Lesson Plan1

Theme of the lesson:

Unit:8 Travel and	School: "Baldauren" Republican Educational and
tourism	Health Center
Teacher's name:	Kambarova Gulzhan
Date:	
Grade:9	Number present: absent:
Theme of the lesson:	Means of transport
Learning objectives(s)	9.S4 respond with growing flexibility at both sentence
that this lesson is	and discourse level to unexpected comments on a range
contributing to:	of general and curricular topics
	9.R5 deduce meaning from context in extended texts
	on a range of familiar general and curricular topics
Lesson objectives:	All learners will be able They will learn about
	different means of transport.
	They will talk about tourism.
	They will share their ideas connected with travelling.
Value link:	Be friendly, respect each other.

Part of the	Teacher's activity	Student's activity	Assessm	Resourc
lesson/Time			ent	es
Beginning of	Organization		At the	CD
the lesson	moment:	The aim: To develop	organizat	player
Warming-up	1.Greeting.	Ss speaking skills and	ion	Microph
	Ask about the	create friendly	moment	one
3 min.	weather.	atmosphere	T tries to	cards
		Efficiency: By telling	award	
		the wishes they show	active	
		their appreciations.	Ss.«The	
			praise»	
			method	
			is used to	
			evaluate	
			Ss with	
			phrases	
			like:	
			"Good	
			job!	
			Well	
			done!"	
Pre-learning	T puts on the board	Sslook at the board	Descript	Whitebo
«Brainstorm	a poster with	and start to write all	or:	ard

i	words Moons of	the words connected	1morri	
ing» method	words: Means of	the words connected	-know	Carde
5 min.	transport. T gives Ss 2 min to write down all the words connected with them. In differentiationpart «Discussion» method was used to check up student's vocabulary knowledge. After that T introduces the aim and theme of the lesson.	with the transport. Aim:Revise the previous lessons material.Find out how much do they remember. Efficiency:Ss refresh their mind before starting new theme.	the meaning of the words - collect related vocabula ry - know vocabula ry of previous lesson. Total: 1point Praise Ss who has more cards and could name the	Cards Student's book
Middle of the lesson Presentation part. 8 min.	«Describing» method is used to open up the theme of the lesson. T asks Ss to look at pictures and try to describe them. Make a prediction according to the picture.	Ss open their books on page 87 and describe the picture. Practice the pronunciation. Try to remember them and find out the translation	cards. Descript or: -can spell the word -can use them Total: 1 point	Whitebo ard Student's book Flashcards
	«Memory quiz » T gives 2 min to remember means of transport in different countries.	Ss revise the list of new words connected with transport	T praise active Ss with phrases such as: "Good job! Well	Whitebo ard Student's book Poster

11 min.	T gives exercise 2,p 87.T asks Ss to watch a video and read the adverts. T asks Ss to discuss the types of transport described in the text. Aim: work new vocabulary Efficiency: To develop Ss critical thinking skills and find out new words Differentiation: «V erbal support» method is used to help Ss use new words in the sentences.	Sswatch the video. Read the text Discuss Each Ss tell what transport is really interesting for them	done!" "One more time, please" Descript or: -use phrases -work with informati on in the text -discuss and share Total: 1point	Whitebo ard Student's book Poster
8 min.	T gives exercise 2 on page 87. Read the text again and make up sentences as given examples. Aim: improve writing Efficiency: To develop Ss writing skills and use new vocabulary Differentiation:«V erbal support» method is used to help Ss use new	Ssread the adverts again. Follow the example and make up their own sentences	Descript or: -can use active vocabula ry -give examples Total: 1point	Whitebo ard Student's s book Poster

	words in the			
	sentences.			
	"Iwould travel	Ssuse new phrases and	Descript	Whitebo
5 min	by" task.	grammar material and	or:	ard
	T asks Ss to use the	practice speaking.	-know	
	given structure and	Ssspeaks about means	new	Student'
	practice speaking	of transport they would	words-	s book
	Aim:enlarge	like to travel by.	1point.	
	vocabulary	·	-can give	
	knowledge		advice-	
	Efficiency:		1point.	
	Ss use new			
	vocabulary and			
	practice it with			
	groupmates.			
	Differentiation:«C			
	hange the pair»			
	game is used to			
	develop their			
	speaking and			
	listening skills.			
End of the	The Ladder method	Ss use their stickers to	Descript	Whitebo
lesson.	was used as a	show their knowledge	or:	ard
	reflection. T asks	according to the lesson	Speak on	Pupils
Reflection	Ss to stick their	Green- I understood	the	Book
	stickers to the	Yellow-I have some	theme	Poster:
	Success Ladder.	questions	"Transpo	Success Ladder.
Individual		Red-I need a help.	rt", -work	Ladder.
work:		Aim: To know how	with text	
5 min.		many Ss got the theme.	-speak	
		Efficiency:	on topic	
		Ss can use colors to	- 2points.	
		show how much do	2points.	
		they remember.	Ss	
		Differentiation: «Conc	evaluate	
		<i>lusion</i> » method is used	each	
		to finish the lesson.	other and	
			encourag	
			e	
			classmat	
			e with	
			phrases	
			like:	
			Well	

	done Brilli Good job! like i	ant! I I t!
DIFFERENTIATION -	ASSESSMENT – how are you	
how do you plan to give	planning to check learners'	safety rules
more support? How do	learning?	
you plan to challenge the more able learners?		
		Drovido
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: "The Praise". "You are right" "Great!" "Good". "Sandwich" Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	
1: 2:	well (consider both teaching and lea	

1: 2:

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

Lesson Plan 2

Theme of the lesson:

Unit: 8	School: "Baldauren" Republican Educational and
	Health Center
Teacher's name:	Kambarova Gulzhan
Date:	
Grade: 9	Number present: absent:
Theme of the lesson:	Destination.
Learning objectives(s) that this lesson is contributing to:	9.L5 recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics
	9.L7 recognise typical features at word, sentence and text level of a range of spoken genres
	9.R5 deduce meaning from context in extended texts on a range of familiar general and curricular topics
Lesson objectives:	All learners will be able to: understand the main idea of the text on a limited range of general and curricular topics.
	Most learners will be able to: make a dialogue using complex question on general and curricular topics
	Some learners will be able to: demonstrate their retelling skill and evaluate others in giving feedback.
Value link:	Be friendly, respect each other.

