses. Transfer				

# Short term lesson plan

	Provide a point of v Kazakh poet. Some learners will • Respond to a and creative thinkin	<b>be able to:</b> be, and synthesized iew in conversa <b>be able to:</b> and discuss the p g skills. sentation about	e information for tions and discuss reading passage famous poets.	an oral present ions; speak abo using interpreti Respond to an	out a great ve, evaluative d discuss the
		I lali			1
Planned timings	Teacher's activities		Student's activities	Marks	Resources
Beginning the lesson	Org.moment The teacher sets the lesso letting students know what from the lesson. Warm up. Free talk. • A teacher asks Sts. groups what they know ab Kazakh writer and poet. Group work of three.	to anticipate to discuss in yout a famous	StswarmgreettheteacherStsansweraroundtheclass.	Emoticon Formative assessment	Slide (useful phrases) Pictures PP Poems of Abai Kunanbaiul i Cluster
Main Activities	LISTENING and READING Listen and read the text of interesting facts about a great you learnt? Date 1845	uickly. What		Emoticon Formative assessment	Student Book p.64 <b>CD2.18.</b> Pair work. Student Book p.66 <b>Writing</b> <b>Worksheet</b>
	<i>Intelligence</i> ). <b>Task 1 :</b> Lead the discussi	they close the all out words, a the text, note firs (1 minute) out. (Interpersonal	using the correct forms of the verbs. Ss and elicit their comments at the end	Oral 8	

questions about the story that your groupmight want to discuss. Help others talkabout the main idea, help them share theirthoughts and feelings. <b>Descriptors:</b> 1. Write 2 open-ended questions.2. Write your responses to these questions.3. Keep the discussion going	Ss to tell the	10	Student Book p.64
<ul> <li>Passage Picker(Body-Kinesthetic Intelligence).</li> <li>Task 2: Choose a paragraph that you think your group would like to re-read.</li> <li>Descriptors: <ol> <li>Choose an interesting or important paragraph and write down its location.</li> <li>Read passage aloud yourself (using body language), or ask someone else to read it, or ask the group to read it silently a Word Wizard (Verbal-linguistic Intelligence).</li> <li>Task: Find in the text 5 words or phrases that you had difficulty reading or understand in the story.</li> </ol> </li> <li>Descriptors: <ol> <li>Write 3 unfamiliar or puzzling words in a full sentence. (You may also find familiar word repeated a lot).</li> </ol> </li> </ul>	class.	Oral	Writing Worksheets
<ul> <li>Task 3 : Prepare a brief description of the key points in the story.</li> <li>Descriptors: <ol> <li>Write at least 4 sentences.</li> <li>Write in your own words.</li> <li>Present the important events in a logical order.</li> </ol> </li> <li>Task 4: Find a part of the story that reminds you of something you have seen, heard, done or read about before.</li> <li>Descriptors: <ol> <li>Write at least 2 sentences. Make connections with your own experience, another text or the world.</li> </ol> </li> </ul>	Students give their own examples using the correct forms of the verbs. Ss and elicit their comments	Oral 8 10	
<ul> <li>2. Give evidence from the book to support your connection.</li> <li><u>Post-reading stage.</u></li> <li>Next, students complete peer-evaluation form.</li> <li>Ex.4 – 5 p.64</li> </ul>	at the end Ss to tell the class.	Oral	Writing Worksheets
			Student

				Book p.64 Ex.1 – 3 p.64
	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.			
Ending the lesson	Giving the home task. <b>W.B.p.42, Kazakh w</b> Students express their attitude to the lesson <i>"Six thinking hats</i> ":		sessment using	g the method:
learning outco	n – Differentiation can be achieved through the mes for a certain student, provision of individu resources based on the individual abilities of le	al support to lear		

Unit of a long term plan: Unit 5 Lesson plan 56 Date:			School: «Baldauren» Republican Educational and Health CenterTeacher's name: Kambarova Gulzhan				
Class: 9			Number present:	:	Num	ber absent:	
Lesson title			The promises lan	d	1		
<b>bjectives(s) that this</b> <b>objectives(s) that this</b> <b>lesson is contributing</b> <b>9.C1</b> use speaking cooperatively in g		the main points of supported extended talk on a range of general				and	
<ul> <li>Demonstration</li> <li>Demonstration</li> <li>Transfer in</li> <li>Most learners with</li> <li>Select, comp</li> <li>Provide a point of novelists of Kazal</li> <li>Some learners with</li> <li>Respond the and creative think</li> <li>Make a period</li> <li>Austen, Respond</li> </ul>		pile, and synthesize information for an oral presentation of view in conversations and discussions; speak about famous akhstan. <b>vill be able to:</b> to and discuss the reading passage using interpretive, evaluativ				speak about a phic organizer. tation out famous tive, evaluative dice" by Jane	
Planned	Teache	r's activities	Plan	Studen		Marks	Resources
timings	Greetin	g.		activiti	es	Emoticon	
Beginning				greet	warm the		Slide (useful phrases) Pictures PPT
the lesson	The teacher shows a fragm and asks the students t objectives, letting studen anticipate from the lesson.		to set the lesson ts know what to	teacher	•	Formative assessmen t	
	FRI	DE&PREJUDICE					A fragment from a film "Pride and Prejudice".

	<ul> <li>Warm up. Free talk.</li> <li>What types of novels do you like reading? What is your favourite novel?</li> <li>Look at the word on the board and give your commentary? <ul> <li>A Realistic novel/ Adventure novel/Romantic novel/ Science fiction novel</li> </ul> </li> <li>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 Jane Austen's 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</li> </ul>	Sts answer around the class.		Student Book p.65
	happenings, or insane wives. The women do ordinary things like get married and the men are fairly ordinary men. If you compare <u>Pride and Prejudice</u> to a novel like Jane Eyre, the differences become clear: no secret insane wives imprisoned in the home, no misplaced identities and no Byronic heroes. <u>PRE -LISTENING TASK:</u>		Emoticon	Writing Worksheet Whiteboard
Main	Ex.1 p.65. (Name the period in history and			Student
Activities	give characteristic features of that time).			Book p.65
15 min.	It is set in the nineteenth century.	Sts answer around the class. Students give their own examples	Formative assessmen t	Whiteboard
	LISTENING TASK:	using the		
	$\frac{\text{LISTENING TASK.}}{\text{Ex.2 - 3 p.65.}}$	correct		CD1 21
	Speak about:	forms of the		CD1.31 CD2.19.
	1. Families with unmarried daughters	verbs.		CD2.19.
	2. Love in the 19 – th century		Oral	
	3. Marriage in the 19 – thin century			Student
	5. Marriage in the 17 tinn century			~~~~~
13 min	(Do this task in groups of 3).			Book p.65
13 min.	( <b>Do this task in groups of 3</b> ). While reading the text, compare the men and			Book p.65
13 min.	(Do this task in groups of 3).	Ss and elicit their comments at	8	Book p.65

and the same		the end	10	Worksheet
			10	
MEN(unmarried)	WOMEN(unmarrie	ed)	Oral	Student Book p.65
Ex.4 p.65 Speak about a famous Kaz Mukhtar Auezov Sabit Mukanov Gabit Musrepov Olzhas Suleimenov	zakh novelist.	Ss to tell the class. Students give their own examples using the	Oral 8	Writing Worksheet
Gabit Musrepov was bor Kostanay region. His w	ork in the press	correct forms of the verbs. Ss and elicit their	10	
began with an ordinary en the chief editor. He was a Working as a journalist, he of life and stories for futur "Amangeldy", like the fi name, was created from a	brilliant journalist. e received a school re works. The play lm with the same	comments at the end Ss to tell the	Oral	Writing Worksheet
Literary works: "Kyz Zhibek", "Kozy Ko Sulu", "Akhan-sere-Aktok Assessment criteria: Identify the main idea in e	ty".	class.		Teacher's Book p.87 Teacher's Photocopiabl e Recourse
little support. Apply topic related voca appropriately arranging w into well-formed sentence Demonstrate the ability to conversation. <b>Descriptor:</b>	vords and phrases s.			p.p.216 - 217
<ul> <li>A learner:</li> <li>selects an appropriate a</li> <li>completes the task.</li> <li>uses appropriate vocabulary while speakin</li> <li>discusses questions questions within the group</li> </ul>	subject-specific g. and answers the			

	Giving the home task.
Ending the	W.B. p.43. Ex.3
Ending the	Ex.4.p.65 retell
lesson	Rules of a game (w)
	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 plan 57	t 5 Lesson	School: «Baldauren and Health Center	» Republican Educational	
Date:		Teacher's name: Kambarova Gulzhan		
CLASS: 9		Number present:	absent:	
Lesson title	The promises	s land. The values of storytelling.		
Learning objectives(s)	<ul> <li>9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics</li> <li>9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</li> <li>9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics</li> </ul>			

#### Short term lesson plan

	All learners will be able to:
Lesson objectives	<ul> <li>Use some target vocabulary successfully in speaking tasks and show some basic organisational coherence and cohesion in writing task</li> <li>Demonstrate basic knowledge for usage of the Past Simple and Past Continuous and active vocabulary.</li> <li>Offer constructive peer-feedback using rubric.</li> <li>Most learners will be able to: <ul> <li>Select, compile, and synthesize information for an oral presentation</li> <li>Provide a point of view in conversations and discussions;</li> </ul> </li> </ul>
	• Use most target vocabulary successfully in speaking tasks and show clear organisational coherence and cohesion in writing task
	Some learners will be able to: •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
	Plan

Plan

Planne	Teacher's activities	Student's	Marks	Resourc
d		activities		es
Start	<b>ORGANISATION MOMENTS (WC):</b>	Sts warm greet		
	Teacher informs learners that the aims of this	teacher	stickers	Slide
	lesson are to revise the material that was taught in			(objectiv
	this unit.			es)
				Slide
				(useful
				phrases)
				PPT
Middle	<b>REVISION. CONSOLIDATION. (GW)</b>		Emoticon	
	<b>Rules for Jeopardy game</b>			
	There are 2 kinds of games. Teacher can feel free			Student's
	to choose any or play during the whole lesson.	C.L.		book
	1. Students play jeopardy in groups.	Sts answer around the class.		p.66
	2. They have to choose a category and a point	around the class.		
	value.			
	3. Teacher clicks on the chosen box for the			PPT
	question.		Formative	Jeopardy
	(The teacher may want to set a time limit for		assessmen	1 5
	answering the question)	Students give	t	
	4. To see if a student or group is correct, click	their own		
	again for the answer.			
	5. Click the Back to Board button on the slide to	examples using the correct		
	return to the main board.	forms of the		
	5. If the student or team is correct, they are			
	awarded the point value of the question	verbs.		
	6. Continue until all questions have been			
	answered. The team with the most points wins.			Student's
	Ex. 1 - 3 p.66(Revision of vocabulary)			book

