Term 1 Unit 1''Hobbies and qualities''		d analities''	School: «Baldauren Republican Educational and Health Center»				
Date:	Juies and	u quantics	Teacher's name: Kambarova Gulzhan				
Grade 9			Number present:	Number absent:			
Theme of tl	he lessor	1:	Hobbies.				
Learning objectives(s this lesson is contributing	s	9.S3 explain curricular top 9.UE3 use a variety of cor	 O.C6 organise and present information clearly to others O.S3 explain and justify their own point of view on a range of general an curricular topics O.UE3 use a variety of compound adjectives and adjectives as participles and variety of comparative structures to indicate degree on a range of familiar generation described on a curricular topics 				
Lesson obje	ectives	 All learners will be able to: 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: 					
		 Comprehend comparisons to compare and contrast people and the things they do. Some learners will be able to: Produce a clear, coherent description of a person they know. 					
Assessment criteria		 Produce a clear, coherent description of a person they know. 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 structure accurately. Descriptor. A learner: 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			rself, being open to experiencin				
Cross curri links	cular	Social studies	S				
Previous lea	arning	-	arned vocabulary on the topic "H	-			
Use of ICT		Smart board for showing a presentation, getting additional information, playing the audio, video files.					
Health and links	Safety	If students are	e active board if you do not use it. e tired, do physical exercise with them. dow to refresh the air in the classroom during the break.				
Plan							
Planned timings		Planı	ned activities	Resources			

Beginning the lesson	students know what to Warm up. Pantomime: 'What do Play the game in 2 g group comes to the be other group tries to g correctly, they win o	te lesson objectives, letting o anticipate from the lesson. you like? groups. One pupil from each oard and mimes a hobby. The uess the hobby. If they guess one point. At the end of the the most points is the winner.			
Main Activities	Ex.1p.5. Complete the Ex.3 p.5. Express pref Ex.2 p.4.Complete adjectives. (Workbook Ex.3 p.4 Circle the con Ex.4 p.9. Fill in the co Ex.5 p.5.Matching the Ex.6 p.9. Substitution Ex.7 p.9. Transformat Ex.8 p.9. Guessing ga	Yerences. the sentences with the (x) rrect word. prrect form of the verbs. e words. table. ion task.	Board Projector Internet Presentation Video and images Handouts with task		
Ending the lesson	 Peer-assessment. Tw You did a reall I really like ho Maybe you con 	ly good job on w you			
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?		ical 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.		lents think critically, oring, developing, uating and making choices at their own and others' s.	

Term 1 Unit 1 ''Hobbies and qualities''		qualities''	School: «Baldauren Republican Educational and Health Center			
Date:			Teacher's name: Kambarova Gulzhan			
Grade 9			Number present:	Number absent:		
Theme of th	e lesson:		Shark attack			
Learning objectives(s) this lesson is contributing	;	9.R2 understa and curricular	topics, including some extended te se inconsistencies in argument in e	in texts on a range of familiar general		
		All learners w	vill be able to:			
		•	esize information from the reading nstrate the correct use of adjectives			
Lesson obje	ctives	Most learner	s will be able to:			
			ret a text comparing past and presen	nt generations.		
		Some learners will be able to:				
		• Express their opinions about different generations building extended sentences.				
Assessment criteria Assessment criteria		Identify partic Find claim, rea Employ the ru Descriptor. A • conclude • finds nec • analyses	argument and evolve reasoning while speaking. articular information and details in reading passage. n, reasons and evidence in the text to recognise inconsistencies in argument. he rule for nouns and adjectives in common prepositional phrases in practice. or. A learner: cludes ideas and arguments based on own experience. s necessary information in the text and completes the task. yses the information in the text and gives the right answers. pletes the sentences with appropriate prepositions.			
Value links		Respecting yo	purself and others.			
Cross curric links	cular	Social studies.	Social studies.			
Previous lea	rning	Previously learned vocabulary on the topic "Hobbies".				
Use of ICT		audio, video fi	les.	ng additional information, playing the		
Health and S	Safety	If students are	ff the active board if you do not use it. ts are tired, do physical exercise with them. window to refresh the air in the classroom during the break.			
Plan	•					
Planned timings		Plan	ned activities	Resources		
Main Activities	photogra were yo were the Ask: Wh Ex.1 p.6 Ex. 2 p.	aphs of their par ung. Ask: Wha ir hairstyle like hat do you think . Prediction bas	life was like in the 1950s? ed on the vocabulary. and answer the questions.	Board Projector Internet Presentation Video and images Handouts with task CD 1.06		

Ending the lesson	participatiofeelingsdifficultiestn in theand1lessonemotionsfduring the1						
Additional information Differentiation – how do you plan to give more support? How do you plan to				sessment – w are you plan rners' learnin		<u> </u>	Critical thinking
 challenge the more able learners? 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. 			pa ac Re ha the ab the de Fo	articipating in tivities. ecord what the id learned from ey express what out content an ey express what eveloped?	use of Eng ey considered in the lesson. C at they had lea d language? C ich skills they essment is	they ould rned ould had held	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas.

Term 1 Unit 1''Hobbies and qualities''		d qualities''	School: «Baldauren Republican Educational and Health Center			
Date:			Teacher's name: Kambarova Gulzhan			
Grade 9			Number present:	Number absent:		
Theme of t	he lessor	1:	Present / Past / Future.			
Learning objectives(s this lesson i contributin	is	general and c 9.UE9 use present and j	with moderate grammatical accuracy on a wide range of familiar surricular topics appropriately an increased variety of active and passive simple past forms and past perfect simple forms in narrative and reported ange of familiar general and curricular topics			
0		All learners Identi Const 	will be able to: fy the difference between the pa	•		
Lesson obj	ectives	 Construct the sentences using past perfect and past simple with minimal support. Some learners will be able to: Apply past perfect and past simple to talk about events at different times 				
Assessment criteria topics. Apply corressimple form Descriptor. • uses tens			e the ability to write grammatically correct sentences on familiar ctly active and passive simple present and past forms and past perfect s in the context.			
Value links	5		yourself and others, being open to experiencing new things.			
Cross curri links	cular	Social studie				
Previous lea	arning	Comparing p	ast and present generations.			
Use of ICT		the audio, vio	leo files.	tting additional information, playing		
Health and	Safety	If students ar	f the active board if you do not use it. s are tired, do physical exercise with them. window to refresh the air in the classroom during the break.			
Plan	1					
Planned timings			ned activities	Resources		
Beginning the lesson	The te students Warm With be	e lesson greeting. e teacher sets the lesson objectives, letting dents know what to anticipate from the lesson.				

Additional information Differentiation – how do you plan to give more support? How do you plan to challenge the more able 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		Assessment – how are you planning to check learners' learning? 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		Critical thinking Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas.
Ending the lesson	Self-assessment. How 4 - I can do this and ex 3 - I understand and ca 2 - I need more practic 1 - I don't understand			
Main Activities	gran? (last weekend). before or after I visited Tell SS that this tense We use the future con for an action which w future time. This time Time expressions: this We use the future participle), for an acti- another action at a star By the time he arrive wood sculpting class. Time expressions: bef Ex.1 p.8. Deducti- exemplification. Ex.2 p.8. Opening the Ex.4 p.9. Choose the opening the	d. Ask: When did I visit my When did she find the photos, d? (before I visited). is called the past perfect. ntinuous (will be + verb-ing), will be in progress at a stated next week, I'll be skydiving. s time next week/month, etc. perfect (will have + past on that will be finished before ted future time. Example: es, we will have finished our fore, by, by the time, untill/ till on from the rules and brackets. correct verb form. os in brackets into the correct	Inte Pres Vid	ard jector ernet sentation leo and images ndouts with task

Formative assessment is held

through observation/monitoring.

By outcome providing challenge,

variety and choice.

Term 1 Unit 1''Hobbies and qualities''		qualities''	School: «Baldauren» Republican Educational and Health Center			
Date:		-	Teacher's name: Kambarova Gulzhan			
Grade 9			Number present:	Number absent:		
Theme of t	he lesson:	:	The Passive.			
Learning objectives(s this lesson i contributin	is	wide range of 9.S5 interact completing c 9.UE1 use a	f general and curricular topic with peers to negotiate, agr lassroom tasks	ee and organise priorities and pla ct compound nouns and complex	ans for	
		All learners	will be able to:			
		and write. • Identi	fy the meaning of the dialog	ing collocations with make, do, ues "People talking about the past		
Lesson obj	ectives	Most learne	rs will be able to:			
	-	 Synthesize information from the dialogues and use it as the basis for discussion. Some learners will be able to: 				
	-		ice a clear, coherent descripti	ion of their memories		
Assessment criteria	t	Demonstrate Apply some a Descriptor. • chooses th • asks comp	he right answers. plex questions to get informa	conversation. noun phrases in the context.	tes the	
Value links	5	Respecting y	ourself and others, being open to experiencing new things.			
Cross curri links	icular	Social studie	S.			
Previous le	arning	Talking abou	t events at different times in	the past.		
Use of ICT		the audio, vic	leo files.	getting additional information, p	olaying	
Health and Safety If students a			he active board if you do not use it. re tired, do physical exercise with them. ndow to refresh the air in the classroom during the break.			
Plan						
Planned timings			ned activities	Resources		
Beginning the lesson	The tea		ne lesson objectives, lettir anticipate from the lesson.	ng		

		<i>ect and write</i> on the board as closed, SS work in pairs and use with each.			
Main Activities	Ex.1 p.6. Read the theory.BoardEx.6 p.7. Put the verb in brackets into the correctProjectorPassive formInternetEx.7 p.7. Rewrite the sentences in the passive form.Presentation				
Ending the lesson	Self-assessment. Students attach their b the map that reflects th the lesson.	boat in the appropriate area of heir emotions and mood after			
Differentia how do yo	information tion – u plan to give more How do you plan to the more able	Assessment – how are you planning to chec learners' learning?	ck 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 who participating in use of Englis activities. Record what they considered they had learned from the lesson. Could they express who they had learned about conter and language? Could the express which skills they had developed? Formative assessment is he through observation/monitoring	sh exploring, developing, evaluating and making choices about their own and others' ideas at nt ey ad ld		

Term 1 Unit 1 ''Hobbies and qualities''		d qualities''	School: «Baldauren» Republican Educational and Health Center				
Date:			Teacher's name: Kambarova Gulzhan				
Grade 9			Number present:	Number absent:			
Theme of th	ie lesson	1:	Turning your hobby into a bu	isiness.			
Learning objectives(s) this lesson is contributing	S	completing cl 9.S7 use app increased ran 9.W2 write ir	ct with peers to negotiate, agree and organise priorities and plans fo classroom tasks propriate subject-specific vocabulary and syntax to talk about a wide ange of general and curricular topics independently about factual and imaginary past events, activities and on a range of familiar general and curricular topics				
			will be able to:				
		Const	fy the difference between past si ruct the sentences using past sim rs will be able to:	mple and continuous. ple and continuous with support.			
Lesson obje	ctives	 Construct the sentences using past simple and continuous with minimal support. Some learners will be able to: 					
		• Apply past simple and continuous to talk about past events and memories without support.					
Assessment criteria		 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 connecting them into paragraphs. Apply correctly active and passive simple present and past forms and past perfect simple forms in the context. Descriptor. A learner: 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 y	ourself and others, being open to	experiencing new things.			
Cross curric links	cular	Social studies	S.				
Previous lea	rning	-	g about their memories.				
Use of ICT		the audio, vid	leo files.	ting additional information, playing			
Health and S	Safety	If students are	e active board if you do not use i e tired, do physical exercise with dow to refresh the air in the class	them.			
Plan		. <u>+</u>		<u> </u>			
Planned timings		Plan	ned activities	Resources			

Beginning the lesson	students know what to Warm up. Refer SS back to the p Clare doing when she Elicit the answer (she sentence on the board heard the music. Underline the verbs a past continuous and pa	e was dancing) and write the l: She was dancing when she and elicit that they are in the	
Main Activities	dancing); Did she co hear it? (yes). Ex.1 p.13. Deduct exemplification. Ex.2 p.13. Recognition Ex.3 p.13. Opening th Answering questions. Ex.4 p.13. Structure-b Ex.5 p.13. Ticking off Ex.6 p.13. Situation dialogue.	ontinuous dancing when she ion from the rules and n exercise. e brackets. ased substitution. items. on-response. Improvising a	Board Projector Internet Presentation Video and images Handouts with task CD 1.08
Ending the lesson	Extra task. Writing pro Self-assessment. How well do I underst 4 - I can do this and ex 3 - I understand and ca 2 - I need more practic 1 - I don't understand	and? xplain it to someone else. an do this by myself. ce.	
Differentiation how do you support? En challenge learners? Differentiation task (selection	u plan to give more How do you plan to the more able	Assessment – how are you planning to che learners' learning? Observe learners when participat in use of English activities.	ting Students think critically, exploring, developing,
 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. 		Record what they considered to had learned from the lesson. Co they express what they had learn about content and language? Co they express which skills they developed? Formative assessment is h through observation/monitoring.	ould about their own and others' ned ideas ould