Part of the	Teacher's activity	Student's activity	Assessm	Resourc
lesson/Time			ent	es
Beginning of	Organization	The aim:To develop	At the	CD
the lesson	moment:	Ss speaking skills and	organizat	player
Warming-up	1.Greeting.	create friendly	ion	Microph
	Ask about the	atmosphere	moment	one
8 min.	weather.	Efficiency: By telling	T tries to	cards
		the wishes they show	award	
		_		

		their appreciations.	active Ss.«The	
			praise» method is used to	
			evaluate Ss with phrases	
			like: "Good job!	
D 1	T - 1 - C - 4 - 1 - 1 - 4		Well done!"	XX/1. '4 . 1
Pre-learning «Brainstorm ing» method	T asks Ss to look at the title of the reading text and	Ss look at the title of the reading text and make prediction.	Descript or: -discuss	Whitebo ard
5 min.	asks Ss to predict the meaning of the text.	Share their ideas with others.	the topic -make predictio	Cards
	In differentiationpart «Think and share» method was used to check up	Aim:Find out how much do they remember. Efficiency:Ss refresh	n - know vocabula ry of previous lesson.	Student's book
	student's vocabulary knowledge.	their mind before starting new theme.	Total: 1point	
	After that T introduces the aim and theme of the lesson.		Praise Ss who has more cards and could name the cards.	
Middle of the lesson	«Describing» method is used to	Ss open their books on page 88 and describe	Descript or:	Whitebo
Presentation part.	open up the theme of the lesson. T asks to Ss to look	the picture according to the things that they can see on it	-can describe the	ard Student' s book
8 min.	at the picture from exercise 1 on page 88 T asks to describe the	Share their thoughts about the plot of the text	picture -can answer the	Flashcar ds

	«Read the plot» T asks Ss to look at the new words Check these words T asks Ss to read the text in exercise 1.	Ss read the plot of the story very quickly. Compare with their predictions. Share with new information that they found out after reading the plot. Ss write down new words and practice the pronunciation.	general questions Total: 1point T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please" Total: 1point	Whitebo ard Student's s book Poster
6 min.	T gives exercise 2,p 88 Watch a short video. T asks Ss to read the text again and answer the question. T asks Ss to remember as many information as they can and share it with class Aim: work with text Efficiency: To develop Ss critical thinking skills and reading skills Differentiation:«V erbal support»	Ss watch the video and read the text several times. Look through the questions and answer the questions Ss read the text. Ss give information about each city. Describe them and speak about sightseeing places	Descript or: -get the general idea -answer the questions -find the informati on Total: 1 point	Whitebo ard Student's book Poster

8 min.	method is used to help Ss use new words in the sentences. T asks students to look at exercise 3 on page 89 Read and complete the	Ss read the text again and complete sentences with the given words.	Descript or: -read and retell	Whitebo ard Student'
	sentences Aim: improve vocabulary. Efficiency: To develop Ss speaking skills and use new	Explain the words in bold.	understa nd general idea.	s book Poster
	vocabulary Differentiation:«V erbal support» method is used to help Ss use new words in the sentences.		Total: 2 point	
5 min	T gives task to "Listen and complete" method is used in this task T gives exercise 5 on page 89. T asks Ss to ask listen and complete. Aim:enlarge vocabulary knowledge Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation:«C hange the pair» game is used to develop their speaking and listening skills.	Sslisten to the task Complete the table Discuss it	Descript or: -get general idea- 1pointlisten and complete -1point.	Whitebo ard Student's book

End of the	The Ladder method	Ss use their stickers to	Descript	Whitebo
lesson.	was used as a	show their knowledge	or:	ard
10000111	reflection. T asks	according to the lesson	Speak on	
Reflection	Ss to stick their	Green- I understood	the	Student'
Reflection	stickers to the	Yellow-I have some	theme	s book
	Success Ladder.	questions	"Transpo	Poster:
T 1' ' 1 1	Success Ludder.	Red-I need a help.	rt",	Success
Individual		Tiou Thousandp.	-can read	Ladder.
work:		Aim: To know how	and	Zaaaa.
5 min.		many Ss got the theme.	understa	
		Efficiency:	nd the	
		Ss can use colors to	general	
		show how much do	idea	
		they remember.	-can	
		Differentiation:«Conc	share	
		<i>lusion</i> » method is used	idea -	
		to finish the lesson.	2points.	
			1	
			Ss	
			evaluate	
			each	
			other and	
			encourag	
			e	
			classmat	
			e with	
			phrases	
			like:	
			Well	
			done!	
			Brilliant!	
			Good	
			job! I	
			like it!	
DIFFERENTI	ATION – ASSES	SSMENT – how are	vou Hea	alth and

DIFFERENTIATION –	ASSESSMENT – how are you	Health and
how do you plan to give	planning to check learners'	safety rules
more support? How do	learning?	
you plan to challenge the		
more able learners?		
During the lesson some	Reflection at the end of the lesson	Provide
tasks differentiated by	and teacher summary provides	some
outcomes of the students	support for progress and	physical
and by their abilities.	achievement, and challenge to	exercises for
All learners memorize the	,	learners

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

Unit: 8	School: "Baldauren" Republican Educational and
	Health Center
Teacher's name:	Kambarova Gulzhan
Date:	
Grade:9	Numberpresent: absent:
Theme of the lesson:	Destination. Travel through Time in Taraz
Learning objectives(s) that this lesson is	9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups
contributing to:	9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics
	9.UE15 use infinitive forms after a growing number of adjectives and verbs; use gerund forms after a growing variety of verbs and prepositions; use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics
Lesson objectives:	All learners will be able to:use speaking and listening skills to solve problems creatively and cooperatively in groups
	Most learners will be able to:begin to link comments with some flexibility to what others say Some learners will be able to link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics
Value link:	Be friendly, respect each other.

Part of the	Teacher's activity	Student's activity	Assessm	Resourc
lesson/Time			ent	es
Beginning of	Organization	The aim:To develop	At the	CD
the lesson	moment:	Ss speaking skills and	organizat	player
Warming-up	1.Greeting.	create friendly	ion	Microph
	Ask about the	atmosphere	moment	one
3 min.	weather	Efficiency: By telling	T tries to	cards
		the wishes they show	award	
		their appreciations.	active	
			Ss.«The	
			praise»	
			method	
			is used to	
			evaluate	
			Ss with	

