

Short term plan 1

Term 1 Unit 1 "Hobbies and qualities"		School: «Baldauren Republican Educational and Health Center»	
Date:		Teacher's name: Kambarova Gulzhan	
Grade 9		Number present:	Number absent:
Theme of the lesson:		Hobbies.	
Learning objectives(s) that this lesson is contributing to	9.C6 organise and present information clearly to others 9.S3 explain and justify their own point of view on a range of general and curricular topics 9.U3 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> • Recognize and use nouns and adjectives of attributes and personality. • Make adverbs from adjectives. • Construct the sentences using comparative and superlative adjectives and adverbs with some support. 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> • Comprehend comparisons to compare and contrast people and the things they do. 		
	Some learners will be able to:		
	<ul style="list-style-type: none"> • Produce a clear, coherent description of a person they know. 		
Assessment criteria	Form ideas effectively and demonstrate the ability to express them clearly. Provide a point of view in conversations and discussions. Apply the rule for compound adjectives and adjectives as participles in practice. Apply regular and irregular adverbs and comparative degree structures accurately. Descriptor. A learner: <ul style="list-style-type: none"> • selects useful information and plans the answer. • presents his/her information to the class. • uses the learned rule and divides adjectives into the right columns. • applies the rule for comparative degree adverbs and their usage. 		
Value links	Knowing yourself, being open to experiencing new things.		
Cross curricular links	Social studies.		
Previous learning	Previously learned vocabulary on the topic "Hobbies and qualities".		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety links	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
Plan			
Planned timings	Planned activities		Resources

Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Pantomime: 'What do you like?' Play the game in 2 groups. One pupil from each group comes to the board and mimes a hobby. The other group tries to guess the hobby. If they guess correctly, they win one point. At the end of the game, the group with the most points is the winner.</p>	
Main Activities	<p>Ex.1p.5. Complete the phrases with verbs. Ex.3 p.5. Express preferences. Ex.2 p.4.Complete the sentences with the adjectives. (Workbook) Ex.3 p.4 Circle the correct word. Ex.4 p.9. Fill in the correct form of the verbs. Ex.5 p.5.Matching the words. Ex.6 p.9. Substitution table. Ex.7 p.9. Transformation task. Ex.8 p.9. Guessing game.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task</p>
Ending the lesson	<p>Peer-assessment. Two stars and a wish.</p> <ul style="list-style-type: none"> • You did a really good job on ... • I really like how you ... • Maybe you could ... 	

Additional information		
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?	Critical thinking
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths).</p> <p>By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.</p> <p>By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities.</p> <p>Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed?</p> <p>Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas.</p>

Short term plan 2

Term 1 Unit 1 "Hobbies and qualities"	School: «Baldauren Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Shark attack	
Learning objectives(s) that this lesson is contributing to	9.C7 develop and sustain a consistent argument when speaking or writing 9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.R9 recognise inconsistencies in argument in extended texts on a range of general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> • Synthesize information from the reading passage about life in the 1950s. • Demonstrate the correct use of adjectives + prepositions. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> • Interpret a text comparing past and present generations. 	
Assessment criteria	Some learners will be able to:	
	<ul style="list-style-type: none"> • Express their opinions about different generations building extended sentences. 	
Assessment criteria	<p>Make an argument and evolve reasoning while speaking. Identify particular information and details in reading passage. Find claim, reasons and evidence in the text to recognise inconsistencies in argument. Employ the rule for nouns and adjectives in common prepositional phrases in practice.</p> <p>Descriptor. A learner:</p> <ul style="list-style-type: none"> • concludes ideas and arguments based on own experience. • finds necessary information in the text and completes the task. • analyses the information in the text and gives the right answers. • completes the sentences with appropriate prepositions. 	
Value links	Respecting yourself and others.	
Cross curricular links	Social studies.	
Previous learning	Previously learned vocabulary on the topic "Hobbies".	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Main Activities	<p>Task. With books closed, ask SS if they have seen photographs of their parents and grandparents when they were young. Ask: What were their clothes like? What were their hairstyle like?</p> <p>Ask: What do you think life was like in the 1950s?</p> <p>Ex.1 p.6. Prediction based on the vocabulary.</p> <p>Ex. 2 p. 6 Read the text and answer the questions.</p> <p>Ex.3 p.7. Choose the correct word.</p>	<p>Board</p> <p>Projector</p> <p>Internet</p> <p>Presentation</p> <p>Video and images</p> <p>Handouts with task</p> <p>CD 1.06</p>

	Ex.5 p.7 Matching the words to the numbers. Ex.5 (b) p.7. To make sentences as in the example. Ex.7 p.7 Choose the correct preposition.			
Ending the lesson	Self-reflection.			
	My participation in the lesson	My feelings and emotions during the lesson	My difficulties	Valuable thoughts for me from the lesson

Additional information

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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas.

Short term plan 3

Term 1		School: «Baldauren Republican Educational and Health Center	
Unit 1 "Hobbies and qualities"		Teacher's name: Kambarova Gulzhan	
Date:			
Grade 9		Number present:	Number absent:
Theme of the lesson:		Present / Past / Future.	
Learning objectives(s) that this lesson is contributing to	<p>9.W3 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics</p> <p>9.UE9 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics</p>		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> Identify the difference between the past perfect and past simple. Construct the sentences using past perfect and past simple with support. 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> Construct the sentences using past perfect and past simple with minimal support. 		
	Some learners will be able to:		
<ul style="list-style-type: none"> Apply past perfect and past simple to talk about events at different times in the past without support. 			
Assessment criteria	<p>Demonstrate the ability to write grammatically correct sentences on familiar topics.</p> <p>Apply correctly active and passive simple present and past forms and past perfect simple forms in the context.</p> <p>Descriptor. A learner:</p> <ul style="list-style-type: none"> uses tense forms correctly; fills in the sentences according to the grammar rule. 		
Value links	Respecting yourself and others, being open to experiencing new things.		
Cross curricular links	Social studies.		
Previous learning	Comparing past and present generations.		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety	<p>Switch off the active board if you do not use it.</p> <p>If students are tired, do physical exercise with them.</p> <p>Open the window to refresh the air in the classroom during the break.</p>		
Plan			
Planned timings	Planned activities		Resources
Beginning the lesson	<p>The lesson greeting.</p> <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up.</p> <p>With books close, ask the SS what they remember about the reading text from last lesson. Write on the</p>		


	<p>board the example <i>I visited my gran last weekend and she'd found some of her old photos.</i></p> <p>Underline she'd found. Ask: When did I visit my gran? (last weekend). When did she find the photos, before or after I visited? (before I visited).</p> <p>Tell SS that this tense is called the past perfect.</p> <p>We use the future continuous (will be + verb-ing), for an action which will be in progress at a stated future time. This time next week, I'll be skydiving.</p> <p>Time expressions: this time next week/month, etc.</p> <p>We use the future perfect (will have + past participle), for an action that will be finished before another action at a stated future time. Example: By the time he arrives, we will have finished our wood sculpting class.</p> <p>Time expressions: before, by, by the time, untill/ till</p>	
Main Activities	<p>Ex.1 p.8. Deduction from the rules and exemplification.</p> <p>Ex.2 p.8. Opening the brackets.</p> <p>Ex.4 p.9. Choose the correct verb form.</p> <p>Ex.5 p.9. Put the verbs in brackets into the correct tense.</p> <p>Extra task. Individual exercise.</p>	<p>Board</p> <p>Projector</p> <p>Internet</p> <p>Presentation</p> <p>Video and images</p> <p>Handouts with task</p>
Ending the lesson	<p>Self-assessment. How well do I understand?</p> <p>4 - I can do this and explain it to someone else.</p> <p>3 - I understand and can do this by myself.</p> <p>2 - I need more practice.</p> <p>1 - I don't understand this yet.</p>	

Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able	Assessment – how are you planning to check learners' learning?	Critical thinking
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths).</p> <p>By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.</p> <p>By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities.</p> <p>Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed?</p> <p>Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas.</p>

Short term plan 4

Term 1		School: «Baldauren» Republican Educational and Health Center	
Unit 1 "Hobbies and qualities"		Teacher's name: Kambarova Gulzhan	
Date:			
Grade 9		Number present:	Number absent:
Theme of the lesson:		The Passive.	
Learning objectives(s) that this lesson is contributing to	9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.UE1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> Ask and answer the questions using collocations with make, do, collect and write. Identify the meaning of the dialogues "People talking about the past". 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> Synthesize information from the dialogues and use it as the basis for discussion. 		
	Some learners will be able to:		
<ul style="list-style-type: none"> Produce a clear, coherent description of their memories. 			
Assessment criteria	Identify facts and details in extended talks with little support. Demonstrate the ability to participate in a conversation. Apply some abstract nouns and complex noun phrases in the context. Descriptor. A learner: <ul style="list-style-type: none"> chooses the right answers. asks complex questions to get information. illustrates basic rules for abstract nouns and complex nouns, completes the task. 		
Value links	Respecting yourself and others, being open to experiencing new things.		
Cross curricular links	Social studies.		
Previous learning	Talking about events at different times in the past.		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
Plan			
Planned timings	Planned activities		Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.		

	<p>Warm up. Write <i>make, do, collect and write</i> on the board as headings. With books closed, SS work in pairs and brainstorm words you use with each.</p>	
Main Activities	<p>Ex.1 p.6. Read the theory. Ex.6 p.7. Put the verb in brackets into the correct Passive form.. Ex.7 p.7. Rewrite the sentences in the passive form. Ex.8 p.7. Rewrite the newspaper headlines in full sentences in the passive. Ex.9 p.7. Choose the correct answer. Ex.5 p.12. Speaking in a form of interview.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task CD 1.07</p>
Ending the lesson	<p>Self-assessment. Students attach their boat in the appropriate area of the map that reflects their emotions and mood after the lesson.</p> 	

Additional information		
<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>Critical thinking</p>
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p>

Short term plan 5

Term 1		School: «Baldauren» Republican Educational and Health Center	
Unit 1 "Hobbies and qualities"		Teacher's name: Kambarova Gulzhan	
Date:			
Grade 9		Number present:	Number absent:
Theme of the lesson:		Turning your hobby into a business.	
Learning objectives(s) that this lesson is contributing to		<p>9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</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.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics</p>	
Lesson objectives		All learners will be able to:	
		<ul style="list-style-type: none"> Identify the difference between past simple and continuous. Construct the sentences using past simple and continuous with support. 	
		Most learners will be able to:	
		<ul style="list-style-type: none"> Construct the sentences using past simple and continuous with minimal support. 	
		Some learners will be able to:	
<ul style="list-style-type: none"> Apply past simple and continuous to talk about past events and memories without support. 			
Assessment criteria		<p>Demonstrate the ability to participate in a conversation.</p> <p>Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</p> <p>Write sentences about real and imaginary past events connecting them into paragraphs.</p> <p>Apply correctly active and passive simple present and past forms and past perfect simple forms in the context.</p> <p>Descriptor. A learner:</p> <ul style="list-style-type: none"> discusses questions and answers the questions. uses appropriate subject-specific vocabulary while speaking. writes about past activities. demonstrates the correct usage of the Past simple and continuous. 	
Value links		Respecting yourself and others, being open to experiencing new things.	
Cross curricular links		Social studies.	
Previous learning		People talking about their memories.	
Use of ICT		Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety		<p>Switch off the active board if you do not use it.</p> <p>If students are tired, do physical exercise with them.</p> <p>Open the window to refresh the air in the classroom during the break.</p>	
Plan			
Planned timings	Planned activities		Resources

Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Refer SS back to the photos on p.12. Ask What was Clare doing when she first heard the music? Elicit the answer (she was dancing) and write the sentence on the board: She was dancing when she heard the music. Underline the verbs and elicit that they are in the past continuous and past simple. Ask: Which action happened first? (she was dancing); Did she continuous dancing when she hear it? (yes).</p>	
Main Activities	<p>Ex.1 p.13. Deduction from the rules and exemplification. Ex.2 p.13. Recognition exercise. Ex.3 p.13. Opening the brackets. Answering questions. Ex.4 p.13. Structure-based substitution. Ex.5 p.13. Ticking off items. Ex.6 p.13. Situation-response. Improvising a dialogue. Extra task. Writing practice.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task CD 1.08</p>
Ending the lesson	<p>Self-assessment. How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet.</p>	

Additional information

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?	Critical thinking
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths).</p> <p>By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.</p> <p>By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p>

Short term plan 6

Term 1 Unit 1 "Hobbies and qualities"	School: «Baldauren» Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Discussing career options.	
Learning objectives(s) that this lesson is contributing to	9.L1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics. 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks. 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics.	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> Develop their listening skills for gist and specific information in the context of talking about past events. Recognize and use key phrases for talking about events in the past. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> Create their own dialogues based on the given situations. 	
Assessment criteria	Some learners will be able to:	
	<ul style="list-style-type: none"> Perform situations talking about events in the past without support. 	
Assessment criteria	Identify the main idea in extended talk. Demonstrate the ability to participate in a conversation. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Descriptor. A learner: <ul style="list-style-type: none"> gives an appropriate answer. discusses questions and answers the questions. uses appropriate subject-specific vocabulary while speaking. 	
Value links	Respecting yourself and others, being open to experiencing new things.	
Cross curricular links	Social studies.	
Previous learning	People talking about past events and memories.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. With books closed, ask SS what important days they can remember from the past. Elicit some answers, e.g. the first day at a new school, a holiday, New Year, etc. Ask SS to describe what they	

	remember and how they felt.	
Main Activities	<p>Ex.1 p.14. Picture description (guessing, speculating, interpreting).</p> <p>Ex.2 p.14. Gist listening.</p> <p>Ex.3 p.14. Filling in gaps.</p> <p>Guided role play.</p> <p>Ex.4 p.14. Choose the best answer, a, b or c.</p> <p>Ex.5 p.14. Gap-filling.</p> <p>RE-writing.</p> <p>Guided role-play.</p> <p>Ex.6 p.14. Open role-play. Speaking in a form of a dialogue.</p>	<p>Board</p> <p>Projector</p> <p>Internet</p> <p>Presentation</p> <p>Video and images</p> <p>Handouts with task</p> <p>CD 1.09, 1.10, 1.11</p>

Ending the lesson	Peer-assessment.					
	Rubric					
	Criteria	Fluency	Pronunciation and accent	Vocabulary	Grammar	Pair work (interaction)
	5 excellent	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	A wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Actively supports, engages, listens and responds to the partner. Takes a leading role.
	4 good	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Makes an effort to interact with the partner but doesn't take a leading role.
	3 fair	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is okay; Some effort at accent, but is definitely non-native	Vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Some effort to interact with the partner but doesn't take a leading role.
2 poor	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Limited interaction with the partner.	

Additional information		
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?	Critical thinking
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths).</p> <p>By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.</p> <p>By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities.</p> <p>Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed?</p> <p>Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p>

Short term plan 7

Term 1		School: «Baldauren» Republican Educational and Health Center	
Unit 1 "Hobbies and qualities"		Teacher's name: Kambarova Gulzhan	
Date:			
Grade 9		Number present:	Number absent:
Theme of the lesson:		Let's have fun around the world.	
Learning objectives(s) that this lesson is contributing to	<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.R5 deduce meaning from context in extended texts on a range of familiar general and curricular topics</p> <p>9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics</p>		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> • Examine the general writing structure of an account of a decade. • Recognize and use key phrases for writing about a decade. 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> • Summarize an account of a decade in accordance with the writing guide. 		
Assessment criteria	Some learners will be able to:		
	<ul style="list-style-type: none"> • Express their ideas in writing an account of a decade without support. 		
Value links	Respecting yourself and others, being open to experiencing new things.		
Cross curricular links	Social studies.		
Previous learning	Talking about events in the past.		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety	<p>Switch off the active board if you do not use it.</p> <p>If students are tired, do physical exercise with them.</p> <p>Open the window to refresh the air in the classroom during the break.</p>		
Plan			
Planned timings	Planned activities		Resources
Beginning the lesson	<p>The lesson greeting.</p> <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up.</p> <p>With books closed, write the following on the</p>		

	board: Berlin Wall built, first moon landing, the Beatles become popular. Ask SS what they think all these events have in common. Tell them that they all happened in the same decade and invite SS to guess which one. Confirm that it is the 1960s. Ask: What else do you know about the 1960s?	
Main Activities	Ex.1 p.15. Skimming. Questioning. Ex.2 p.15. Recognizing language structures. Ex.3 p.15. Sentence completion task. Ex.4 p.15. Writing guide. Questioning in groups. Sharing ideas. Structuring.	Board Projector Internet Presentation Video and images Handouts with task

Ending the lesson	Peer-assessment. Rubric				
	Category	5	4	3	2
	Ideas	All ideas were expressed in a clear and organized way.	Most ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear.	The account of a decade seemed to be a collection of unrelated sentences.
	Grammar&spelling	The text contains no errors in grammar or spelling.	Writer makes minimal errors in grammar or spelling that do not affect the quality of description.	Writer makes a few errors in grammar or spelling that affect the quality of description.	Writer makes somemajor errors in grammar or spelling that affect the quality of description.
	Word choice	Use of accurate, but vivid, creative, and descriptive word choice throughout.	Use of accurate and descriptive word choice in most areas.	Word choice simplistic and lacking description.	Inaccurate or unclear wording in several areas.

Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas

Short term plan 8

Term 1 Unit 1 "Hobbies and qualities"	School: «Baldauren» Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	What did Victorians do for fun?.	
Learning objectives(s) that this lesson is contributing to	9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.R9 recognise inconsistencies in argument in extended texts on a range of general and curricular topics 9.U3 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> • Recognize and use compound adjectives connected with people's attributes. • Summarize information from the text written by a grandfather and his granddaughter about their different experiences and hobbies as teenagers. • Demonstrate the correct use of "used to" talking about the past. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> • Analyze a text comparing the lifestyles and hobbies of different generations. 	
	Some learners will be able to:	
	<ul style="list-style-type: none"> • Produce a clear, coherent description of hobbies and interests they used to have. 	
Assessment criteria	Apply the rule for compound adjectives and adjectives as participles in practice. Find claim, reasons and evidence in the text to recognise inconsistencies in argument. Apply correctly active and passive simple present and past forms and past perfect simple forms in the context. Demonstrate the ability to participate in a conversation. Descriptor. A learner: <ul style="list-style-type: none"> • uses the learned rule and divides adjectives into the right columns; • analyses the information in the text and gives the right answers. • fills in the sentences according to the grammar rule. • asks complex questions to get information. 	
Value links	Respecting yourself and others, being open to experiencing new things.	
Cross curricular links	Social studies.	
Previous learning	Describing a decade.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		

Planned timings	Planned activities	Resources
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Ask SS to work in pairs and talk about what they know about their grandparents as young people. What jobs did they do and what did they do in their free time? When they have finished, they join a second pair and tell each other what they've found out about their partner's grandparents.</p>	
Main Activities	<p>Ex.1 p.16. Prediction based on the pictures. Ex.2 p.16. Detailed reading. Justifying true/false statements with reference to the text. Ex.3 p.16. Matching pair. Ex.4 p.16. Associated ideas. Ex.5 p.16. Active reading (note "used to"). Induction of the rules form exercises. Ex.6 p.16. Gap-filling. Ex.7 p.16. Reacting to a text. Personal experiences. Venn diagram. Discussion.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task CD 1.12</p>
Ending the lesson	<p>“Cinquain” is a five-line poem based on the content of the material under the study. Line 1 – One-word title. Line 2 – Two adjectives for describing that word. Line 3 – Three verbs. Line 4 – Four feeling words. Line 5 – A synonym for the title word.</p>	

Additional information

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?	Critical thinking
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths).</p> <p>By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.</p> <p>By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p>

Short term plan 9


Term 1		School: «Baldauren» Republican Educational and Health Center	
Unit 1 "Hobbies and qualities"		Teacher's name: Kambarova Gulzhan	
Date:			
Grade 9		Number present:	Number absent:
Theme of the lesson:		My favourite hobby.	
Learning objectives(s) that this lesson is contributing to	9.C8 develop intercultural awareness through reading and discussion 9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> • Read and translate the text "My favourite hobby" . • Ask and answer the questions about hobbies. • Complete the gaps with some support. 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> • Discuss their hobbies in pairs with some support. 		
Assessment criteria	Some learners will be able to:		
	<ul style="list-style-type: none"> • Interview your partner about his / her hobby • Use <i>but, so that, in order to, although, while, whereas, also</i> etc. 		
Assessment criteria	Raise awareness about cultural diversity through reading and discussion. Provide a point of view in conversations and discussions. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Identify particular information and details in reading passage. Descriptor. A learner: <ul style="list-style-type: none"> • recalls some events based on his/her own experience. • presents his/her information to the class. • uses appropriate subject-specific vocabulary while speaking. • finds necessary information in the text and completes the task. 		
Value links	Respecting yourself and others, being open to experiencing new things.		
Cross curricular links	Social studies.		
Previous learning	Comparing generations.		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
Plan			
Planned timings	Planned activities		Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.		

	<p>Warm up. With books closed, ask SS what makes them laugh. Elicit ideas about films, books, TV programmes, etc. and encourage SS to express their opinions. Ask SS if they know the character Mr. Bean. Ask: Do you find him funny?</p>							
Main Activities	<p>Ex.1 p.17. Presenting new words. Definition. Activating vocabulary. Text completion. Ex.2 p.17. Focus listening. Ex.3 p.17. Answering questions. Ex.4 p.17. Discussion task (expressing opinion). Ex.5 p.17. Role-play.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task CD 1.13</p>						
Ending the lesson	<p>Self-assessment.</p> <p>KWL</p> <table border="1"> <tr> <td>Know</td> <td>Want to know</td> <td>Learnt</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Know	Want to know	Learnt				
Know	Want to know	Learnt						

Additional information		
<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>Critical thinking</p>
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas</p>

Short term plan 12

Term 1		School: «Baldauren» Republican Educational and Health Center	
Unit 1 "Hobbies and qualities"		Teacher's name: Kambarova Gulzhan	
Date:			
Grade 9		Number present:	Number absent:
Theme of the lesson:		A blog entry about a hobby.	
Learning objectives(s) that this lesson is contributing to	9.S3 explain and justify their own point of view 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 9.W5 develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> Plan, write and edit a summary of an interview about an older person's youth with support. 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> Plan, write and edit a summary of an interview about an older person's youth with minimal support. 		
Assessment criteria	Some learners will be able to:		
	<ul style="list-style-type: none"> Plan, write and edit a summary of an interview about an older person's youth without support. 		
Assessment criteria	Provide a point of view in conversations and discussions. Identify the meaning and details of the reading texts on familiar topics and draw conclusion by reasoning. Evolve arguments, reasons, and evidence for a limited range of written genres. Descriptor. A learner: <ul style="list-style-type: none"> presents his/her information to the class. finds correct information and opinion. includes examples and reasons where necessary. 		
Value links	Respecting yourself and others, being open to experiencing new things.		
Cross curricular links	Social studies.		
Previous learning	Review. Unit 1.		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
Plan			
Planned timings	Planned activities		Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.		