Term 1 Unit 1 ''Hobbies and qualities''		qualities''	School: «Baldauren» Republican Educational and Health Center			
Date:			Teacher's name: Kambarova Gulzhan			
Grade 9			Number present:	Number absent:		
Theme of th	e lesson:		Discussing career options.			
Learning objectives(s) this lesson is contributing	5	range of gener 9.S5 interact completing cla 9.S7 use app	al and curricular topics. t with peers to negotiate, agree a assroom tasks.	ain points in extended talk on a wide and organise priorities and plans for y and syntax to talk about a range of		
Logon shis	- 4 :	talking about	op their listening skills for gist and	I specific information in the context of g about events in the past.		
Lesson obje	cuves	Most learners will be able to: • Create their own dialogues based on the given situations. Some learners will be able to:				
Assessment	Assessment criteria • gives an		A learner: appropriate answer. questions and answers the questions.			
Value links			ourself and others, being open to experiencing new things.			
Cross curric links	cular	Social studies.				
Previous lea	rning	People talking about past events and memories.				
Use of ICT		audio, video fi	for showing a presentation, getting additional information, playing the files. e active board if you do not use it.			
Health and S	Safety	If students are	s are tired, do physical exercise with them. window to refresh the air in the classroom during the break.			
Plan Planned						
timings		Plan	ned activities	Resources		
Beginning the lesson	The tead know wi Warm u With bo rememb Elicit so	son greeting. acher sets the lesson objectives, letting students what to anticipate from the lesson. up. books closed, ask SS what important days they can ber from the past. ome answers, e.g. the first day at a new school, a , New Year, etc. Ask SS to describe what they				

	remember and how they felt.								
				(guessing, spec	ulating,	Board	1		
	interpreting		1		U,	Proje	piector		
	· · ·	 Gist listening				Intern	0		
	<u>^</u>	Filling in gap				Prese	ntation		
	Guided role					Video	and images		
Main		Choose the b	est answe	er, a, b or c.			outs with task		
Activities	Ex.5 p.14.			- , - ,			.09, 1.10, 1.11		
	RE-writing	1 0							
	Guided role								
			play. Spe	eaking in a for	m of a				
	dialogue.	1		C					
	Peer-asses	sment.							
	Rubric								
	Criteria	Fluen	cy	Pronunciation and accent	Vocabı	ılary	Grammar	Pair work (interaction)	
	5 excellent	Smooth an	d fluid	Pronunciation is	A wide ra	ange of	Accuracy &	Actively	
		speech; few	to no	excellent; good	well-chos		variety of	supports,	
		hesitations;	no	effort at accent	vocabular	У	grammatical	engages, listens	
		attempts to s words; vol	ume is				structures	and responds to the partner.	
		excellent.	10					Takes a leading	
								role.	
	4	Smooth an		Pronunciation is	Good rat	0		Makes an effort	
	good	speech; hesitations; a	few slight	good; good effort at accent	relatively chosen	well-	grammatical structures	to interact with the partner but	
		search for	words;	choir at accent	vocabular	y	possibly caused	doesn't take a	
Ending the		inaudible wor	d or two.			•	by attempt to	leading role.	
lesson							include a		
		Speech is	ralativaly	D			variety. Frequent	Some effort to	
	3 fair	smooth;	some	Pronunciation is	Vocabula	•	grammatical	interact with the	
	Tall	hesitation	and	okay; Some	range is lacking		errors that do	partner but	
		unevenness c	aused by and	effort at accent,			not obscure	doesn't take a	
		rephrasing searching fo		but is definitely			meaning; little variety in	leading role.	
		volume wave		non-native			structures		
	2	Speech is f	requently	Pronunciation is	Basic		Frequent	Limited	
	poor	hesitant wit	h some	lacking and hard		2	grammatical .	interaction with	
		sentences	left	to understand; No effort	choice some	with words	errors even in simple structures	the partner.	
		uncompleted;	volume	towards a native	clearly lacking		that at times		
		very soft.		accent	5	U	obscure		
		5					meaning.		
Additional in	nformation								
Differentiati	on –								
how do you		more	Assess		, <u>.</u> .	(Critical thinking		
support? Ho				e you planning	to check		- 8		
challenge the	• •		learner	s' learning?					
Differentiatio			Observ				Students thin		
	task (selection of learning materials			pating in use	of Engl		h exploring, developing, evaluating		
and resources based on student			activiti				and making choi		
strengths).	_			I what they con		2	own and others' id	deas	
By support.				arned from the le					
be supported	÷			press what they					
instructions,	graphic	organizers,		content and lang					
sentence fram				xpress which ski	ills they l	had			
time. Small g			develo	•					
By outcome		challenge,	Format			eld			
variety and c	hoice.		throug	h observation/mo	onitoring.				

Term 1 Unit 1''Hobbies and qualities''		d qualities''	School: «Baldauren» Republ Center	ican Educational and Health		
Date:			Teacher's name: Kambarova Gulzhan			
Grade 9			Number present:	Number absent:		
Theme of t	he lessor	1:	Let's have fun around the wo	rld.		
Learning objectives(s this lesson i contributin	S	increased ran 9.R5 deduce general and c 9.W2 write in	bropriate subject-specific vocabulary and syntax to talk about a wide age of general and curricular topics e meaning from context in extended texts on a range of familiar curricular topics independently about factual and imaginary past events, activities and for a range of familiar general and curricular topics			
			will be able to:	<u><u></u></u>		
		Recog	ine the general writing structure gnize and use key phrases for wri			
Lesson obj	ectives		rs will be able to:			
		• Summarizean account of a decade in accordance with the writing guide. Some learners will be able to:				
			 Express their ideas in writing an account of a decade without support. 			
Assessment criteria Assessment criteria Apply topic phrases into Identify the Write sente paragraphs. Descriptor. • uses app • finds cor		phrases into v Identify the r Write sentem paragraphs. Descriptor. • uses appr • finds corr	c related vocabulary in speech appropriately arranging words and o well-formed sentences. e meaning and content of the reading texts. ences about real and imaginary past events connecting them into			
Value links		Respecting y	yourself and others, being open to experiencing new things.			
Cross curri links	cular	Social studie	es.			
Previous lea	arning	Talking abou	t events in the past.			
Use of ICT		the audio, vic				
Health and SafetyIf students aOpen the with		If students ar	te active board if you do not use it. The tired, do physical exercise with them. The how to refresh the air in the classroom during the break.			
Plan						
Planned timings		Plan	Planned activities Resources			
Beginning the lesson	The te student Warm	esson greeting. teacher sets the lesson objectives, letting nts know what to anticipate from the lesson.				

Main	Ex.2 p.15. Recognizing language structures.PEx.3 p.15. Sentence completion task.InEx.4 p.15. Writing guide.P			Board Projector Internet Presentation	
	Questioning in group Sharing ideas. Structuring. Peer-assessment.	ps.		Video and images Handouts with task	5
	Rubric Category	5	4	Be Ideas were	2
	Ideas	All ideas were expressed in a clear and organized way.	xpressed in a expressed in a lear and pretty clear		The account of a decade seemed to be a collection of unrelated sentences.
Ending the lesson	Grammar&spelling	The text contains no errors in grammar or spelling.	no errors in minimal errors in grammar or grammar or		Writermakessomemajorerrorsingrammarorspellingthataffectthe qualityofdescription.
	Word choice	Use of accurate, but vivid, creative, and descriptive word choice throughout.	but vivid, creative, descriptive word and descriptive choice in most word choice areas.		Inaccurate or unclear wording in several areas.
Additional	information				
how do you support? H	Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?		planning to chec ning?	k Critical think	ing
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.		g participating activities. Record what s they had lo - lesson. Could c they had lear s, and languag l express whic developed? s, Formative as	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		ink critically, developing, l making choices own and others'

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	1:	What did Victorians do for	fun?.		
Learning objectives(s) that this lesson is contributing to	completing c 9.R9 recogn general and c 9.UE3 use a	lassroom tasks nise inconsistencies in argum curricular topics a variety of compound adjective mparative structures to indicate	and organise priorities and plans for ent in extended texts on a range of es and adjectives as participles and a e degree on a range of familiar general		
Lesson objectives	 All learners will be able to: 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: Analyze a text comparing the lifestyles and hobbies of different generations. Some learners will be able to: Produce a clear, coherent description of hobbies and interests they used to 				
Assessment criteria	 have. 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: 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		ourself and others, being open			
Cross curricular links	Social studie				
Previous learning	Describing a	decade.			
Use of ICT	Smart board the audio, vio	d for showing a presentation, getting additional information, playing			
Health and Safety	Switch off th If students ar	f the active board if you do not use it. s are tired, do physical exercise with them. window to refresh the air in the classroom during the break.			
Plan					

Planned timings	Plan	ned activities	Resources
Beginning the lesson	students know what to Warm up. Ask SS to work in pa know about their gra What jobs did they do and w When they have finis	the lesson objectives, letting to anticipate from the lesson. airs and talk about what they andparents as young people. what did they do in their free time? shed, they join a second pair what they've found out about prents.	
Main Activities	Ex.1 p.16. Prediction Ex.2 p.16. Detailed statements with refere Ex.3 p.16. Matching p Ex.4 p.16. Associated Ex.5 p.16. Active read Induction of the rules Ex.6 p.16. Gap-filling	based on the pictures. reading. Justifying true/false nce to the text. pair. ideas. ling (note "used to"). form exercises. o a text. Personal experiences.	Board Projector Internet Presentation Video and images Handouts with task CD 1.12
Ending the lesson	content of the material Line 1 – One-word tit	le. es for describing that word. words.	
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. 		participating in use of Engl activities. Record what they consider they had learned from lesson. Could they express w they had learned about cont	evaluating and making choices about their own and others' ideas hat ent hey had eld

Term 1 Unit 1''Hobbies and qualities''		d qualities''	School: «Baldauren» Repub Center	lican Educational and Health	
Date:			Teacher's name: Kambarova Gulzhan		
Grade 9			Number present:	Number absent:	
Theme of t	he lessor	1:	My favourite hobby.		
Learning objectives(s this lesson i contributin	S	9.S3 explain curricular top 9.S7 use app	pics	f view on a range of general and lary and syntax to talk about a wide	
All learners will• Read and t• Ask and ar• CompleteLesson objectives• Discuss the			and translate the text "My favour nd answer the questions about he plete the gaps with some support.	obbies.	
Assessment criteria Assessment brovide a po Apply topic phrases into Identify part Descriptor. • recalls so • presents h • uses appr			view your partner about his / her hobby but, so that, in order to, although, while, whereas, also etc. ness about cultural diversity through reading and discussion. bint of view in conversations and discussions. a related vocabulary in speech appropriately arranging words and well-formed sentences. icular information and details in reading passage. A learner: me events based on his/her own experience. his/her information to the class. opriate subject-specific vocabulary while speaking. essary information in the text and completes the task.		
Value links		Respecting y	ourself and others, being open to	experiencing new things.	
Cross curri links	cular	Social studie	S.		
Previous lea	arning	Comparing g	generations.		
Use of ICT		the audio, vio			
Health and Safety If students a		If students ar	ne active board if you do not use it. re tired, do physical exercise with them. ndow to refresh the air in the classroom during the break.		
Plan					
Planned timings		Plan	ned activities	Resources	
Beginning the lesson	The te		e lesson objectives, letting anticipate from the lesson.		

	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?				
Main Activities	 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. 			Inte Pre Vic Ha	ard ojector ernet esentation leo and images indouts with task 0 1.13
Ending the lesson	Self-assessment. KWL Know Want to know Learnt				
Differentiat how do you support? H	information tion – plan to give more ow do you plan to ne more able	Assessmen how are yo learners' le	ou planning to che	eck	Critical thinking
Differentiati by task (s materials an student stren By suppor will be sup by-step in organizers, glossaries, group learni	t. Less able learners oported through step- nstructions, graphic sentence frames, thinking time. Small ng. e providing challenge,	activities. Record w they had lesson. Co they had l and lang express w developed Formative	ng in use of Eng hat they conside learned from uld they express w learned about con yuage? Could t hich skills they	ered the vhat tent hey had	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas

Term 1 Unit 1''Hobbies and qualities''		d qualities''	School: «Baldauren» Republican Educational and Health Center			
Date:			Teacher's name: Kambarova Gulzhan			
Grade 9			Number present:	Number absent:		
Theme of t	he lessor	1:	A blog entry about a hobby.			
Learning objectives(s this lesson i contributin	S	curricular top 9.R5 deduce general and c 9.W5 devel	vics e meaning from context in ext urricular topics op with support coherent argum d reasons for a range of writt	f view on a range of general and ended texts on a range of familiar tents supported when necessary by en genres in familiar general and		
		• Plan, youth with s	•	n interview about an older person's		
Lesson objectives P youth with Some let P 		youth with m Some learne • Plan,	Plan, write and edit a summary of an interview about an older person's with minimal support. e learners will be able to: Plan, write and edit a summary of an interview about an older person's without support			
Assessment criteriaIdentify the me conclusion by r Evolve argume Descriptor. A • presents his/ • finds correct			int of view in conversations and discussions. meaning and details of the reading texts on familiar topics and draw y reasoning. ments, reasons, and evidence for a limited range of written genres.			
Value links			yourself and others, being open to experiencing new things.			
Cross curri links		Social studie				
Previous lea	arning	Review. Unit 1.				
Use of ICT		Smart board for showing a presentation, getting additional information, playing the audio, video files.				
Health and Safety If students as		If students ar	ne active board if you do not use it. re tired, do physical exercise with them. ndow to refresh the air in the classroom during the break.			
Plan						
Planned timings		Plan	ned activities	Resources		
Beginning the lesson	The te	sson greeting. eacher sets the lesson objectives, letting ts know what to anticipate from the lesson.				