Pre-learning «Brainstorm ing» method 5 min. In differentiationpart «Think and share» method was used to check up student's vocabulary knowledge. Pre-learning ("Good job! Well done!") Well done!" Descript or: ard -know and share their ideas about interesting places in Nur-Sultan. Aim: Find out how much do they remember.	
Pre-learning «Brainstorm previous lesson's material. T gives exercise 6 on page 89. T asks Ss to share their ideas. In differentiationpart «Think and share» method was used to check up student's vocabulary knowledge. Ss look through the material of previous and share their ideas about interesting places in Nur-Sultan. Student's their mind before starting new theme. Ss look through the material of previous and share their ideas about interesting places in Nur-Sultan. Student's their mind before starting new theme. Ss look through the material of previous and share their ideas about interesting places in Nur-Sultan. Student's examples their mind before starting new theme.	
Pre-learning «Brainstorm ing» method 5 min. T asks Ss to revise previous lesson's material. T gives exercise 6 on page 89. T asks Ss to share their ideas. In differentiationpart «Think and share» method was used to check up student's vocabulary knowledge. Job! Well done!" Well done!" Descript or: ard -know cards words can give examples s book Student starting new theme. Total: 1point In differentiation part words can give examples s book Total: 1point 1point Praise Ss who has Praise Ss who has Praise Ss who has In differentiation part words can give examples can give e	
Pre-learning «Brainstorm previous lesson's material of previous and share their ideas exercise 6 on page 89. T asks Ss to share their ideas. In differentiationpart «Think and share» method was used to check up student's vocabulary knowledge. Pre-learning T asks Ss to revise previous lesson's material of previous and share their ideas about interesting places in Nur-Sultan. Aim: Find out how much do they remember. Efficiency: Ss refresh their mind before starting new theme. Well done!" Descript or: -know key Cards words - can give examples s book Student starting new theme. Praise Ss who has	
Pre-learning «Brainstorm previous lesson's material. T gives exercise 6 on page 89. T asks Ss to share their ideas. In differentiationpart «Think and share» method was used to check up student's vocabulary knowledge. Pre-learning T asks Ss to revise previous lesson's material of previous and share their ideas about interesting places in Nur-Sultan. Aim: Find out how much do they remember. Efficiency: Ss refresh their mind before starting new theme. Aim: Find out how much do they remember. Efficiency: Ss refresh their mind before starting new theme. Praise Ss who has	
Pre-learning «Brainstorm ing» methodT asks Ss to revise previous lesson's material. T gives exercise 6 on page 89. T asks Ss to share their ideas.Ss look through the material of previous and share their ideas about interesting places in Nur-Sultan.Descript or: -know keyWhitele ardAim: Find out how much do they remember can give examplesStudent s bookTotal: 1pointTotal: 1pointPraise Ss who has	
Rrainstorm ing* method 5 min.** previous lesson's material of previous and share their ideas about interesting places in Nur-Sultan. In differentiationpart **Think and share** method was used to check up student's vocabulary knowledge.** Material of previous and share their ideas about interesting places in Nur-Sultan. Aim: Find out how much do they remember. Efficiency: Ss refresh their mind before starting new theme. Aim: Find out how much do they remember.	
material. T gives exercise 6 on page 89. T asks Ss to share their ideas. In differentiationpart «Think and share» method was used to check up student's vocabulary knowledge. material. T gives about interesting places in Nur-Sultan. Aim: Find out how much do they remember. Efficiency: Ss refresh their mind before starting new theme. Fraise Ss who has	
5 min. exercise 6 on page 89. T asks Ss to share their ideas. In differentiationpart «Think and share» method was used to check up student's vocabulary knowledge. differentiation page 89. T asks Ss to places in Nur-Sultan. Aim: Find out how much do they remember. Efficiency: Ss refresh their mind before starting new theme. Efficiency: Ss refresh their mind before starting new theme. Praise Ss who has	
5 min. exercise 6 on page 89. T asks Ss to share their ideas. Aim: Find out how much do they remember. Efficiency: Ss refresh their mind before starting new theme. Total: 1point	
89. T asks Ss to share their ideas. In differentiationpart «Think and share» method was used to check up student's vocabulary knowledge. 89. T asks Ss to places in Nur-Sultan. Aim: Find out how much do they remember. Efficiency: Ss refresh their mind before starting new theme. Praise Ss who has	,
share their ideas. In differentiationpart «Think and share» method was used to check up student's vocabulary knowledge. Aim: Find out how much do they remember. Efficiency: Ss refresh their mind before starting new theme. - can give examples Total: 1point Praise Ss who has	,
In differentiation part «Think and share» method was used to check up student's vocabulary knowledge. Alm: Find out now much do they remember. Efficiency: Ss refresh their mind before starting new theme. Total: 1point Praise Ss who has	,
differentiationpart «Think and share» method was used to check up student's vocabulary knowledge. In much do they remember. remember. Efficiency: Ss refresh their mind before starting new theme. Total: 1point Praise Ss who has	
«Think and share» method was used to check up student's vocabulary knowledge. Efficiency: Ss refresh their mind before starting new theme. Total: 1point Praise Ss who has	
share» method was used to check up student's vocabulary knowledge. their mind before starting new theme. Total: 1point Praise Ss who has	
used to check up starting new theme. student's vocabulary knowledge. Ipoint Praise Ss who has	
student's vocabulary knowledge. starting fiew theme. Praise Ss who has	
vocabulary knowledge. Praise Ss who has	
knowledge. who has	
knowledge. who has	
More more	
After that T cards	
introduces the aim and	
and theme of the could	
lesson. name the	
cards.	
Middle of «Vocabulary» Ssopen their books on Descript	
the lesson method is used to page 89 and write or: Whiteb	\mathbf{c}
Presentation open up the theme down new phrasal -can use ard	
part. of the lesson. T verbs. new Student	,
13 min. asks to Ss to look Follow the instructions words s book	
at exercise 6 on and make up their own -know Flashca	r
page 89. examples. phrasal ds	L
T gives the definition of the	
phrasal verbs.	
Gives examples Total:	
ans asks to make 1point	
up own examples.	
«Read and check» Ssrevise the T praise Whiteb)
T asks Ss to check vocabulary and read active Ss ard	
each other. sentences one by one. with Student	ļ
Ss check each other phrases s book	,
and themselves. such as: Poste	,
"Good	

			: - 1- 1	
			job!	
			Well	
			done!"	
			"One	
			more	
			time,	
			please"	
6 min.	T gives exercise 7,p 89. T asks Ss to revise information in the box and	Ssrevise vocabulary. Use information box Choose the correct particles.	Descript or: -use new words	Whitebo ard Student' s book
	chose the correct		-choose	Poster
	particle.		correctly	
	Aim: work with			
	vocabulary			
	Efficiency:		Total:	
	To develop Ss		1 point	
	critical thinking		Ipomi	
	_			
	skills and speaking			
	skills			
	Differentiation:«V			
	erbal support»			
	method is used to			
	help Ss use new			
	words in the			
	sentences.			
8 min.	T asks students to	Ss do exercises 8.	Descript	Whitebo
	look at exercise 8	Ss think and make note	or:	ard
	on page 89. T asks	under the heading.	-think	
	Ssto watch the		and	Student'
	video connected		share	s book
	with exercise 2 on		-make a	Poster
	page 88 and do the		note	1 05001
	task		note	
	Aim : improve		Total:	
	vocabulary.		1 point	
			Ipomi	
	Efficiency: To develop Ss			
	speaking skills and			
	use new			
	vocabulary			
	Differentiation:«V			
	erbal support»			
	method is used to			
	help Ss use new			

	words in the			
	sentences.			
5 min	T gives task to "Writing" method	Ssread the text again. Follow the writing	Descript or:	Whitebo ard
	is used in this task	structure and write a	-use new	aru
	T gives exercise 9	short message.	vocabula	Student'
	on page 89.	short message.	ry-	s book
	T asks Ss to write a		1point.	5 COOK
	short messageabout		-write a	
	Nur-Sultan to a		text-	
	penfriend.		1point.	
	Aim:enlarge			
	vocabulary			
	knowledge			
	Efficiency:			
	Ss use new			
	vocabulary and			
	practice it with			
	groupmates.			
	Differentiation:«C			
	hange the pair»			
	game is used to			
	develop their			
	speaking and			
F. 1 . C.1.	listening skills.	C	D : 4	XX71. 14 . 1
End of the	The Ladder method	Ss use their stickers to	Descript	Whitebo
lesson.	was used as a reflection. T asks	show their knowledge	or:	ard
D CI .:	Ss to stick their	according to the lesson Green- I understood	Speak on the	Student'
Reflection	stickers to the	Yellow-I have some	theme	s book
	Success Ladder.	questions	"Food	Poster:
	Success Lauder.	Red-I need a help.	and	Success
Individual		Aim: To know how	drinks",	Ladder.
work:		many Ss got the theme.	-can use	Luader.
5 min.		Efficiency:	key	
		Ss can use colors to	words	
		show how much do	-can	
		they remember.	share	
		Differentiation:«Conc	idea -	
		<i>lusion</i> » method is used	2points.	
		to finish the lesson.	_	
			Ss	
			evaluate	
			each	
			other and	

