

Lesson Plan1

Theme of the lesson:

Unit:8 Travel and tourism	School: “Baldauren” Republican Educational and Health Center
Teacher’s name:	Kambarova Gulzhan
Date:	
Grade:9	Number present: absent:
Theme of the lesson:	Means of transport
Learning objectives(s) that this lesson is contributing to:	9.S4 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range 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.

Plan:

Part of the lesson/Time	Teacher’s activity	Student’s activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1.Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	CD player Microphone cards
Pre-learning « <i>Brainstorm</i> »	T puts on the board a poster with	Ss look at the board and start to write all	Descriptor:	Whiteboard

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

			done!” “One more time, please”	
11 min.	<p>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:«Verbal support» method is used to help Ss use new words in the sentences.</p>	<p>Sswatch the video. Read the text Discuss Each Ss tell what transport is really interesting for them</p>	<p>Descriptor: -use phrases -work with information in the text -discuss and share</p> <p>Total: 1point</p>	<p>Whiteboard Student’s book Poster</p>
8 min.	<p>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:«Verbal support» method is used to help Ss use new</p>	<p>Ssread the adverts again. Follow the example and make up their own sentences</p>	<p>Descriptor: -can use active vocabulary -give examples</p> <p>Total: 1point</p>	<p>Whiteboard Student’s book Poster</p>

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

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

1:

2:

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

Lesson Plan 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.

Plan:

Part of the lesson/Time	Teacher’s activity	Student’s activity	Assessment	Resources
Beginning of the lesson Warming-up 8 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	At the organization moment T tries to award	CD player Microphone cards

		their appreciations .	active Ss.« <i>The praise</i> » method is used to evaluate Ss with phrases like: “Good job! Well done!”	
Pre-learning «Brainstorming» method 5 min.	T asks Ss to look at the title of the reading text and asks Ss to predict the meaning of the text. In differentiation part «Think and share» method was used to check up student’s vocabulary knowledge. After that T introduces the aim and theme of the lesson.	Ss look at the title of the reading text and make prediction. Share their ideas with others. Aim: Find out how much do they remember. Efficiency: Ss refresh their mind before starting new theme.	Descriptor: -discuss the topic -make prediction - know vocabulary of previous lesson. Total: 1point Praise Ss who has more cards and could name the cards.	Whiteboard Cards Student’s book
Middle of the lesson Presentation part. 8 min.	«Describing» method is used to open up the theme of the lesson. T asks to Ss to look at the picture from exercise 1 on page 88 T asks to describe the	Ss open their books on page 88 and describe the picture according to the things that they can see on it Share their thoughts about the plot of the text	Descriptor: -can describe the picture -can answer the	Whiteboard Student’s book Flashcards

	picture.		general questions Total: 1point	
	<p>«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.</p>	<p>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.</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p> <p>Total: 1point</p>	<p>Whiteboard Student’s book Poster</p>
6 min.	<p>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:«Verbal support»</p>	<p>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</p>	<p>Descriptor: -get the general idea -answer the questions -find the information</p> <p>Total: 1point</p>	<p>Whiteboard Student’s book Poster</p>

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

<p>End of the lesson.</p> <p>Reflection</p> <p>Individual work: 5 min.</p>	<p>The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.</p>	<p>Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help.</p> <p>Aim:To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation:«<i>Conclusion</i>» method is used to finish the lesson.</p>	<p>Descriptor: Speak on the theme “Transport”, -can read and understand the general idea -can share idea - 2points.</p> <p>Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!</p>	<p>Whiteboard</p> <p>Student’s book Poster: Success Ladder.</p>
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<p>DIFFERENTIATION – how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>ASSESSMENT – how are you planning to check learners’ learning?</p>	<p>Health and safety rules</p>
<p>During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the</p>	<p>Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to</p>	<p>Provide some physical exercises for learners</p>

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

Lesson Plan 3

Theme of the 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 contributing to:	<p>9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics</p> <p>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</p>
Lesson objectives:	<p>All learners will be able to:use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>Most learners will be able to:begin to link comments with some flexibility to what others say</p> <p>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</p>
Value link:	Be friendly, respect each other.