<b>Revision of Grammar.</b> Past Simple" and «Past ContinuousTenses(- ? forms)	Ss and elicit	Oral	p.66
Ex. 4 - 5 p.66	their comments		
Listening Task	at the end		Mind -
You will listen to a text about the writer talking			maps
about her new book, try to understand it and make		8	" Past
a graph organizer in any form you like: a table,		-	Simple
cluster, diagram, etc.			and
Keys:			" Past
1. developing a plot		10	Contin
4. getting feedback		10	us"
7. looking for inspiration			us
8. creating interesting characters			a graph
9. drawing on her own experiences			organiz
b. school	Ss to tell the		CD 2.2
c. languages at school	class.		
d. free time activities		Oral	
Reading Task:			
Read the text and be able to do a short test.	C4 Jan 4 m		
Everyone has heard of Sherlock Holmes. The author of all the	Students give		
Sherlock Holmes stories was Sir Arthur Conan Doyle. Once Sir Arthur was	their own		
in Paris. He was going from the railroad station to the hotel where he decided to spend the night. He arrived at the hotel, got out of the taxi and	examples using		
paid the taxi-driver.	the correct	Oral	
'Thank you very much, Sir Arthur Conan Doyle,' said the taxi-driver smiling.	forms of the	Olai	Studen
'Oh, do you know who I am?' said Sir Arthur. He was very surprised.	verbs.		book
'Well, sir, I read in the newspaper yesterday that you were coming to Paris from the south of France. The train on which you arrived came from			Ex.6
the south of France. I also noticed that you hair was last cut by a barber in			p.66
the south of France. 'Your clothes, and especially your hat, told me that you were English.	Ss and elicit	8	p.00
I put all this together and realized at once that you were Sir Arthur Conan	their comments	0	
Doyle.' 'That is wonderful, ' said Sir Arthur. 'With so few facts you were	at the end		
really about to know me?'			
'Of course,' said the taxi-driver, 'your name is on both your travelling bags. That also helped'.		10	
1. Finish the sentences:	Ss to tell the	10	
The text is	class.		
A Sherlock Holmes in Paris.			
B the famous detective Sherlock Holmes. C the author of the Sherlock Holmes stories.			
D the railroad station hotel.			
2. Choose the true sentence.		Oral	
A Sherlock Holmes spent the night at the hotel.		Oral	
B Conan Doyle decided to spend the night in Paris.			
C The taxi-driver did not recognize Conan Doyle.			
D Conan Doyle came to Paris from the north of			
France.			
3. Choose the false sentence.			
A Conan Doyle was angry with the taxi-driver.			
B Conan Doyle came to the hotel in a taxi.			
C The taxi-driver thanked Conan Doyle smiling.			
D The newspapers wrote about Conan Doyle's visit to			Writing
Paris.			Worksh
4. Choose the right answer: <i>Why was Conan Doyle</i>			t
surprised?			
A taxi-driver was rude to him.			
B The taxi-driver did not like his clothes.			
C The taxi-driver could not speak English.			
D The taxi-driver knew his name.			

	Learners managed to understand the rules and do the tasks.	
End	Home task. W.B. p.44, a sonnet of W. Shakespeare	Slide
open-en Reflecti	<b>ntiation</b> Learners can contribute at their own language level for this activity, as it is ded. This gives each learner a chance to be successful. on at the end of the lesson and teacher summary provides support for progress and lenge to thinking and setting future objectives.	

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			Short term lesso	n plan		
	ng term plan:	Unit 5 Lesson		uren» Repu	ublican Educati	onal and Health
plan 58			Center			
Date:			Teacher's name: Kambarova Gulzhan			
Class: 9			Number presen	.t:	Number absen	t:
Lesson title	9		Unit revision			
Learning o that this les contributin	son is	<b>9.C1</b> use speaking cooperatively in g	<ul> <li>9.C8 develop intercultural awareness through reading and discussion</li> <li>9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups</li> <li>9.S1 use formal and informal language registers in their talk on a range</li> </ul>			
All learners will         • Identify th         • Demonstrative         recite a poem. The organizer.         Most learners with         • Select, comp         Provide a point of Some learners with         • Respond the and creative think			the theme, new wor ate knowledge for ransfer informatio ill be able to: bile, and synthesize f view in conversa ill be able to: o and discuss the cing skills.	rhyming pan n from the e informatic tions and di reading pas ent langua	atterns in poems given informati on for an oral pre- scussions; speak sage using interp ges.Respond to	and the ability to on into a graphic sentation about poetry. pretive, evaluative and discuss the
Planned	Teacher's a	etivities	Plan	Student's	Marks	
timings				activities		Resources
Beginning the lesson	Greeting. stickers Slide (useful					

				phrases)
	898969	Sts warm greet teacher		Pictures PPT
	The teacher begins the lesson with a sonnet of W. Shakespeare" Age and Youth". The students see the portraits of well – known Kazakh,			The portraits of
	<ul> <li>Russian, English, American and French poets.</li> <li>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</li> <li>Warm up. Free talk. Today we are having an unusual lesson – The lesson of Poetry.</li> <li>Do you like poems? Have you ever composed poems?</li> <li>About what is the sonnet?</li> </ul>			well – known Kazakh, Russian, English, American and French poets.
				Writing Worksheet
	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.           Title         The meaning of a verse           "The Cow"         "	Sts answer around the class.	Emoticon	Student Book p.67 CD2.21
Main Activities	carriage"Find rhyming words:Speak about the patterns od rhyming words:ABAB CDCD EFEFAABBCCDDEx.3 – 4 p.67	Students give their own examples using the	Formative assessment	Writing Worksheet
	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.	correct forms of the verbs.		Whiteboard
	<ul> <li>Assessment criteria:</li> <li>7. Identify the main idea in extended talks with little support.</li> <li>8. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</li> <li>9. Demonstrate the ability to participate in a</li> </ul>	Ss and elicit their comments at the end		
	conversation.	Ss to tell the		

	<ul> <li>Descriptor: A learner:</li> <li>selects an appropriate answer.</li> <li>completes the task.</li> <li>uses appropriate subject-specific vocabulary while speaking.</li> <li>discusses questions and answers the questions within the group.</li> </ul>	class.		
Ending the lesson	<ul> <li>Giving the home task. W.B. p.45 A project: a p Students express their attitude to the lesson and <i>thinking hats</i>":</li> <li>Observation <ul> <li>Feedback on the work</li> <li>Peer-assessment</li> </ul> </li> </ul>		ent using the	method: "Six
a certain stu	<b>tion</b> – can be achieved through the selection of activident, provision of individual support to learners, sele 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: Kar	mbarova Gulzhan	
Class: 9		Number present:	Number absent:	
Lesson title		Language		
Learning objectives(s) that this lesson is contributing to	<ul> <li>9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups</li> <li>9.C2 use speaking and listening skills to provide sensitive feedback to peers</li> <li>9.C3 respect differing points of view</li> </ul>			
Lesson objectives	<ul> <li>All learners will be able to: <ul> <li>Identify the theme, new words and use them as the basis for discussion.</li> <li>Demonstrate knowledge for usage of the Present Perfect + for and since.</li> </ul> </li> <li>Transfer information from the given information into a graphic organizer.</li> <li>Most learners will be able to: <ul> <li>Select, compile, and synthesize information for an oral presentation</li> </ul> </li> <li>Provide a point of view in conversations and discussions; speak about traditions</li> </ul>			

		<ul> <li>and customs.</li> <li>Some learners will be able to: <ul> <li>Respond to and discuss the real and creative thinking skills.</li> </ul> </li> <li>Make a presentation about traditions or reading passage using interpretive, evaluations of the statement of</li></ul>	of Kazakhstan.	Respond to a	nd discuss the
Planned timings	Teacher's ac	tivities	Student's activities	Marks	Resources
		sets the lesson objectives, letting	Sts warm greet teacher	stickers	Slide (useful phrases). Pictures PPT
Beginning of the lesson	Warm up. Fr • When y "customs" w traditions and try to keep tra-	w what to anticipate from the lesson. ree talk. you hear the words "tradition" and that associations do you have? What d customs do people have?Do people aditions alive? the photo and guess the traditions:	Students answer the question		Student Book p.68
	Toy dastarkha Betashar Maslenitsa <b>Britain</b> is full been around <b>customs</b> and world. When think of <b>peop</b> and wearing to <b>Britain</b> that	fourth Thursday in November) an			Writing Worksheet
	Poppy Day o	or Remembrance Day			

	In groups speak about the	se traditions.			Pictures PPT Writing Worksheet
	READING TASK: Match the facts with peop Don't forget to underline say their meanings. <u>Answer: free</u> Ex.1 - 2 p.68 How do people keep the Do traditional stories tra	Sts answer around the class.	Emoticon	Student Book p.68 Student	
	another? While reading the tex combinations: Word - combination make up calm down pass down find out get orders	t write down word – Meaning create R d to give from one generation to the next learn by studying order	Students give their own examples using the correct forms of	Formative assessment Peer	Book p.68 Writing Worksheet A Table
Main Activities	get mad come up with look into keep on Which of the traditional s all? Explain: "Remember the a	the verbs. Ss and elicit their comments	Student Book p.68		
	adverbs:	ON OF GRAMMAR. ce completion task with egative	at the end Ss to tell the class.	comments	Student Book p.69
					A Table

Forms ( has/	have + past participl						
Affirmative	Negatives	Questions					
I have worked.	I haven't worked.	Have I worked?					Α
You have worked. He/She/It has	You haven't worked He/She/it hasn't	Have you worke Has he/she/it	d?				song"Brig
worked	worked	worked?					ton in the
They/We have worked	They/We haven't worked	Have they/we worked?					Rain".
The teacher a in the rain" a the position o	nd put down	the verb he Presen	s and un t Perfect	nderline			
Fill in the gap the Present Pe	s and comple	ete the son	g lyrics				
(verbs may be	e used more t	han once).					
song and chec			~	h	1		-
be driv		eat	go	have	hear	kiss	-
know lear	n read	sail	see	spend	study	watch	
• completes	sentences. ate the abil appropriate a the task. ropriate sub ng.	lity to pa inswer. oject-speci	articipat fic voc	e in a cabulary			
Homework:					e self-asse	essment us	sing the method: "Si