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

from my pian and wny?
Summary evaluation
What two things went really well (consider both teaching and learning)?
1:
2:
What two things would have improved the lesson (consider both teaching and
learning)?
1:
2:
What have I learned from this lesson about the class
orachievements/difficulties of individuals that will inform my next lesson?

Lesson Plan 4

Theme of the lesson.

Unit: 8	School: "Baldauren" Republican Educational and Health Center
Teacher's name:	Kambarova Gulzhan
Date:	
Grade: 9	Number present: absent:
Theme of the lesson:	Adverbs-Order of adverbs
Learning objectives(s) that this lesson is	9.UE12 use an increased variety of comparative degree adverb structures with regular and irregular adverbs
contributing to:	use a variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics
Lesson objectives:	All learners will be able to:use adverbs. Know the order in the sentences.
Value link:	Be friendly, respect each other, be responsible traveler.

Part of the	Teacher's activity	Student's activity	Assessm	Resourc
lesson/Time			ent	es
Beginning of	Organization	The aim:To develop	At the	CD
the lesson	moment:	Ss speaking skills and	organizat	player
Warming-up	1.Greeting.	create friendly	ion	Microph
3 min.	Ask about the	atmosphere	moment	one
	weather.	Efficiency: By telling	T tries to	cards
		the wishes they show	award	
		their appreciations.	active	

Pre-learning «Brainstorm ing» method 5 min.	T puts on the board cards with phrasal verbs from previous lesson. T asks Ss to make examples In differentiationpart «Refresh your mind » method was used to check up student's vocabulary knowledge and speaking After that T introduces the aim	Ss look through the cards with phrasal verbs Answer to T's questions Make their examples. Aim:revision of previous lesson Efficiency: Ss refresh their mind before starting new theme.	Ss.«The praise» method is used to evaluate Ss with phrases like: "Good job! Well done!" Descript or: -know new words -can speak accordin g to the theme Total: 1point Praise Ss who has more cards and could name the	Whitebo ard Cards Student's book
	introduces the aim and theme of the lesson.		name the cards.	
Middle of the lesson Presentation part. 8 min.	T presents new grammar theme connected with Adverbs and it's order T gives clear explanation. T gives structure of the sentence. T gives example.	Ss listen to the T's instructions and write down structure. Make their own sentences.	Descript or: -can follow the instructio n -can make sentence with adverbs	Whitebo ard Student's Book

	«Complete the table» T asks Ss to use information from the posters and complete the table with adverbs.	Ss make up sentences with given structure. Use information from the posters.	Total: 1point T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"	Whitebo ard Student's book Poster
11 min.	T gives exercise 1 on page 90. T gives task connected with the table. Aim: make them involved to the theme Efficiency: To develop Ss critical thinking skills and writing skills Differentiation: « Verbal support» method is used to help Ss use new grammar in the sentences.	Ss work with table. Complete sentences with suitable adverbs Identify the type of the adverb. Ss evaluate each other.	Descript or: - cooperat e as a team -know types of adverbs -use new grammar Total: 1point	Whitebo ard Student's book Poster
8 min.	T gives exercises 2 on page 90. T asks Ss to make up sentences with the given advers Aim: practice grammar. Efficiency: To develop Ss	Ss follow T's instructions. Use the given adverbs Identify the type Make up sentences	Descript or: -use adverbs 1 point -make sentence s- 1 point	Whitebo ard Student's book

	writing skills and critical thinking skills Differentiation:« Verbal support» method is used to help Ss use new words in the sentences.			
5 min	T gives exercise 3 on page 90 .Ss task is to choose the correct adverb. T gives exercise 4 on page 90 to complete the sentences. Aim:learn to share point of view Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation:« Think, pair, share» method is used to develop their speaking and listening skills.	Ss Read the task. Follow the structure Choose the correct adverb Identify the type Complete the sentences.	Descript or: -know adverbs- 1pointcan choose correct adverb-1 point -can complete sentence -1point.	Whitebo ard Student's s book Poster
End of the lesson.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions	Descript or: Use key phrases effectivel y.	Whitebo ard Student's book Poster:
Individual work: 5 min.		Red-I need a help. Aim: To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: «Conc	-share ideas with partner -can make a speech - 2points.	Success Ladder.

<i>lusion</i> » method is used	Ss
to finish the lesson.	evaluate
	each
	other and
	encourag
	e
	classmat
	e with
	phrases
	like:
	Well
	done!
	Brilliant!
	Good
	job! I
	like it!

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

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

Summary evaluation

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

1:

2:

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

1:

2:

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

Lesson Plan 5

Theme of the lesson.

Unit: 8	School: "Baldauren" Republican Educational and	
	Health Center	
Teacher's name:	Kambarova Gulzhan	
Date:		
Grade: 9	Number present: absent:	
Theme of the lesson:	Determiners - Pre-determiners	
Learning objectives(s) that this lesson is contributing to:	.UE4 use a wide variety of determiners and pre- determiner structures on a range of familiar general and curricular topics	
Lesson objectives:	All learners will be able to:use a growing variety of determiners and pre-determiner structures on a range of familiar general and curricular topics	
Value link:	Be friendly, respect each other, be responsible traveler.	