Plan:

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

			phrases like: “Good job! Well done!”	
Pre-learning «Brainstorming» 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 differentiation part « Think and share » method was used to check up student’s vocabulary knowledge. After that T introduces the aim and theme of the lesson.	Ss look through the 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.	Descriptor: -know key words - can give examples Total: 1point Praise Ss who has more cards and could name the cards.	Whiteboard Cards Student’s book
Middle of the lesson Presentation part. 13 min.	«Vocabulary» method is used to open up the theme of the lesson. T asks to Ss to look at exercise 6 on page 89. T gives the definition of the phrasal verbs. Gives examples and asks to make up own examples.	Ss open their books on page 89 and write down new phrasal verbs. Follow the instructions and make up their own examples.	Descriptor: -can use new words -know phrasal verbs Total: 1point	Whiteboard Student’s book Flashcards
	«Read and check» T asks Ss to check each other.	Ss revise the vocabulary and read sentences one by one. Ss check each other and themselves.	T praise active Ss with phrases such as: “Good	Whiteboard Student’s book Poster

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

	words in the sentences.			
5 min	<p>T gives task to “Writing” method is used in this task</p> <p>T gives exercise 9 on page 89.</p> <p>T asks Ss to write a short message about Nur-Sultan to a penfriend.</p> <p><i>Aim:enlarge vocabulary knowledge</i></p> <p>Efficiency: Ss use new vocabulary and practice it with groupmates.</p> <p>Differentiation:«<i>Change the pair</i>» game is used to develop their speaking and listening skills.</p>	<p>Ss read the text again.</p> <p>Follow the writing structure and write a short message.</p>	<p>Descriptor:</p> <p>-use new vocabulary-1point.</p> <p>-write a text-1point.</p>	<p>Whiteboard</p> <p>Student’s book</p>
<p>End of the lesson.</p> <p>Reflection</p> <p>Individual work: 5 min.</p>	<p>The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.</p>	<p>Ss use their stickers to show their knowledge according to the lesson</p> <p>Green- I understood</p> <p>Yellow-I have some questions</p> <p>Red-I need a help.</p> <p><i>Aim:</i>To know how many Ss got the theme.</p> <p>Efficiency: Ss can use colors to show how much do they remember.</p> <p>Differentiation:«<i>Conclusion</i>» method is used to finish the lesson.</p>	<p>Descriptor:</p> <p>Speak on the theme “Food and drinks”,</p> <p>-can use key words</p> <p>-can share idea -2points.</p> <p>Ss evaluate each other and</p>	<p>Whiteboard</p> <p>Student’s book</p> <p>Poster: Success Ladder.</p>

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

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 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 contributing to:	9.UE12 use an increased variety of comparative degree adverb structures with regular and irregular adverbs 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.

Plan:

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

			Ss.« The praise » method is used to evaluate Ss with phrases like: “Good job! Well done!”	
Pre-learning «Brainstorming» method 5 min.	T puts on the board cards with phrasal verbs from previous lesson. T asks Ss to make examples In differentiation part «Refresh your mind » method was used to check up student’s vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.	Ss look through the 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.	Descriptor: -know new words -can speak according to the theme Total: 1point Praise Ss who has more cards and could name the cards.	Whiteboard Cards Student’s book
Middle of the lesson Presentation part. 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.	Descriptor: -can follow the instruction -can make sentence with adverbs	Whiteboard Student’s Book