Unit of a long term plan Unit 6 Tradition and language Lesson plan 60		1904	School: «Baldauren» Republican Educational and Health Center				
Date:		Tea	Teacher's name: Kambarova Gulzhan				
Class: 9 Lesson title			nber present:	Number absen	t:		
			ival blog	•			
Learning objectives(s) that this lesson is contributing to		<ul> <li>9.S3 give an opinion at sentence level on a limited range of general and curricular topics</li> <li>9.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics</li> <li>9.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics</li> </ul>					
Lesson objectives		<ul> <li>All learners will be able to: <ul> <li>Identify the theme, new words and use them as the basis for discussion.</li> <li>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.</li> </ul> </li> <li>Most learners will be able to: <ul> <li>Select, compile, and synthesize information for an oral presentation</li> </ul> </li> <li>Provide a point of view in conversations and discussions; speak about arranged marriages using active vocabulary.</li> </ul> <li>Some learners will be able to: <ul> <li>Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.</li> <li>Make a presentation about marriages in Kazakhstan.Respond to and discuss the reading passage using interpretive, and creative thinking skills.</li> </ul> </li>					
	1	Plan					
Planned timings	Teacher's ac	tivities	Student's activities	Marks	Resources		
		sets the lesson objective nts know what to anticipa on.					
Beginning of the lesson	Speak	about arranged marriage	Students answ the question	wer	Pictures PPT Student Book p.70 Writing		

				Wasterley (
				Worksheet
				Pictures
	Warm up. Free talk.			Student
	On the board you can see the word:			Book p.70
	Marriage What do you imagine when you hear this			Ex.1
	word?			Teacher's
	How will you choose your future husbands /wives?			Book p.92 Background.
	ARRANGED MARRIAGE			
	What do you think about it?			
	LISTENING TASK:		Emoticon	
	Read and listen to the text and express your			Student
	opinions:			Book p.70 CD2.22
		Sts answer		
	Facilitation of Facts	around the class.		
	Facts, data,			
	Problem or issue information about the issue	1		
	from the		Formative	Writing Worksheet
	Benefits each hat		assessment	W OI KSHEEL
		Students give		
Main	Value in proposed solutions	their own examples using		Six hats
Activities	Feelings, intuitio			method
	Cautions Ideas	forms of the		Student
		verbs.		Book p.70 A table
	Discuss the text using the method of six		Peer	A table
	hats:		assessment	
	1 group will speak about facts. 2 group - feelings.			
	3 group - creative ideas.			
	4 group -negative aspects.	Ss and elicit		Teacher's
	5 group - benefit from the holidays in	their comments		Book p.92.
	jungle.	at the end	Oral	<b>D</b> OOK p.72.
	6 group - conclusion.			
	Ex.2 p.70 True - false sentences. Vocabulary work: find verbs with			
	prepositions and make your sentences. Ex. 3	Ss to tell the class.		
	- 4 p.70.	01000.		
	Verb Preposition			
			comments	
	Ex 5 p 70 Creative exercise			
	Ex.5 p.70. Creative exercise <b>Optional activity: Reading.</b>			
	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			

	<ul> <li>into well-formed sentences.</li> <li>Demonstrate the ability to participate in a conversation.</li> <li>Descriptor: <ul> <li>A learner:</li> <li>selects an appropriate answer.</li> <li>completes the task.</li> <li>uses appropriate subject-specific vocabulary while speaking.</li> <li>discusses questions and answers the questions within th</li> </ul> </li> </ul>
Ending the lesson	<ul> <li>Giving the home task: W.B. p.50</li> <li>Students express their attitude to the lesson and give self-assessment using the method: "Six thinking hats":</li> <li>Observation</li> <li>Feedback on the work</li> <li>Peer-assessment</li> </ul>
certain stude	on can be achieved through the selection of activities, identification of learning outcomes for a nt, provision of individual support to learners, selection of learning materials and resources based dual abilities of learners.

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 pre	sent:	Numbe	er absent:		
Lesson title since	: Presen	t Perfect + for and	Countable/ u	incountal	ble nou	ns		
Learning objectives(s) that this lesson is contributing to9.9.		<ul> <li>9.C8 develop intercultu</li> <li>9.S2 ask complex quest curricular topics</li> <li>9.S3 explain and justify and curricular topics</li> </ul>	tions to get inf	ormation	about a	wide range	of general and	
Lesson objectives		<ul> <li>All learners will be able to: <ul> <li>Identify the theme, new words and use them as the basis for discussion.</li> <li>Demonstrate knowledge for usage of the Present Perfect + for and since.</li> </ul> </li> <li>Transfer information from the given information into a graphic organizer.</li> <li>Most learners will be able to: <ul> <li>Select, compile, and synthesize information for an oral presentation</li> </ul> </li> <li>Provide a point of view in conversations and discussions; speak about relations between people.</li> </ul> <li>Some learners will be able to: <ul> <li>Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.</li> <li>Make a story about cultural problems. Respond to and discuss the reading</li> </ul> </li>						
		passage using interpreti	ve, evaluative <b>Plan</b>	and creat	ive thin	king skills.		
Planned timings	Teache	r's activities		Student' activities		Marks	Resources	
Beginning of the lesson	The teletting from the <b>Warm</b> When which result, can you with a	son greeting. acher sets the lesson students know what the lesson. <b>up.</b> Free talk. you want to speak abor you have done recently what structures and gran a use? We can use Pre definite word indicator. and give your sentences:	o anticipate out activities and have a mmar tenses esent Perfect Look at the	Sts greet tea Students answer th question	warm icher	stickers	Slide (useful phrases) Pictures PPT Student Book p.71 Writing Worksheet	

	<b>U2 SONG FOR TEACHING PRESENT</b>	[	Emoticon	
	PERFECT		Linoucon	Student
	This song is great for teaching Present			Book p.71
	Perfect. There are around 10 present perfect			A table
	sentences. Aside from the normal listening	Sts answer		U2 - I Still
	activities, get the students to complete	around the class.		Haven't
	blanks spaces. Ask them to identify the	V1055.		Found
	grammar mistake (I have spoke). For			What I'm
	discussion the students can talk about all the		Formative	Looking for
	things the singer "has done". After, students		assessmen	(Official
	will write things they have done and things		t	Video)
	they still want to do.	Students give		https://www.
	Think of something that you really want to	their own		youtube.com
	do in your life, but you haven't been able to	examples		/watch?v=e3 -5YC_oHjE
	do yet	using the		S.S_ONJ⊏
	Ex.2 p.71	correct forms		ļ
	- <b>since</b> - if the starting point is given (two	of the verbs.		
	o'clock, last Friday, 1998)		<b>_</b>	
	- for - if the period of time is given (twenty		Peer	1
	minutes, two days, one year)		assessmen	1
	Decide whether to use »since« or »for«.		t	
	1. I have been waiting since 4 o'clock.	Ss and elicit		Writing
	2. Sue has only been waiting for 20	their comments at the end		Worksheet
Main	minutes.			
Activities	3. Tim and Tina have been learning		Oral	
	English for six years.	Ss to tell the class.		
	4. Fred and Frida have been learning	0.000.		
	French since - 1998.			
	Ex.3 p.71. Sentence completion task. Speak			
	about the main character.			Writing
	Use ex.4 to make questions about you.		comments	Worksheet
	Put the sentences into interrogative form: Ex.5 p.73.			
	In groups of 4 write 4 sentences about the			
	duration of the done activity using: How			
	A game" The best listener". The Sts. listen			
	and try to pronounce correctly.			
	Imagine a perfect holiday. Write about the activities you have done during it.			
	Assessment criteria:			
	13. Identify the main idea in extended talks with	ļ		
	little support.			
	14. Apply topic related vocabulary in speech			
	appropriately arranging words and phrases into			
	well-formed sentences.			
	15.Demonstrate the ability to participate in a conversation.			Student
	Descriptor:			Book p.71
	A learner:			1
		1	Î.	
	<ul><li>selects an appropriate answer.</li><li>completes the task.</li></ul>			

	<ul> <li>uses appropriate subject-specific vocabulary while speaking.</li> <li>discusses questions and answers the questions within the group.</li> </ul>
Ending the lesson	<ul> <li>Giving the home task.</li> <li>W.B. p.47</li> <li>Ex.5 p.71 St. B.</li> <li>Students express their attitude to the lesson and give self-assessment using the method: "Six thinking hats":</li> </ul>
certain studer	on can be achieved through the selection of activities, identification of learning outcomes for a nt, provision of individual support to learners, selection of learning materials and resources based dual abilities of learners.

Unit of a long term plan Unit 6. Tradition and language Lesson plan 62		School: «Baldauren» Republican Educational and Health Center		
Date:	Date:		mbarova Gulzhan	
Class: 9		Number present:	Number absent:	
Lesson title		Extreme adjectives.	Comparative / superlatives	
Learning objectives(s) that this lesson is contributing to	esson is 9 L1 understand the main points in unsupported extended talk on a wide range of			
Lesson objectives	All learners will be able to:         • 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:         • 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:         • 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 creative thinking skills.	reading passage	using interpretive.	, evaluative and			
Plan							
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources			
	Greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warm up.</b> 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.	Emoticon Formative assessment	Slide (useful phrases) Pictures PPT			
Beginning of the lesson		Students give their own examples using the correct forms of the verbs.	Peer assessment	Student Book p.72			
		Ss and elicit their comments at the end	Oral	Writing Worksheet			
		Ss to tell the class.					
			comments				
Main Activities	LISTENING TASK: Vocabulary exercises. Ex.1 - 2 p.72 The teacher asks Sts. To give the meaning of extreme adjectives. Vocabulary work:	A learner • reads the text for global	Stickers	Student Book p.72 CD2.23			
	Extreme adjectiveMeaningstunningfilthyfilthyterrifyingEx.3 p.72. I have never done this	understanding; selects meaningful	Emoticon	A table Writing Worksheet			
	<ul> <li>Ex.5 p.72. I have never done difference in the because it's</li> <li>Circle two adjectives to make a pair and describe great dates:</li> <li>1. awful/ interesting/ hilarious/ bad</li> <li>2. gorgeous/ furious/ angry/</li> </ul>	information, constructs the answer;	Formative	Teacher's Book p.156			
	memorable		assessment	Writing			