Part of the	Teacher's activity	Student's activity	Assessm	Resourc
lesson/Time			ent	es

Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations.	At the organizat ion moment T tries to award active Ss.«The praise» method is used to evaluate Ss with phrases like: "Good job! Well done!"	CD player Microph one cards
Pre-learning «Brainstorm ing» method 10 min.	T gives each team an envelope with different sentences. T asks Ss to make sentences. T gives task to find and identify the adverb.	Ss open envelops. Revise grammar Discuss and find adverbs. Identify and prove the type Aim:revision of previous lesson	Descript or: -know adverbs -can use the order Total: 1point	Whitebo ard Cards Student's book
	In differentiationpart «Find and prove » method was used to check up student's grammar knowledge and speaking After that T introduces the aim and theme of the lesson.	Efficiency: Ss refresh their mind before starting new theme.	Praise Ss who has more cards and could name the cards.	
Middle of the lesson	T presents new grammar material	Ss listen to the T's instructions and write	Descript or:	Whitebo

Presentation part. 8 min.	connected with determiners and pre-determiners. T gives clear explanation and examples.	down structure. Make their own sentences.	-can follow the instructio n -can make sentence with determin ers.	ard Student's Book
	«Read the theory.» T asks Ss to use information and complete the table.	Ss use information from the table. Prepare presentation Present to the class	Total: 1point T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"	Whitebo ard Student's book Poster
6 min.	T gives exercise 5 on page 91. T asks fill in the sentences with suitable determiners Aim: make them involved to the theme Efficiency: To develop Ss critical thinking skills and writing skills Differentiation:« Verbal support» method is used to	Ss work with key words. Complete sentences using determiners. Listen and check	Descript or: -know determin ers- 1point -use suitable determin er-1point	Whitebo ard Student's book Poster

	help Ss use new			
	grammar in the			
	sentences.			
8 min.		Ss follow T's	Descript	Whitaha
о шш.	T gives exercise 6		Descript	Whitebo
	on page 91.	instructions.	or:	ard
	T asks Ss to write	Try to remember the	-can use	G. 1
	the structure of	new grammar material	both,	Student'
	using both, either,	Rewrite the sentences	either,	s book
	neither		neither.	
	T gives exercise 7		-can	
	on page 91.		rewrite	
	Rewrite the		the	
	sentences		sentences	
	Aim: practice			
	grammar.			
	Efficiency:		Total:	
	To develop Ss		2points	
	writing skills and			
	critical thinking			
	skills			
	Differentiation:«			
	Verbal support»			
	method is used to			
	help Ss use new			
	words in the			
	sentences.			
5 min	T gives exercise 8	Ss look at the given	Descript	Whitebo
	on page 91 as a	information in exercise	or:	ard
	pair work. Ss task	8.	-know	Student'
	is choose the	Read sentences and	determin	s book
	correct word	choose the correct	ers-	Poster
	Aim:learn to share	words	1point.	1 OSCCI
	information in	Words	-can	
	passive voice	Work in pairs. Discuss	choose	
	Efficiency:	as a pair and do the	the	
	Ss use new	task	correct	
		LUON	word 1	
	vocabulary and			
	practice it with		point	
	groupmates.		-can	
	Differentiation:«		work in	
	Think, pair,		pairs -	
	share» method is		1point.	
	used to develop			
	their speaking and			
	listening skills.			

	T		Ι	[
End of the	The Ladder	Ss use their stickers to	Descript	Whitebo
lesson.	method was used	show their knowledge	or:	ard
	as a reflection. T	according to the lesson	Use key	
	asks Ss to stick	Green- I understood	phrases	Student'
Reflection	their stickers to the	Yellow-I have some	effectivel	s book
	Success Ladder.	questions	y.	Poster:
		Red-I need a help.	-ask and	Success
Individual			answer	Ladder.
work:		<i>Aim:</i> To know how	the	
5 min.		many Ss got the theme.	questions	
J IIIII.		Efficiency:	-can use	
		Ss can use colors to	determin	
		show how much do	ers -	
		they remember.	2points.	
		Differentiation:«Conc		
		<i>lusion</i> » method is used	Ss	
		to finish the lesson.	evaluate	
			each	
			other and	
			encourag	
			e	
			classmat	
			e with	
			phrases	
			like:	
			Well	
			done!	
			Brilliant!	
			Good	
			job! I	
			like it!	
DIFFERENTI	ATION – ASSE	SSMENT - how are	you Hea	alth and
how do you p	plan to give plann		•	ety rules
-	more support? How do learning?			

DIFFERENTIATION	- ASSESSMENT – how are you	Health and
how do you plan to giv	e planning to check learners'	safety rules
more support? How d	learning?	
you plan to challenge th		
more able learners?		
During the lesson som	Reflection at the end of the lesson	Provide
tasks differentiated b	and teacher summary provides	some
outcomes of the studen	support for progress and	physical
and by their abilities.	achievement, and challenge to	exercises for
All learners memorize the	thinking and setting future objectives.	learners
opinion of the speaker of	During the activity teacher after each	
curricular topics.	right answer gives feedback with the	

Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.	method: "The Praise". "You are right" "Great!" "Good". "Sandwich" Well done, you can say the topical words correctly, at home repeat words again and learn by heart.	
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?		

Summary evaluation

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

1:

2:

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

1:

2:

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

Lesson Plan 6

Theme of the lesson.

Unit: 8	School: "Baldauren" Republican Educational and Health Center	
Teacher's name:	Kambarova Gulzhan	
Date:		
Grade: 9	Number present: absent:	

Theme of the lesson:	The legend of the lake				
Learning objectives(s)	9.R7 recognise typical features at word, sentence and				
that this lesson is	text level in a wide range of written genres				
contributing to:	9.R8 use a range of familiar and unfamiliar paper and				
	digital reference resources to check meaning and extend				
	understanding				
	9.UE14 use an increased variety of prepositions before				
	nouns and adjectives; use a growing number of				
	dependent prepositions following nouns, adjectives and				
	verbs on a range of familiar general and curricular				
	topics				
Lesson objectives:	All learners will be able to:understand the main points				
	in texts				
	Most learners will be able to:read a limited range of				
	extended fiction and non-fiction texts and use speaking				
	and listening skills to provide sensitive feedback				
	Some learners will be able to:use speaking begin to				
	link comments with some flexibility and listening skills				
	to provide feedback, understand the main points in texts				
Value link:	Be friendly, respect each other, be responsible.				

Part of the	Teacher's activity	Student's activity	Assessm	Resourc
lesson/Time			ent	es
Beginning of	Organization	The aim:To develop	At the	CD
the lesson	moment:	Ss speaking skills and	organizat	player
Warming-up	1.Greeting.	create friendly	ion	Microph
3 min.	Ask about the	atmosphere	moment	one
	weather.	Efficiency:By telling	T tries to	cards
		the wishes they show	award	
		their appreciations.	active	
			Ss.«The	
			praise»	
			method	
			is used to	
			evaluate	
			Ss with	
			phrases	
			like:	
			"Good	
			job!	
			Well	
			done!"	
Pre-learning	"Art gallery" game	Ss Look at the cards	Descript	Whitebo
«Brainstorm	used to revise the		or:	ard

ing» method 10 min.	vocabulary of previous lesson. T shows cards with different landmark and asks Ss to name them. T asks Ss to do exercise 1 on page 92. Label the picture. In differentiationpart «Interpreter » method was used to check up student's vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.	Identify them Name them. Label pictures in exercise 1. Aim:make them involved to the lesson. Efficiency: Ss refresh their mind before starting new theme.	-know new words -can translate them Total: 1point Praise Ss who has more cards and could name the cards.	Cards Student's book
Middle of the lesson	«Read and Think» method is	Ss read the text	Descript or:	Whitebo
Presentation	used to start new		-can get	ard
part.	lesson. T asks Ss		general	
	to look at the		idea	Student'
8 min.	exercise 2 on page			s Book
	92. T task is to read the text and			
	be ready to answer		Total:	
	questions.		1 point	
	«Answer my	Ss answer the	T praise	Whitebo
	questions»	questions in exercise 3	active Ss	ard
	T asks Ss to	p92	with	C4 1 49
	answer the questions	Speak according to the theme.	phrases such as:	Student's book
	questions	monic.	"Good	Poster
			job!	
			Well	
			done!"	