			Total: 1point	
	<p>«Complete the table» T asks Ss to use information from the posters and complete the table with adverbs.</p>	<p>Ss make up sentences with given structure. Use information from the posters.</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p>	<p>Whiteboard Student’s book Poster</p>
11 min.	<p>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.</p>	<p>Ss work with table. Complete sentences with suitable adverbs Identify the type of the adverb. Ss evaluate each other.</p>	<p>Descriptor: - cooperate as a team -know types of adverbs -use new grammar Total: 1point</p>	<p>Whiteboard Student’s book Poster</p>
8 min.	<p>T gives exercises 2 on page 90. T asks Ss to make up sentences with the given adverbs Aim: practice grammar. Efficiency: To develop Ss</p>	<p>Ss follow T’s instructions. Use the given adverbs Identify the type Make up sentences</p>	<p>Descriptor: -use adverbs.- 1 point -make sentences- 1point</p>	<p>Whiteboard Student’s book</p>

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

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

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

Lesson Plan 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.

Plan:

Part of the lesson/Time	Teacher’s activity	Student’s activity	Assessment	Resources
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<p>Beginning of the lesson Warming-up 3 min.</p>	<p>Organization moment: 1. Greeting. Ask about the weather.</p>	<p>The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .</p>	<p>At the organization moment T tries to award active Ss. «<i>The praise</i>» method is used to evaluate Ss with phrases like: “Good job! Well done!”</p>	<p>CD player Microphone cards</p>
<p>Pre-learning «Brainstorming» method 10 min.</p>	<p>T gives each team an envelope with different sentences. T asks Ss to make sentences. T gives task to find and identify the adverb. In differentiation part «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.</p>	<p>Ss open envelopes. Revise grammar Discuss and find adverbs. Identify and prove the type Aim: revision of previous lesson Efficiency: Ss refresh their mind before starting new theme.</p>	<p>Descriptor: -know adverbs -can use the order Total: 1 point Praise Ss who has more cards and could name the cards.</p>	<p>Whiteboard Cards Student’s book</p>
<p>Middle of the lesson</p>	<p>T presents new grammar material</p>	<p>Ss listen to the T’s instructions and write</p>	<p>Descriptor:</p>	<p>Whiteboard</p>

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

	help Ss use new grammar in the sentences.			
8 min.	<p>T gives exercise 6 on page 91. T asks Ss to write the structure of using both, either, neither T gives exercise 7 on page 91. Rewrite the sentences Aim: practice grammar. Efficiency: To develop Ss writing skills and critical thinking skills Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.</p>	<p>Ss follow T's instructions. Try to remember the new grammar material Rewrite the sentences</p>	<p>Descriptor: -can use both, either, neither. -can rewrite the sentences Total: 2points</p>	<p>Whiteboard Student's book</p>
5 min	<p>T gives exercise 8 on page 91 as a pair work. Ss task is choose the correct word Aim:<i>learn to share information in passive voice</i> 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.</p>	<p>Ss look at the given information in exercise 8. Read sentences and choose the correct words Work in pairs. Discuss as a pair and do the task</p>	<p>Descriptor: -know determiners- 1point. -can choose the correct word 1 point -can work in pairs - 1point.</p>	<p>Whiteboard Student's book Poster</p>

End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. <i>Aim:</i> To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor: Use key phrases effectively. -ask and answer the questions -can use determiners - 2points. Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.
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DIFFERENTIATION – how do you plan to give more support? How do you plan to challenge the more able learners?	ASSESSMENT – how are you planning to check learners' learning?	Health and safety rules
During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics.	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	Provide some physical exercises for learners

<p>Most learners improve interaction between students through discussion. Some learners describe basic information about themselves and others.</p>	<p>method: “The Praise”. “You are right” “Great!” “Good”. “Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.</p>	
<p>Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?</p>		
<p>Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: 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?</p>		

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) that this lesson is contributing to:	9.R7 recognise typical features at word, sentence and text level in a wide range of written genres 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.

Plan:

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

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

			“One more time, please”	
6 min.	<p>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 help Ss use new words in the sentences.</p>	<p>Ss read the theory. Write down new words Do exercise 5 Complete the sentences with correct adjectives from verbs</p>	<p>Descriptor: -know word formation - complete the sentences Total: 2 points</p>	<p>Whiteboard Student’s book Poster</p>
Individual work 8 min.	<p>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»</p>	<p>Ss listen to the task twice. write the correct answer. Choose the correct prepositions..</p>	<p>Descriptor: -listen and tick -write an email Total: 1point</p>	<p>Whiteboard Student’s book</p>

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

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

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 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) that this lesson is contributing to:	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: 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.