	<ul> <li>3. exhausting/ unpleasant/ terrifying/ tiring</li> <li>4. frightening/ terrifying/ hilarious/ unpleasant</li> <li>5. funny/ interesting/ fascinating/ memorable</li> <li>6. gorgeous/ revolting/ unpleasant/ terrifying.</li> </ul> LISTENING TASK. Ex. 4 -5 p.72. Complete the table. The class is divided into 7 groups and speaks about the experiences	<ul> <li>present</li> <li>s information</li> <li>in the group</li> <li>discussion.</li> <li>evaluat</li> <li>es the peers'</li> <li>answers.</li> </ul> Ss and elicit their comments at the end	Peer assessment Oral	Worksheet CD2.24 Student Book p.72 Teacher's Book p.94.	
	<ul> <li>using extra adjectives.</li> <li>Assessment criteria: Identify the main idea in extended talks with little support.</li> <li>Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</li> <li>Demonstrate the ability to participate in a conversation.</li> <li>Descriptor: A learner: <ul> <li>selects an appropriate answer.</li> <li>completes the task.</li> <li>uses appropriate subject-specific vocabulary while speaking.</li> </ul> </li> </ul>	Ss to tell the class.			
Ending the lesson	Giving the home task. W.B. p.48 Students express their attitude to the "Six thinking hats":	lesson and give	self-assessment us	ing the method:	
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 63	School: «Baldauren» Republican Educational and Health Center		
Date:	Teacher's name: Kambarova Gulzhan		
Class: 9	Number present: Number absent:		

Laccon titla. Ruying a gift			<b>Language Focus: Present Perfect and Past Simple.</b> <b>Present Perfect Simple and Continuous.</b> p.73			
Learning objectives(s)9.S2 ask complex que curricular topicsLearning objectives(s)9.S3 explain and just and curricular topicsthat this lesson is contributing to9.S6 link comments 		stify th s with t and wh	eir own and others' flexibility to what o tole class exchange	point of view or others say at sent	a range of general	
All learners will be able to:         • Identify the theme, new words and use them as the basis for discussion         • Demonstrate knowledge for usage of the Present Perfect/ perfe				ect/ present Perfect that happened or information into a esentation k about the rpretive, evaluative o and discuss the iking skills.		
timings		's activities		Pupil's activities Students	Emoticon	Resources
Beginning of the lesson	<ul> <li>The lesson greeting.</li> <li>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</li> <li>Warm up. Free talk. <ul> <li>What did you do at the weekend? The teacher tells Sts. about her trip during the weekend. Sts. speak about weekend too.</li> <li>Listen to the song" Our Last Summer" by ABBA and guess where did the people spend their summer? Give your reasons. Speak in pairs.</li> </ul> </li> </ul>		respond to greeting Ss answer the	Formative assessment	Slide (useful phrases) Pictures PPT Writing Worksheet A book" Song – to study- English"	
Main Activities 15 min.	In the tenses an	ING TASK: song, define gra d find time expressi hed period of F ti	ons.	Students respond to greeting <b>d period of</b> Ss answer the	Emoticon	Writing Worksheet A Table

13 min.	1. Look at the photos. Match themwith the words from the song.Then listen to the song. Arrangethe sights in the way you hear.2. Listen to in the song. Look atthe lyrics. Put the words in thebrackets into The Past Simple.Try to fill in the gaps with thewords from the box. Listen and	Sts answer around the class.	Formative assessment Peer assessment	https://www.you tube.com/watch ?v=KoyNIVQbU Pc <b>Writing</b> <b>Worksheet</b>
	<ul> <li>check.</li> <li><u>Ex.1 p.73</u></li> <li>Complete the text, then listen and check.</li> <li>Ex. 2 p.73 Gist listening.</li> <li>Listen to the key phrases and reply.</li> </ul>	Students give their own examples using the correct forms of the verbs.	Oral	CD2.25
	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. DESCRIPTION OF PICTURES:	Ss and elicit their comments at the end Ss to tell the class.	Comments	Pictures
				Student Book p.73
	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. Assessment criteria: 16. Identify the main idea in extended talks with little support.	Students give their own examples using the correct forms of the verbs.	Peer assessment	Workbook p.49
	17. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.	Ss and elicit their comments at the end	Oral	

	<ul> <li>18. Demonstrate the ability to participate in a conversation.</li> <li>Descriptor:</li> <li>A learner: <ul> <li>selects an appropriate answer.</li> <li>completes the task.</li> <li>uses appropriate subject-specific vocabulary while speaking.</li> <li>discusses questions and answers the questions within the group.</li> </ul> </li> </ul>		comments	
Ending the lesson	Giving the home task: <b>W.B. p.49</b> . Students express their attitude to the " <i>Six thinking hats</i> ":	ne lesson and give	self-assessment us	ing the method:
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.				

	-		
based on the i	ndividual	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 ob that this less contributing	on is	<ul> <li>9.C9 use imagination to express th</li> <li>9.C10 use talk or writing as a more perspectives on the world</li> <li>9.L2 understand specific information range of general and curricular unfamiliar topics</li> </ul>	eans of reflectin	g on and explored extended	oring a range of talk on a wide
Lesson objec	ctives	<ul> <li>All learners will be able to: <ul> <li>Identify the theme, new wo</li> <li>Demonstrate knowledge for information from the given inform</li> </ul> </li> <li>Most learners will be able to: <ul> <li>Select, compile, and synthesiz</li> </ul> </li> <li>Provide a point of view in converse invitations.</li> </ul> <li>Some learners will be able to: <ul> <li>Respond to and discuss the and creative thinking skills.</li> <li>Make a scheme of writing reading passage using interpretive</li> </ul> </li>	or writing email nation into a grap ze information for sations and discu e reading passag an email invitat	invitation to a ohic organizer. or an oral prese ssions; speak a e using interpr ion.Respond to	friend. Transfer entation. bout etive, evaluative o and discuss the
Planned timings	Teacher's ac	ctivities	Pupil's activities	Marks	Resources
Beginning of the lesson	students kno lesson. Warm up. Fr • What is write it? How party you hav Invitation email Invitation emaile Invitation emaile Invit	an email invitation? How can you v do you usually invite people to a ve?	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).

		Q. 1 .		
	Speaking (Pre-listening) (P)	Students	Emoticon	
	In pairs, learners discuss the following	respond to		Student Book
	questions of Ex.1 p.74.	greeting		p.74
	Vocabulary (W)			
	Teacher asks learners to match 10 pictures	Ss answer the		
	with the words and check as a whole class.			
	A game" The best interpreter". One pupil	questions		CD2.26
	reads the sentences, the partner translates it into			
	Russian. Then the second St. gives Russian		Formative	
	sentences and asks to give English translation.		assessment	Student Book
	The third paragraph should be translated	Sts answer		p.74
	into Kazakh or other language.	Sts answer around the		
	Key – words for making and responding	class.		
	to invitations. Ex 3 – 6 p. 74.			Writing
	<b>THE INTRODUCTION OF a structure</b>			Worksheet
	of email invitations.			
	Look at the email and be ready to speak			Student Book
	about it.		Peer	p.75
		Students	assessment	Cambridge
	WRITING TASK:	give their		Dictionary.
	Ex.4 p.75. Write an email to a friend. You	own		
	are going to celebrate a birthday. (Do this	examples		
	task in groups).	using the		
Main		correct		
Activities	Ex.2 – 3 p.75.	forms of the	Oral	
Activities	Assessment criteria:	verbs.		Student Book
	Identify the main idea in extended talks with			p.75
	little support.			
	Apply topic related vocabulary in speech			
	appropriately arranging words and phrases into			
	well-formed sentences.	Ss and elicit		
	Demonstrate the ability to participate in a	their		
	conversation.	comments at	Comments	
	Descriptor:	the end		
	A learner:	Ss to tell the	Peer	
	• selects an appropriate answer.	class.	assessment	
	• completes the task.	Students		
	• uses appropriate subject-specific vocabulary	give their		
	while speaking.	own	Oral	
	discusses questions and answers the questions	examples		
	within	using the		
		correct		
		forms of the	comments	
		verbs.		
		• • • •		
		Ss and elicit		
		their		
		comments at		
		the end		

Ending the	Giving the home task. W.B. p.51, An invitation (w).
lesson	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 t Unit 6. Tradit Lesson plan 6	ion and languag	TO	School: «Baldauren Health Center	» Republican E	ducational and
		<b>Feacher's name: Ka</b>	mbarova Gulzl	nan	
Class: 9			Number present:	Number abse	ent:
Lesson title		]	Eco - festivals		
Learning objectives(s) that this lesson is contributing to Lesson objectives		Most learners will be al • Comprehend the	express thoughts, ide n points in unsupport opics, including talk e to: reading; n in groups; ed vocabulary in spec ble to: reading surely and un n in groups and sugg	as, experiences and extended talk on a limited talk on a limited talk con a limited talk ech.	and feelings c on a wide range of range of unfamiliar deas while reading; a problem;
		• Comprehend the	be able to: ability to find correct reading and understa ed vocabulary in spec	nd main ideas w	hile reading surely;
Planned timings	Teacher's activities		Pupil's activities	Marks	Resources
Beginning of the lesson	playing the gar explains the ru	the class and suggests ne to the learners. Teacher les for this game. <b>"Back to Blackboard"</b>	Students respond to greeting	Emoticon	Slide (useful phrases). Pictures PPT

				<u>.</u>
	<ul> <li>One person stands back to the picture of a holiday adventure;</li> <li>Classmates should not name the holiday adventure;</li> <li>Classmates can give some associations with the holiday adventure;</li> <li>Classmates can mime the holiday adventure;</li> <li>Classmates can sing some lines from the songs.</li> <li>Teacher can organize competition between two teams, when the first team mimes, the second should guess the word.</li> </ul>	Ss answer the questions	Formative assessment	Student Book p.76 Writing Worksheet
	The teacher sets the lesson objectives, letting students know what to anticipate from the lesson looking a short film about wedding traditions in Kazakhstan. <b>Warm up.</b> Free talk about the wedding. <b>W-E-D-D-I-N-G</b>	Sts answer around the class.		Pictures PPT
	Give one word with this letter connected with the theme			Slide (useful phrases).
Main	<ul> <li>Reading about the wedding traditions in Kazakhstan (W I)</li> <li>Teacher suggests the list of new vocabulary with their synonyms,</li> </ul>	Sts answer around the class.	Emoticon Formative assessment	Student Book p.76
Activities	opposites or definitions for learners. (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.	Students give their own examples using the correct forms of the verbs.	Peer assessment	Teacher's Book p.98
	<b>Differentiation</b> Learners that are more able help the others to read the words correctly. Ex.1 p.76. Working with active words.	Ss and elicit their comments at the end	Oral Comments	CD. 2.28