	 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. 			
Main Activities	 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. 			ard jector ernet sentation leo and images ndouts with task
Ending the lesson				
Differentiat how do you support? H	information tion – plan to give more ow do you plan to ne more able	Assessment – how are you planning to chec learners' learning?	ck	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 wher 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 1''Hobbies and qualities''		d qualities''	School: «Baldauren» Republican Educational and Health Center»		
Date:			Teacher's name: Kambarova Gulzhan		
Grade 9			Number present:	Number absent:	
Theme of th	ne lessor	n:	Achievement.		
this lesson is	Learning objectives(s) that this lesson is contributing to9.C6 organise and present information clearly to others 9.S3 explain and justify their own point of view on a range of general curricular topics 9.UE3 use a variety of compound adjectives and adjectives as participles an 			of view on a range of general and and adjectives as participles and a	
Lesson obje	ectives	 All learners will be able to: Recognize and use nouns and adjectives of attributes and personality. Make adverbs from adjectives 			
		 Comprehend comparisons to compare and contrast people and the things they do. Some learners will be able to: Produce a clear, coherent description of a person they know. 			
Assessment criteria	criteriaDescriptor. A learner: • 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.			lity to express them clearly. discussions. adjectives as participles in practice. ad comparative degree structures answer.	
Value links			urself, being open to experiencin	ÿ	
Cross curric links	cular	Social studies	5.		
Previous lea	arning	•	arned vocabulary on the topic "H	-	
Use of ICT	Se of ICT Smart board for showing a presentation, getting additional information, play the audio, video files.				
Health and Safety linksSwitch 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.			n them.		
Plan			1		
Planned timings		Plan	ned activities	Resources	

Beginning the lesson	students know what to Warm up. Pantomime: 'What do Play the game in 2 group comes to the be other group tries to g correctly, they win o	the lesson objectives, letting to anticipate from the lesson. you like? groups. One pupil from each oard and mimes a hobby. The uess the hobby. If they guess one point. At the end of the the most points is the winner.		
Main Activities	 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. 			ard ojector ernet esentation leo and images ndouts with task
Ending the lesson	 Peer-assessment. Two stars and a wish. You did a really good job on I really like how you Maybe you could 			
Differentiat how do you support? H	information tion – plan to give more ow do you plan to ne more able	Assessment – how are you planning to che- learners' learning?	ck	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 1''Hobbies and qualities''		d qualities''	School: «Baldauren» Repub Center	lican Educational and Health		
Date:			Teacher's name: Kambarova Gulzhan			
Grade 9			Number present:	Number absent:		
Theme of t	he lessor	1:	Unit revision.			
 Learning objectives(s) that this lesson is contributing to 9.L8 begin to recognise inconsistencies in argument in extended talk growing range of general and curricular subjects 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a increased range of general and curricular topics 9.UE3 use a variety of compound adjectives and adjectives as participles a variety of comparative structures to indicate degree on a range of familiar ge and curricular topics 			cts lary and syntax to talk about a wide cs and adjectives as participles and a			
			will be able to:			
l			oduce taught material in listening	g, speaking, writing.		
Lesson obj	ectives	 Most learners will be able to: Demonstrate learned grammar and vocabulary about hobbies and qualities with sure. 				
		Some learners will be able to:				
			aught vocabulary and grammar with accuracy. reasons and evidence in the text to recognise inconsistencies in			
Assessment		 argument. Provide a point of view in conversations and discussions. Apply the rule for compound adjectives and adjectives as participles in practice. Apply correctly active and passive simple present and past forms and past perfect simple forms in the context. Descriptor. A learner: analyses the information in the text and gives the right answers. 				
		 presents his/her information to the class. uses the learned rule and divides adjectives into the right columns. 				
			e sentences according to the grammar rule.			
Value links		Respecting y	ourself and others, being open to	experiencing new things.		
Cross curri links	cular	Social studie	5.			
Previous lea	arning	Achievement.				
		Smart board the audio, vio	for showing a presentation, getting additional information, playing deo files.			
Health and Safety If students and		If students ar	the active board if you do not use it. The tired, do physical exercise with them. Indow to refresh the air in the classroom during the break.			
Plan						
Planned timings		Plan	ned activities	Resources		
Beginning	The les	son greeting.				

the lesson	students know what to Warm up. Then to create a posi	sation activity.	Board Projector
Main Activities	Ex.3 p.18. Filling in th Ex.4 p.18. Multiple ch Ex.5 p.18. Opening th Ex.6 p.18. Matching ta Ex.7 p.18. Focus li statements with refere	oice task. e brackets. ask. stening. Justifying true/false	Internet Presentation Video and images Handouts with task CD 1.14
Ending the lesson	 partner: Three new things they ✓ What they four ✓ What they four ✓ Something the future. 	nd easy?	
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 chec 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. 		participating in use of Englactivities. Record what they consider they had learned from lesson. Could they express what they had learned about conte	evaluating and making choices about their own and others' ideas hat ent hey had

Term 1 Unit 2''Exercise and sport''		d sport''	School: «Baldauren» Republican Educational and Health Center			
Date:			Teacher's name: Kambarova Gulzhan			
Grade 9			Number present:	Number absent:		
Theme of t	he lessor	1:	National games.			
Learning objectives(s) that this lesson is contributing togrowing rang 9.S3 explain curricular top 9.S7 use app			e of general and curricular subj and justify their own point opics	of view on a range of general and alary and syntax to talk about a wide		
			will be able to:			
Lesson obj	ectives	 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:				
	-		 Express ideas about exercise and sport. Ask and answer questions about sporting events with minimal support. Some learners will be able to: Make a dialogue on the topic <i>using what, where, when, who.</i> 			
AssessmentFind claim, argument.AssessmentProvide a po Apply topic			de unprepared speech about the benefits of doing sport and exercise. reasons and evidence in the text to recognise inconsistencies in int of view in conversations and discussions. related vocabulary in speech appropriately arranging words and well-formed sentences. vords for different purposes.			
Value links		** *	of your body and health.			
Cross curri links		Physical educ				
Previous le	arning	Unit revision				
Use of ICT		Smart board the audio, vio		tting additional information, playing		
Health and Safety If students as		If students ar	the active board if you do not use it. The tired, do physical exercise with them. The the dir in the classroom during the break.			
Plan						
Planned timings			ned activities	Resources		
Beginning the lesson	The te	sson greeting. teacher sets the lesson objectives, letting tts know what to anticipate from the lesson.				

	board and elicit the co	rite health and exercise on the nnection between the two. hy without doing exercise?	
Main Activities	Classifying words. Ex.2 p.20. Collocation Ex.3 p.20.Discussing based on the True/Fals Checking SS's answer	g questionnaire. Predicting se questions. s. ask. Ranking discussion. n drill (Blank-filling). n transfer. ased substitution.	Board Projector Internet Presentation Video and images Handouts with task CD 1.15
Ending the lesson	importance for the top	rite 7 words of the greatest ic of the lesson.	
Additional	information	Γ	
support? H	tion – 1 plan to give more low do you plan to he more able	Assessment – how are you planning to chec 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 wh participating in use of Engl activities. Record what they consider they had learned from lesson. Could they express wh they had learned about conte and language? Could th express which skills they h developed? Formative assessment is he through observation/monitorin	evaluating and making choices about their own and others' ideas hat ent ley lad

Term 1 Unit 2''Exercise and sport''		d sport''	School: «Baldauren» Republican Educational and Health Center			
Date:			Teacher's name: Kambarova Gulzhan			
Grade 9			Number present:	Number absent:		
Theme of t	he lesson	1:	Fun races.			
Learning objectives(s this lesson i contributing	S	curricular top 9.R2 unders general and c 9.UE1 use a	and justify their own point of view on a range of general and ics tand specific information and detail in texts on a range of familiar urricular topics, including some extended texts growing variety of abstract compound nouns and complex noun range of familiar general and curricular topics			
Lesson obje	ectives	All learners Comp Recog Most learners	will be able to: rehend the text about exercise as mize and use noun suffixes. rs will be able to:	<u>^</u>		
J		 Interpret a text about exercise and health. Some learners will be able to: Express their opinions on exercise as an alternative medical treatment with fluency building extended sentences. 				
Assessment criteria		Identify partie	int of view in conversations and discussions. icular information and details in reading passage. abstract nouns and complex noun phrases inthe context.			
Value links		Taking care of	of your body and health.			
Cross curri links	cular	Physical educ	cation.			
Previous lea	arning	Medical scien	Aedical science.			
Use of ICT		the audio, vid	l for showing a presentation, getting additional information, playing deo 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		Plan	ned activities	Resources		
Beginning the lesson	The te students Warm With Hippoct the boa Elicit of	 lesson greeting. teacher sets the lesson objectives, letting lents know what to anticipate from the lesson. rm up. h books closed, write the quote form pocrates "Walking is man's best medicine" on board and ask SS what they think it means. it or explain that it probably means that keeping ve improves your health. 				
Main Activities	Ex.1 p.2 Ex.2 p.2	22.Predicting b 22.Detailed rea	ased on the title, pictures. ding.	Board Projector Internet		

Ex.3 p.22. Table comp Ex.4 p.22. Word-form Ex.5 p.22.Speaking inSelf-reflection.Ending the lessonMy participation in the lessonMy feelin and emotion during th lesson			ation a form	activity.	sion. Valuable thoughts for me from the lesson	Vic Ha	esentation deo and images ndouts with task 0 1.16
	information						
support? H	tion – plan to give i ow do you pla ne more able		Assessment – how are you planning to check learners' learning?			eck	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" Date:		d sport''	School: «Baldauren» Republican Educational and Health Center Teacher's name: Kambarova Gulzhan				
Grade 9			Number present:	Number absent:			
Theme of t	he lesson	1:	Reported speech.				
Learning objectives(s this lesson i contributin	S	9.C9 use ima 9.W3 write	e and present information clearly gination to express thoughts, ide with moderate grammatical acc urricular topics				
		All learners	will be able to:				
		• Read	the theory, how do we change di	rect speech to reported speech?			
Lesson obj	ectives	Most learne	rs will be able to:				
		Use time exp	ressions and some words change	e, according to the meaning.			
		Some learne	rs will be able to:				
			ge the direct speech to reported s	1			
Assessment criteria Convey Demons topics.			a ideas effectively and demonstrate the ability to express them clearly. Yey fantasy ideas and experiences including emotions and senses. Onstrate the ability to write grammatically correct sentences on familiar s. y reported speech for fluent communication				
Value links			of your body and health.				
Cross curri links		Physical educ					
Previous lea	arning	Alternative th	Alternative therapy.				
Use of ICT		Smart board the audio, vid	for showing a presentation, getting additional information, playing ideo 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		Planı	ned activities	Resources			
Beginning the lesson	The te students Warm Refer S you the depress idea tha Write o help de explain Tell SS	s know what to up. S back to the ink that swin ion? Elicit a n tt it is possible n the board: Sw epression and that meaning (wimming in cold water might underline might. Elicit or it is possible that it works). g to learn some other ways of				

	Ex.1 p.23. Read the	Board			
	sentences. Use: said o		Projector		
Main	Ex.2 p.23. Rewrite	the sentences in reported	Internet		
Activities	speech.		Presentation		
Activities	Ex.3 p.23. Rewrite the	e sentences in direct speech.	Video and images		
	Ex.4 p.23. Reporting	verbs.	Handouts with task		
		tatements. Reported questions			
		well do I understand?			
	4 - I can do this and ex	xplain it to someone else.			
Ending the					
lesson	2 - I need more practic	ce.			
	1 - I don't understand	this yet.			
Additional	information				
Differentia	tion –				
how do you	plan to give more	Assessment –	Critical thinking		
support? H	low do you plan to	how are you planning to che	ck Critical thinking		
	he more able	learners' learning?			
learners?					
Differentiat	ion can be achieved	Observe learners w	nen Students think critically,		
by task (s	selection of learning	participating in use of Engl	ish exploring, developing,		
materials ar	nd resources based on	activities.	evaluating and making choices		
student stren	ngths).	Record what they conside	red about their own and others'		
By support. Less able learners they had learned from					
	ported through step-	lesson. Could they express w			
· 1	nstructions, graphic	they had learned about cont	ent		
organizers,		6 6	ney		
glossaries,	thinking time. Small	express which skills they l	nad		
group learni	na				

Formative assessment is held through observation/monitoring.

group learning. **By outcome** providing challenge, variety and choice.