6 min.	T asks Ss to read the given short grammar material: Adjectives from verbs. Gives explanation. T gives exercise 5 on page 92. Aim: make them involved to the theme Efficiency: To develop Ss critical thinking skills and reading skills Differentiation: «Verbal support» method is used to	Ss read the theory. Write down new words Do exercise 5 Complete the sentences with correct adjectives from verbs	"One more time, please" Descript or: -know word formatio n - complete the sentence s Total: 2 points	Whitebo ard Student's book Poster
	help Ss use new words in the sentences.			
Individual work 8 min.	T gives exercises 6 and do exercise 7 on page 92. "Practice time" task. T asks Ss to listen and complete in exercise 7. In exercise 6 T asks to choose the correct words. Aim: to work with information. Efficiency: To develop Ss listening skills and writing skills Differentiation: « Verbal support»	Ss listen to the task twice. write the correct answer. Choose the correct prepositions	Descript or: -listen and tick -write an email Total: 1point	Whitebo ard Student's book

	method is used to			
	help Ss use new			
	words in the			
	sentences.			
5 min	T asks students to	Ss do exercises 8 and 9	Descript	Whitebo
	look at exercises 8	on page 92.	or:	ard
	and 9 on page 92		-can	Student'
	T gives the task to		share	s book
	describe		ideas-	Poster
	experience in pairs		1point.	
	according to the		_	
	table given in		complete	
	exercise. "Think,		the table-	
	pair and share" method is used in		1 point	
			-can	
	this task		work in	
	Aim:develop		pairs -	
	speaking		1point.	
	Efficiency:			
	Ss use new			
	vocabulary and			
	practice it with			
	groupmates.			
	Differentiation:«			
	Think, pair, share»			
	<i>method</i> is used to			
	develop their			
	speaking and			
	listening skills.			
End of the	The Ladder	Ss use their stickers to	Descript	Whitebo
lesson.	method was used	show their knowledge	or:	ard
1688011.	as a reflection. T			aru
		according to the lesson	Use key	Ctudant,
_ ~ .	asks Ss to stick	Green- I understood	phrases	Student'
Reflection	their stickers to the	Yellow-I have some	effectivel	s book
	Success Ladder.	questions	у.	Poster:
		Red-I need a help.	-can	Success
Individual			speak	Ladder.
work:		<i>Aim:</i> To know how	about	
5 min.		many Ss got the theme.	travellin	
		Efficiency:	g	
		Ss can use colors to	-can	
		show how much do	answer	
		they remember.	the	
		Differentiation:«Conc	questions	
		<i>lusion</i> » method is used	- 2points.	
L	1		1 1	1

	to finish the l	esson.
		Ss
		evaluate
		each
		other and
		encourag
		e
		classmat
		e with
		phrases
		like:
		Well
		done!
		Brilliant!
		Good
		job! I
		like it!
DIFFEDENTIATION	ACCECCMENT	how are you Health and

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

If not, why?	
Did my planned	
differentiation work well?	
Did I stick to timings?	
What changes did I make	
from my plan and why?	

Summary evaluation

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

1:

2:

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

1:

2:

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

Lesson Plan 7

Theme of the lesson.

Unit: 8	School: "Baldauren" Republican Educational and
	Health Center
Teacher's name:	Kambarova Gulzhan
Date:	
Grade: 9	Number present: absent:
Theme of the lesson:	Apologizing. Accepting an apology.
Learning objectives(s)	9.L6 deduce meaning from context in unsupported
that this lesson is	extended talk on a wide range of general and curricular
contributing to:	topics
Lesson objectives:	All learners will be able to:speak on the theme
	connected with accepting apology
	Most learners will be able to:recognize the opinion of
	the speakers in supported extended talk on a range of
	general and curricular topics
	Some learners will be able to:use speaking and
	listening skills to solve problems creatively
Value link:	Be friendly, respect each other, be responsible traveler.

Part of the	Teacher's activity	Student's activity	Assessm	Resourc
lesson/Time			ent	es
Beginning of	Organization	The aim: To develop	At the	CD

the lesson	moment:	Ss speaking skills and	organizat	player
Warming-up	1.Greeting.	create friendly	ion	Microph
3 min.	Ask about the	atmosphere	moment	one
	weather.	Efficiency: By telling	T tries to	cards
	Wedner.	the wishes they show	award	Caras
		their appreciations.	active	
		with approximations (Ss.«The	
			praise»	
			method	
			is used to	
			evaluate	
			Ss with	
			phrases	
			like:	
			"Good	
			job!	
			Well	
			done!"	
Pre-learning	T shows Ss	Ss watch the video and	Descript	Whitebo
«Brainstorm	different extracts of	try to guess.	or:	ard
ing» method	video connected	Share their thoughts	-share	
5 min.	with apologizing		ideas	Cards
	and accepting	Aim: revision of	-can	
	apology and asks	previous lesson	cooperat	
	Ss to tell what are	Efficiences Compfmal	e with	Student'
	they doing.	Efficiency: Ss refresh their mind before	others	s book
	In		Total:	
	differentiation part	starting new theme.	1point	
	«Think and Share		D . C	
	» method was used		Praise Ss	
	to check up		who has	
	student's		more	
	vocabulary		cards	
	knowledge and		and could	
	speaking		name the	
	After that T		cards.	
	introduces the aim		cards.	
	and theme of the			
	lesson.			
Middle of	«Listen and	Ss listen and repeat	Descript	
the lesson	repeat » method is	key phrases.	or:	Whitebo
Presentation	used to start new	Practice the	-can use	ard
part.	lesson. T asks Ss to	pronunciation and	key	
8 min.	listen and repeat	intonation.	phrases	Student'

	new key phrases		-can	s Book
	from exercise 1 on			S DOOK
			speak	
	page 94.		with	
			intonatio	
			n	
			Total:	
			1point	
	«Practice time»	Ss answer the T's	T praise	Whitebo
	T asks Ss to	questions.	active Ss	ard
	practice the	4	with	
	pronunciation.		phrases	Student'
	pronunciation.		such as:	s book
			"Good	Poster
				1 08161
			job!	
			Well	
			done!"	
			"One	
			more	
			time,	
			please"	
11 min.	T gives exercise 2	Ss read the dialogue	Descript	Whitebo
	on page 94 as a	Answer the questions	or:	ard
	team work.		-read and	
	T asks Ss to pay		answer	Student'
	attention to the		Total:	s book
	dialogue and		1point	Poster
	answer the			
	questions			
	Aim: make them			
	involved to the			
	theme			
	Efficiency:			
	To develop Ss			
	critical thinking			
	skills and speaking			
	skills			
	Differentiation:«V			
	erbal support»			
	method is used to			
	help Ss use new			
1	_			
1	words in the			
	words in the			
8 min.	words in the sentences. T gives exercises 3	Ss look through the	Descript	Whitebo