<ul> <li>POST -READING ACTIVITY: Ex.2 p.76.</li> <li>Check answers as a class.</li> <li>Ex.3 p.76 Revision of grammar.</li> <li>A teacher draws Sts. attention to the grammar tenses used in the texts.Ex - 4 .p.76.</li> <li>Ex.5 p.76 Creative Exercise. Speak about other Kazakh traditions in groups.</li> <li>Assessment criteria:</li> <li>Identify the main idea in extended talks with little support.</li> <li>Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</li> <li>Demonstrate the ability to participate in a conversation.</li> <li>Descriptor:</li> <li>A learner: <ul> <li>selects an appropriate answer.</li> <li>completes the task.</li> <li>uses appropriate subject-specific vocabulary while speaking.</li> <li>discusses questions and answers the</li> </ul> </li> </ul>	Ss to tell the class. Ss and elicit their comments at the end	Peer assessment Oral comments	Student Book p.76 Pictures PPT
questions withinGiving the home task.W.B. p.52 Ex.1''Wedding traditions in Kazakhstan''(topiStudents express their attitude to the lessonthinking hats'':a can be achieved through the selection of active, provision of individual support to learners, set	n and give self-ass	of learning outc	comes for a

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: Kai	nbarova Gulzhan
Class: 9	Number present:	Number absent:
Lesson title	Remembrance Day in	n Australia

Learning objectives(s) that this lesson is contributing to Lesson objectives		Most learners will be a •Select, compile, and Provide a point of view filling a story map. Some learners will be a • Respond to and a and creative thinking ski	t personal learning of om context in unsup r topics, including <b>e to:</b> reading; m in groups; ted vocabulary in sp <b>ble to:</b> d synthesize information conversations and <b>able to:</b> discuss the reading ills.	eech. ation for an oral p d discussions; pra	l range of unfamiliar
Planned	Teacher's act	Apply topic relat	ed vocabulary in sp		while reading surely; nar accuracies. Resources
timings Beginning of the lesson	letting stude anticipate from <b>Warm up.</b> Free Look at the compartner if he/ s is about and w	te talk. ver of the book; tell your he knows what the book ho the main character is. <b>me words associated</b> <b>ake a cluster.</b>	activities         Students respond         to greeting         Ss answer the         questions         Sts         answer         around the class.	Emoticon Formative assessment	Slide (useful phrases). Pictures PPT Student Book p.77 Gulliver's Travels Trailer Cluster "Gulliver's Travels".

				1
	LISTENING TASK:		Emoticon	
	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.	Sts answer around the class.	Formative assessment	Student Book p.77 <b>CD2.29.</b>
	Ex.2 p.77. Match the words from			
	Ex.1		Peer assessment	
	Look at the text again and do Ex.3 p.77. Sts. can work in pairs. Answers: 1. customs	Students give their own examples using		Writing
	<ol> <li>proudly</li> <li>laws</li> <li>judges</li> <li>army</li> </ol>	the correct forms of the verbs.	Oral	Worksheet
Main Activities	<ul> <li>6. neighbours</li> <li>7. murder</li> <li>8. dishonesty Score - 8</li> <li>Ex.3 Answers:</li> </ul>			Student Book p.77
	1. True			-
	2. True			
	<ol> <li>False</li> <li>True</li> </ol>	Ss and elicit their comments at the	Comments	
	4. 11ut	end		
	5. False	Ss to tell the class.		
	6. False Score - 6			Distures
	To the false sentences give the right answers. Each student counts the scores for the tasks.			Pictures A story map graphic
	In group of 4, fill in a story map.		Peer assessment	organiser
	Ex.4. Form an adjective with the help of suffixes.			Teacher's Book
	Ex.5 p.77 (Activate).			A Table p.77
	In groups, make a short play of the	Ss and elicit their		Ontional
	conversation between a king and Gulliver.	comments at the end		Optional Activity.
	Assessment criteria:		Oral	Teacher's Book
	Identify the main idea in extended			p.99
	talks with little support.			

	<ul> <li>Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</li> <li>Demonstrate the ability to participate in a conversation.</li> <li>Descriptor: <ul> <li>A learner:</li> <li>selects an appropriate answer.</li> <li>completes the task.</li> <li>uses appropriate subject-specific vocabulary while speaking.</li> <li>discusses questions and answers</li> </ul> </li> </ul>		comments	
Ending the lesson	the questions within the group. <b>Giving the home task.</b> <b>W.B. p.52 Ex.3 -5.</b> Students express their attitude to the le <i>thinking hats</i> ":	esson and give self	-assessment using	the method: "Six
certain stude	ion can be achieved through the selection of ent, provision of individual support to learn idual abilities of learners.		0	

# Short term lesson plan

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

	All learners will be able to:
Lesson objectives	<ul> <li>Use some target vocabulary successfully in speaking tasks and show some basic organisational coherence and cohesion in a writing task.</li> <li>Demonstrate basic knowledge for usage of the structures: Present Perfect/ Present Perfect Continuous and PastSimple Tenses Offer constructive peer-feedback using rubric.</li> <li>Most learners will be able to:         <ul> <li>Select, compile, and synthesize information for an oral presentation</li> <li>Provide a point of view in conversations and discussions;</li> <li>Use most target vocabulary successfully in speaking tasks and show clear organisational coherence and cohesion in writing task</li> </ul> </li> </ul>
	Some learners will be able to:
	• 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	ORGANISATIONMOMENTS(WC):Teacher informs learners that the aims of this lesson are to revise the material that was taught in this unit.	Students respond to greeting	Emoticon	Slide (objectives) Slide (useful phrases) PPT
		Ss answer the questions	Formative assessment	
Main activities	REVISION. CONSOLIDATION. (GW)Rules for Jeopardy gameThere 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	Sts answer around the class.	Emoticon Formative assessment	Student's book p.78 p.79 PPT
	<ul><li>a point value.</li><li>3. Teacher clicks on the chosen box for the question.</li><li>(The teacher may want to set a time limit for answering the question)</li></ul>	Students give their own examples using	Peer assessment	Jeopardy

4. To see if a student or group is	the correct		
correct, click again for the answer.	forms of the	Oral	
5. Click the Back to Board button on	verbs.		
the slide to return to the main board.			
5. If the student or team is correct, they			
are awarded the point value of the			Student's
question			
-			book p.78
6. Continue until all questions have			
been answered. The team with the			
most points wins.			A mind -
Ex. 1 - 2 p. 78 (Revision of	Ss and elicit their		map
vocabulary)	comments at the	Comments	"Past
<b>Revision of Grammar. Present</b>	end		Simple"
Perfect/ Present Perfect Continuous/	Ss to tell the class.		-
Past Simple			a graph
(+, -, ?  forms )			organizer
(1, 2, 1) Ex. 3 - 4 ( do ex. individually)			CD 2.31.
			<b>UI 2.31.</b>
LISTENING TASK:			
You will listen to a text and complete		Deer	
the sentences:		Peer	
COMMUNICATION.		assessment	
Choose the correct responses to the			
sentences:			
Ex. 6 p.78	Ss and elicit their		Student's
SKILLS ROUND - UP.	comments at the		book p.79
LISTENING.	end		
Ex. 1 - 3 p.79.			
Speaking: Ex.4 - 5 p.79. Situations in			
a big city.		Oral	
Writing: Ex.6. p.79			Teacher's
A letter to a friend about a situation of			Book p.101
losing or finding something. (Fast			Doorphior
finishes can swap emails with another		comments	
fast finisher.		comments	
If a teacher has time, she/ he can ask			
students to do Optional activity:			
Consolidation.			
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.			
<ul><li>completes the task.</li></ul>			
-			
• uses appropriate subject-specific			
vocabulary while speaking.			
• discusses questions and answers			
the questions within the group.			

End	Home task.		<u> </u>	
Enu				~ ~ ~ ~
	W.B. p.53, St.B. p.78 Ex. 4.			Slide
	FEEDBACK: Your impression!			
	Sts write their impression of the whole unit and share ideas with their			
	classmates.			
	3 - new words you have taught at t	he lesson;		
	2 - adjectives to describe the lesson	1		
	1 – one activity you like			

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 asse Review	ssment for the 6th uni	it.

# TERM 3. SUMMATIVE ASSESSMENT TASKS

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

Learning objectives	<ul> <li>9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics</li> <li>9.S3 explain and justify their own point of view on a range of general and curricular topics</li> <li>9.S7 use appropriate subject-specific vocabulary and syntax to talk about</li> </ul>			
	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 planSchool: «Baldauren» Republican EducationUnit 7. Music and filmsHealth Center		ational and				
Date:			Teacher's na	ame: Kam	barova Gulzhan	
Class: 9		Number pre	esent:	Number absent:		
Lesson title			Types of film	ns		
Learning objectives(s) that this lesson is contributing to9.C1 use speaking and listening skills to solve problems c cooperatively in groups 9.C6 organise and present information clearly to others 9.S2 ask complex questions to get information about a wide range c urricular topics						
Lesson objectiv	7es	All learners will be able to:• Comprehend the reading;• Discuss a problem in groups;• Apply topic related vocabulary in speech.Most learners will be able to:• Comprehend the reading surely and understand main ideas while readin• Discuss a problem in groups and suggest solution for a problem;• Select, compile, and synthesize information for an oral presentationSome learners will be able to:• Demonstrate the ability to find correct information without any mistake• Comprehend the reading and understand main ideas while reading surel• Apply topic related vocabulary in speech with grammar accuracies			oblem; ntation t any mistakes; reading surely;	
Planned timings	Teacher's ac	tivities		Pupil's activities	Marks	Resources
Beginning of the lesson	Teacher greet video. Before they know. W images. <b>A - R - T -</b> Give one wor theme.	eeting. <u>Pre-learning (W</u> is the class and suggests the short film Sts. Name Vatch a video about musi rd with this letter connect to read or listen? What c	watching a e form of art c and film cted with the	Sts answaround class.	Emoticon wer the Formative assessment	Slide (useful phrases). Pictures PPT film- english.com/ 2012/02/05/th e-joy-of- books/. Films.
Main Activities	<b>Quiz. p.80</b> Ex.1 p.80. V with the defin the table.	ing. Group Work. Mu Vocabulary Work: matc nitions and put in a corre- people do to change why? Differentiation	h the words ect column in	Students give their own examples using the correct forms of the verbs	r assessment S Oral	WorksheetStudentBook p.80English -RussianOxfordDictionary