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 t	of the lesson: Reporting verbs.						
Learning objectives(s this lesson i contributin	S	9.C9 use imagi	vith moderate grammatical ac	ly to others leas, experiences and feelings couracy on a wide range of familiar			
		All learners w	ill be able to:				
		Read th	e theory, how do we change of	lirect speech to reported speech?			
Lesson obj	octivos	Most learners	will be able to:				
Lesson obj	ectives	Use time expre	essions and some words change	ge, according to the meaning.			
		Some learner	s will be able to:				
		Ŭ	the direct speech to reported	I			
Assessment criteria		Convey fantas Demonstrate t topics.	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 opics. Apply reported speech for fluent communication				
Value links			your body and health.				
Cross curri links			Physical education.				
Previous lea	arning	Alternative the	Alternative therapy.				
Use of ICT		Smart board for the audio, vide	d for showing a presentation, getting additional information, playing 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		Planne	ed activities	Resources			
Beginning the lesson	The te student: Warm Refer S you th depress idea tha Write o help de explain Tell SS	s know what to a up. S back to the te ink that swimp ion? Elicit a ra at it is possible it on the board: Sw epression and that meaning (it	imming in cold water might underline might. Elicit or is possible that it works). to learn some other ways of				

Main Activities Ending the lesson	sentences. Use: said of Ex.2 p.23. Rewrite speech. Ex.3 p.23. Rewrite the Ex.4 p.23. Reporting v Extra task. Reported s Self-assessment. How	r told. the sentences in reported e sentences in direct speech. verbs. tatements. Reported questions v well do I understand? xplain it to someone else. an do this by myself. ce.	Board Projector Internet Presentation Video and images Handouts with task
Additional	information		
support? H	tion – plan to give more ow do you plan to ne more able	Assessment – how are you planning to chec learners' learning?	k Critical thinking
by task (s materials an student stren By suppor will be sup by-step in organizers,	t. Less able learners oported through step- nstructions, graphic	Observe learners wh participating in use of Engli activities. Record what they consider they had learned from t lesson. Could they express wh they had learned about conte and language? Could th express which skills they h	sh exploring, developing, evaluating and making choices about their own and others' he ideas nat ent ey

Formative assessment is held through observation/monitoring.

group learning. **By outcome** providing challenge, variety and choice.

Term 1 Unit 2''Exercise and sport''			Center	lican Educational and Health		
Date:			Teacher's name: Kambarova Gulzhan			
Grade 9	Grade 9 Number present: Number absent:					
Theme of t	he lesson	1:	Talking about injuries.			
Learning objectives(s this lesson i contributin	S	9.L4 understa wide range o 9.W2 write in experiences of	f general and curricular topics adependently about factual and i on a range of familiar general and	g in unsupported extended talk on a imaginary past events, activities and		
Lesson obj	ectives	Match phrases. Most learne	rs will be able to:	<i>lled, sprained, broke, got</i> to form		
		 Complete the sentences and fill in the gaps with some support. Some learners will be able to: To make up the dialogue about injuries without support. 				
Convey fant Recognise informationAssessment criteriaWrite senter			asy ideas and experiences including emotions and senses. the content of an extended conversation using some supporting nees about real and imaginary past events, activities and experiences sentences into paragraphs.			
Value links			words in different situations. of your body and health.			
Cross curri links		Physical educ				
Previous lea	arning	Vocabulary a	nd listening: Phrasal verbs.			
Use of ICT		Smart board the audio, vio		ing additional information, playing		
Health and	Safety	If students ar	he active board if you do not use it. re tired, do physical exercise with them. ndow to refresh the air in the classroom during the break.			
Plan						
Planned timings		Plan	ned 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					

	Tell SS they are go possibility in the past.	ing to learn how to express		
Main Activities	Ex.1 p.25. Induction and explication. Ex.2 p.25.Transforma Ex.3 p.25. Multiple ch Ex.4 p.25. Cue senten Ex.5 p.25. Speaking o Ex.6 p.25. Making Guessing, speculating Extra task. Writing pra	Vide	ector net entation o and images douts with task	
Ending the lesson	Self-assessment. How well do I underst 4 - I can do this and ex 3 - I understand and ca 2 - I need more practic 1 - I don't understand			
Additional	information			
support? H	tion – plan to give more ow do you plan to ne more able	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

Unit 2"Exercise and sport"		d sport''	Center			
Date:			Teacher's name: Kambarova	Gulzhan		
Grade 9	Grade 9 Number present: Number absent:			Number absent:		
Theme of t	he lesson		Amazing stadium.			
Learning objectives(s this lesson i contributin	S	wide range of 9.S5 interact completing cl 9.S7 use app	general and curricular topics with peers to negotiate, agree a assroom tasks	in unsupported extended talk on a nd organise priorities and plans for ary and syntax to talk about a wide cs		
			will be able to:			
Lesson obje	ectives	opinions. • Recog • Comp Most learner	op their listening skills in the nize key phrases for exchanging lete the gaps with words from the rest will be able to: their own dialogues based on the gaps based bas	e list		
			s will be able to:			
		-	m situations exchanging opinions with other people without support.			
Assessment criteria Identify th Demonstra Apply top phrases int		Identify the p Demonstrate Apply topic phrases into v	position of speakers in an extended talk with some support. the ability to participate in a conversation. related vocabulary in speech appropriately arranging words and well-formed sentences. words for different purposes.			
Value links		Taking care of	of your body and health.			
Cross curri links	cular	Physical educ	cation.			
Previous lea	arning	Talking abou	ıt injuries.			
Use of ICT		the audio, vid	eo files.	ing additional information, playing		
	G B /		e active board if you do not use i			
Health and	Safety		e tired, do physical exercise with dow to refresh the air in the class			
Plan			do a to remean the art in the class	stoom during the break.		
Planned timings		Planı	ned activities	Resources		
Beginning the lesson	The te students Warm With bo healthy point he Ask wi Elicit s	s know what to up. boks closed, se lifestyle SS c ealth plan on p. here SS come suggestions fo	e lesson objectives, letting anticipate from the lesson. e how many suggestions for a an remember from the eight- 24. across advice about health. r how the government and cate with young people about			

	health issues, e.g. TV advertising and posters.							
	Ex.1 p.26. Discovery activity. Bo						ł	
	Ex.2 p.26. Gist listening. Pro						ctor	
	Answering	g questions.				Intern	net	
	Ex.3 p.26.	Focus lister	ning.			Prese	ntation	
Main	Ticking of	f items.				Video	o and images	
Activities	Guided rol	le play.				Hand	outs with task	
	Ex.4 p.26.	Recognitio	n exerci	se.		CD 1	.19, 1.20	
	Substitutio	on drill.						
	-	Practise str						
	-	Improvisin	g a dialc	gue.				
	Peer-assess Rubric	sment.						
	Criteria	Fluen	cy	Pronunciation	Vocabu	lary	Grammar	Pair work
	5 excellent	Smooth an	d fluid	and accent Pronunciation is	A wide ra	nge of	Accuracy &	(interaction) Actively
	5 execution	speech; few		excellent; good	well-chose	-	variety of	supports,
		hesitations;	no corch for	effort at accent	vocabulary	у	grammatical	engages, listens
		attempts to s words; vol	ume is				structures	and responds to the partner.
		excellent.						Takes a leading
	4	Smooth an	d fluid	Pronunciation is	Good ran	ige of	Some errors in	role. Makes an effort
	4 good	speech;	few	good; good	relatively		grammatical	to interact with
	0	hesitations; a search for	slight words;	effort at accent	chosen		structures	the partner but
Ending the		inaudible word or two.			vocabulary		possibly caused by attempt to	doesn't take a leading role.
lesson							include a	C
	2	Speech is	relatively	Pronunciation is	Vocabulary		variety. Frequent	Some effort to
	3 fair	smooth;	some			-	grammatical	interact with the
	- min	hesitation	and	effort at accent,	Talige is la	cking	errors that do	partner but
		unevenness c rephrasing	aused by and	but is definitely			not obscure meaning; little	doesn't take a leading role.
	searching			non-native			variety in	6
	2	volume wavers. Speech is frequently		Pronunciation is Basic			structures Frequent	Limited
	poor	hesitant wit		lacking and hard	vocabulary choice with		grammatical	interaction with
	r	sentences	left	to understand;			errors even in	the partner.
	uncompleted			No effort towards a native	some clearly lac	words king	simple structures that at times	
		very soft.		accent	5	U	obscure	
							meaning.	
Additional	informatio	n						
Differentia	tion –							
how do you	plan to giv	e more	Assess	ment –			⁷ ritical thinkin	a
support? H	ow do you	plan to	how a	re you plannin	g to chec	k	Critical thinkin	S
challenge tl	ne more abl	le	learne	rs' learning?				
learners?								
Differentiati			Obser				Students thin	•
by task (s			-	pating in use	of Engli		exploring,	developing,
	materials and resources based on			activities.			valuating and r	-
	student strengths).			Record what they considered			bout their ow	n and others'
By suppor				had learned			deas	
will be sup	-	• •		. Could they ex	-			
v 1	nstructions,	01	-	ad learned ab				
organizers,	sentence	frames,		language? C		ey		
glossaries,	-	me. Small	-	s which skills	s they h	ad		
group learni	ng.		develo	pea?				

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

Term 1 Unit 2 ''Exe	Term 1School: «Baldauren» Republican Educational and HealUnit 2 "Exercise and sport"Center		lican Educational and Health		
Date:			Teacher's name: Kambarova Gulzhan		
Grade 9	Number present: Number absent:			Number absent:	
Theme of th	ne lesson:		First aid.		
Learning objectives(s) this lesson is contributing	5	increased rang 9.R6 recognit familiar genera 9.W5 develop	e of general and curricular topics se the attitude or opinion of the al and curricular topics	ary and syntax to talk about a wide writer in extended texts on a range of supported when necessary by examples liar general and curricular topics	
All learners w • Compu- • Recog		All learners w Compu- Recog		e of a discussion essay.	
		Some learner	a discussion essayusing writing gu s will be able to: s their ideas in writing a a discussion		
Assessment	criteria	Use topic appropriate words in justifying their point of view.		bint of view. attitude and opinion. mited range of written genres.	
Value links			your body and health.	<u> </u>	
Cross curric links	cular	Physical educa	tion.		
Previous lea	rning	Exchanging op	pinions.		
Intercultura awareness	l	Smart board t audio, video fi		ng additional information, playing the	
Health and S	Safety	If students are	active board if you do not use it. tired, do physical exercise with the ow to refresh the air in the classroo		
Plan					
Planned timings		Planned activities		Resources	
Beginning the lesson	The tead know wi Warm u	hat to anticipate 1 p.	sson objectives, letting students from the lesson. ite <i>footballer's salaries</i> on the		

Main Activities	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. 					
	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.	somewhat organized, but were not very clear. It took more	sentences. It was very difficult to figure out what	
Ending the lesson	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.	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.	are complete and well-constructed. Paragraphing	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.	quite a lot of errors in grammar and/or spelling	Writer makes very frequent errors in grammar and/or spelling.	
Additional ir	nformation					
support? Ho challenge the	plan to give more w do you plan to e more able learners?	learners' learn	8	Critical think		
challenge the more able learners?				veloping, evaluating choices about their		

instructions, graphic organizers, sentence frames, glossaries, thinking	6 6	
time. Small group learning.	developed?	
By outcome providing challenge,	Formative assessment is held	
variety and choice.	through observation/monitoring.	