	<p>Warm up. With books closed, write <i>My teenage years</i> on the board and elicit or explain the meaning. Elicit ideas that SS associate with being a teenager and some things that define and unify a group of people who are teenagers in the same decade. If SS are struggling give them some categories and decades and brainstorm associations, for example, fashion and fair styles in the 1980s, music in the 1960s, exciting new technology in the 1990s.</p>	
Main Activities	<p>Ex.1 p.19. Communicative reading. Matching questions with extracts. Ex.2 p.19. Find someone who... SS develop questions about the topic. Interview. Taking notes. Summarizing. Illustration. Ex.3 p.19. Giving presentation. Feedback on the project.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task</p>
Ending the lesson	<p>Self-assessment. “Five”. Children draw a picture of their hand and write the most important things about the lesson on each finger. The thumb - something interesting, the index finger - something difficult, the middle one - something that was not enough, the ring finger - the mood, the little finger - the suggestions.</p> 	
Additional information		
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?	Critical thinking
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas</p>

Short term plan 1

Term 1		School: «Baldauren» Republican Educational and Health Center»	
Unit 1 "Hobbies and qualities"		Teacher's name: Kambarova Gulzhan	
Date:			
Grade 9	Number present:	Number absent:	
Theme of the lesson:		Achievement.	
Learning objectives(s) that this lesson is contributing to	9.C6 organise and present information clearly to others 9.S3 explain and justify their own point of view on a range of general and curricular topics 9.U3 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> Recognize and use nouns and adjectives of attributes and personality. Make adverbs from adjectives. Construct the sentences using comparative and superlative adjectives and adverbs with some support. 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> Comprehend comparisons to compare and contrast people and the things they do. 		
	Some learners will be able to:		
	<ul style="list-style-type: none"> Produce a clear, coherent description of a person they know. 		
Assessment criteria	Form ideas effectively and demonstrate the ability to express them clearly. Provide a point of view in conversations and discussions. Apply the rule for compound adjectives and adjectives as participles in practice. Apply regular and irregular adverbs and comparative degree structures accurately. Descriptor. A learner: <ul style="list-style-type: none"> selects useful information and plans the answer. presents his/her information to the class. uses the learned rule and divides adjectives into the right columns. applies the rule for comparative degree adverbs and their usage. 		
Value links	Knowing yourself, being open to experiencing new things.		
Cross curricular links	Social studies.		
Previous learning	Previously learned vocabulary on the topic "Hobbies and qualities".		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety links	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
Plan			
Planned timings	Planned activities		Resources

Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Pantomime: 'What do you like?' Play the game in 2 groups. One pupil from each group comes to the board and mimes a hobby. The other group tries to guess the hobby. If they guess correctly, they win one point. At the end of the game, the group with the most points is the winner.</p>	
Main Activities	<p>Ex.1p.8. Word formation activity. Ex.2 p.8. Sentence completion task. Ex.3 p.8. Completing questionnaire. Comparing answers (Venn diagram). Ex.4 p.9. Table completion. Ex.5 p.9. Putting the words into context. Ex.6 p.9. Substitution table. Ex.7 p.9. Transformation task. Ex.8 p.9. Guessing game. Extra task. Writing practice.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task</p>
Ending the lesson	<p>Peer-assessment. Two stars and a wish.</p> <ul style="list-style-type: none"> • You did a really good job on ... • I really like how you ... • Maybe you could ... 	

Additional information		
<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>Critical thinking</p>
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas.</p>

Short term plan 11

Term 1		School: «Baldauren» Republican Educational and Health Center	
Unit 1 "Hobbies and qualities"		Teacher's name: Kambarova Gulzhan	
Date:			
Grade 9		Number present:	Number absent:
Theme of the lesson:		Unit revision.	
Learning objectives(s) that this lesson is contributing to	<p>9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects</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.U3 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics</p>		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> • Reproduce taught material in listening, speaking, writing. 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> • Demonstrate learned grammar and vocabulary about hobbies and qualities with sure. 		
Assessment criteria	Some learners will be able to:		
	<ul style="list-style-type: none"> • Use taught vocabulary and grammar with accuracy. 		
Value links	Respecting yourself and others, being open to experiencing new things.		
Cross curricular links	Social studies.		
Previous learning	Achievement.		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety	<p>Switch off the active board if you do not use it.</p> <p>If students are tired, do physical exercise with them.</p> <p>Open the window to refresh the air in the classroom during the break.</p>		
Plan			
Planned timings	Planned activities		Resources
Beginning	The lesson greeting.		

the lesson	The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments about appearance, job performance, talent, etc. and also practice accepting compliments.	
Main Activities	Ex.1 p.18. Word formation activity. Ex.2 p.18. Odd one out. Ex.3 p.18. Filling in the blanks. Ex.4 p.18. Multiple choice task. Ex.5 p.18. Opening the brackets. Ex.6 p.18. Matching task. Ex.7 p.18. Focus listening. Justifying true/false statements with reference to the text.	Board Projector Internet Presentation Video and images Handouts with task CD 1.14
Ending the lesson	Self-assessment. <u>Pair share</u> At the end of a lesson learners share with their partner: Three new things they have learnt: <ul style="list-style-type: none"> ✓ What they found easy? ✓ What they found difficult? ✓ Something they would like to learn in the future. 	

Additional information

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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

Short term plan 13

Term 1		School: «Baldauren» Republican Educational and Health Center	
Unit 2 "Exercise and sport"		Teacher's name: Kambarova Gulzhan	
Date:			
Grade 9	Number present:	Number absent:	
Theme of the lesson:		National games.	
Learning objectives(s) that this lesson is contributing to	9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> • Recognize and use nouns and verbs related to the health benefits of exercise. • Do a health and exercise quiz. • Complete the gaps with some support. 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> • Express ideas about exercise and sport. • Ask and answer questions about sporting events with minimal support. 		
Assessment criteria	Some learners will be able to:		
	<ul style="list-style-type: none"> • Make a dialogue on the topic <i>using what, where, when, who</i>. • Provide unprepared speech about the benefits of doing sport and exercise. 		
Value links	Find claim, reasons and evidence in the text to recognise inconsistencies in argument. Provide a point of view in conversations and discussions. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Apply new words for different purposes.		
Cross curricular links	Taking care of your body and health.		
Previous learning	Physical education.		
Use of ICT	Unit revision.		
Health and Safety	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Plan	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
Planned timings	Planned activities	Resources	
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up.		

	With books closed, write health and exercise on the board and elicit the connection between the two. Ask: Can you be healthy without doing exercise?	
Main Activities	Ex.1 p.20. Conveying the meaning of new words. Classifying words. Ex.2 p.20. Collocation tables. Ex.3 p.20. Discussing questionnaire. Predicting based on the True/False questions. Checking SS's answers. Ex.4 p.21. Matching task. Ranking discussion. Ex.5 p.21. Substitution drill (Blank-filling). Ex.6 p.21. Information transfer. Ex.7 p.21. Structure-based substitution. Communication drill. Extra task. Making sentences.	Board Projector Internet Presentation Video and images Handouts with task CD 1.15
Ending the lesson	Self-reflection. "Message". Pupils write 7 words of the greatest importance for the topic of the lesson.	

Additional information

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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

Term 1 Unit 2 "Exercise and sport"	School: «Baldauren» Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Fun races.	
Learning objectives(s) that this lesson is contributing to	9.S3 explain and justify their own point of view on a range of general and curricular topics 9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.UE1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> • Comprehend the text about exercise as a cure. • Recognize and use noun suffixes. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> • Interpret a text about exercise and health. 	
Assessment criteria	Some learners will be able to:	
	<ul style="list-style-type: none"> • Express their opinions on exercise as an alternative medical treatment with fluency building extended sentences. 	
Value links	Provide a point of view in conversations and discussions. Identify particular information and details in reading passage. Apply some abstract nouns and complex noun phrases in the context.	
Cross curricular links	Taking care of your body and health.	
Previous learning	Physical education.	
Use of ICT	Medical science.	
Health and Safety	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Plan	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Planned timings	Planned activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. With books closed, write the quote from Hippocrates "Walking is man's best medicine" on the board and ask SS what they think it means. Elicit or explain that it probably means that keeping active improves your health.	
Main Activities	Ex.1 p.22. Predicting based on the title, pictures. Ex.2 p.22. Detailed reading. Completing gapped text with sentences.	Board Projector Internet

	Ex.3 p.22. Table completion. Ex.4 p.22. Word-formation activity. Ex.5 p.22. Speaking in a form of discussion.	Presentation Video and images Handouts with task CD 1.16				
Ending the lesson	<p>Self-reflection.</p> <table border="1"> <tr> <td>My participation in the lesson</td> <td>My feelings and emotions during the lesson</td> <td>My difficulties</td> <td>Valuable thoughts for me from the lesson</td> </tr> </table>	My participation in the lesson	My feelings and emotions during the lesson	My difficulties	Valuable thoughts for me from the lesson	
My participation in the lesson	My feelings and emotions during the lesson	My difficulties	Valuable thoughts for me from the lesson			

Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas

Term 1 Unit 2 "Exercise and sport"	School: «Baldauren» Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Reported speech.	
Learning objectives(s) that this lesson is contributing to	9.C6 organise and present information clearly to others 9.C9 use imagination to express thoughts, ideas, experiences and feelings 9.W3 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> • Read the theory, how do we change direct speech to reported speech? 	
	Most learners will be able to:	
	Use time expressions and some words change, according to the meaning.	
	Some learners will be able to:	
	<ul style="list-style-type: none"> • Change the direct speech to reported speech. 	
Assessment criteria	Form ideas effectively and demonstrate the ability to express them clearly. Convey fantasy ideas and experiences including emotions and senses. Demonstrate the ability to write grammatically correct sentences on familiar topics. Apply reported speech for fluent communication	
Value links	Taking care of your body and health.	
Cross curricular links	Physical education.	
Previous learning	Alternative therapy.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Refer SS back to the text on pp.22-23 and ask: Do you think that swimming in cold water helps depression? Elicit a range of ideas including that idea that it is possible it works. Write on the board: Swimming in cold water might help depression and underline might. Elicit or explain that meaning (it is possible that it works). Tell SS they are going to learn some other ways of expressing possibility and certainly.</p>	

Main Activities	Ex.1 p.23. Read the examples and complete the sentences. Use: said or told. Ex.2 p.23. Rewrite the sentences in reported speech. Ex.3 p.23. Rewrite the sentences in direct speech. Ex.4 p.23. Reporting verbs. Extra task. Reported statements. Reported questions	Board Projector Internet Presentation Video and images Handouts with task
Ending the lesson	Self-assessment. How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet.	

Additional information

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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

Term 1 Unit 2 "Exercise and sport"	School: «Baldauren» Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Reporting verbs.	
Learning objectives(s) that this lesson is contributing to	9.C6 organise and present information clearly to others 9.C9 use imagination to express thoughts, ideas, experiences and feelings 9.W3 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> • Read the theory, how do we change direct speech to reported speech? 	
	Most learners will be able to:	
	Use time expressions and some words change, according to the meaning.	
	Some learners will be able to:	
	<ul style="list-style-type: none"> • Change the direct speech to reported speech. 	
Assessment criteria	Form ideas effectively and demonstrate the ability to express them clearly. Convey fantasy ideas and experiences including emotions and senses. Demonstrate the ability to write grammatically correct sentences on familiar topics. Apply reported speech for fluent communication	
Value links	Taking care of your body and health.	
Cross curricular links	Physical education.	
Previous learning	Alternative therapy.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Refer SS back to the text on pp.22-23 and ask: Do you think that swimming in cold water helps depression? Elicit a range of ideas including that idea that it is possible it works. Write on the board: Swimming in cold water might help depression and underline might. Elicit or explain that meaning (it is possible that it works). Tell SS they are going to learn some other ways of expressing possibility and certainly.</p>	

Main Activities	Ex.1 p.23. Read the examples and complete the sentences. Use: said or told. Ex.2 p.23. Rewrite the sentences in reported speech. Ex.3 p.23. Rewrite the sentences in direct speech. Ex.4 p.23. Reporting verbs. Extra task. Reported statements. Reported questions	Board Projector Internet Presentation Video and images Handouts with task
Ending the lesson	Self-assessment. How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet.	