	In a weaker class: drill the pronunciation of the difficult words (beard, moustache, dreadlocks, tattoo, and braids).         In a stronger class, ask students to make up sentences.         St. support or critique a strong change in appearance. Ex.3.p.81         THE INTRODUCTION OF GRAMMAR: Reflective pronouns.         Personal pronouns	Ss and elicit their comments at the end Ss to tell the class.	Comments	Student Book p.81
	Sts. give their examples with pronouns. Ex. 4 - 6p.81. Choose the correct pronoun. <b>ACTIVATE: Language focus.</b> Write answers to the questions. What is the difference between reflective pronouns and each other?		Peer assessment	
	<ul> <li>Workbook p.p.40 – 41(more practice).</li> <li>Assessment criteria:</li> <li>19. Identify the main idea in extended talks with little support.</li> <li>20. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</li> <li>21. Demonstrate the ability to participate in a conversation.</li> <li>Descriptor:</li> <li>A learner: <ul> <li>selects an appropriate answer.</li> <li>completes the task.</li> <li>uses appropriate subject-specific vocabulary</li> </ul> </li> </ul>	Ss and elicit their comments at the e		Writing Worksheet Teacher's Book p.103.
Ending the lesson	while speaking. Topic» Body Decoration" or presentation Students express their attitude to the lesson and g <i>thinking hats</i> ":	ive self-assess	ment using the	e method: "Six
certain student, p	an be achieved through the selection of activities, ide provision of individual support to learners, selection of individual support to learners.		-	

Unit of a long Unit 7 Musi Lesson plan	c and films		School: «Baldauren» Republican Educational and Health Center			
Date:			Teacher's	name: Kamb	arova Gulzhan	
Class: 9			Number	present: N	umber absent:	
Lesson title			The eagle	hunters		
Learning obj this lesson is to	ectives(s) that contributing	<b>Y KO</b> recoonise the attitude or opinion of the writer in extended texts on a whoe				
Lesson objec	tives	<ul> <li>All learners will be able to: <ul> <li>Comprehend the reading;</li> <li>Discuss a problem in groups;</li> <li>Apply topic related vocabulary in speech.</li> </ul> </li> <li>Most learners will be able to: <ul> <li>Comprehend the reading surely and understand main ideas while readin</li> <li>Discuss a problem in groups and suggest solution for a problem;</li> <li>Select, compile, and synthesize information for an oral presentation</li> </ul> </li> <li>Some learners will be able to: <ul> <li>Demonstrate the ability to find correct information without any mistake</li> <li>Comprehend the reading and understand main ideas while reading surel</li> </ul> </li> </ul>			oblem; entation at any mistakes; e reading surely;	
Planned timings     Teacher's activities     Pupil's activities     Marks			Resources			

	The lesson greeting. <b>Pre-learning (W)</b>		Emoticon	
	Teacher greets the class and suggests playing the	C.		Slide (useful
	game to the learners. Teacher explains the rules	Sts answer around the		phrases).
	for this game.	class.		Pictures
	Game "Back to Blackboard" Rules:			PPT
	One person stands back to the picture of a		Formative	
	popular Kazakh singer ;		assessment	
	Classmates should not call the name of the singer			
Beginning	Classmates can give some lines from the song of			
of the	this singer;			
lesson	Classmates can sing some lines from the songs.			XX7
				Writing Worksheet
	The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.			Pictures
				PPT
				Student Book
				p.82 Slide (useful
				phrases).
	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?	~		
Main	Ex.1 p.82	Students	Peer	
Activities	Look at the portraits of young people? What do	give their	assessment	Student Book
	you know about them? Students give their own	own examples		p.82
	answers.	using the		
	Conversion in the second se	correct		
		forms of the	Oral	
		verbs.		Pictures
				PPT
	Galymzhan			
	Moldanazar			Cluster or a
	The students in groups will read information	Ss and elicit		table.
	about a musician and make a story map. Then a	their	Comments	Student Book
	leader is going to present Galymzhan	comments at		p.82
	Moldanazar.	<b>the end</b> Ss to tell the		
	Reading and listen to the text about a Kazakh	class.		
		5.000		

	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.		Peer assessment	CD. 3.01
		Ss and elicit their		
	<ul> <li>Differentiation</li> <li>Learners that are more able help the others to read the words correctly.</li> <li>Ex.3 p.82. Working with active words.</li> <li>POST -READING ACTIVITY: Ex.4 p.82.</li> <li>Give the definition of the underlined words.</li> <li>The teacher divide the class into 2 groups: boys and girls. One group will speak about a popular</li> </ul>	comments at the e		Pictures
	<ul> <li>and girls. One group will speak about a populat singer of 80s and the second group will retell the text about a modern musician. They should do it in the form of presentation.</li> <li>Ex.5 p.82. Creative task.</li> <li>Speak about a life of a musician.</li> <li>Make a conclusion: Have you ever wanted to sing in public?</li> </ul>			PPT Cluster or a table.
	<ul> <li>Describe another musician in pairs. Try to make a story map.</li> <li>Assessment criteria:</li> <li>22. Identify the main idea in extended talks with little support.</li> <li>23. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</li> <li>24. Demonstrate the ability to participate in a conversation.</li> <li>Descriptor:</li> <li>A learner: <ul> <li>selects an appropriate answer.</li> <li>completes the task.</li> <li>uses appropriate subject-specific vocabulary while speaking.</li> </ul> </li> </ul>			Student Book p.82
Ending the lesson	<b>Giving the home task.</b> <b>W.B. p.56</b> Students express their attitude to the lesson and <i>thinking hats</i> ":	give self-asses	sment using th	ne method: " <i>Six</i>
certain studen	n can be achieved through the selection of activities at, provision of individual support to learners, select lual abilities of learners.		-	

Linit 7 Music and films		School: «Baldauren» Republican Educational and Health Center	
Date:		Teacher's name: Kam	ıbarova Gulzhan
Class: 9		Number present:	Number absent:
Lesson title		Relatives	
Learning objectives(s) that this lesson is contributing to	<ul> <li>9.C1 use speaking and listening skills to solve problems creatively an cooperatively in groups</li> <li>9.C6 organise and present information clearly to others</li> <li>9.L1 understand the main points in unsupported extended talk on a wid range of general and curricular topics, including talk on a limited range of unfamiliar topics</li> </ul>		o others d extended talk on a wide

	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 at	bout the clothes i	ising passive	voice.	
	Most learners will be able to:				
	•Select, compile, and synthe	esize information	n from the rea	ading passage	
Lesson objectives	for an oral presentation.				
	Some learners will be able to:				
	Respond to and discuss the rea	ding passage us	ing interpretiv	ve, evaluative	
	and creative thinking skills.				
	Demonstrate the ability to find a			•	
	Respond to and discuss the rea	ading passageus	ing interpretiv	ve, evaluative	
	and creative thinking skills.				
	Apply topic related vocabulary		rammar accur	acies.	
Planned timings	Teacher's activities	Pupil's	Marks	Resources	
i faineu tillings	reacher s'activities	activities		Resources	
	The lesson greeting.		Emoticon		
	The teacher sets the lesson			Slide	
	objectives, letting students know	Sts answer		(useful	
	what to anticipate from the lesson.	around the class.		phrases).	
	Then to create a positive learning	01005.		Pictures	
	environment the teachers asks		Formative	PPT	
	students to start the lesson giving		assessment		
	each other compliments about				
	appearance, clothes, job				
	performance, talent, etc. and also				
	practice accepting compliments.				
Beginning of the	Watching the pictures, the learners				
lesson	are asked to predict the topic of the			Student	
	lesson.				
	👘 👕 Passive Voice in E	2		Book p.83 Writing	
	TENSE ACTIVE			Worksheet	
	Present Simple I do my homework. My ho			Worksheet	
	Present Continuous fin doing my homework. My homework				
	Past Simple I did my homework. My ho				
	Past Continuous I was doing my homework. My homework.				
	Present Perfect I have done my homework. My how	n			
	Past Perfect I had done my homework. My hou				
	Enture Simple 1 will do my homework My hor				
				Pictures	
				PPT	
				Slide	
				(useful	
				phrases).	
	3 30			r	
	Warm up.Free talk about				
	wearing hooded sweatshirts in				
	Britain. Ex.1. p.83.				
	Dinum. 27.1. p.03.		1	I]	

	The teacher asks Sts. in pairs the information about hoodies. By the early noughties in the UK, the <b>hoodie</b> had become directly politicised, symbolising the furtive menace of <b>Britain's</b> inner-city teenage population. In May 2005, it was <b>banned</b> by the Bluewater shopping centre in Kent and later by several schools in <b>England</b> and Wales.			Writing Worksheet
Main Activities	Main partLook at the sentence from the text:young people wearing hoodedsweatshirtswere banned fromshopping centers*Teacher suggests revising a basicrule for asking questions in thePassive:(W)This information can be helpful.P.83 Rules.Ex.2 p.83. Fill in a table with thePassive Voice.The teacher asks Sts. to read the text?Clothes Crimes" and express theirown opinion. Write negativeadjectives about hoodies.Advantages of hoodiesDisadvanhoodies	forms of the verbs.	Peer assessment Oral Comments	Student Book p.83 Workbook p.55 Pictures PPT
	Ex.3 - 4. Work with grammar. Activate. Speak about problems connected with clothes among teenagers: hoody tops, baggy jeans, jeans with holes, short skirts.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.Descriptor: A learner: • selects an appropriate answer.	the e	Peer assessment	Student Book p.83

	<ul> <li>completes the task.</li> <li>uses appropriate subject-specific vocabulary while speaking.</li> <li>discusses questions and answers the questions within the group.</li> </ul>		
Ending the lesson	<ul> <li>Giving the home task.</li> <li>W.B. p.55</li> <li>A mind - map: Passive Voice Students express their attitude to the lesson and give self-assessment using the method: "Six thinking hats":</li> </ul>		
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: Kar	nbarova Gulzhan
Class: 9		Number present:	Number absent:
Lesson title		Pronouns (all types)	
Learning objectives(s) that this lesson is contributing to	<ul> <li>9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups</li> <li>9.C6 organise and present information clearly to others</li> <li>9.S3 explain and justify their own and others' point of view on a range o general and curricular topics</li> </ul>		
Lesson objectives	<ul> <li>All learners will be able to: <ul> <li>Comprehend the reading;</li> <li>Discuss a problem in groups;</li> <li>Apply topic related vocabulary in speech</li> </ul> </li> <li>Most learners will be able to: <ul> <li>Comprehend the reading surely and understand main ideas while reading;</li> <li>Discuss a problem in groups and suggest solution for a problem;</li> <li>Select, compile, and synthesize information for an oral presentation</li> </ul> </li> </ul>		