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 less	son:	A survey report		
Learning objectives(s) that this lesson is contributing to	increased ran 9.R1 under general and c 9.W1 plan, w	 9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wind increased range of general and curricular topics 9.R1 understand the main points in extended texts on a range of unfamiling general and curricular topics 9.W1 plan, write, edit and proofread work at text level with little or no support a range of general and curricular topics 		
	RecogUse w	will be able to: gnize and use vocabulary con vords/phrases such as half/few lop their reading skills in the c	-	
Lesson objectives	• Synth use it as the b Some learne	 Most learners will be able to: Synthesize the information from the text about Kazakh sports people and use it as the basis for discussion. Some learners will be able to: 		
Assessment criteria	 Talk with fluency about famous sportspeople in Kazakhstan. Apply topic related vocabulary in speech appropriately arranging words 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. 			
Value links		of your body and health.		
Cross curricular links	Physical edu	cation.		
Previous learning	g Writing: A d	iscussion essay.		
Use of ICT	Smart board the audio, vio		getting additional information, playing	
Health and SafetySwitch off the active board if you do not use it.Health and SafetyIf students are tired, do physical exercise with them.Open the window to refresh the air in the classroom during the break			vith them.	
Plan				
Planned timings	Plan	ned activities	Resources	

Beginning the lesson	students know what to Warm up. Have a race to find w Kazakh sports people After two minutes, f longest list and declar Ask that pair for their the board.	ind out which group had the		
Main Activities	 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. 			ard jector ernet sentation leo and images adouts with task 1.21
Ending the lesson	Ask learners what was the most, e.g. userul, 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 che learners' learning?	ck	Critical thinking
bytask (selection of learning materials and resources based on student strengths).participating in use of Eng activities.By support.Less able learners will be supported through step- by-step instructions, graphicRecord what they consider they had learned from they had learned about con		red the that tent hey had	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas	

Term 1 Unit 2 ''Ex	School: «Baldauren» Republican Educational and Health kercise and sport" Center Center				
Date:			Teacher's name: Kambarova Gulzhan		
Grade 9		Number present: Number absent:			
Theme of t	he lesson	1:	Leading a healthy life.		
Learning objectives(s) that this lesson is contributing tocurricular topicsJust 29.87 use appropriate subj 			ics ropriate subject-specific vocabul ge of general and curricular topic	etail in texts on a range of familiar	
		RecogDevel	will be able to: gnize and use vocabulary to do w op their reading skills in the com rs will be able to:		
Lesson objectives		the basis for Some learne	 Synthesize the information from the text about healthy eating and use it as the basis for discussion. Some learners will be able to: 		
improved. Assessment Provide a po		improved. Provide a poi	ess with fluency their ideas about diet and ways it could be int of view in conversations and discussions. propriate words in justifying their point of view.		
criteria Value links			ar facts and parts in reading pass	age.	
Cross curri links		Physical educ	of your body and health.		
Previous lea	arning	My country:	Exercise and sport.		
Use of ICT		the audio, vic	leo files.	ting additional information, playing	
Health and	Safety	If students are	e active board if you do not use i e tired, do physical exercise with dow to refresh the air in the class	them.	
Plan					
Planned timings		Planned activities Resources			
Beginning the lesson	The te students Warm With be doctor of means. Elicit th suggest will or g	s know what to up. poks closed, w <i>away</i> on the bo hat the proven s that if we eaget ill.	the lesson objectives, letting o anticipate from the lesson. The An apple a day keeps the oard. Ask SS what the proverb b is not meant literally, but at healthy foods life fruit, we think their diets are healthy.		

	Do they think about w		
Main Activities	Ex.1 p.29. Conveying through definitions. Ex.2 p.29. Communic Reacting to a text. Ex.3 p.29. Choose the	Ithy and unhealthy foods. g the meaning of new words ative reading. best answer, a, b or c. n a form of presentation.	Board Projector Internet Presentation Video and images Handouts with task CD 1.22
Ending the lesson	the map that reflects the lesson.	eoat in the appropriate area of heir emotions and mood after	
support? H	tion – plan to give more ow do you plan to ne more able	Assessment – how are you planning to che learners' learning?	ck 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.		participating in use of Engl activities. Record what they conside they had learned from lesson. Could they express w they had learned about cont	evaluating and making choices about their own and others' ideas hat ent ney had

Term 1 Unit 2 "Exercise and sport" Date:		nd sport''	School: «Baldauren» Repub Center Teacher's name: Kambarova	lican Educational and Health Gulzhan	
Date:					
Grade 9	de 9 Number present: Number absent:			Number absent:	
Theme of t	he lessor	1:	Revision.		
Learningwide range ofobjectives(s) that9.S5 interactthis lesson iscompleting clcontributing to9.S7 use app		wide range o 9.S5 interact completing c 9.S7 use app	f general and curricular topics with peers to negotiate, agree a lassroom tasks	in unsupported extended talk on a and organise priorities and plans for lary and syntax to talk about a wide cs	
		All learners	will be able to:		
		• Repro	duce taught material in listening	, speaking, writing.	
		Most learne	rs will be able to:		
Lesson obj	ectives	 Demonstrate learned grammar and vocabulary about exercise and sport in dialogues with sure. Create their own dialogues based on the given situations. 			
		Some learners will be able to:			
			ught vocabulary and grammar w	•	
			le unprepared speech talking about a		
Assessment criteria Demonstrate Apply topic r phrases into v		Demonstrate Apply topic r phrases into	s and details in extended talks with little support. e the ability to participate in a conversation. related vocabulary in speech appropriately arranging words and well-formed sentences. words for different purposes.		
Value links			of your body and health.		
Cross curri links		Physical educ	<u> </u>		
Previous lea	arning	CLIL: Biolog	gy: Healthy eating.		
Use of ICT		the audio, vic	leo files.	ting additional information, playing	
Health and	Safety	If students ar	e active board if you do not use i e tired, do physical exercise with dow to refresh the air in the clas	them.	
Plan					
Planned timings		Planned activities Resources			
Beginning the lessonstudents know what to Warm up.Then to create a positie teachers asks students		acher sets the s know what to up. o create a posi s asks students compliments	tive learning environment the about appearance, job etc. and also practice		

	accepting compliment	S.		
	Ex.1 p.30.Gap-filling.		Board	
	Ex.2 p.30.Word forma	•	Projector	
	Ex.3 p.30.Blank-fillin		Internet	
	Ex.4 p.30.Filling in ga	aps.	Presentation	
Main	Ex.5 p.30.Multiple ch		Video and images	
Activities	Ex.6 p.30.Substitution	n drill	Handouts with task	
	Ex.1 p.31.Brainstormi	ing.	CD 1,24	
	Ex.2 p.31.Gist listenir	0		
	Identifying situations	and people.		
	Ex.4-5 p.31.improvisi	ng a conversation.		
	Peer-assessment.			
Endine the	Two stars and a wish.			
Ending the lesson	• You did a reall	y good job on		
lesson	• I really like ho	w you		
	Maybe you cou	uld		
Additional	information			
Differentia	tion –			
how do you	plan to give more	Assessment –		
support? H	ow do you plan to	how are you planning to che	ck Critical thinking	
challenge th	ne more able	learners' learning?		
learners?				
Differentiati	ion can be achieved	Observe learners wi	nen Students think critically,	
by task (selection of learning	participating in use of Engl	ish exploring, developing,	
materials an	nd resources based on	activities.	evaluating and making choices	
student stren	0	Record what they conside		
· 11		they had learned from		
will be supported through step-		lesson. Could they express w		
by-step instructions, graphic		they had learned about cont		
organizers, sentence frames, and language? Could		ney		
glossaries, thinking time. Small		express which skills they l	nad	
group learning.		developed?		
	e providing challenge,	Formative assessment is h		
variety and choice.			ησ	

Term 2Unit 3"Earth and our place on it"School: «Baldauren Republican Educational at Center			an Educational and Health			
Date:	e: Teacher's name: Kambarova Gulzhan			Gulzhan		
Grade 9			Number present: Number absent:			
Theme of th	ne lesson:	lesson: Vocabulary and language focus: Geography and environment.				
Learning objectives(s) this lesson is contributing	5	 9.L8 begin to recognise inconsistencies in argument in extended talk on a growin 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 wird increased range of general and curricular topics 				
Lesson obje	ectives	All learners will be able to: • 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:				
		Produce sentences using the present continuous with little support. Some learners will be able to: Express their opinions about future trends building extended sentences.				
Assessment	criteria	Find claim, argument. Demonstrate t Apply topic ro into well-form Employ the ro	reasons and evidence in the tended to be ability to participate in a converse of the sentences.	ext to recognise inconsistencies in		
Value links			d protecting the environment.			
Cross curric links	cular	Ecology, Geo				
Previous lea	rning	Review Unit 2				
Use of ICT		audio, video f	iles.	g additional information, playing the		
Health and links	Health and Safety inksSwitch 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		Resources		
Beginning the lesson	The tead	lesson greeting. teacher sets the lesson objectives, letting students what to anticipate from the lesson.				

	board and elicit or expl Put SS into pairs and g down as many words c they can in English. Elicit answers and w environment on the boa and ask SS to explain	write <i>the environment</i> on the ain the meaning. give them two minutes to write onnected to the environment as rite the words related to the ard. Point to a couple of words what they mean and why they	
Main Activities	explication.	re. liscussion. of the rules from exercises and g. True/false statements. mpletion task. ing and disagreeing.	Board Projector Internet Presentation Video and images Handouts with task CD 1.25
Ending the lesson	Self-assessment. Students express their self-assessment using th • Green: How can different subjects? • Red: How do you • White: What have • Black: What were • Blue: How much p lesson? (Now I can, improved in, Today I lesson	attitude to the lesson and give he method: " <i>Six thinking hats</i> ": you use today's learning in feel about your work today? you leant today? the weaknesses of your work? progress have you made in this I still need to work on, I've	
support? H		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.		participating in use of Engl activities. Record what they considered th had learned from the less Could they express what they h	evaluating and making choices about their own and others' ideas. nad und ess 1? eld

Term 2 Unit 3"Our planet"		1	School: «Baldauren Republic Center			
Date:			Teacher's name: Kambarova Gulzhan			
Grade 9			Number present:	Number absent:		
Theme of t	he lesson	1:	Reading: Our responsibility t	o platen Earth.		
Learning objectives(s this lesson i contributin	is	curricular top 9.S7 use app increased ran 9.R1 unders	ics ropriate subject-specific vocabul ge of general and curricular topic	f view on a range of general and lary and syntax to talk about a wide cs led texts on a range of unfamiliar		
Lesson objectives		 Recoge Synth Most learne Analy Some learne	will be able to: gnize and use words related to the esize information from the readin rs will be able to: se the text about sustainability. rs will be able to: le unprepared, coherent talk about	•		
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 an	Respecting and protecting the environment.			
Cross curri links	cular	Ecology, Geography.				
Previous lea	arning	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						
timings		Plan	ned activities	Resources		
Beginning the lesson With books closed, we and ask SS what the explain that it mean endangers the environ		acher sets the s know what to up. boks closed, whe s SS what the that it mea ers the environ	e lesson objectives, letting o anticipate from the lesson. Fite <i>sustainability</i> on the board ey think it means. Elicit or ns not doing anything that ment for future generations. that 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 				Pro Inte Pre Vio Ha	ard ojector ernet esentation deo and images ndouts with task 0 1.26	
Ending the lesson	My participationMy feelings andMy difficultiesValuable thoughts for me from the lesson				thoughts for me from the		
Additional	information						
how do you support? H	Differentiation – how do you plan to give more support? How do you plan to challenge the more able		ho	sessment – w are you pla arners' learn	anning to che ing?	ck	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. 			pa ac Re the les the an ex de Fc	articipating in ectivities. ecord what ey had lea sson. Could t ey had learn ad language apress which eveloped? prmative asso	n use of Eng they conside urned from hey express w ed about con	ered the vhat tent hey had	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas.

Term 2 Unit 3"Our planet" Date:			School: «Baldauren Republican Educational and Health Center Teacher's name: Kambarova Gulzhan			
Grade 9			Number present:	Number absent:		
Theme of the lesson:			Language focus: First conditi	onal.		
Learning objectives(s) that this lesson is contributing to Cooperatively 9.S2 ask co curricular top 9.UE17 use i clauses inclu			in groups mplex questions to get inform ics f only /wish [that] clauses [past	o solve problems creatively and ation on a range of general and reference]; use a variety of relative to whom on a range of familiar		
		All learners	will be able to:			
		Const	ruct the sentences using the first	conditional with support.		
		Most learne	rs will be able to:			
Lesson obj	ectives			t conditional to talk about possible		
		situations with minimal support. Some learners will be able to:				
		• Apply the first conditional to talk about a future situation and its				
		consequences without support.				
Assessment criteria		Make up com	problem in groups and suggest a solution to aproblem. omplex interrogative sentences to get information about the topic. the between if/unless in first conditional clauses.			
Value links			and protecting the environment.			
Cross curri links	cular	Ecology.	1 0			
Previous lea	arning	Reading: Our responsibility to platen Earth.				
Use of ICT		Smart board for showing a presentation, getting additional information, playing the audio, video files.				
			e active board if you do not use i			
Health and	Safety	If students are tired, do physical exercise with them.				
Plan		Open the window to refresh the air in the classroom during the break.				
Planned timings		Planı	ned activities	Resources		
		son greeting.				
		eacher sets the lesson objectives, letting				
	students Warm		anticipate from the lesson.			
Desis		-	k: What will happen if you			
Beginning the lesson	look fo	r Sealand on	the map? Elicit the answer			
10 1055011	,	on't find it).	from look for Coston down (1			
			f you look for Sealand on the it. Ask SS to translate it into			
	their ov	vn language. E	Elicit or teach that it is a first			
	conditio	onal sentence.				