	on page 94.	dialogue again.	or:	ard
	"Read and tell"	Answer the questions	-can	ara
	task.	Ss do exercise 3	work	Student'
	T asks Ss to read	Do do exercise 3	with	s book
	the dialogue again		vocabula	5 COOK
	and give their		ry.	
	answers.		-can	
	T gives task to		understa	
	find the same		nd the	
	meaning phrases		meaning	
	Aim : learn to work		meaning	
	with text		Total: 2	
	Efficiency:		points	
	To develop Ss		points	
	reading skills and			
	vocabulary			
	knowledge.			
	Differentiation:«V			
	erbal support»			
	method is used to			
	help Ss use new			
	words in the			
	sentences.			
5 min	T gives exercises 4	Ss follow the structure.	Descript	Whitebo
V 22222	and 5 on page 94	Use the sample of the	or:	ard
	as a pair work. Ss	dialogue and practice	-can	Student'
	task is to look at	reading.	share	s book
	the dialogue and	1000000	ideas-	Poster
	practice it with		1point.	
	intonation		-can	
	Aim: dialogue		speak on	
	practice.		the	
	Efficiency:		theme-1	
	Ss use new		point	
	vocabulary and		-can	
	practice it with		work in	
	groupmates.		pairs -	
	Differentiation:«C		1point.	
	hange pair»			
	method is used to			
	develop their			
	speaking and			
	listening skills.			
End of the	The Ladder method	Ss use their stickers to	Descript	Whitebo
lesson.	was used as a	show their knowledge	or:	ard

	reflection. T asks	according to the lesson	Use key	
	Ss to stick their	Green- I understood	phrases	Student'
Reflection	stickers to the	Yellow-I have some	effectivel	s book
Reflection	Success Ladder.	questions	y.	Poster:
	Buccoss Educati.	Red-I need a help.	-share	Success
T 11 1 1		red Theed a help.	ideas	Ladder.
Individual		Aim: To know how	with	Ludder.
work:		many Ss got the theme.	partner	
5 min.		Efficiency:	-can	
		Ss can use colors to	speak on	
		show how much do	the	
		they remember.	theme	
		Differentiation: «Conc	2points.	
		lusion» method is used	2points.	
		to finish the lesson.	Ss	
		to minimum the lesson.	evaluate	
			each	
			other and	
			encourag	
			e	
			classmat	
			e with	
			phrases	
			like:	
			Well	
			done!	
			Brilliant!	
			Good	
			job! I	
			like it!	
DIFFERENTI	ATION – ASSE	SSMENT – how are	vou Hea	alth and

DIFFERENTIATION – how do you plan to challenge the more able learners?	planning to check learners'	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: "The Praise".	Provide some physical exercises for learners

interaction between students	"You are right"	
through discussion.	"Great!"	
Some learners describe	"Good".	
basic information about	"Sandwich"	
themselves and others.	Well done, you can say the topical	
	words correctly, at home repeat	
	words again and learn by heart.	
Reflection		
Were the lesson		
objectives/learning		
objectives realistic?		
Did all learners achieve the		
LO?		
If not, why?		
Did my planned		
differentiation work well?		
Did I stick to timings?		
What changes did I make		
from my plan and why?		
Summary avaluation		

Summary evaluation

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

1:

2:

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

1:

2:

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

Lesson Plan 8

Theme of the lesson.

Unit: 8	School: "Baldauren" Republic Health Center	can Educational and
Teacher's name:	Kambarova Gulzhan	
Date:		
Grade: 9	Number present:	absent:
Theme of the lesson:	Man-made Masterpieces	

Learning objectives(s) that this lesson is	9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups
contributing to:	9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 9.R5 deduce meaning from context in extended texts on a range of familiar general and curricular topic
Lesson objectives:	All learners will be able to:understand the main points in reading text
	Most learners will be able to:recognize the attitude or opinion of the writer in short texts
	Some learners will be able to: write with support about historical places
Value link:	Be friendly, respect each other, be responsible traveler.

Plan:

Part of the	Teacher's activity	Student's activity	Assessm	Resourc
lesson/Time			ent	es
Beginning of	Organization	The aim:To develop	At the	CD
the lesson	moment:	Ss speaking skills and	organizat	player
Warming-up	1.Greeting.	create friendly	ion	Microph
3 min.	Ask about the	atmosphere	moment	one
	weather.	Efficiency: By telling	T tries to	cards
		the wishes they show	award	
		their appreciations.	active	
			Ss.«The	
			praise»	
			method	
			is used to	
			evaluate	
			Ss with	
			phrases	
			like:	
			"Good	
			job!	
			Well	
			done!"	
Pre-learning	T asks to look at	Ss look at the pictures	Descript	Whitebo
«Brainstorm	the pictures and	and describe with their	or:	ard
ing» method	title of the reading	own words	-describe	
5 min.	text.	Name places and speak	picture	Cards
	T gives task to	on the topic	-speak on	
	describe the	Aim: revision of	topic	
	picture and speak		Total:	Student'
	1	previous lesson	1point	s book

	on the title			
	on the title In differentiationpart «look and speak » method was used to check up student's vocabulary knowledge and speaking After that T	Efficiency: Ss refresh their mind before starting new theme.	Praise Ss who has more cards and could name the cards.	
	introduces the aim and theme of the lesson.			
Middle of the lesson Presentation part. 13 min.	T presents new lesson with presenting video. T asks Ss to watch the video and read the text. T asks Ss to answer the questions in	Ss watch the video. Discuss it. Read the text and answer the questions.	Descript or: -make discussio n -answer the questions	Whitebo ard Student's Book
	exercise 1 on page 95		Total: 1point	
	«I know» T asks Ss use this phrase and do presentation	Ss use T's phrase and start presentation.	T praise active Ss with phrases such as: "Good job! Well done!" "One more	Whitebo ard Student's book Poster
			time, please"	
6 min.	T gives exercise 2 on page 95. T asks Ss to read the text again and	Ss read the text again Mark the sentences M or B	Descript or: -get general	Whitebo ard Student'
	mark sentences		idea	s book

with M or B.		-mark	
A 2 1 - 41			Poster
Aim: make them	1	sentences	
involved to the		Total:	
theme		2points	
Efficiency:			
To develop Ss			
critical thinking			
skills and speaki	ng		
skills			
Differentiation	«		
Verbal support	»		
method is used t			
help Ss use new			
grammar in the			
sentences.			
Individual T gives exercise	s 3 Ss look at the picture.	Descript	Whitebo
work on page 95.	Use information from	or:	ard
8 min. T asks Ss to	the text	-compare	
compare and	Compare and contrast	and	Student'
contrast the two	the pictures	contrast	s book
buildings.	the pictures	the	3 OOOK
Aim: practice		pictures	
		pictures	
writing.		Total:	
Efficiency:			
To develop Ss	.1	1point	
writing skills and	ı		
critical thinking			
skills			
Differentiation			
Verbal support			
method is used t	0		
help Ss use new			
words in the			
sentences.		-	****
5 min T gives exercise		Descript	Whitebo
on page 95 T asl		or:	ard
Ss to collect	facts about historical	-follow	Student'
information and	places	the	s book
write a short tex	t. Write short text	structure-	Poster
Aim:practice		1point.	
pronunciation		-find	
Efficiency:		informati	
Ss use new		on-1	
vocabulary and		point	
practice it with		-write	