<ul> <li>Some learners will be able to:</li> <li>Demonstrate the ability to find correct information without any mistakes;</li> <li>Comprehend the reading and understand main ideas while reading surely; Apply topic related vocabulary in speech with grammar accuracies.</li> </ul>						
Planned timings	Teacher's activitiesPupil's activitiesMarks Resour					
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 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	Students respond to greeting Ss answer the questions Students think oriticelly	Formative assessment is held through observation/ monitoring. Emoticon	Slide (useful phrases). Pictures PPT Course boo ks.google.c om.co/book s?isbn=052 1376661 Mi		
	nusic, 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.	critically, exploring, developing, evaluating and making choices about their own and others' ideas		chael Swan – 1990 Country cover of "Numb" by Linking Park		
				Student Book p.84 Writing Worksheet		
	Have you ever tried to compose a song or music? Which of you studies or has finished a music school? <u>Warm up.</u> 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			Pictures PPT Slide (useful phrases).		

	make a list of the types of			
	music?			
	Main part			
	Look at the words. Which of these		Formative	
	are not types of music?Ex.1 p.84.	A learner	assessment	Student
	Write adjectives about the types of	Aleaniei	is held	Book p.84
	5	raada		DOOK p.04
	music :	reads	through	A T-1-1-
	Pop Classical	the text	observation/	A Table
	funny, moving exciting, fas	-	monitoring.	
	Use dictionaries to translate the	global		
	words you don't know and give	underst		
	definitions:	anding;	~	
	Funny, exciting, moving, dull,		Comments	
	appealing, scary, imaginative,			
	fascinating. Give synonyms and			
	opposites to these words. Ex.2 p.84.			
Main	Speak about the famous types of			
Activities	music among the students of a class?			
	Pre-listening stage.			CD. 3.02
	Predicting and guessing.Ex.3 p.84.			
15 min	Where do they say music can be			Student
15 min.	recorded?			Book p.84
	While-listening stage.			1
	The teacher informs the class that			
	they will be participating in the			
	contest" Best in comprehension".			Writing
	Ex.4. <b>True</b> – <b>false sentences (Score</b>			Worksheet
		Sts		
	-6) and listen and practise the	selects		
	dialogue. (Score – 4).	meanin	Comments	
	Use active word – combinations:	gful	Comments	
	To be really into, to have quite a few	informa		
	number one hits, a mixture of, the	tion,		
	lyrics are really clear, to be released,	constru		
	to be to one of the gigs, to be to a live	cts the		
	performance, due to go on tour.	answer;		
12 min	(Score – 10).	answer,	8	
	Ex.5. Activate. Creative Task.		0	
	In pairs, speak about one's favourite			
	music. Assessment criteria:	Student		
	Identify the main idea in extended			
	talks with little support.	S		
	Apply topic related vocabulary in	present		
	speech appropriately arranging words	S informa	10	
	and phrases into well-formed	informa	10	
	sentences.	tion in		
	Demonstrate the ability to participate	the		
	in a conversation.	group		
	Descriptor:	discussi		
	A learner:	on.		
	• selects an appropriate answer.	evaluat		
	• completes the task.	es the		
	• uses appropriate subject-specific	peers'		
	vocabulary while speaking.	answers		

	• discusses questions and answers the questions within the group.	Peer assessment		
Ending the lesson	Giving the home task. W.B. Ex.5.p.84 w, W.B. p.56 Students express their attitude to the lesson an method: " <i>Six thinking hats</i> ":	d give self-assessment using the		
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: Kan	nbarova Gulzhan
Class: 9		Number present:	Number absent:
Lesson title: Dalatunes		Language Focus. Passi future. Passive: quest	- / -
Learning objectives(s) that this lesson is contributing to	<b>9.R5</b> deduce meaning from context in extended texts on a wide range of		
Lesson objectives	<ul> <li>familiar general and curricular topics, and some unfamiliar topics</li> <li>All learners will be able to: <ul> <li>Identify the theme, give the examples of the Passive Voice, use active vocabulary speaking about clothes and fashion.t lifestyle.</li> <li>Transfer information from the book about grammar into a graphic organizer.</li> <li>Offer constructive peer-feedback using rubric.</li> </ul> </li> <li>Most learners will be able to: <ul> <li>Select, compile, and synthesize information from the reading passage for an oral presentation.</li> <li>Provide a point of view in conversations and discussions;</li> </ul> </li> </ul>		

	Respond to and discuss the re evaluative and creative think sentences to passive without	ing skills, praction		
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 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. Vatching the pictures of the lesson. <b>F-A-S-H-I-O-N.</b> <b>F-A-S-H-I-O-N.</b> <b>PASSIVE VOICE:</b> To be +V3 <b>Warm up.</b> Free talk about the theme of	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 Slide
	the lesson. The teacher asks Sts. in pairs make a mind – map of the Passive Voice.			(useful phrases). A mind - map
Main Activities	Main partLook at the sentences and findsentences with a passive voice. Ingroups, speak about the differencesbetween Active Voice and PassiveVoice.(W)This information can be helpful.Rules. This grammar rule also needsregular and irregular forms.	A learner • reads the text for global understandin g;	Formative assessment is held through observation/ monitoring.	Student Book p.85
		• select s meaningful information, constructs the	Comments	The table Pictures PPT

Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.	• presen		
Assessment criteria: Identify the main idea in extended talks with little support. Apply topic related vocabulary in	information, constructs the answer;		Book p.85
• Clothes is a plural noun. If you want to talk about one shirt IV. Ex.4 -5 p.85 (Grammar Exercises).	• select s meaningful	Comments	Graphic organizers Student
<ul><li>II.Listen to the passage for the second time and fill in the right form of the Passive.</li><li>Remember: a word <i>"clothes"</i> is used only in the plural form.</li></ul>	• reads the text for global understandin g;	observation/ monitoring.	
for films? <u>Listening Task 2</u>	A learner <ul> <li>reads</li> </ul>	Formative assessment is held through	
text. Their first task is to answer only one question: What clothes are made			A Table
<ul> <li>pairs and check each other.</li> <li>Listening Task 1. Ex.3</li> <li>(I) Teacher suggests listening activity to the learners. Learners listen to the</li> </ul>			A Table
Ex. 1 - 2 p.85.Choose the right verbs in the right voice. Do this exercise in	tes the peers' answers.		Book p.85
Future Partner         They will have sarved deman.         Discourse will have been added to the sarved deman.           Perfect influtive         They should have served deman.         Discourse should be served deman.           Perfect influtive         They should have served deman.         Discourse should be served deman.           -ing form         He littles geoptic served deman.         Discourse should be deman.           Perfect. Ing form         Making served deman.         Discourse should be deman.           Hoddate + be + geopt participies         You made sarve deman.         Discourse sarve	information in the group discussion. • evalua		Student
Post Single         They served diring         Diring and an operation of the service diring           Post Cardination         They will served diring         Diring of the service diring           Post Cardination         They will served diring         Diring of the service diring           Pressing Participant         They will served diring         Diring of the served diring           Pressing Participant         They have served diring         Diring of the served diring           Pest Participant         They have served diring         Direct block	• presen ts		
Passive Voice Passive Voice we form the passive with the verb TO BE and the PAST PARTICIPU Present Single They isn't linker drive at 0.00. Dener is see Present Continuous They are seeing differences. Bener is being	answer;		Graphic organizers

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

		School: «Baldauren» Republican Educational and Health Center		
Date: Teacher's name: Kambaro		mbarova Gulz	zhan	
Class: 9		Number present:	Number ab	sent:
Lesson title     Dancing around the world		world		
Learning objectives(s) that lesson is contribu to	<ul> <li>this cooperatively in group</li> <li>9.R5 deduce meaning</li> <li>familiar general and cu</li> <li>9.R6 recognise the att</li> <li>wide range of familiar</li> </ul>	<ul><li>g familiar general and curricular topics, and some unfamiliar topics</li><li>9.R6 recognise the attitude or opinion of the writer in extended texts</li></ul>		
Lesson objectives	<ul> <li>Identify the the discussion.</li> <li>Demonstrate by Tenses.</li> <li>Transfer informorganizer.</li> <li>Most learners will be Select, compile</li> <li>Provide a point</li> <li>Offer construct</li> <li>Some learners will be Respond to an evaluative and creative</li> </ul>	<ul> <li>wide range of familiar general and curricular topics</li> <li>All learners will be able to: <ul> <li>Identify the theme, new words and use them as the bas discussion.</li> <li>Demonstrate basic knowledge for usage of the Present and Tenses.</li> <li>Transfer information from the given information into a grorganizer.</li> </ul> </li> <li>Most learners will be able to: <ul> <li>Select, compile, and synthesize information for an oral presen</li> <li>Provide a point of view in conversations and discussions;</li> <li>Offer constructive peer-feedback using rubric.</li> </ul> </li> <li>Some learners will be able to: <ul> <li>Respond to and discuss the reading passage using interpretent.</li> </ul> </li> </ul>		sent and Past nto a graphic l presentation ons;
	Use informatio     Make a feedback on a			1
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 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.	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.86 Writing Worksheet
5 min.				
	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?			
Main Activities	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:	A learner • reads the text for	Formative assessment is held through observation	Student Book p.86 CD. 3.05
15 min.	Record, scratch, refund, exchange, receipt, No, I'm good.	global understanding ;	/monitoring	CD. 3.06
	The Introduction of new key phrases:			CD. 3.07
12 min.	phrases:Sts. do Pronunciation task. Ex.3.p.86.What is the dialogue about?Ex.4 - 5 p.86. Creative task: make amini - dialogue about changingthings in a shop.DISCUSSION ABOUT THECHANGING THING.	• selects meaningful information, constructs the answer;	Comments	pictures
14 11111,				<u> </u>

	Ex.6 p.86.	<ul> <li>present</li> </ul>	
		s information	Student
	<b>Ex.1</b> $-$ 2 <b>p.87.</b> (Problems with a	in the group	Book p.87
	bought product).	discussion.	
	In groups of 4, play the problem	• evaluat	
	situations from Ex.1.	es the peers'	
	Use Key Phrases of Ex.2.	answers.	
	Ex.3 p.87.		A Table on
	Working with the writing guide:		p.87
	Giving feedback on a		1
	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 $E = 5 + 97$		
	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:		
	• selects an appropriate answer.		
	<ul> <li>completes the task.</li> </ul>		
	<ul> <li>uses appropriate subject-</li> </ul>		
	specific vocabulary while		
	speaking.		
	• discusses questions and answers		
	the questions within the group.		
	Giving the home task. W.B. p.59, Ex.4 p.87 St. B.	II	I
Ending the	Students express their attitude to the	lesson and give self-ass	sessment using the
lesson	method: " <i>Six thinking hats</i> ":		the sound have

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 asses	ive 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