Main Activities	action in the future? future).	n drill. ased substitution.	Inte Pres Vide	ector
Ending the lesson Additional		ce.		
support? H	tion – plan to give more ow do you plan to ne more able	Assessment – how are you planning to check learners' learning?		Critical thinking
by task (materials ar student stren By suppor will be sup by-step in organizers, glossaries, group learni	t. Less able learners oported through step- nstructions, graphic sentence frames, thinking time. Small ng. e providing challenge,	participating in use of Engl activities. Record what they consider they had learned from lesson. Could they express w they had learned about cont	red the hat ent hey had	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas.

Term 2	School: «Baldauren Republican Educational and Health
Unit 3"Our planet"	Center

Date:			Teacher's name: Kamb	arova	ı Gulzhan		
Grade 9		Number present:		Number absent:			
Theme of t	he lessor	1:	Vocabulary and listenin	g: Go	vernment policies.		
bigetives(s) that this lesson is contributing to9.L2 under talk on a w 9.S7 use ap			stand most specific in de range of general and	forma d curi cabul	lary and syntax to talk about a wide		
Lesson objectives		 Recogo f a country. Identity president. Most learner Synthe discussion. Some learner 	All learners will be able to: • 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: • Synthesize information from the conversation and use it as the basis for				
Assessment Make an arg Identify fact			uce a clear, coherenttalk about government policies. ument and evolve reasoning while speaking or writing. s and details in extended talks with little support. propriate words in justifying their point of view.				
Value links			and protecting the environment.				
Cross curri links	cular	Ecology, Soc	cial studies.				
Previous lea	arning	First conditio	onal.				
Use of ICT		Smart board the audio, vid	for showing a presentation, getting additional information, playing deo files.				
Health and	Safety	If students are	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		Planr	ned activities		Resources		
Beginning the lesson	The te students Warm With be presider	s know what to up. ooks close, asl nt of Kazakhsta	e lesson objectives, lett anticipate from the lesson c: Would you like to be an? Why? Elicit some ideas ould you change to help	the s.			
environment? Why? at this stage if SS do		ment? Why? E stage if SS don t concentrate o	Elicit some ideas. Don't we 't use the correct verb for n encouraging them to th	orry ms,			
Main	Ex.1 p.	.36. Conveying	g the meaning of the wo	rds	Board		

Activities	provided.			Projector	
<i>i</i> ieu vities	Giving opinions, a	greeing and disa	Internet		
	Ex.2 p.36. Listenir	0 0	0 0	Presentation	
	Ticking off items i			Video and images	
	Ex.3 p.36. Liste			Handouts with task	
	Sentence completi			CD 1.27	
	Ex.4 p.36. Informa				
	Ranking (priority)				
	Self-assessment.				
	Plus	Minus	Interesting		
Ending the					
lesson	If children liked so	-	• -		
	into the column "				
	bored during some	1			
	the column "minus		_		
	those activities will lesson.	inch were inter	esting during the		
Additional	information				
Differentiat		ore Assessmen	.4		
	u plan to give mo Iow do you plan		ou planning to chec	Critical thinking	
challenge	• -	ble learners' l			
learners?	the more at		carning.		
	on can be achiev	ed Observe	learners whe	en Students think critically,	
	selection of learni		ng in use of Englis	5.1	
•	d resources based	U 1 1	ing in use of Englis	evaluating and making choices	
student strer			hat they considered		
	t. Less able learne		learned from th		
• • •	ported through ste		uld they express wh		
-	nstructions, graph	-	learned about conte		
organizers,	sentence fram		guage? Could the	5	
-	thinking time. Sm		hich skills they have	ad	
group learni	0	developed			
v	e providing challeng		assessment is he		
variety and	choice.	through of	oservation/monitoring	g.	

Term 2	School: «Baldauren Republican Educational and Health
Unit 3''Our planet''	Center

Date:		Teacher's name: Kambarova	Gulzhan				
Grade 9		Number present:	Number absent:				
Theme of t	he lesso	n: Language focus: First and se	econd conditionals.				
Learning objectives(s) this lesson is contributing	5	 9.S5 interact with peers to negotiate, agree completing classroom tasks 9.W3 write with moderate grammatical ac general and curricular topics 9.UE17 use if only /wish [that] clauses [pas clauses including prepositions from where general and curricular topics 	curacy on a wide range of familiar at reference]; use a variety of relative				
Lesson objectives		 All learners will be able to: Construct the sentences using second situations with support. Identify the difference between first a Most learners will be able to: 					
		 Construct the sentences using second conditional to talk about imaginary situations with minimal support. Some learners will be able to: Apply first and second conditionalsto talk about what they would do in 					
Assessment Demonstrat criteria topics.		topics.					
Value links		Respecting and protecting the environment.	and protecting the environment.				
Cross curric links	cular	Ecology.					
Previous lea	rning	Government policies.	a policies.				
Use of ICT		Smart board for showing a presentation, get the audio, video files.	l for showing a presentation, getting additional information, playing ideo 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 test student Warm With b preside Write sentence Ask S2 languag	son greeting. eacher sets the lesson objectives, letting s know what to anticipate from the lesson. up. books close, write on the board: If I was nt, and elicit an ending to the sentence. the ending so that you have a complete be on the board. S to translate the sentence into their own ge and elicit or teach that it is a second onal sentences.					

Main Activities	Ex.1 p.37. Deducti exemplification. Ex.2 p.37. Multiple choi Ex.3 p.37. Situation-resp Ex.4 p.37. Matching tas Ex.5 p.37. Structure-bas Ex.6 p.37. Completion of Asking and answering q Extra task. Extension.	ce. oonse. k. ed substitution. Irill.]]]	Board Projector Internet Presentation Video and images Handouts with task	
Ending the lesson	Self-assessment. How well do I underst 4 - I can do this and ex 3 - I understand and ca 2 - I need more practic 1 - I don't understand				
Additional in	nformation			·	
•	tion– u plan to give more Iow do you plan to the more able	Assessment – how are you pla learners' learni		to chec	ck Critical thinking
by task (materials ar student stren By suppor will be sup by-step in organizers, glossaries, group learni	 t. Less able learners ported through step- nstructions, graphic sentence frames, thinking time. Small ng. e providing challenge, 	Observe lea participating in activities. Record what they had lean lesson. Could th they had learned and language express which developed? Formative asset through observa	they co rned fr ney expr ed about ? Coul skills t	nsidere om th ess wh conte d the hey ha is he	sh exploring, developing, evaluating and making choices about their own and others' ideas at nt ey ad ld

Γ

Term 2	School: «Baldauren Republican Educational and Health
Unit 3''Our planet''	Center

Date:			Teacher's name: Kambarova	a Gulzhan			
Grade 9			Number present:	Number absent:			
Theme of t	he lessor	ı: 5	Speaking: Apologizing.				
Learning objectives(s this lesson i contributin	is	of general and 9.S5 interact w completing clas 9.S7 use approx	curricular topics vith peers to negotiate, agree a ssroom tasks	ported extended talk on a wide range and organise priorities and plans for lary and syntax to talk about a wide cs			
Lesson objectives		 Develop regrets. Demons using some sup Most learners 	ize and use key phrases for apo p their listening skills in the co strate the ability to express p	blogizing and expressing regrets. Sontext of apologizing and expressing ast and present regrets with I wish the given situations.			
		 Some learners will be able to: Perform situations practising apologizing without support. 					
Assessment criteria Figure ou Demonst Apply to phrases in		Figure out the o Demonstrate the Apply topic re phrases into we	the content of a conversation with some support in extended talk. te the ability to participate in a conversation. c related vocabulary in speech appropriately arranging words and o well-formed sentences. te between if/unless in first conditional clauses.				
Value links			and protecting the environment.				
Cross curri links	cular	Social studies.					
Previous le	arning	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 Plan timings		Planne	ed activities	Resources			
students know whatWarm up.BeginningWith books closed,elicit its meaningsituations they mightsuggestions.Briefly discuss a ferrice		acher sets the s know what to a up. poks closed, writ ts meaning. A ns they might ap ions. discuss a few o	lesson objectives, letting inticipate from the lesson. e <i>I'm sorry</i> on the board and sk SS in what kinds of ologize. Elicit examples and of the scenarios that the SS we feel when we apologize,				

	and why it is sometimes difficult to apologize. Elicit the concept of regret and teach the word.							
Main Activities	Encir the concept of regret and teach the word.Ex.1p.38. Picture description (guessing, speculating, interpreting).BoardEx.2p.38. Gist listening. Comprehension question.InternetEx.3p.38. Focus listening.PresentationTicking off items.Video and imagesGuided role play.Handouts with taskEx.4p.38. Deduction from the rules and exemplification.CD 1.28, 1.29Ex.5p.38. Opening the brackets.CD 1.28, 1.29Guided role-playing.Ex.6p.38. Open role-play. Speaking in a form of a dialogue.							
	Peer-asses Rubric Criteria	ssment.	cy	Pronunciation	Vocab	ulary	Grammar	Pair work
	Criteria	i luch	-5	and accent	, ocub	J	Grunnun	(interaction)
Ending the lesson	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 of well- vocabula	chosen ary	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 ra relativel chosen vocabula	y well-	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 re smooth; hesitation unevenness by rephrasi searching fo volume wave	some and caused ng and r words;	Pronunciation is okay; Some effort at accent, but is definitely non- native	Vocabul range 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	acking andvocabularydtochoiceerstand; Nosomewordsorttowardsclearly lacking		Frequent grammatical errors even in simple structures that at times obscure meaning.	Limited interaction with the partner.
Additional	informatio	n						
Differentiation – Assessment – how do you plan to give more Assessment – support? How do you plan to how are you planning to check challenge the more able learners' learning? learners? Critical thinking					g			
	Differentiation can be achieved Observe learners when Students think critically,							

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

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

Theme of t	he lesson	1:	Writing: An opinion essay.		
Learning objectives(s) thatincreased ranobjectives(s) that this lesson is contributing to9.R1unders general and c 9.W2 write in			ge of general and curricular top tand the main points in exter urricular topics	inded texts on a range of unfamiliar imaginary past events, activities and	
All Lesson objectives Mi		 All learners will be able to: 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: Express their ideas in writing an opinion essay with minimal support. Some learners will be able to: 			
Assessment criteria Use topic ap Identify the Write senter connecting s			ess their ideas in writing an opinion essay without support. propriate words in justifying their point of view. main idea of text on unfamiliar and curricular topics. aces about real and imaginary past events, activities and experiences entences into paragraphs. between relative pronouns including who, which, where, why.		
Value links		Respecting an	nd protecting the environment.		
Cross curri links	cular	Social studies	·S.		
Previous lea	Previous learning Apologizing.				
Use of ICT	Use of ICT Smart board for sho the audio, video file		or showing a presentation, getting additional information, playing to files.		
Health and	Safety	Switch off the If students are	the active board if you do not use it. are tired, do physical exercise with them. indow to refresh the air in the classroom during the break.		
Plan		open the win		biroom during the orbuit	
Planned timings		Plan	ned activities	Resources	
Beginning the lesson	The te students Warm Focus o girl is? elicit or Ask: At answer,	s know what to up. on the photo. A What is she c teach the word t what age can then ask: S	e lesson objectives, letting anticipate from the lesson. sk: how old do you think this loing? Elicit some ideas, and d straw. you ride a scooter? Elicit the hould the government stop icit a range of ideas.		
Main Activities	Ex.1 p.3 Ex.2 p.3 Ex.3 p.3 Ex.4 p.3	 9. Skimming. Q 9. Sorting exerc 9. Matching tasl 9. Writing guidening in groups. ideas. 	uestioning. ise. <.	Board Projector Internet Presentation Video and images Handouts with task	

	Peer-assessm	ent.					
	Rubric						
	Category	5		4	3	2	1
	Ideas	The opinion clear. Reasons some examples	and specific	The writer's opinion is clear. Reasons and some examples are given.	The writer opinion is fairl clear. A few reason are given, bu specific	y opinion is not very clear. Reasons are not given or don't make sense.	The writer's opinion cannot be determined.
	Organization	given. The writi clear intr and conc Reasons	oduction lusion. and	The writing has an introduction and a conclusion. Reasons and	examples ma not be given. The writing ma be missing a introduction. Th writing may b	y The writing does n not have an e introduction or a e conclusion.	The writing is very poorly organized and hard to follow.
		examples grouped body tha sense. Many words a effectivel connect reasons examples	into a it makes linking re used y to the and s.	examples are grouped into a body that mostly makes sense. Some linking words are used to connect the reasons and examples.	missing conclusion. Som reasons ar grouped into body. Few linkin words are used.	e missing or e disorganized. a Linking words g are missing or	
Ending the lesson	Word choice	The writ precise, chosen (especial adjective adverbs) The words clear me	well- words ly s and writer's give a	Some words, including adjectives and adverbs, are precise. The message is clear.		y unclear words are used.	Many words are used incorrectly. The message is not clear.
	Sentence Fluency	Sentence structure varied interestir Sentence structure include compoun sentence	are and ng. es	Some of the sentence structures are varied and interesting. A compound sentence may be used.	Many sentence share the sam structure.		Sentences are fragments or run-ons. Sentences are written incorrectly.
	Voice	The sounds convincir The poin is clea consister The wr respectfu without s too for stiff.	t of view ar and at. iting is il	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 very convincing. The point of vier may shift. The writing ma sound too stiff i some places. Th writing ma sound to informal in othe places.	w not sound convincing. The point of view changes a lot. y The writing n sounds too stiff e or informal. y o	The writer does not express an opinion. The point of view cannot be determined.
	Conventions	There mistakes capitaliza punctuat spelling. writing easy to r	ition, ion, or The is very	There are some mistakes in capitalization, punctuation, or spelling. The writing is somewhat easy to read.	There ar	n mistakes in capitalization, d punctuation, and spelling. e Mistakes cause	The writing has not been edited. It is very hard to read.
Additional i	nformation						
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?			how a	ment – re you plannin rs' learning?	g to check	Critical thinkin	g
Differentiation can be achieved by task (selection of learning materials and resources based on student strengths). By support . Less able learners						developing, naking choices	

will be supported through step- by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.	they had learned about content and language? Could they	
By outcome providing challenge,		
variety and choice.	through observation/monitoring.	