Additional information

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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

Term 1 Unit 2 "Exercise and sport"	School: «Baldauren» Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Talking about injuries.	
Learning objectives(s) that this lesson is contributing to	9.C9 use imagination to express thoughts, ideas, experiences and feelings 9.L4 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics 9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> Matching the words <i>twisted, cut, pulled, sprained, broke, got</i> to form phrases. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> Complete the sentences and fill in the gaps with some support. 	
Assessment criteria	Some learners will be able to:	
	<ul style="list-style-type: none"> To make up the dialogue about injuries without support. 	
Assessment criteria	Convey fantasy ideas and experiences including emotions and senses. Recognise the content of an extended conversation using some supporting information. Write sentences about real and imaginary past events, activities and experiences connecting sentences into paragraphs. Apply given words in different situations.	
Value links	Taking care of your body and health.	
Cross curricular links	Physical education.	
Previous learning	Vocabulary and listening: Phrasal verbs.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. With books closed, ask SS to remember how we express possibility in the present. Give them some scenarios and elicit sentences using may, might, could, must, can't. For example, say: Joe's doing his driving test after only three lessons. (He can't be ready/must be very confident). Look, it's getting cloudy. It may/might rain this afternoon), etc. .	

	Tell SS they are going to learn how to express possibility in the past.	
Main Activities	Ex.1 p.25. Induction of the rules from examples and explication. Ex.2 p.25. Transformation exercise. Ex.3 p.25. Multiple choice. Ex.4 p.25. Cue sentences. Ex.5 p.25. Speaking on a suggested topic.. Ex.6 p.25. Making statements on the pictures. Guessing, speculating, interpreting. Extra task. Writing practice.	Board Projector Internet Presentation Video and images Handouts with task CD 1.18
Ending the lesson	Self-assessment. How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet.	

Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

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Term 1	School: «Baldauren» Republican Educational and Health
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Unit 2''Exercise and sport''		Center	
Date:		Teacher's name: Kambarova Gulzhan	
Grade 9		Number present:	Number absent:
Theme of the lesson:		Amazing stadium.	
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.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> • Develop their listening skills in the context of people exchanging opinions. • Recognize key phrases for exchanging opinions. • Complete the gaps with words from the list 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> • Create their own dialogues based on the given situations. 		
Some learners will be able to:	<ul style="list-style-type: none"> • Perform situations exchanging opinions with other people without support. 		
Assessment criteria	Identify the position of speakers in an extended talk with some support. Demonstrate the ability to participate in a conversation. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Apply new words for different purposes.		
Value links	Taking care of your body and health.		
Cross curricular links	Physical education.		
Previous learning	Talking about injuries.		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
Plan			
Planned timings	Planned activities		Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. With books closed, see how many suggestions for a healthy lifestyle SS can remember from the eight-point health plan on p.24. Ask where SS come across advice about health. Elicit suggestions for how the government and schools can communicate with young people about		

	health issues, e.g. TV advertising and posters.	
Main Activities	<p>Ex.1 p.26. Discovery activity. Ex.2 p.26. Gist listening. Answering questions. Ex.3 p.26. Focus listening. Ticking off items. Guided role play. Ex.4 p.26. Recognition exercise. Substitution drill. Ex.5 p.26. Practise structures. Ex.6 p.26. Improvising a dialogue.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task CD 1.19, 1.20</p>

Ending the lesson	Peer-assessment.					
	<u>Rubric</u>					
	Criteria	Fluency	Pronunciation and accent	Vocabulary	Grammar	Pair work (interaction)
	5 excellent	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	A wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Actively supports, engages, listens and responds to the partner. Takes a leading role.
	4 good	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Makes an effort to interact with the partner but doesn't take a leading role.
	3 fair	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is okay; Some effort at accent, but is definitely non-native	Vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Some effort to interact with the partner but doesn't take a leading role.
2 poor	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Limited interaction with the partner.	

Additional information

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?	Critical thinking
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths).</p> <p>By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.</p>	<p>Observe learners when participating in use of English activities.</p> <p>Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed?</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p>

By outcome providing challenge, variety and choice.	Formative assessment is held through observation/monitoring.	
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Short term plan 19

Term 1 Unit 2 "Exercise and sport"	School: «Baldauren» Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	First aid.	
Learning objectives(s) that this lesson is contributing to	9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.R6 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics 9.W5 develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> Comprehend the general writing structure of a discussion essay. Recognize and use key phrases for a discussion essay. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> Write a discussion essay using writing guide. 	
Assessment criteria	Some learners will be able to:	
	<ul style="list-style-type: none"> Express their ideas in writing a a discussion essay without support. 	
Value links	Use topic appropriate words in justifying their point of view. Interpret the information to identify the author's attitude and opinion. Evolve arguments, reasons, and evidence for a limited range of written genres. Connect sentences into paragraphs with basic connectors and linking words.	
Cross curricular links	Taking care of your body and health.	
Previous learning	Physical education.	
Intercultural awareness	Exchanging opinions.	
Health and Safety	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. With books closed, write <i>footballer's salaries</i> on the	

	board and elicit the meaning. Ask: Do you think footballers should be paid a lot of money for what they do? Elicit some opinions. Write For and Against on the board and list arguments under the two headings as SS give them. Tell SS they are going to learn how to present arguments for and against in a discussion essay.	
Main Activities	Ex.1 p.27. Skimming. Questioning. Ex.2 p.27. Recognizing language structures. Ex.3 p.27. Transformation exercise. Table completion task. Ex.4 p.27. Multiple choice. Ex.5 p.27. Writing guide. Questioning in groups. Sharing ideas. Structuring.	Board Projector Internet Presentation Video and images Handouts with task

Ending the lesson	Peer-assessment. Rubric				
	Category	4	3	2	1
	Ideas	All ideas were expressed in a clear and organized way. It was easy to figure out what the essay was about.	Most ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the essay was about.	The essay seemed to be a collection of unrelated sentences. It was very difficult to figure out what the essay was about.
	Format	Complies with all the requirements for a discussion essay.	Complies with most of the requirements for a discussion essay.	Complies with several of the requirements for a discussion essay.	Complies with few of the requirements for a discussion essay.
	Sentences and Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	Most sentences are complete and well-constructed. Paragraphing is generally done well.	Some sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences and paragraphing needs lots of work.
Grammar&spelling	Writer makes few or no errors in grammar or spelling.	Writer makes some errors in grammar and/or spelling but the errors do not impede understanding.	Writer makes quite a lot of errors in grammar and/or spelling	Writer makes very frequent errors in grammar and/or spelling.	

Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	
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Short term plan 21

Term 1 Unit 2 "Exercise and sport"	School: «Baldauren» Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	A survey report	
Learning objectives(s) that this lesson is contributing to	9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics 9.W1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> • Recognize and use vocabulary connected with success in sport. • Use words/phrases such as half/few, no one/everyone. • Develop their reading skills in the context of Kazakh sports stars. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> • Synthesize the information from the text about Kazakh sports people and use it as the basis for discussion. 	
Assessment criteria	Some learners will be able to:	
	<ul style="list-style-type: none"> • Talk with fluency about famous sportspeople in Kazakhstan. 	
Value links	Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Identify the main idea of text on unfamiliar and curricular topics. Make a clear plan of writing; Write a text; Check the written draft. Apply new words for different purposes.	
Cross curricular links	Taking care of your body and health.	
Previous learning	Physical education.	
Use of ICT	Writing: A discussion essay.	
Health and Safety	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Plan	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Planned timings	Planned activities	Resources

Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Have a race to find which group can list the most Kazakh sports people in two minutes. After two minutes, find out which group had the longest list and declare them the winner. Ask that pair for their answers and write them on the board. Ask other groups to contribute more names if they have them.</p>	
Main Activities	<p>Ex.1 p.28. Building background knowledge. Ex.2 p.28. Detailed reading. Matching task. Ex.3 p.28. Table completion. Word formation activity. Brainstorming. Ex.4 p.28. Induction of the rules from examples and explication. Ex.5 p.28. Sentence completion task. Ex.6 p.28. Writing practice. Guessing and speculating.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task CD 1.21</p>
Ending the lesson	<p>Self-reflection. <i>Most thing</i> Ask learners what was the most, e.g. useful, interesting, surprising, etc. thing they learned today.</p>	

Additional information		
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?	Critical thinking
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas</p>

Term 1 Unit 2 "Exercise and sport"	School: «Baldauren» Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Leading a healthy life.	
Learning objectives(s) that this lesson is contributing to	9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> Recognize and use vocabulary to do with nutrition and healthy eating. Develop their reading skills in the context of healthy eating. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> Synthesize the information from the text about healthy eating and use it as the basis for discussion. 	
	Some learners will be able to:	
	<ul style="list-style-type: none"> Express with fluency their ideas about diet and ways it could be improved. 	
Assessment criteria	Provide a point of view in conversations and discussions. Use topic appropriate words in justifying their point of view. Find particular facts and parts in reading passage.	
Value links	Taking care of your body and health.	
Cross curricular links	Physical education.	
Previous learning	My country: Exercise and sport.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. With books closed, write <i>An apple a day keeps the doctor away</i> on the board. Ask SS what the proverb means. Elicit that the proverb is not meant literally, but suggests that if we eat healthy foods like fruit, we will or get ill. Ask SS whether they think their diets are healthy.	

	Do they think about what they eat? Elicit examples of healthy and unhealthy foods.	
Main Activities	Ex.1 p.29. Conveying the meaning of new words through definitions. Ex.2 p.29. Communicative reading. Reacting to a text. Ex.3 p.29. Choose the best answer, a, b or c. Ex.4 p.29. Speaking in a form of presentation.	Board Projector Internet Presentation Video and images Handouts with task CD 1.22
Ending the lesson	Self-assessment. Students attach their boat in the appropriate area of the map that reflects their emotions and mood after the lesson. 	

Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

Term 1 Unit 2 "Exercise and sport"	School: «Baldauren» Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Revision.	
Learning objectives(s) that this lesson is contributing to	9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> • Reproduce taught material in listening, speaking, writing. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> • Demonstrate learned grammar and vocabulary about exercise and sport in dialogues with sure. • Create their own dialogues based on the given situations. 	
Assessment criteria	Some learners will be able to:	
	<ul style="list-style-type: none"> • Use taught vocabulary and grammar with accuracy. • Provide unprepared speech talking about adventure sports. 	
Value links	Identify facts and details in extended talks with little support. Demonstrate the ability to participate in a conversation. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Apply new words for different purposes.	
Cross curricular links	Taking care of your body and health.	
Previous learning	Physical education.	
Use of ICT	CLIL: Biology: Healthy eating.	
Health and Safety	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Plan	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Planned timings	Planned activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments about appearance, job performance, talent, etc. and also practice	

	accepting compliments.	
Main Activities	<p>Ex.1 p.30.Gap-filling. Ex.2 p.30.Word formation activity. Ex.3 p.30.Blank-filling Ex.4 p.30.Filling in gaps. Ex.5 p.30.Multiple choice. Ex.6 p.30.Substitution drill Ex.1 p.31.Brainstorming. Ex.2 p.31.Gist listening. Identifying situations and people. Ex.4-5 p.31.improvising a conversation.</p>	Board Projector Internet Presentation Video and images Handouts with task CD 1,24
Ending the lesson	<p>Peer-assessment. Two stars and a wish.</p> <ul style="list-style-type: none"> • You did a really good job on ... • I really like how you ... • Maybe you could ... 	
Additional information		
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?	Critical thinking
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas</p>

Term 2 Unit 3"Earth and our place on it "	School: «Baldauren Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Vocabulary and language focus: Geography and the environment.	
Learning objectives(s) that this lesson is contributing to	9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> • Recognize and use nouns related to the environment. • Do a quiz on Kazakhstan • Produce sentences using the present continuous with support. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> • Produce sentences using the present continuous with little support. 	
	Some learners will be able to:	
	<ul style="list-style-type: none"> • Express their opinions about future trends building extended sentences. 	
Assessment criteria	Find claim, reasons and evidence in the text to recognise inconsistencies in argument. Demonstrate the ability to participate in a conversation. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Employ the rule for using present continuous forms for present and future meaning and past continuous in the context.	
Value links	Respecting and protecting the environment.	
Cross curricular links	Ecology, Geography.	
Previous learning	Review Unit 2.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety links	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.	