	T		Γ.	T
	groupmates.		short	
	Differentiation:«		text-	
	Think, pair,		1point.	
	<i>share» method</i> is			
	used to develop			
	their speaking and			
	listening skills.			
End of the	The Ladder	Ss use their stickers to	Descript	Whitebo
lesson.	method was used	show their knowledge	or:	ard
	as a reflection. T	according to the lesson	Use key	Student'
	asks Ss to stick	Green- I understood	phrases	s book
Reflection	their stickers to the	Yellow-I have some	effectivel	Poster:
Kenecuon	Success Ladder.	questions	y.	Success
	Zaccos Ladder.	Red-I need a help.	-share	Ladder.
		Aim: To know how	ideas	Luddol.
Individual		many Ss got the theme.	with	
work:		Efficiency:	partner	
5 min.		Ss can use colors to	-can	
		show how much do	write	
		they remember.	short text	
		Differentiation: «Conc	- 2points.	
		<i>lusion</i> » method is used		
		to finish the lesson.	Ss	
			evaluate	
			each	
			other and	
			encourag	
			e	
			classmat	
			e with	
			phrases	
			like:	
			Well	
			done!	
			Brilliant!	
			Good	
			job! I	
			like it!	
DIFFERENTI	ATION – ASSE	SSMENT – how are	you Hea	alth and
			, , , , , , , , , , , , , , , , , , , ,	

DIFFERENTIATION -	ASSESSMENT	– how ai	re you]	Health a
how do you plan to give more support? How do you plan to challenge the more able learners?	learning?	check le	arners'	safety ru

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

Theme of the lesson.

Unit: 8	School: "Baldauren" Republican Educational and
	Health Center
Teacher's name:	Kambarova Gulzhan
Date:	
Grade: 9	Number present: absent:
Theme of the lesson:	Across the Curriculum 8f. Reading: Linking East and West.
Learning objectives(s) that this lesson is contributing to:	9.L4 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics 9.L5 recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.L6 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics
Lesson objectives:	All learners will be able to:provide basic information about themselves and others at sentence level Most learners will be able to: recognise the attitude or opinion of the writer in short texts Some learners will be able to:plan, write, edit and proofread work at text level with support
Value link:	Be friendly, respect each other.

Plan:

Part of the	Teacher's activity	Student's activity	Assessm	Resourc
lesson/Time			ent	es
Beginning of	Organization	The aim:To develop	At the	CD
the lesson	moment:	Ss speaking skills and	organizat	player
Warming-up	1.Greeting.	create friendly	ion	Microph
3 min.	Ask about the	atmosphere	moment	one
	weather.	Efficiency:By telling	T tries to	cards
		the wishes they show	award	
		their appreciations.	active	
			Ss.«The	
			praise»	
			method is	
			used to	
			evaluate	
			Ss with	
			phrases	
			like:	
			"Good	

Pre-learning «Brainstorm ing» method 10 min.	T gives exercise 1 on page 96. T asks Ss to look at the picture and describe everything that they can see. In differentiationpar t «Think and Share » method was used to check up student's vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.	Ss describe the picture in details. Aim:revision of previous lesson Efficiency: Ss refresh their mind before starting new theme.	job! Well done!" Descript or: -describe the picture Total: 1point Praise Ss who has more cards and could name the cards.	Whitebo ard Cards Student's book
Middle of the lesson Presentation part. 8 min.	T presents new theme. T asks Ss to look at exercise 1 on p 96. T shows a short video and asks Ss answer several general questions after watching video	Ss watch the video. Answer the questions	Descript or: -watch and answer Total: 2point	Whitebo ard Student's Book
	«This video is about» T asks Ss finish sentence with their own ideas.	Ss make up sentences with given structure. Use their own idea.	T praise active Ss with phrases such as: "Good job! Well done!" "One	Whitebo ard Student' s book Poster

			more	
			more	
			time, please"	
6 min.	T gives evereise 2	Ss read the text	Descript	Whitebo
o mm.	T gives exercise 2		_	ard
	on page 96 as a team work.	carefully	or:	aru
		Answer the questions	-get	Ctudont'
	T asks Ss to read		general idea	Student'
	the text and			s book Poster
	answer the		-answer	Poster
	questions.		the	
	Aim: practice		questions	
	grammar		Total:	
	Efficiency:		2points	
	To develop Ss			
	critical thinking			
	skills and writing			
	skills			
	Differentiation:«			
	Verbal support»			
	method is used to			
	help Ss use new			
	grammar in the			
8 min.	sentences.	Ss do exercise 3 on	Deganint	Whitebo
o IIIII.	T gives exercises 3		Descript	ard
	on page 96 T asks Ss to list	page 96. Read the text	or: -can use	aru
	the answers to the	List the answers to the	informati	Student'
	questions	questions	on.	s book
	Aim : practice	questions	-answer	5 OOOK
	speaking.		the	
	Efficiency:		questions	
	To develop Ss		questions	
	writing skills and		Total:	
	critical thinking		2point	
	skills			
	Differentiation:«			
	Verbal support»			
	method is used to			
	help Ss use new			
	words in the			
	sentences.			
5 min	T gives exercise 4	Ss find the map in the	Descript	Whitebo
	on page 96 project	net	or:	ard
	work with map	Use information from	-make a	Student'
	and information	the text	presentati	s book

	from the text. Aim: practice listening. Efficiency: Ss improve listening. Differentiation: « Think, pair, share » method is used to develop their speaking and listening skills.	Make a presentation	on- 1point.	Poster
End of the	The Ladder	Ss use their stickers to	Descript	Whitebo
lesson.	method was used	show their knowledge	or:	ard
	as a reflection. T	according to the lesson	Use key	
	asks Ss to stick	Green- I understood	phrases	Student'
Reflection	their stickers to the	Yellow-I have some	effectivel	s book
	Success Ladder.	questions	у.	Poster:
		Red-I need a help.	-can work	Success Ladder.
Individual		Aim: To know how	with text	Laudei.
work:		many Ss got the theme.	-can	
5 min.		Efficiency:	discuss	
		Ss can use colors to	the main	
		show how much do	points-	
		they remember.	2points.	
		Differentiation: «Conc	_	
		<i>lusion</i> » method is used	Ss	
		to finish the lesson.	evaluate each	
			other and	
			encourag	
			e	
			classmate	
			with	
			phrases	
			like:	
			Well	
			done! Brilliant!	
			Good	
			job! I like	
			it!	
		SSMENT _ how are		

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

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

1:

2:

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

1:

2:

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