Term 2 Unit 3''Our planet'	,	School: «Baldauren Republican Educational and Health Center Teacher's name: Kambarova Gulzhan		
Date:				
Grade 9		Number present:	Number absent:	
Theme of the lessor	1:	My country: Our planet.		
Learning objectives(s) that this lesson is contributing to	9.R2 unders general and c 9.UE12 use regular and i	curricular topics, including some an increased variety of compar-	etail in texts on a range of familiar extended texts ative degree adverb structures with of pre-verbal, post-verbal and end-	
	All learners	will be able to:		
Lesson objectives	 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:					
		• 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:					
		Plan, write and edit a diary describing					
Assessment	ţ	Form ideas effectively and demonstrate the a					
criteria		Find particular facts and parts in reading pas					
Value links		Apply pre-verbal, post-verbal and end-positi Respecting and protecting the environment.	on adverbs accuratery.				
Cross curri		Respecting and protecting the environment.					
links		Social studies.					
Previous lea	arning	An opinion essay.					
Use of ICT		Smart board for showing a presentation, ge	tting additional information, playing				
		the audio, video files.					
	C C (Switch off the active board if you do not use					
Health and	Safety	If students are tired, do physical exercise wit Open the window to refresh the air in the cla					
Plan		Open the window to refresh the art in the cla	ssroom during the break.				
Planned timings		Planned activities	Resources				
tinings	The less	son greeting.					
		acher sets the lesson objectives, letting					
		s know what to anticipate from the lesson.					
	Warm	up.					
Beginning		if they have visited the area between Lake					
the lesson		sh and the Sarysu River. What did they see					
	and do						
		whole class what they know about the area					
	can see	at they think it is like and what wildlife you there					
		40. Building background knowledge.	Board				
	-	40. Detailed reading.	Projector				
	-	ompletion.	Internet				
Main	Ex.3 p.	40. Recognizing language structures.	Presentation				
Activities	-	40. Induction of the rules from examples	Video and images				
	-	lication.	Handouts with task				
	-	40. Sequencing words.	CD 1.30				
		40. Writing practice. Creative exercise.					
		<u>nain</u> " is a five-line poem based on the of the material under the study.					
		- One-word title (Kazakhstan).					
Ending the		- Two adjectives for describing that word.					
lesson		- Three verbs.					
		- Four feeling words.					
		- A synonym for the title word.					
Additional	informat	tion					
	nnvi illa						

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

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 lessor	1:	CLIL: Ecology: Solving an ecology problem.			
Learning objectives(s) that this lesson is contributing to	9.R2 unders general and c 9.R4 read a	urricular topics, including some e	etail in texts on a range of familiar		
All learners		will be able to:			
Lesson objectives	• Develop their reading skills in the context of recycling.				
	Most learne	rs will be able to:			
	• Expre	ess their ideas about recycling situ	ation in a city.		

		Some learners will be able to:					
		• 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 toidentify the general information.					
Value links		Respecting and protecting the environment.					
Cross curri links	cular	Ecology, Social studies.					
Previous lea	arning	My country: Our planet.					
Use of ICT		Smart board for showing a presentation, ge the audio, video files.	tting additional information, playing				
Health and	Safety	Switch off the active board if you do not use If students are tired, do physical exercise wit Open the window to refresh the air in the cla	h them.				
Plan							
Planned timings		Planned activities	Resources				
Beginning the lesson	The te students Warm With b would some ic your scl Ask: D make c	books closed, ask: Is there anything you like to change about your school? Elicit leas and then ask: What can you do to make hool change? o you think SS should have more power to hanges in their school? Elicit some ideas, courage SS to join in and express their					
Main Activities	Sorting Ex.2 p.4 Detailed Checkin Ex.3 p.4	 41. Brainstorming the topic. exercise. 41. Questions for personal response. d reading. ng comprehension. 41. Questions about the topic to discuss. 41. Problem-solving discussion. 	Board Projector Internet Presentation Video and images Handouts with task CD 1.31				
Ending the lesson Self-assessment. Pair share At the end of a lesson learners share with their partner: Three new things they have learnt: ✓ What they found easy ✓ What they found difficult ✓ Something they would like to learn in the future.							
Additional	information	tion					

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	Observe learners when	Students think critically,
by task (selection of learning materials and resources based on	participating in use of English activities.	exploring, developing, evaluating and making choices
student strengths).	Record what they considered	6 6
By support . Less able learners	they had learned from the	
will be supported through step-	lesson. Could they express what	
by-step instructions, graphic	they had learned about content	
organizers, sentence frames,	and language? Could they	
glossaries, thinking time. Small	express which skills they had	
group learning.	developed?	
By outcome providing challenge,	Formative assessment is held	
variety and choice.	through observation/monitoring.	

Term 2 Unit 3"Our planet"		School: «Baldauren Republican Educational and Health	
Unit 3"Our planet" Date:		Center 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 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 familie general and curricular topics 		bjects bulary and syntax to talk about a wide pics st reference]; use a variety of relative

		All learners will be able to:				
		Reproduce taught material in listening, speaking, writing.				
		Most learners will be able to:				
Lesson obj	ectives	Demonstrate learned grammar and	vocabulary about environment with			
		sure.				
		Some learners will be able to:				
		• Use taught vocabulary and grammar	with accuracy.			
		Find claim, reasons and evidence in the	text to recognise inconsistencies in			
Assessment		argument. Apply topic related vocabulary in speech	appropriately arranging words and			
criteria		phrases into well-formed sentences.	appropriately allanging words and			
		Differentiate between if/unless in first condi	tional clauses.			
Value links		Respecting and protecting the environment.				
Cross curri links	cular	Ecology.				
Previous lea	arning	CLIL: Politics: High school elections.				
	0	Smart board for showing a presentation, ge	tting additional information, playing			
Use of ICT		the audio, video files.				
		Switch off the active board if you do not use				
Health and	Safety	If students are tired, do physical exercise with them.				
Plan		Open the window to refresh the air in the cla	ssroom during the break.			
1 1411						
Planned timings		Planned activities	Resources			
	The less	son greeting.				
		acher sets the lesson objectives, letting				
		s know what to anticipate from the lesson.				
Beginning	Warm Then to	up. • create a positive learning environment the				
the lesson		s asks students to start the lesson giving each				
	other	compliments about appearance, job				
	perform	ance, talent, etc. and also practice				
		ng compliments.				
	-	42. Substitution drill.	Board			
	-	 Matching task. Sequencing words. 	Projector Internet			
Main	-	42. Opening the brackets.	Presentation			
Activities	-	42. Paraphrasing.	Video and images			
	-	42. Filling in the blanks.	Handouts with task			
	-	.42. Focus listening. Justifying true/false	CD 1.32			
		nts with reference to the text.				
		sessment.				
		ars and a wish.				
Ending the		l a really good job on like how you				
lesson	-	prite part was when				
1055011		the best thing about it is				
		you could				

I wish you would have	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).	Observe learners when participating in use of English activities. Record what they considered	exploring, developing, evaluating and making choices		
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.	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.	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:		Number absent:	
Theme of the lessor	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 a cooperatively in groups 9.R1 understand the main points in extended texts on a range of unfamil general and curricular topics 9.W1 plan, write, edit and proofread work at text level with little or no support a range of general and curricular topics 		ed texts on a range of unfamiliar
Lesson objectives	All learners will be able to:		

		• Plan, write and edit a community pro	ject with support.			
		Most learners will be able to:				
Plan, write and edit a community pr			ject with minimal support.			
		Some learners will be able to:				
		• Plan, write and edit a community pro				
Assessment		Discuss a problem in groups and suggest a solution to a problem.				
criteria		Identify the main idea of text on unfamiliar a	I I			
		Make a clear plan of writing; Write a text; C	heck the written draft.			
Value links		Respecting and protecting the environment.				
Cross curri links	cular	Ecology, Social studies.				
Previous lea	arning	Review. Unit 3.				
Use of ICT		Smart board for showing a presentation, ge the audio, video files.	tting additional information, playing			
		Switch off the active board if you do not use	it.			
Health and	Safety	If students are tired, do physical exercise wit	h them.			
		Open the window to refresh the air in the cla	ssroom during the break.			
Plan						
Planned timings		Planned activities	Resources			
	The less	son greeting.				
		acher sets the lesson objectives, letting				
		s know what to anticipate from the lesson.				
Beginning	Warm	-				
the lesson		if they know of any community projects here they live.				
		em what the projects do and if they know of				
		ey have achieved.				
		43. Prediction based on the slogan, pictures.	Board			
		43. Skimming.	Projector			
		ng headings with sections.	Internet			
Main	-	43. Brainstorming.	Presentation			
Activities		ing ideas.	Video and images			
	Illustrat		Handouts with task			
	0	presentation. ck on the project.				
		sessment.				
		Children draw a picture of their hand and				
		e most important things about the $\Omega \cap \Omega$				
Ending the		on each finger. The thumb -				
lesson	somethi	ing interesting, the index finger - 🛛 🗍				
		ing difficult, the middle one - \rightarrow /				
		ing that was not enough, the ring				
	tinger -	the mood, the little finger - the suggestions.				
Additional	informat	tion				

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

Term 2 Unit 4 ''Charities a Date:	nd conflict''	School: «Baldauren Republican Educational and Health Center Teacher's name: Kambarova Gulzhan	
Grade 9		Number present:	Number absent:
Theme of the lessor	ı:	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 preposition from whose on a range of familiar general an	ns at what time, in which direction, nd curricular topics			
		All learners will be able to:				
		• Recognize and use phrases to do with	honesty and morals.			
		• Do a questionnaire on rights and wro	•			
		• Produce sentences making requests v				
Lesson obje	ectives	Most learners will be able to:				
5		• Produce sentences making requests v	vith minimal support			
		Some learners will be able to:				
			t something and report someone's			
		request with fluency.	t something and report somethes			
		Provide a point of view in conversations and	discussions.			
		Apply topic related vocabulary in speech				
Assessment		phrases into well-formed sentences.				
criteria		Demonstrate the ability to ask a variety of qu	uestions in different tenses.			
		Apply the rule for reported speech forms for				
Value links		Helping others. Learning to compromise. Re	especting yourself and others.			
Cross curri links	cular	Social studies.				
Previous lea	arning	A community project.				
Use of ICT	Smart board for showing a presentation getting additional informati		etting additional information, playing			
		Switch off the active board if you do not use	it			
Health and	Safetv	If students are tired, do physical exercise with them.				
		Open the window to refresh the air in the classroom during the break.				
Plan		<u>^</u>	<u> </u>			
Planned			D			
timings		Planned activities	Resources			
	The less	son greeting.				
		acher sets the lesson objectives, letting				
		s know what to anticipate from the lesson.				
	Warm	•				
р · ·		books closed, write Right and Wrong on the				
Beginning		nd elicit the meaning. Ask: What things is it				
the lesson	murder.	to do? Elicit some answers, e.g. stealing,				
		into pairs and give them two minutes to				
		own as many things as they can that are				
		Encourage them to think about small things				
	-	do every day, as well as actual crimes.				
		44. Filling in the blanks. Checking students'	Board			
	answers		Projector			
	Ex.2 p.4	44. Asking and answering questions.	Internet			
N # - !	Ex.3 p.4	14. Guided reading. Situation-response.	Presentation			
Main A stivition		• • • •	Video and images			
Main Activities	Ex.4 p.4	44. Guided reading. Situation-response.	Video and images Handouts with task			
	Ex.4 p.4 Ex.5 p.4	44. Guided reading. Situation-response.44. Table completion.	Video and images			
	Ex.4 p.4 Ex.5 p.4 Ex.6 p.4	44. Guided reading. Situation-response.44. Table completion.44. Multiple choice.	Video and images Handouts with task			