	<p>Warm up. With books closed, write <i>the environment</i> on the board and elicit or explain the meaning. Put SS into pairs and give them two minutes to write down as many words connected to the environment as they can in English. Elicit answers and write the words related to the environment on the board. Point to a couple of words and ask SS to explain what they mean and why they are important.</p>	
Main Activities	<p>Ex.1 p.32. Matching task. Ex.2 p.32. Questionnaire. Ex.3 p.32. Gap filling. Speaking in a form of discussion. Ex.4 p.32. Induction of the rules from exercises and explication. Ex.5 p.32. Gist listening. True/false statements. Ex.6 p.32. Sentence completion task. Giving opinions, agreeing and disagreeing. Extra task. Writing practice.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task CD 1.25</p>
Ending the lesson	<p>Self-assessment. Students express their attitude to the lesson and give self-assessment using the method: "<i>Six thinking hats</i>":</p> <ul style="list-style-type: none"> • Green: How can you use today's learning in different subjects? • Red: How do you feel about your work today? • White: What have you learnt today? • Black: What were the weaknesses of your work? • Blue: How much progress have you made in this lesson? (Now I can, I still need to work on, I've improved in, Today I learnt...) • Yellow: What did you like about today's lesson? 	
Additional information		
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?	Critical thinking
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas.</p>

Short term plan 26

Term 2 Unit 3 "Our planet"		School: «Baldauren Republican Educational and Health Center	
Date:		Teacher's name: Kambarova Gulzhan	
Grade 9		Number present:	Number absent:
Theme of the lesson:		Reading: Our responsibility to planet Earth.	
Learning objectives(s) that this lesson is contributing to	9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> • Recognize and use words related to the sustainability. • Synthesize information from the reading passage about sustainability. 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> • Analyse the text about sustainability. 		
Assessment criteria	Some learners will be able to:		
	<ul style="list-style-type: none"> • Provide unprepared, coherent talk about our responsibility to planet Earth. 		
Assessment criteria	Express thoughts about the given topic in the conversations. Use topic appropriate words in justifying their point of view. Identify the main idea of text on unfamiliar and curricular topics. Find claim, reasons and evidence in the text to recognise inconsistencies in argument		
Value links	Respecting and protecting the environment.		
Cross curricular links	Ecology, Geography.		
Previous learning	Vocabulary and language focus: Geography and the environment.		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
Plan			
Planned timings	Planned activities		Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. With books closed, write <i>sustainability</i> on the board and ask SS what they think it means. Elicit or explain that it means not doing anything that endangers the environment for future generations. Ask SS to think of what sort of developments could		

	cause problems for people in the future. Elicit ideas and ask other SS if they agree.					
Main Activities	Ex.1 p.34. Building background knowledge. Ex.2 p.34. Detailed reading. Justifying True/False statements with reference to the text. Ex.3 p.34. Matching words. Ex.4 p.34. Expressing opinions (reacting to a text).	Board Projector Internet Presentation Video and images Handouts with task CD 1.26				
Ending the lesson	Self-reflection. <table border="1" data-bbox="354 555 1029 739"> <tr> <td>My participation in the lesson</td> <td>My feelings and emotions during the lesson</td> <td>My difficulties</td> <td>Valuable thoughts for me from the lesson</td> </tr> </table>	My participation in the lesson	My feelings and emotions during the lesson	My difficulties	Valuable thoughts for me from the lesson	
My participation in the lesson	My feelings and emotions during the lesson	My difficulties	Valuable thoughts for me from the lesson			

Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas.

Term 2 Unit 3 "Our planet"		School: «Baldauren Republican Educational and Health Center	
Date:		Teacher's name: Kambarova Gulzhan	
Grade 9		Number present:	Number absent:
Theme of the lesson:		Language focus: First conditional.	
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.S2 ask complex questions to get information on a range of general and curricular topics</p> <p>9.UE17 use if only /wish [that] clauses [past reference]; use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics</p>		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> Construct the sentences using the first conditional with support. 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> Construct the sentences using the first conditional to talk about possible situations with minimal support. 		
Some learners will be able to:	<ul style="list-style-type: none"> Apply the first conditional to talk about a future situation and its consequences without support. 		
Assessment criteria	<p>Discuss a problem in groups and suggest a solution to a problem.</p> <p>Make up complex interrogative sentences to get information about the topic.</p> <p>Differentiate between if/unless in first conditional clauses.</p>		
Value links	Respecting and protecting the environment.		
Cross curricular links	Ecology.		
Previous learning	Reading: Our responsibility to planet Earth.		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety	<p>Switch off the active board if you do not use it.</p> <p>If students are tired, do physical exercise with them.</p> <p>Open the window to refresh the air in the classroom during the break.</p>		
Plan			
Planned timings	Planned activities		Resources
Beginning the lesson	<p>The lesson greeting.</p> <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up.</p> <p>With books close, ask: What will happen if you look for Sealand on the map? Elicit the answer (You won't find it).</p> <p>Write on the board: If you look for Sealand on the map, you won't find it. Ask SS to translate it into their own language. Elicit or teach that it is a first conditional sentence.</p>		

	Ask: Does it refer to a present action, or a possible action in the future? (a possible action in the future).	
Main Activities	Ex.1 p.35. Induction of the rules from examples and explication. Ex.2 p.35. Opening the brackets. Ex.3 p.35. Completion drill. Ex.4 p.35. Structure-based substitution. Extra task. Transformation exercise.	Board Projector Internet Presentation Video and images Handouts with task
Ending the lesson	Self-assessment. How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet.	

Additional information

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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas.

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Term 2 Unit 3"Our planet"	School: «Baldauren Republican Educational and Health Center
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Date:		Teacher's name: Kambarova Gulzhan	
Grade 9		Number present:	Number absent:
Theme of the lesson:		Vocabulary and listening: Government policies.	
Learning objectives(s) that this lesson is contributing to	9.C7 develop and sustain a consistent argument when speaking or writing 9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> Recognize and use verbs for policies by imagining he/she was president of a country. Identify the meaning of the conversation about imagining he/she was president. 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> Synthesize information from the conversation and use it as the basis for discussion. 		
	Some learners will be able to:		
<ul style="list-style-type: none"> Produce a clear, coherent talk about government policies. 			
Assessment criteria	Make an argument and evolve reasoning while speaking or writing. Identify facts and details in extended talks with little support. Use topic appropriate words in justifying their point of view.		
Value links	Respecting and protecting the environment.		
Cross curricular links	Ecology, Social studies.		
Previous learning	First conditional.		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
Plan			
Planned timings	Planned activities		Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.		
	Warm up. With books close, ask: Would you like to be the president of Kazakhstan? Why? Elicit some ideas. Ask: What things would you change to help the environment? Why? Elicit some ideas. Don't worry at this stage if SS don't use the correct verb forms, but just concentrate on encouraging them to think of ideas.		
Main	Ex.1 p.36. Conveying the meaning of the words		Board

Activities	<p>provided. Giving opinions, agreeing and disagreeing. Ex.2 p.36. Listening for global information. Ticking off items in a list. Ex.3 p.36. Listening for specific information. Sentence completion. Ex.4 p.36. Information transfer. Ranking (priority) discussion.</p>	<p>Projector Internet Presentation Video and images Handouts with task CD 1.27</p>						
Ending the lesson	<p>Self-assessment.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Plus</th> <th style="width: 33%;">Minus</th> <th style="width: 33%;">Interesting</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>If children liked something at the lesson they put it into the column “plus”, if they didn’t like or were bored during some part of the lesson, they can use the column “minus”, the section “interesting” is for those activities which were interesting during the lesson.</p>	Plus	Minus	Interesting				
Plus	Minus	Interesting						

Additional information

<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>Critical thinking</p>
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas</p>

Short term plan 29

<p>Term 2 Unit 3"Our planet"</p>	<p>School: «Baldauren Republican Educational and Health Center</p>
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Date:		Teacher's name: Kambarova Gulzhan	
Grade 9		Number present:	Number absent:
Theme of the lesson:		Language focus: First and second conditionals.	
Learning objectives(s) that this lesson is contributing to	<p>9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>9.W3 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics</p> <p>9.UE17 use if only /wish [that] clauses [past reference]; use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics</p>		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> Construct the sentences using second conditional to talk about imaginary situations with support. Identify the difference between first and second conditionals. 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> Construct the sentences using second conditional to talk about imaginary situations with minimal support. 		
	Some learners will be able to:		
<ul style="list-style-type: none"> Apply first and second conditionalsto talk about what they would do in likely or unlikely situations without support. 			
Assessment criteria	<p>Demonstrate the ability to participate in a conversation.</p> <p>Demonstrate the ability to write grammatically correct sentences on familiar topics.</p> <p>Differentiate between if/unless in first conditional clauses.</p>		
Value links	Respecting and protecting the environment.		
Cross curricular links	Ecology.		
Previous learning	Government policies.		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety	<p>Switch off the active board if you do not use it.</p> <p>If students are tired, do physical exercise with them.</p> <p>Open the window to refresh the air in the classroom during the break.</p>		
Plan			
Planned timings	Planned activities		Resources
Beginning the lesson	<p>The lesson greeting.</p> <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up.</p> <p>With books close, write on the board: If I was president, ... and elicit an ending to the sentence. Write the ending so that you have a complete sentence on the board.</p> <p>Ask SS to translate the sentence into their own language and elicit or teach that it is a second conditional sentences.</p>		

Main Activities	Ex.1 p.37. Deduction from the rules and exemplification. Ex.2 p.37. Multiple choice. Ex.3 p.37. Situation-response. Ex.4 p.37. Matching task. Ex.5 p.37. Structure-based substitution. Ex.6 p.37. Completion drill. Asking and answering questions. Extra task. Extension.	Board Projector Internet Presentation Video and images Handouts with task
Ending the lesson	Self-assessment. How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet.	

Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

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Term 2 Unit 3 "Our planet"	School: «Baldauren Republican Educational and Health Center
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Date:		Teacher's name: Kambarova Gulzhan	
Grade 9		Number present:	Number absent:
Theme of the lesson:		Speaking: Apologizing.	
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 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"> • Recognize and use key phrases for apologizing and expressing regrets. • Develop their listening skills in the context of apologizing and expressing regrets. • Demonstrate the ability to express past and present regrets with I wish using some support. 		
	Most learners will be able to:		
	<ul style="list-style-type: none"> • Create their own dialogues based on the given situations. 		
	Some learners will be able to:		
<ul style="list-style-type: none"> • Perform situations practising apologizing without support. 			
Assessment criteria	Figure out the content of a conversation with some support in extended talk. Demonstrate the ability to participate in a conversation. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Differentiate between if/unless in first conditional clauses.		
Value links	Respecting and protecting the environment.		
Cross curricular links	Social studies.		
Previous learning	First and second conditionals.		
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.		
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.		
Plan			
Planned timings	Planned activities		Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. With books closed, write <i>I'm sorry</i> on the board and elicit its meaning. Ask SS in what kinds of situations they might apologize. Elicit examples and suggestions. Briefly discuss a few of the scenarios that the SS suggest. Establish how we feel when we apologize,		

	and why it is sometimes difficult to apologize. Elicit the concept of regret and teach the word.	
Main Activities	Ex.1 p.38. Picture description (guessing, speculating, interpreting). Ex.2 p.38. Gist listening. Comprehension question. Ex.3 p.38. Focus listening. Ticking off items. Guided role play. Ex.4 p.38. Deduction from the rules and exemplification. Ex.5 p.38. Opening the brackets. Guided role-playing. Ex.6 p.38. Open role-play. Speaking in a form of a dialogue.	Board Projector Internet Presentation Video and images Handouts with task CD 1.28, 1.29

Ending the lesson	Peer-assessment.					
	Rubric					
	Criteria	Fluency	Pronunciation and accent	Vocabulary	Grammar	Pair work (interaction)
	5 excellent	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	A wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Actively supports, engages, listens and responds to the partner. Takes a leading role.
	4 Good	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Makes an effort to interact with the partner but doesn't take a leading role.
	3 fair	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is okay; Some effort at accent, but is definitely non-native	Vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Some effort to interact with the partner but doesn't take a leading role.
2 poor	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Limited interaction with the partner.	

Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning	Observe learners when participating in use of English	Students think critically, exploring, developing,

<p>materials and resources based on student strengths).</p> <p>By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.</p> <p>By outcome providing challenge, variety and choice.</p>	<p>activities.</p> <p>Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed?</p> <p>Formative assessment is held through observation/monitoring.</p>	<p>evaluating and making choices about their own and others' ideas</p>
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Short term plan 31

<p>Term 2 Unit 3"Our planet"</p>	<p>School: «Baldauren Republican Educational and Health Center</p>	
<p>Date:</p>	<p>Teacher's name: Kambarova Gulzhan</p>	
<p>Grade 9</p>	<p>Number present:</p>	<p>Number absent:</p>

Theme of the lesson:		Writing: An opinion essay.
Learning objectives(s) that this lesson is contributing to	<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.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics</p> <p>9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics</p>	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> Examine the general writing structure of an opinion essay. Recognize and use references, pronouns and key phrases for writing an opinion essay. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> Express their ideas in writing an opinion essay with minimal support. 	
	Some learners will be able to:	
<ul style="list-style-type: none"> Express their ideas in writing an opinion essay without support. 		
Assessment criteria	<p>Use topic appropriate words in justifying their point of view.</p> <p>Identify the main idea of text on unfamiliar and curricular topics.</p> <p>Write sentences about real and imaginary past events, activities and experiences connecting sentences into paragraphs.</p> <p>Differentiate between relative pronouns including who, which, where, why.</p>	
Value links	Respecting and protecting the environment.	
Cross curricular links	Social studies.	
Previous learning	Apologizing.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	<p>Switch off the active board if you do not use it.</p> <p>If students are tired, do physical exercise with them.</p> <p>Open the window to refresh the air in the classroom during the break.</p>	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	<p>The lesson greeting.</p> <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up.</p> <p>Focus on the photo. Ask: how old do you think this girl is? What is she doing? Elicit some ideas, and elicit or teach the word straw.</p> <p>Ask: At what age can you ride a scooter? Elicit the answer, then ask: Should the government stop people using them? Elicit a range of ideas.</p>	
Main Activities	<p>Ex.1 p.39. Skimming. Questioning.</p> <p>Ex.2 p.39. Sorting exercise.</p> <p>Ex.3 p.39. Matching task.</p> <p>Ex.4 p.39. Writing guide.</p> <p>Questioning in groups.</p> <p>Sharing ideas.</p> <p>Structuring.</p>	<p>Board</p> <p>Projector</p> <p>Internet</p> <p>Presentation</p> <p>Video and images</p> <p>Handouts with task</p>

Ending the lesson	Peer-assessment.					
	Rubric					
	Category	5	4	3	2	1
	Ideas	The writer's opinion is very clear. Reasons and some specific examples are given.	The writer's opinion is clear. Reasons and some examples are given.	The writer's opinion is fairly clear. A few reasons are given, but specific examples may not be given.	The writer's opinion is not very clear. Reasons are not given or don't make sense.	The writer's opinion cannot be determined.
	Organization	The writing has a clear introduction and conclusion. Reasons and examples are grouped into a body that makes sense. Many linking words are used effectively to connect the reasons and examples.	The writing has an introduction and a conclusion. Reasons and examples are grouped into a body that mostly makes sense. Some linking words are used to connect the reasons and examples.	The writing may be missing an introduction. The writing may be missing a conclusion. Some reasons are grouped into a body. Few linking words are used.	The writing does not have an introduction or a conclusion. Reasons are missing or disorganized. Linking words are missing or used incorrectly.	The writing is very poorly organized and hard to follow.
	Word choice	The writer uses precise, well-chosen words (especially adjectives and adverbs). The writer's words give a clear message.	Some words, including adjectives and adverbs, are precise. The message is clear.	Many words are vague or poorly chosen. The message may be confusing in parts.	Many vague or unclear words are used. These word choices make most of the message hard to understand.	Many words are used incorrectly. The message is not clear.
	Sentence Fluency	Sentence structures are varied and interesting. Sentence structures include compound sentences.	Some of the sentence structures are varied and interesting. A compound sentence may be used.	Many sentences share the same structure.	All sentences share a similar structure.	Sentences are fragments or run-ons. Sentences are written incorrectly.
	Voice	The writer sounds very convincing. The point of view is clear and consistent. The writing is respectful without sounding too formal or stiff.	The writer sounds convincing some of the time. The point of view is somewhat consistent. A few places may sound too stiff or informal.	The writer isn't very convincing. The point of view may shift. The writing may sound too stiff in some places. The writing may sound too informal in other places.	The writer does not sound convincing. The point of view changes a lot. The writing sounds too stiff or informal.	The writer does not express an opinion. The point of view cannot be determined.
Conventions	There are no mistakes in capitalization, punctuation, or spelling. The writing is very easy to read.	There are some mistakes in capitalization, punctuation, or spelling. The writing is somewhat easy to read.	There are mistakes in capitalization, punctuation, and spelling. Mistakes make the paper difficult to read.	There are many mistakes in capitalization, punctuation, and spelling. Mistakes cause confusion for the reader.	The writing has not been edited. It is very hard to read.	

Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners	Observe learners when participating in use of English activities. Record what they considered they had learned from the	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	
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Short term plan 32

Term 2 Unit 3"Our planet"	School: «Baldauren Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	My country: Our planet.	
Learning objectives(s) that this lesson is contributing to	9.C9 use imagination to express thoughts, ideas, experiences and feelings 9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 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:	
	<ul style="list-style-type: none"> • Summarize information from the text about a journey through Betpak-Dala. • Recognize how adverbs modify adjectives and where adverbs are used in a sentence. • Identify adverb use in a text. 	

	Most learners will be able to:	
	<ul style="list-style-type: none"> Analyze information from the text about a journey through Betpak-Dala and use it as a basis for discussion. 	
	Some learners will be able to:	
	<ul style="list-style-type: none"> Plan, write and edit a diary describing the journey. 	
Assessment criteria	Form ideas effectively and demonstrate the ability to express them clearly Find particular facts and parts in reading passage, Apply pre-verbal, post-verbal and end-position adverbs accurately.	
Value links	Respecting and protecting the environment.	
Cross curricular links	Social studies.	
Previous learning	An opinion essay.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Ask SS if they have visited the area between Lake Balkhash and the Sarysu River. What did they see and do there? Ask the whole class what they know about the area and what they think it is like and what wildlife you can see there.</p>	
Main Activities	<p>Ex.1 p.40. Building background knowledge. Ex.2 p. 40. Detailed reading. Table completion. Ex.3 p. 40. Recognizing language structures. Ex.4 p. 40. Induction of the rules from examples and explication. Ex.5 p. 40. Sequencing words. Ex.6 p. 40. Writing practice. Creative exercise.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task CD 1.30</p>
Ending the lesson	<p>“Cinquain” is a five-line poem based on the content of the material under the study. Line 1 – One-word title (Kazakhstan). Line 2 – Two adjectives for describing that word. Line 3 – Three verbs. Line 4 – Four feeling words. Line 5 – A synonym for the title word.</p>	
Additional information		

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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

Short term plan 33

Term 2 Unit 3 "Our planet"	School: «Baldauren Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	CLIL: Ecology: Solving an ecology problem.	
Learning objectives(s) that this lesson is contributing to	9.C9 use imagination to express thoughts, ideas, experiences and feelings 9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.R4 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> Develop their reading skills in the context of recycling. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> Express their ideas about recycling situation in a city. 	

	Some learners will be able to:	
	<ul style="list-style-type: none"> • Present a solution to a rubbish problem. 	
Assessment criteria	Convey fantasy ideas and experiences including emotions and senses. Find particular facts and parts in reading passage. Skim the extended fiction or non-fiction texts to identify the general information.	
Value links	Respecting and protecting the environment.	
Cross curricular links	Ecology, Social studies.	
Previous learning	My country: Our planet.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. With books closed, ask: Is there anything you would like to change about your school? Elicit some ideas and then ask: What can you do to make your school change? Ask: Do you think SS should have more power to make changes in their school? Elicit some ideas, and encourage SS to join in and express their opinions.	
Main Activities	Ex.1 p.41. Brainstorming the topic. Sorting exercise. Ex.2 p.41. Questions for personal response. Detailed reading. Checking comprehension. Ex.3 p.41. Questions about the topic to discuss. Ex.4 p.41. Problem-solving discussion.	Board Projector Internet Presentation Video and images Handouts with task CD 1.31
Ending the lesson	Self-assessment. <u>Pair share</u> At the end of a lesson learners share with their partner: Three new things they have learnt: <ul style="list-style-type: none"> ✓ What they found easy ✓ What they found difficult ✓ Something they would like to learn in the future. 	
Additional information		

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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas

Short term plan 35


Term 2 Unit 3"Our planet"	School: «Baldauren Republican Educational and Health Center	
Date:	Teacher’s name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Review. Unit 3.	
Learning objectives(s) that this lesson is contributing to	9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.UE17 use if only /wish [that] clauses [past reference]; use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics	

Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> • Reproduce taught material in listening, speaking, writing. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> • Demonstrate learned grammar and vocabulary about environment with sure. 	
	Some learners will be able to:	
	<ul style="list-style-type: none"> • Use taught vocabulary and grammar with accuracy. 	
Assessment criteria	<p>Find claim, reasons and evidence in the text to recognise inconsistencies in argument.</p> <p>Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</p> <p>Differentiate between if/unless in first conditional clauses.</p>	
Value links	Respecting and protecting the environment.	
Cross curricular links	Ecology.	
Previous learning	CLIL: Politics: High school elections.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	<p>Switch off the active board if you do not use it.</p> <p>If students are tired, do physical exercise with them.</p> <p>Open the window to refresh the air in the classroom during the break.</p>	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	<p>The lesson greeting.</p> <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up.</p> <p>Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments about appearance, job performance, talent, etc. and also practice accepting compliments.</p>	
Main Activities	<p>Ex.1 p.42. Substitution drill.</p> <p>Ex.2 p.42. Matching task.</p> <p>Ex.3 p.42. Sequencing words.</p> <p>Ex.4 p.42. Opening the brackets.</p> <p>Ex.5 p.42. Paraphrasing.</p> <p>Ex.6 p.42. Filling in the blanks.</p> <p>Ex.7 p.42. Focus listening. Justifying true/false statements with reference to the text.</p>	<p>Board</p> <p>Projector</p> <p>Internet</p> <p>Presentation</p> <p>Video and images</p> <p>Handouts with task</p> <p>CD 1.32</p>
Ending the lesson	<p>Peer-assessment.</p> <p>Two stars and a wish.</p> <p>You did a really good job on...</p> <p>I really like how you...</p> <p>My favorite part was when...</p> <p>I think the best thing about it is...</p> <p>Maybe you could...</p>	

	I also think you might want to... I wish you would have... It would also be great if...	
Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas

Short term plan 36

Term 2 Unit 3"Our planet"	School: «Baldauren Republican Educational and Health Center	
Date:	Teacher’s name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Project: A community project.	
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.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics 9.W1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics	
Lesson objectives	All learners will be able to:	