Plan:

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

<p>the lesson Warming-up 3 min.</p>	<p>moment: 1.Greeting. Ask about the weather.</p>	<p>Ss speaking skills and create friendly atmosphere Efficiency:By telling the wishes they show their appreciations .</p>	<p>organization moment T tries to award active Ss.«<i>The praise</i>» method is used to evaluate Ss with phrases like: “Good job! Well done!”</p>	<p>player Microphone cards</p>
<p><i>Pre-learning</i> «<i>Brainstorming</i>» method 5 min.</p>	<p>T shows Ss different extracts of video connected with apologizing and accepting apology and asks Ss to tell what are they doing. In differentiationpart «Think and Share» method was used to check up student’s vocabulary knowledge and speaking After that T introduces the aim and theme of the lesson.</p>	<p>Ss watch the video and try to guess. Share their thoughts Aim:revision of previous lesson Efficiency: Ss refresh their mind before starting new theme.</p>	<p>Descriptor: -share ideas -can cooperate with others Total: 1point Praise Ss who has more cards and could name the cards.</p>	<p>Whiteboard Cards Student’s book</p>
<p>Middle of the lesson Presentation part. 8 min.</p>	<p>«Listen and repeat» method is used to start new lesson. T asks Ss to listen and repeat</p>	<p>Ss listen and repeat key phrases. Practice the pronunciation and intonation.</p>	<p>Descriptor: -can use key phrases</p>	<p>Whiteboard Student’</p>

	new key phrases from exercise 1 on page 94.		-can speak with intonation Total: 1point	s Book
	« Practice time » T asks Ss to practice the pronunciation.	Ss answer the T's questions.	T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"	Whiteboard Students book Poster
11 min.	T gives exercise 2 on page 94 as a team work. T asks Ss to pay attention to the dialogue and answer the questions <i>Aim:</i> make them involved to the theme Efficiency: To develop Ss critical thinking skills and speaking skills Differentiation: « Verbal support » method is used to help Ss use new words in the sentences.	Ss read the dialogue Answer the questions	Descriptor: -read and answer Total: 1point	Whiteboard Students book Poster
8 min.	T gives exercises 3	Ss look through the	Descriptor	Whiteboard

	<p>on page 94. “Read and tell” task. T asks Ss to read the dialogue again and give their answers. T gives task to find the same meaning phrases Aim: learn to work with text Efficiency: To develop Ss reading skills and vocabulary knowledge. Differentiation:«Verbal support» method is used to help Ss use new words in the sentences.</p>	<p>dialogue again. Answer the questions Ss do exercise 3</p>	<p>or: -can work with vocabulary. -can understand the meaning Total: 2 points</p>	<p>ard Student’s book</p>
5 min	<p>T gives exercises 4 and 5 on page 94 as a pair work. Ss task is to look at the dialogue and practice it with intonation Aim:dialogue practice. Efficiency: Ss use new vocabulary and practice it with groupmates. Differentiation:«Change pair» method is used to develop their speaking and listening skills.</p>	<p>Ss follow the structure. Use the sample of the dialogue and practice reading.</p>	<p>Descriptor: -can share ideas-1 point. -can speak on the theme-1 point -can work in pairs -1 point.</p>	<p>Whiteboard Student’s book Poster</p>
End of the lesson.	<p>The Ladder method was used as a</p>	<p>Ss use their stickers to show their knowledge</p>	<p>Descriptor:</p>	<p>Whiteboard</p>