Lesson plan 76		and H	: «Baldauren» ealth Center	-		
Date:			Teache	er's name: Kan	nbarova Gulz	han
Class: 9		Numb	er present:	Number ab	sent:	
Lesson title			The 4 e	lements of mus	ic	
Learning objectives(s) that this lesson is contributing to familiar general and curr 9.R6 recognise the attitu wide range of familiar g 9.R7 recognise typical f		from context in extended texts on a wide range of rricular topics, and some unfamiliar topics tude or opinion of the writer in extended texts on a general and curricular topics features at word, sentence and text level in a wide , including some which focus on unfamiliar topics			pics led texts on a vel in a wide	
Lesson objectivesAll learners will be able to: Identify the meaning of the text about a famous Kazakh actor in the 1960s, recall facts and basic concepts. Most learners will be able to: Select, compile, and synthesize information for an oral presen Provide a point of view in conversations and discussions; Synthesize information from the reading passagesfor a discuss Some learners will be able to: Respond to and discuss the reading passage using interpretive and creative thinking skills. Discuss and give their opinions about an alternative lifestyl words.		tation sion. ve, evaluative				
Planned timings	Teac	ner's activities		Pupil's activities	Marks	Resources
Beginning of the lesson	The telletting anticip Then enviro studer <u>Warn</u> Ching 1960s the lir by the	esson greeting. eacher sets the lesson objects students know will pate from the lesson. to create a positive lesson. n up. Free talk about the lesson. n up. Free talk about the lesson. A teacher suggests lister the strom the song" Yester of group Beatles and an ep Chingiz Kapin from the fi	hat to earning asks life of he ning rday " isode	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 part Pre - reading task: introduct new words: Ex.1 Ex.2 p.88. Listen and read t Ex.3 - 4 p.88 for comprehen the text. Name the films with this ac leading part.	he text. nsion of	A learner • reads the text for global understandin g;	Formative assessment is held through observation /monitoring	Student Book p.89 CD. 3.08 (PROJECT O R D I N A R Y F A M I L Y (CHINGIZ KAPIN)
Main Activities	(A film"Zaure). Look at the photos of Ex.1 speak about this period in of people in Britain. Answ questions.	the life	• select s meaningful information, constructs the answer;	Comments	Pictures PPT
	The 1960s overturned the c old order and brought in the the economic boom reverbe governments fell through so spies were exposed in the h establishment; England wor	e new, as erated: candal; eart of the n the	<ul> <li>prese</li> <li>nts</li> <li>information</li> <li>in the group</li> <li>discussion.</li> <li>evalu</li> <li>ates</li> </ul>		Student Book p.88
	World Cup; the arts, fashion entertainment industries but new ideas and young people dominated events. The students in pairs write of some facts about the life in <b>Britain in 1960s</b>	rst with e down 1960s.	an in 1960s		CD.3.09
	During the 1950s and 1960s, So citizens were urged to settle in Lands of the Kazakh Soviet Soo Republic.	oviet the Virgin			A Table

	<ul> <li>Ex.3 – 5 p.89.</li> <li>Make a short presentation of Alma- Ata in sixties. Assessment criteria: Identify the main idea in extended talks with little support.</li> <li>Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</li> <li>Demonstrate the ability to participate in a conversation.</li> <li>Descriptor:</li> <li>A learner: <ul> <li>selects an appropriate answer.</li> <li>completes the task.</li> <li>uses appropriate subject-specific vocabulary while speaking.</li> <li>discusses questions and answers the questions within the group.</li> </ul> </li> </ul>		Writing Worksheet
Ending the lesso	Giving the home task. W.B. p.58, Ex.5 p.89 St. B. (group we Students express their attitude to the method: " <i>Six thinking hats</i> ":	give self-asse	ssment using
for a certain studen	be achieved through the selection of act t, provision of individual support to lear the individual abilities of learners.		-

Unit of a long term plan: Unit 7 Music and films Lesson plan 77 Date:		School: «Baldauren» Republican Educational and Health Center Teacher's name: Kambarova Gulzhan		
Lesson title	Summative assess	sment for the 3rd term		
Learning objectives(s)				
Lesson objectives	<ul> <li>Speak on t</li> <li>Most learners wi Identify the structure at</li> <li>Speak on t</li> <li>Some learners wi</li> <li>Write a con a given gen</li> </ul>	he text; vrite a piece of writing; he taught topics <b>II be able to:</b> e correct form of a word, ap nd text layout; he taught topics with express <b>iII be able to:</b> mposition keeping appropri- nre; e content of an extended co	sing points of view ate format and plan of	
Level of thinking	Knowledge and co	omprehension		
Assessment criteria	<ul> <li>Identify the main idea in extended talks</li> <li>Write topic related words correctly</li> <li>Connect sentences into paragraphs with basic connect linking words with some support</li> </ul>		h basic connectors and	
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:

Unit of a long term plan Unit 7. Music and film Lesson plan 78		School: «Baldauren» R Health Center	epublican Educational and	
Date:		Teacher's name: Kam	barova Gulzhan	
CLASS: 9		Number present:	absent:	
Lesson title	A review.			
Learning objectives(s)	general and curric 9.S3 explain and j general and curric 9.S7 use appropri	nd justify their own and others' point of view on a range of		
Lesson objectives	some basic organi *Demonstrate basic constructive peer- <b>Most learners wi</b> *Select, compile, *Provide a point of *Use most target clear organisation <b>Some learners w</b> *Apply the correct *Use most target good organisation appropriate style i *Respond to an	t vocabulary successfully sational coherence and co sic knowledge for usage feedback using rubric. <b>ill be able to:</b> and synthesize information of view in conversations and vocabulary successfully in al coherence and cohesion <b>ill be able to:</b> at form of the Passive Voic t vocabulary successfully al coherence and cohesion <b>ill coherence</b> and cohe t n writing task;	of the Passive Voice. Offer n for an oral presentation nd discussions; a speaking tasks and show a in writing tasks.	

	Plan				
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources	
Beginning of the lesson	ORGANISATION MOMENTS (WC): 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	

	DELUGION			
Main activities	<u>REVISION.</u> CONSOLIDATION. (GW)	Learners	Formative assessment	
	Rules for Jeopardy game	work in	is held	Student's
	There are 2 kinds of games.	groups, apply	through	book p.90
	Teacher can feel free to choose any	skills and	observation/	_
	or play during the whole lesson.		monitoring.	
	1. Students play jeopardy in groups.	knowledge to		PPT
	2. They have to choose a category and a point value.	a practical		Jeopardy
	3. Teacher clicks on the chosen box	and	Emoticon	
	for the question.	cooperative		
	(The teacher may want to set a time	-		
	limit for answering the question)	task, and	Formative	
	4. To see if a student or group is	produce their	assessment	
	correct, click again for the answer.	own	is held	
	5. Click the Back to Board button on the slide to return to the main	materials.	through	
	board.		observation/	Student's
	5. If the student or team is correct,		monitoring.	book p.90
	they are awarded the point value of			000m p.000
	the question		Emotion	
	6. Continue until all questions have		Emoticon	A mind -
	been answered. The team with the			map
	most points wins.			"Passive
	Ex. 1 - 2 p. 90(Revision of			Voice"
	vocabulary).			a graph
	, , , , , , , , , , , , , , , , , , ,			organizer
	<b>Revision of Grammar. Passive</b>	Learners		C
	Voice.Correct form of the	work in		
	Passive.			
	<b>Ex. 3 - 5 ( do ex. individually)</b> Do this task in a table: Ex. 4 p.90	groups, apply		
	Active Voice Pas	-skills and -	Formative	
		knowledge to	assessment	
		a practical	is held	
		-and -	through observation/	CD 3.10
			monitoring.	
		cooperative	monitoring.	
	<b>LISTENING TASK:</b> You will listen to the text and	task, and		
	complete the sentences:	produce their	Emoticon	Student's
	Keys:	own		book p.90
	1. twice	materials.		Ex.7 p.42
	2. exhibitions	materials.		
	3. forty			
	4. environment			
	<ul><li>5. increasing</li><li>6. buyers</li></ul>			
	7. on the Internet		Orral	
			Oral	
			assessment	
			and support	Student's
				book p.91
				Ex.1 -2

COMMUNICATION.	Learners		p.91
Projects about Kazakh film directors.	work in		
Students are going to present the	groups, apply		<u>https://kaz</u>
information about Kazakh film directors.	skills and		<u>akh-</u> tv.kz/en/ta
One group will speak about	knowledge to		gs/Yermek
Yermek Tursunov. This group will	a practical		<u>%20Tursu</u>
use the material from the book on page 91.	and		<u>nov</u>
Puge / I	cooperative		
Taxon Taxon	task, and		
	produce their	Oral	
	own	assessment	
361	materials.	and support	
МЕЛОЧИ			
ЖИЗНИ			
Eiler Director			
Film Director			
			Writing
			Writing Worksheet
Yermek Tursunov was born in July			
20, 1961 in Kazakhstan. Novelist,		Oral	
writer and film director. He	Learners	assessment	
graduated from the Faculty of	work in	and support	
Journalism of Kazakh National	groups, apply		
University named after Al-Farabi	skills and		
then the Faculty of Scenario and	knowledge to		
Film History of Russian State	a practical		
University of Cinematography.	and		
Yermek wrote scripts to well-	cooperative		
known Kazakh films: "AbulKhair	task, and		
Khan", "Mother's paradise" (with	produce their		
M.Makhmalbaf), "Mustafa Shokai"	own		
(with Sergey Bodrov), "Mongol"	materials.	Oral	
(with Sergey Bodrov),		assessment	
"KurakKorpe", "Forth world",		and support	
"Mytar", "Sabalak" (with Timur			

relatively open-e	-Learners can contribute at their own language nded. This gives each learner a chance to be suc end of the lesson and teacher summary provide	ccessful.	
WB p.38Ending of the lessonFEEDBACK: 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
	Home task.		
	Director"(2012), "The Man of the Year" (Kazakhstan, 2011).		
	Film"(2010), "Best		
	National Prize "Kulager" for "Best		
	friend" (Russia), won Kazakh		
	for his script "Tell me, who is your		
	(Russia), won "Golden Star" prize		
	in Competition of scriptwriters		
	YermekTursunov won Grand Prix		
	2015 – "Zhat" (STRANGER)	and support	
	2015 – "Kenzhe" ("Little brother")	assessment	
	2014 – "Kempyr" ("Crone")	Oral	
	2012 – "Shal" ("The Old Man")		
	2009 – "Kelin" ("The Bride")		
	The career of director		
	Ka?", etc.		
	Finn), "Shal", "Who are you , Mr.		
	May", "Gift to Stalin" (with Pavel		
	"Kelin", "Kenzhe", "Seven days in		
	Gulshat Omarova), "Mamlyuk",		
	Bekmambetov), "Baksy" (with		