	<ul style="list-style-type: none"> Plan, write and edit a community project with support. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> Plan, write and edit a community project with minimal support. 	
	Some learners will be able to:	
	<ul style="list-style-type: none"> Plan, write and edit a community project without support. 	
Assessment criteria	Discuss a problem in groups and suggest a solution to a problem. Identify the main idea of text on unfamiliar and curricular topics. Make a clear plan of writing; Write a text; Check the written draft.	
Value links	Respecting and protecting the environment.	
Cross curricular links	Ecology, Social studies.	
Previous learning	Review. Unit 3.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Ask SS if they know of any community projects near where they live. Ask them what the projects do and if they know of what they have achieved.</p>	
Main Activities	<p>Ex.1 p.43. Prediction based on the slogan, pictures. Ex.2 p.43. Skimming. Matching headings with sections. Ex.3 p.43. Brainstorming. Generating ideas. Illustration. Giving presentation. Feedback on the project.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task</p>
Ending the lesson	<p>Self-assessment. “Five”. Children draw a picture of their hand and write the most important things about the lesson on each finger. The thumb - something interesting, the index finger - something difficult, the middle one - something that was not enough, the ring finger - the mood, the little finger - the suggestions.</p> 	
Additional information		

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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas

Short term plan 37

Term 2 Unit 4 "Charities and conflict"	School: «Baldauren Republican Educational and Health Center	
Date:	Teacher’s name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Morals.	
Learning objectives(s) that this lesson is contributing to	9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	

	9.UE5 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> • Recognize and use phrases to do with honesty and morals. • Do a questionnaire on rights and wrongs. • Produce sentences making requests with support. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> • Produce sentences making requests with minimal support. 	
Assessment criteria	Some learners will be able to:	
	<ul style="list-style-type: none"> • Demonstrate the ability to request something and report someone's request with fluency. 	
Assessment criteria	Provide a point of view in conversations and discussions. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Demonstrate the ability to ask a variety of questions in different tenses. Apply the rule for reported speech forms for statements in the context.	
Value links	Helping others. Learning to compromise. Respecting yourself and others.	
Cross curricular links	Social studies.	
Previous learning	A community project.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. With books closed, write Right and Wrong on the board and elicit the meaning. Ask: What things is it wrong to do? Elicit some answers, e.g. stealing, murder, etc. Put SS into pairs and give them two minutes to write down as many things as they can that are wrong. Encourage them to think about small things that we do every day, as well as actual crimes.</p>	
Main Activities	<p>Ex.1 p.44. Filling in the blanks. Checking students' answers. Ex.2 p.44. Asking and answering questions. Ex.3 p.44. Guided reading. Situation-response. Ex.4 p.44. Table completion. Ex.5 p.44. Multiple choice. Ex.6 p.44. Transformation exercise. Ex.7 p.44. Listening comprehension. Activating language.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task CD 2.01, 2.02</p>

	Ex.8 p.44. Practice structures. Extra task. Individual sentences.				
Ending the lesson	Self-reflection.				
	My participation in the lesson	My feelings and emotions during the lesson	My difficulties	Valuable thoughts for me from the lesson	
Additional information					
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?		Critical thinking	
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.		Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.		Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas	

Short term plan 38

Term 2	School: «Baldauren Republican Educational and Health Center	
Unit 4 "Charities and conflict"	Teacher’s name: Kambarova Gulzhan	
Date:		
Grade 9	Number present:	Number absent:
Theme of the lesson:	Charities.	
Learning objectives(s) that this lesson is contributing to	9.S3 explain and justify their own point of view on a range of general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts	
Lesson objectives	All learners will be able to:	

	<ul style="list-style-type: none"> • Comprehend the text about a charity. • Recognize and use collocations with <i>make</i> and <i>do</i>. 							
	Most learners will be able to:							
	<ul style="list-style-type: none"> • Interpret a text about a charity and use it as a basis for discussion. 							
	Some learners will be able to:							
	<ul style="list-style-type: none"> • Express their opinions on being honest with fluency building extended sentences. 							
Assessment criteria	Express thoughts about the given topic in the conversations. Use topic appropriate words in justifying their point of view. Find particular facts and parts in reading passage.							
Value links	Helping others. Learning to compromise. Respecting yourself and others.							
Cross curricular links	Social studies.							
Previous learning	Morals.							
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.							
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.							
Plan								
Planned timings	Planned activities	Resources						
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. With books closed elicit what charities do. (Give help usually to people, animals or the environment). Ask SS what charities they know and what those charities do. Ask SS which charities they think are best.</p>							
Main Activities	<p>Ex.1 p.46. Predicting based on the title, pictures. Gist reading. Ex.2 p.46. Detailed reading. Completing gapped text with sentences. Ex.3 p.46. Substitution drill. Ex.4 p.46. Blank-filling. Ex.5 p.46. Speaking in a form of discussion.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task CD 2.03</p>						
Ending the lesson	<p>Self-assessment.</p> <p>KWL</p> <table border="1"> <tr> <td>Know</td> <td>Want to know</td> <td>Learnt</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Know	Want to know	Learnt				
Know	Want to know	Learnt						
Additional information								

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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas

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Term 2 Unit 4 "Charities and conflict"	School: «Baldauren Republican Educational and Health Center	
Date:	Teacher’s name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Reported speech: tense changes.	
Learning objectives(s) that this lesson is contributing to	9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.W3 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.UE11 use an increased variety of reported speech forms for statements,	


	questions and commands: including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> • Comprehend tense changes in reported speech. • Demonstrate the ability to transport direct speech to reported speech with support. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> • Demonstrate the ability to transport direct speech to reported speech with minimal support. 	
	Some learners will be able to:	
	<ul style="list-style-type: none"> • Demonstrate the ability to transport direct speech to reported speech without support. 	
Assessment criteria	<p>Demonstrate the ability to participate in a conversation.</p> <p>Demonstrate the ability to write grammatically correct sentences on familiar topics.</p> <p>Apply the rule for reported speech forms for statements in the context.</p>	
Value links	Helping others. Learning to compromise. Respecting yourself and others.	
Cross curricular links	Social studies.	
Previous learning	Charities.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	<p>Switch off the active board if you do not use it.</p> <p>If students are tired, do physical exercise with them.</p> <p>Open the window to refresh the air in the classroom during the break.</p>	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	<p>The lesson greeting.</p> <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up.</p> <p>With books closed, ask SS to think again about the text about a charity. Ask SS how some of the injured soldier mentioned in the text felt about the games.</p>	
Main Activities	<p>Ex.1 p.47. Induction of the rules from examples and explication.</p> <p>Ex.2 p.47. Blank-filling.</p> <p>Ex.3 p.47. Transformation exercise.</p> <p>Ex.4 p.47. Situation-response.</p> <p>Extra task. Individual sentences.</p>	<p>Board</p> <p>Projector</p> <p>Internet</p> <p>Presentation</p> <p>Video and images</p> <p>Handouts with task</p>
Ending the lesson	<p>Self-assessment. How well do I understand?</p> <p>4 - I can do this and explain it to someone else.</p> <p>3 - I understand and can do this by myself.</p> <p>2 - I need more practice.</p> <p>1 - I don't understand this yet.</p>	

Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

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Term 2 Unit 4 "Charities and conflict"	School: «Baldauren Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Vocabulary and listening: Reporting verbs.	
Learning objectives(s) that this lesson is contributing to	9.C6 organise and present information clearly to others 9.L1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.L8 begin to recognise inconsistencies in argument in extended talk on a	

	growing range of general and curricular subjects	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> • Recognize and use reporting verbs. • Develop their listening and reading skills in the context of famous protests. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> • Interpret information from a radio programme about famous protests and use it as the basis for discussion. 	
Assessment criteria	Some learners will be able to:	
	<ul style="list-style-type: none"> • Produce a clear, coherent talk about protests. 	
Assessment criteria	<p>Form ideas effectively and demonstrate the ability to express them clearly. Identify the main idea in extended talks with little support. Find claim, reasons and evidence in the text to recognise inconsistencies in argument. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</p>	
Value links	Helping others. Learning to compromise. Respecting yourself and others.	
Cross curricular links	Social studies.	
Previous learning	Reported speech: tense changes.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Focus on the photo and elicit that it shows a demonstration. Ask SS to look carefully and say what the people are protesting against. Elicit a range of ideas.	
Main Activities	Ex.1 p.48. Matching words. Ex.2 p.48. Conveying the meaning. Multiple choice. Ex.3 p.48. Structure based substitution. Ex.4 p.48. Transportation exercise. Ex.5 p.48. Gist listening. Judging whether some statements about the listening text are true or false. Ex.6 p.48. Information search. Giving presentations.	Board Projector Internet Presentation Video and images Handouts with task CD 2.04, 2.05

Ending the lesson	<p>Self-assessment. “Five”. Children draw a picture of their hand and write the most important things about the lesson on each finger. The thumb - something interesting, the index finger - something difficult, the middle one - something that was not enough, the ring finger - the mood, the little finger - the suggestions.</p> 	
Additional information		
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?	Critical thinking
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas</p>

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Term 2 Unit 4 "Charities and conflict"	School: «Baldauren Republican Educational and Health Center	
Date:	Teacher’s name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Reported and indirect questions.	

Learning objectives(s) that this lesson is contributing to	9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.W3 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.UE5 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> Identify the difference between reported and indirect questions. Construct reported questions with support. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> Construct reported questions with minimal support. 	
Assessment criteria	Some learners will be able to:	
	<ul style="list-style-type: none"> Construct reported questions without support. 	
Assessment criteria	Demonstrate the ability to participate in a conversation. Demonstrate the ability to write grammatically correct sentences on familiar topics. Demonstrate the ability to ask a variety of questions in different tenses. Apply the rule for reported speech forms for statements in the context.	
Value links	Helping others. Learning to compromise. Respecting yourself and others.	
Cross curricular links	Social studies.	
Previous learning	Reporting verbs.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. With books closed, briefly revise reported speech. Elicit some examples of direct speech, and ask different SS to change the direct sentences into reported speech. Elicit the rules for reported speech. If necessary prompt SS by asking about tenses, and any other changes (pronouns).	
Main Activities	Ex.1 p.49. Induction of the rules from examples and explication. Ex.2 p.49. Multiple choice. Ex.3 p.49. Transformation exercise. Ex.4 p.49. Writing practice. Ex.5 p.49. Deduction from the rules and exemplification. Ex.6 p.49. Asking and answering questions. Ex.7 p.49. Improvising a conversation.	Board Projector Internet Presentation Video and images Handouts with task

	Extra task. Writing practice.	
Ending the lesson	Self-assessment. How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet.	
Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

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Term 2 Unit 4 "Charities and conflict"	School: «Baldauren Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Speaking: Explaining and clarifying situations.	
Learning objectives(s) that this lesson is contributing to	9.L1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	

	9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics					
Lesson objectives	All learners will be able to:					
	<ul style="list-style-type: none"> Develop their listening skills in the context of someone explains and clarifies a situation. Recognize key phrases for explaining and clarifying a situation. 					
	Most learners will be able to:					
	<ul style="list-style-type: none"> Create their own dialogues based on the given situations. 					
	Some learners will be able to:					
<ul style="list-style-type: none"> Perform situations explaining and clarifying a situation without support. 						
Assessment criteria	Identify the main idea in extended talks with little support. Demonstrate the ability to participate in a conversation. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.					
Value links	Helping others. Learning to compromise. Respecting yourself and others.					
Cross curricular links	Social studies.					
Previous learning	Reported and indirect questions.					
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.					
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.					
Plan						
Planned timings	Planned activities				Resources	
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Ask SS if they have ever been found out for giving an excuse when they couldn't do something, for example said they are going to their grandparents' house, only for someone to see them at a party. Ask them why they made the excuse in the first place. Was it because they didn't want to do something or was it because their plans changed?					
	Main Activities Ex.1 p.50. Guessing, speculating, interpreting pictures. Ex.2 p.50. Gist listening. Comprehension questions. Ex.3 p.50. Ticking off items. Guided role play. Ex.4 p.50. Practice structures. Substitution drill. Guided role-play. Ex.5 p.50. Open role-play.				Board Projector Internet Presentation Video and images Handouts with task CD 2.06, 2.07	
Ending the lesson	Peer-assessment.					
	Rubric					
	Criteria	Fluency	Pronunciation and accent	Vocabulary	Grammar	Pair work (interaction)
5 excellent	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is	Pronunciation is excellent; good effort at accent	A wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Actively supports, engages, listens and responds to the partner.	

		excellent.				Takes a leading role.
	4 good	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Makes an effort to interact with the partner but doesn't take a leading role.
	3 fair	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is okay; Some effort at accent, but is definitely non-native	Vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Some effort to interact with the partner but doesn't take a leading role.
	2 poor	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Limited interaction with the partner.

Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

Short term plan 43

Term 2 Unit 4 "Charities and conflict"	School: «Baldauren Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	Writing: A narrative.	
Learning objectives(s) that this lesson is contributing to	9.R1 understand the main points in extended texts on a range of unfamiliar general and curricular topics 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	

	9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics				
Lesson objectives	All learners will be able to:				
	<ul style="list-style-type: none"> • Comprehend the general writing structure of a model text. • Recognize and use key phrases for writing a narrative. • Demonstrate the correct use of punctuation in dialogues. 				
	Most learners will be able to:				
	<ul style="list-style-type: none"> • Write a narrative with dialogue using writing guide. 				
	Some learners will be able to:				
<ul style="list-style-type: none"> • Express their ideas in writing a narrative with dialogue without support. 					
Assessment criteria	Identify the main idea of text on unfamiliar and curricular topics. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Write sentences about real and imaginary past events, activities and experiences connecting sentences into paragraphs. Use punctuation marks in a piece of writing.				
Value links	Helping others. Learning to compromise. Respecting yourself and others.				
Cross curricular links	Social studies.				
Previous learning	Explaining and clarifying situations.				
Intercultural awareness	Smart board for showing a presentation, getting additional information, playing the audio, video files.				
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.				
Plan					
Planned timings	Planned activities			Resources	
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Focus on the photo and the title of the text. Ask: What has happened? How do you think it happened? Who do you think did it? Elicit a range of ideas. Ask: Do you think the people who did this will admit it? Why? Elicit some answers, but don't confirm or reject any yet.				
Main Activities	Ex.1 p.51. Skimming. Questioning. Ex.2 p.51. Sequencing. Ex.3 p.51. Transformation exercise. Ex.4 p.51. Writing guide. Questioning in groups. Sharing ideas. Structuring.			Board Projector Internet Presentation Video and images Handouts with task	
Ending the lesson	Peer-assessment. Rubric				
	Category	4	3	2	1
	Ideas	All ideas were expressed in a clear and organized way. It was easy to figure	Most ideas were expressed in a pretty clear manner, but the organization	Ideas were somewhat organized, but were not very clear. It took more	The essay seemed to be a collection of unrelated sentences. It was very difficult to

		out what a narrative was about.	could have been better.	than one reading to figure out what the narrative was about.	figure out what the narrative was about.
	Format	Complies with all the requirements for a narrative.	Complies with most of the requirements for a narrative.	Complies with several of the requirements for a narrative.	Complies with few of the requirements for a narrative.
	Sentences and Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	Most sentences are complete and well-constructed. Paragraphing is generally done well.	Some sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences and paragraphing needs lots of work.
	Grammar&spelling	Writer makes few or no errors in grammar or spelling.	Writer makes some errors in grammar and/or spelling but the errors do not impede understanding.	Writer makes quite a lot of errors in grammar and/or spelling	Writer makes very frequent errors in grammar and/or spelling.

Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

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Term 2 Unit 4 "Charities and conflict"	School: «Baldauren Republican Educational and Health Center	
Date:	Teacher's name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	My country: Charities and conflict.	
Learning objectives(s) that this lesson is contributing to	9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	

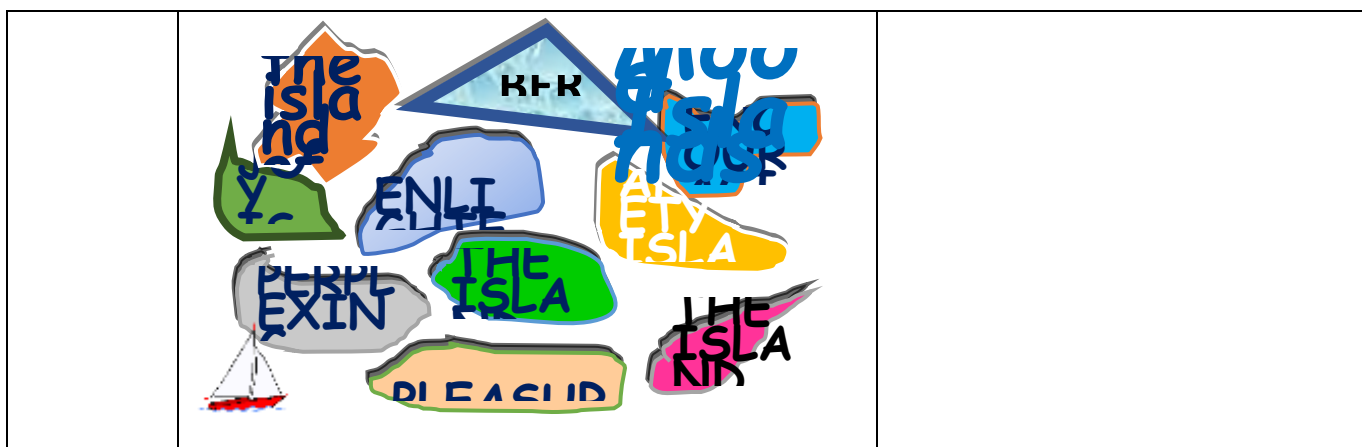
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> • Recognize and use phrases to talk about why you do something. • Comprehend <i>verb patterns verb + (object) + infinitive with to</i>. • Develop their reading skills in the context of a blog post about charity work. 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> • Synthesize the information from a blog post about charity work and use it as the basis for discussion. 	
	Some learners will be able to:	
	<ul style="list-style-type: none"> • Talk with fluency about which charity to donate money to. 	
Assessment criteria	<p>Find particular facts and parts in reading passage. Demonstrate the ability to participate in a conversation. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Differentiate between usage of infinitive and gerund forms after a limited variety of verbs, adjectives and prepositions</p>	
Value links	Helping others. Learning to compromise. Respecting yourself and others.	
Cross curricular links	Social studies.	
Previous learning	Writing: A narrative.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Books closed. In pairs, SS think about why someone might want to work for a charity and what qualities someone working for a charity should have. Ask them to think about a particular type of charity. For example, for a medical charity, someone might want to help people who are in great difficulty. If they work as a doctor or nurse, they would need medical training and the ability to work in difficult situations.</p>	
Main Activities	<p>Ex.1 p.52. Building background knowledge. Ex.2 p.52. Detailed reading. Comprehension questions. Ex.3 p.52. Induction of the rules from examples and explication. Ex.4 p.52. Recognition exercise. Ex.5 p.52. Opening the brackets. Ex.6 p.52. Improvising a conversation.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task CD 2.08</p>

Ending the lesson	Self-reflection. <u>Most thing</u> Ask learners what was the most, e.g. useful, interesting, surprising, etc. thing they learned today.	
Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas

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Term 2 Unit 4 "Charities and conflict"	School: «Baldauren Republican Educational and Health Center»	
Date:	Teacher’s name: Kambarova Gulzhan	
Grade 9	Number present:	Number absent:
Theme of the lesson:	CLIL: History: The Berlin Wall.	
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 9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.S3 explain and justify their own point of view on a range of general and curricular topics	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> Develop their reading and listening skills in the context of people talking about their personal experiences of the Berlin Wall. 	
	Most learners will be able to:	

	<ul style="list-style-type: none"> • Synthesize the information about the Berlin Wall and use it as the basis for discussion. 	
	Some learners will be able to:	
	<ul style="list-style-type: none"> • Express with fluency their ideas about life with a dividing wall in KZ. 	
Assessment criteria	Reach an answer or a decision by identifying the content of the extended talk. Find particular facts and parts in reading passage. Speak coherently and in detail about the given topic, referring to personal experience whenever possible. Use topic appropriate words in justifying their point of view.	
Value links	Helping others. Learning to compromise. Respecting yourself and others.	
Cross curricular links	Social studies, History.	
Previous learning	My country: Charities and conflict.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Focus on the photo on p.53 and elicit that it shows the Berlin Wall. Ask SS what they know about the Berlin Wall. Point out or elicit that the photo is from the fall of the wall. Elicit facts that SS know and then ask: What do you think life was like for people when the wall was there? How do you think people felt when the wall came down? Elicit some ideas and encourage SS to express their opinions.	
Main Activities	Ex.1 p.53. Conveying the meaning of new words through definitions. Blank-filling. Ex.2 p.53. Gist reading. Ex.3 p.53. Detailed reading. Comprehension questions. Ex.4 p.53. Focus listening. Identifying situations and people. Ex.5 p.53. Expressing opinion (reacting to a text).	Board Projector Internet Presentation Video and images Handouts with task CD 2.09, 2.10
Ending the lesson	Self-assessment. Students attach their boat in the appropriate area of the map that reflects their emotions and mood after the lesson.	



Additional information		
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?	Critical thinking
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning. By outcome providing challenge, variety and choice.	Observe learners when participating in use of English activities. Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed? Formative assessment is held through observation/monitoring.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

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Term 2	School: «Baldauren Republican Educational and Health Center	
Unit 4 "Charities and conflict"	Teacher's name: Kambarova Gulzhan	
Date:		
Grade 9	Number present:	Number absent:
Theme of the lesson:	Review. Unit 4. Skills round-up.	
Learning objectives(s) that this lesson is contributing to	9.L2 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics	
Lesson objectives	All learners will be able to: <ul style="list-style-type: none"> • Reproduce taught material in listening, speaking, writing. 	

	<p>Most learners will be able to:</p> <ul style="list-style-type: none"> • Demonstrate learned grammar and vocabulary about charities and conflict in dialogues with sure. • Create their own dialogues based on the given situations. <p>Some learners will be able to:</p> <ul style="list-style-type: none"> • Use taught vocabulary and grammar with accuracy. • Provide unprepared speech talking about charities and conflict. 	
Assessment criteria	<p>Identify facts and details in extended talks with little support. Demonstrate the ability to participate in a conversation. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Write sentences about real and imaginary past events, activities and experiences connecting sentences into paragraphs. Apply the rule for reported speech forms for statements in the context.</p>	
Value links	Helping others. Learning to compromise. Respecting yourself and others.	
Cross curricular links	Social studies.	
Previous learning	CLIL: History: The Berlin Wall.	
Use of ICT	Smart board for showing a presentation, getting additional information, playing the audio, video files.	
Health and Safety	<p>Switch off the active board if you do not use it. If students are tired, do physical exercise with them. Open the window to refresh the air in the classroom during the break.</p>	
Plan		
Planned timings	Planned activities	Resources
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments about appearance, job performance, talent, etc. and also practice accepting compliments.</p>	
Main Activities	<p>Ex.1 p.54. Substitution drill. Ex.2 p.54. Blank-filling. Ex.3 p.54. Multiple choice. Ex.4 p.54. Opening the brackets. Ex.5 p.54. Transformation exercise. Ex.6 p.54. Choose the best answer, a, b or c. Ex.1 p.55. Talking about pictures related to the topic. Ex.2 p.55. Gist listening. Comprehension questions. Ex.4-5 p.55. I improvising a conversation.</p>	<p>Board Projector Internet Presentation Video and images Handouts with task CD 2.12</p>
Ending the lesson	<p>Peer-assessment. Two stars and a wish.</p> <ul style="list-style-type: none"> • You did a really good job on ... • I really like how you ... • Maybe you could ... 	

Additional information		
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?	Critical thinking
<p>Differentiation can be achieved by task (selection of learning materials and resources based on student strengths).</p> <p>By support. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.</p> <p>By outcome providing challenge, variety and choice.</p>	<p>Observe learners when participating in use of English activities.</p> <p>Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed?</p> <p>Formative assessment is held through observation/monitoring.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas</p>