<p>Reflection</p> <p>Individual work: 5 min.</p>	<p>reflection. T asks Ss to stick their stickers to the Success Ladder.</p>	<p>according to the lesson Green- I understood Yellow-I have some questions Red-I need a help.</p> <p>Aim: To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation:«<i>Conclusion</i>» method is used to finish the lesson.</p>	<p>Use key phrases effectively. -share ideas with partner -can speak on the theme 2points.</p> <p>Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!</p>	<p>Student's book Poster: Success Ladder.</p>
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<p>DIFFERENTIATION – how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>ASSESSMENT – how are you planning to check learners' learning?</p>	<p>Health and safety rules</p>
<p>During the lesson some tasks differentiated by outcomes of the students and by their abilities. All learners memorize the opinion of the speaker of curricular topics. Most learners improve</p>	<p>Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. During the activity teacher after each right answer gives feedback with the method: “The Praise”.</p>	<p>Provide some physical exercises for learners</p>

<p>interaction between students through discussion. Some learners describe basic information about themselves and others.</p>	<p>“You are right” “Great!” “Good”. “Sandwich” Well done, you can say the topical words correctly, at home repeat words again and learn by heart.</p>	
<p>Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?</p>		
<p>Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: 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?</p>		

Lesson Plan 8

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:	Man-made Masterpieces	

Learning objectives(s) that this lesson is contributing to:	9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.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 lesson/Time	Teacher's activity	Student's activity	Assessment	Resources
Beginning of the lesson Warming-up 3 min.	Organization moment: 1. Greeting. Ask about the weather.	The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .	At the organization moment T tries to award active Ss. « <i>The praise</i> » method is used to evaluate Ss with phrases like: "Good job! Well done!"	CD player Microphone cards
Pre-learning « <i>Brainstorming</i> » method 5 min.	T asks to look at the pictures and title of the reading text. T gives task to describe the picture and speak	Ss look at the pictures and describe with their own words Name places and speak on the topic Aim: revision of previous lesson	Descriptor: -describe picture -speak on topic Total: 1point	Whiteboard Cards Student's book

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

	<p>with M or B. Aim: make them involved to the theme Efficiency: To develop Ss critical thinking skills and speaking skills Differentiation:« Verbal support» method is used to help Ss use new grammar in the sentences.</p>		<p>-mark sentences Total: 2points</p>	Poster
<p>Individual work 8 min.</p>	<p>T gives exercises 3 on page 95. T asks Ss to compare and contrast the two buildings. Aim: practice writing. Efficiency: To develop Ss writing skills and critical thinking skills Differentiation:« Verbal support» method is used to help Ss use new words in the sentences.</p>	<p>Ss look at the picture. Use information from the text Compare and contrast the pictures</p>	<p>Descriptor: -compare and contrast the pictures Total: 1point</p>	<p>Whiteboard Student's book</p>
<p>5 min</p>	<p>T gives exercise 4 on page 95 T asks Ss to collect information and write a short text. Aim:<i>practice pronunciation</i> Efficiency: Ss use new vocabulary and practice it with</p>	<p>Ss look for the info Collect interesting facts about historical places Write short text</p>	<p>Descriptor: -follow the structure-1point. -find information-1 point -write</p>	<p>Whiteboard Student's book Poster</p>

	groupmates. Differentiation: « <i>Think, pair, share</i> » <i>method</i> is used to develop their speaking and listening skills.		short text-1point.	
End of the lesson. Reflection Individual work: 5 min.	The Ladder method was used as a reflection. Tasks Ss to stick their stickers to the Success Ladder.	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. Aim: To know how many Ss got the theme. Efficiency: Ss can use colors to show how much do they remember. Differentiation: « <i>Conclusion</i> » method is used to finish the lesson.	Descriptor: Use key phrases effectively. -share ideas with partner -can write short text - 2points. Ss evaluate each other and encourage classmates with phrases like: Well done! Brilliant! Good job! I like it!	Whiteboard Student's book Poster: Success Ladder.
DIFFERENTIATION – how do you plan to give more support? How do you plan to challenge the more able learners?	ASSESSMENT – how are you planning to check learners' learning?		Health and safety rules	

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

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

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

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

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

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