	Ex.8 p.44. Practice structures.					
	Extra task. Individu	al sen	itences.			
	Self-reflection.					
Ending the lesson	participation and in the lesson emo	g the	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?			ssessment – ow are you pla arners' learn	0	eck	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.			articipating ir ctivities. Record what ney had lea esson. Could t ney had learn	they consider in use of Eng they consider from hey express v ed about con ed about con ? Could to skills they essment is l	ered the vhat tent hey had	exploring, developing, evaluating and making choices about their own and others' ideas t t

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: Charities.			
Learning objectives(s) thatcurricular top 9.S7 use app increased ranthis lesson is contributing to9.R2 unders		vics ropriate subject-specific vocabul ge of general and curricular topic	etail in texts on a range of familiar
Lesson objectives			

		• Comprehend the text about a charity.				
		• Recognize and use collocations with <i>make</i> and <i>do</i> .				
		Most learners will be able to:				
		• Interpret a text about a charity and use it as a basis for discussion.				
		Some learners will be able to:				
		• Express their opinions on being honest with fluency building extended sentences.				
Assessment		Express thoughts about the given topic in the conversations.				
criteria		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 curri links	cular	Social studies.				
Previous lea	arning	Morals.				
Use of ICT		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.				
Health and	Safety	If students are tired, do physical exercise with them.				
DI		Open the window to refresh the air in the classroom during the break.				
Plan						
Planned timings		Planned activities Resources				
Beginning the lesson	The te student: Warm With b help use Ask SS charitie	ooks closed elicit what charities do. (Give ually to people, animals or the environment). what charities they know and what those				
Main Activities	Gist rea Ex.2 p.4 Comple Ex.3 p.4 Ex.4 p.4	 46. Predicting based on the title, pictures. 46. Predicting based on the title, pictures. 46. Detailed reading. 46. Substitution drill. 46. Blank-filling. 46. Speaking in a form of discussion. 46. Speaking in a form of discussion. 46. Speaking in a form of discussion. 				
Ending the lesson		Want to know Learnt				
Additional	informa	tion				

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

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 wonder on a range of familiar general and cu						
		All learners will be able to:						
		• Comprehend tense changes in reporte	ed speech.					
		• Demonstrate the ability to transport of						
		support.						
Losson obi	octivos	Most learners will be able to:						
Lesson obj	ectives	• Demonstrate the ability to transport of	direct speech to reported speech with					
		minimal support.						
		Some learners will be able to:						
		• Demonstrate the ability to transport	rt direct speech to reported speech					
		without support.						
		Demonstrate the ability to participate in a co						
Assessment		Demonstrate the ability to write grammat	ically correct sentences on familiar					
criteria		topics.						
		Apply the rule for reported speech forms for						
Value links		Helping others. Learning to compromise. Re	specting yourself and others.					
Cross curri links	cular	Social studies.						
Previous lea	arning	Charities.						
		Smart board for showing a presentation, getting additional information, playing						
Use of ICT		the audio, video files.						
		Switch off the active board if you do not use it.						
Health and	Safety	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					
	The less	son greeting.						
		acher sets the lesson objectives, letting						
		s know what to anticipate from the lesson.						
Beginning	Warm	-						
the lesson		boks closed, ask SS to think again about the						
		out a charity. Ask SS how some of the						
	Ū.	soldier mentioned in the text felt about the						
	games.	47. Induction of the rules from examples and	Board					
	explication	-	Projector					
-		47. Blank-filling.	Internet					
Activities	-	47. Transformation exercise.	Presentation					
	-	47. Situation-response.	Video and images					
	Extra task. Individual sentences.		Handouts with task					
	Self-ass	sessment. How well do I understand?						
	4 - I car	n do this and explain it to someone else.						
Ending the	3 - I un	derstand and can do this by myself.						
lesson		ed more practice.						
	1 - I doi	n'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 2 Unit 4 "Charities and conflict" Date:		School: «Baldauren Republican Educational and Health Center Teacher's name: Kambarova Gulzhan		
Grade 9		Number present: Number absent:		
Theme of the lessor	n:	Vocabulary and listening: Reporting verbs.		
Learning objectives(s) that this lesson is contributing to	9.L1 understa general and c	se and present information clearly to others stand the main points in unsupported extended talk on a wide range of curricular topics n to recognise inconsistencies in argument in extended talk on a		

		growing range of general and curricular subj	ects			
		All learners will be able to:				
		Recognize and use reporting verbs.				
		• Develop their listening and readin protests.	g skills in the context of famous			
Lesson obj	ectives	Most learners will be able to:				
20550H 0.5J		Interpret information from a radio pr	ogramme about famous protests and			
		use it as the basis for discussion.				
		Some learners will be able to:				
		Produce a clear, coherent talk about				
		Form ideas effectively and demonstrate the a	5 1 5			
Assessment	-	Identify the main idea in extended talks with Find claim, reasons and evidence in the				
criteria		argument.	to recognise meonsistencies m			
		Apply topic related vocabulary in speech	appropriately arranging words and			
		phrases into well-formed sentences.				
Value links		Helping others. Learning to compromise. Re	specting yourself and others.			
Cross curri links	cular	Social studies.				
Previous lea	arning	Reported speech: tense changes.				
Use of ICT		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.				
Health and	Safety	If students are tired, do physical exercise with them.				
	Survey	Open the window to refresh the air in the classroom during the break.				
Plan	I					
Planned timings		Planned activities	Resources			
		son greeting.				
		acher sets the lesson objectives, letting s know what to anticipate from the lesson.				
Beginning	Warm	1				
the lesson	Focus	on the photo and elicit that it shows a				
		stration. Ask SS to look carefully and say				
		he people are protesting against. Elicit a				
>		f ideas. 48. Matching words.	Board			
		0.48. Conveying the meaning. Multiple	Projector			
	choice.		Internet			
Main	-	48. Structure based substitution.	Presentation			
Activities	-	48. Transportation exercise.	Video and images			
		.48. Gist listening. Judging whether some onts about the listening text are true or false.	Handouts with task CD 2.04, 2.05			
	Ex.6	p.48. Information search. Giving	CD 2.07, 2.03			
	present	1 0				

Ending the lesson	Self-assessment. " <u>Five</u> ". 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.						
Additional	information						
support? H	tion – plan to give more ow do you plan to he more able	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 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.				

Loomino		9.S5 interact with peers to negotiate, agree	and organise priorities and plans for				
Learning objectives(s) that	completing classroom tasks 9.W3 write with moderate grammatical accuracy on a wide range of familiar					
this lesson i		general and curricular topics	curacy on a wide range of Talinnar				
contributin		9.UE5 use questions including preposition	ns at what time, in which direction.				
contributin	5.00	from whose on a range of familiar general ar					
		All learners will be able to:					
		• Identify the difference between repor	1				
		 Construct reported questions with sup 	oport.				
Lesson obj	ectives	Most learners will be able to:					
		• Construct reported questions with mi	nimal support.				
		Some learners will be able to:					
		• Construct reported questions without	support.				
		Demonstrate the ability to participate in a co					
Assessment		Demonstrate the ability to write grammat	ically correct sentences on familiar				
criteria		topics.					
		Demonstrate the ability to ask a variety of qu					
** * * *		Apply the rule for reported speech forms for					
Value links		Helping others. Learning to compromise. Re	specting yourself and others.				
Cross curri links	cular	Social studies.					
Previous lea	arning	Reporting verbs.					
Use of ICT		Smart board for showing a presentation, ge the audio, video files.	tting additional information, playing				
		Switch off the active board if you do not use it.					
Health and	Safety	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				
		son greeting.					
		acher sets the lesson objectives, letting					
		s know what to anticipate from the lesson.					
	Warm With h	•					
Beginning		ooks closed, briefly revise reported speech. some examples of direct speech, and ask					
the lesson		at SS to change the direct sentences into					
		d speech.					
Elicit t		he rules for reported speech. If necessary					
		SS by asking about tenses, and any other					
	•	s (pronouns).					
	_	49. Induction of the rules from examples and	Board				
	explicat		Projector				
	-	49. Multiple choice.	Internet				
Main	-	49. Transformation exercise.	Presentation Video and images				
Activities		49. Writing practice.	Video and images Handouts with task				
		p.49. Deduction from the rules and fication.					
	-	49. Asking and answering questions.					
	-	49. Improvising a conversation.					

	Extra task. Writing pr	actice	
Ending the lesson	Self-assessment. How well do I underst 4 - I can do this and ex 3 - I understand and ca 2 - I need more practic 1 - I don't understand		
Additional	information		
support? H	tion – plan to give more ow do you plan to ne more able	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.	exploring, developing, evaluating and making choices

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 clarify	ring situations.	
Learning	9.L1 understa	and the main points in unsupported extended talk on a wide range of		
objectives(s) that	general and cu	urricular topics		
this lesson is	9.S5 interact	with peers to negotiate, agree and organise priorities and plans for		
contributing to	completing cla	assroom tasks		

		9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics					
		All learners will be al	ole to:				
		situation.	-			_	ns and clarifies a
Lesson obje	ctives		phrases for expl	aining ar	nd clarif	ying a situation.	
Lesson obje		Most learners will be	able to:				
			vn dialogues base	ed on the	given s	ituations.	
		Some learners will be					
Assessment	criteria	 Perform situation Identify the main idea Demonstrate the ability Apply topic related value into well-formed sente 	y to participate in ocabulary in spe	with litt a conve	le suppo rsation.	ort.	
Value links		Helping others. Learni	ng to compromis	e. Respe	cting yo	ourself and other	s.
Cross curric links	cular	Social studies.	- *	Ĩ			
Previous lea	rning	Reported and indirect of	questions.				
Use of ICT		Smart board for show audio, video files.	ving a presentati	on, getti	ing add	itional informat	ion, playing the
Health and S	Safety	Switch off the active b If students are tired, do Open the window to re	physical exercis	e with th		ing the break.	
Plan							
Planned timings		Planned acti	vities		Resources		
Beginning the lesson	The teac know wh Warm u Ask SS excuse w said they someone Ask then Was it b it becaus	if they have ever been when they couldn't do are going to their grand to see them at a party. n why they made the e ecause they didn't want e their plans changed?	ving an example only for t place. f or was				
Main Activities							
		essment.					
Ending the	Rubric Criteria	a Fluency	Pronunciation and accent	Vocab	oulary	Grammar	Pair work (interaction)
Ending the lesson	5 excellen	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 of well- vocabula	chosen	Accuracy & variety of grammatical structures	Actively

 Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners? 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. 			learner Observ particij activiti Record had lea they ez about o they ez develo Forma	e you planning rs' learning? //e learners pating in use ies. d what they con arned from the learners what they content and lang xpress which ski ped?	when of English sidered they esson. Could had learned uage? Could ills they had it is held	Critical thinking Students thir exploring, develo and making cho own and others' i	k critically, ping, evaluating ices about their
Additional in	poor	Speech is fr hesitant wit sentences uncompleted volume very	h some left l;	is lacking and hard to understand; No effort towards a native accent	vocabulary choice wi some word clearly lacking	grammatical th errors even in ds simple	interaction with the partner.
	3 fair 2	search for inaudible v two. Speech is r smooth; hesitation unevenness by rephrasi searching fo volume wave	words; vord or relatively some and caused ing and r words; ers.	Pronunciation is okay; Some effort at accent, but is definitely non- native Pronunciation	vocabulary Vocabulary	is frequent possibly caused by attempt to include a variety. 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.
	4 good	excellent. Smooth ar speech; hesitations; a	few	Pronunciation is good; good effort at accent	Good range relatively we chosen		Takes a leading role. Makes an effort to interact with the partner but

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	curricular topi			
this lesson is contributing to		propriate subject-specific vocabular ge of general and curricular topics	ry and syntax to talk about a wide	

	9.W2 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics		
	All learners will be able to:		
	 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. 		
Lesson objectives	Most learners will be able to:		
	• Write a narrative with dialogue using writing guide.		
	Some learners will be able to:		
	• 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	afetySwitch 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			Reso	urces
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 vet				
Main Activities	any yet. 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	
	Peer-assessment. RubricCategory4321				
Ending the lesson	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	a somewhat r organized, but	The essay seemed to be a collection of unrelated sentences. It was very difficult to

Sentences and ParagraphsSentences paragraphsSentences and paragraphsMost are are complete, well- generallySome are complete, well- generallyNarrative.Grammar&spellingWriter writerWriter makesMost weil- weil- weil- weil-Nany arrative.		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.
Paragraphsparagraphs are complete, well- constructed and of varied structure.are complete and well-constructed.are complete and well-constructed.fragments or run- on sentences and paragraphing needs some work.Grammar&spellingWriter makes few grammar or spelling.Writer makes grammar and/or spelling but the errors do notWriter makes errors in grammar and/or spellingWriter makes errors in grammar and/or spelling	Format	the requirements	most of the requirements for a	several of the requirements for a	few of the requirements for a
or no errors in grammar or grammar and/or spelling but the errors do not		paragraphs are complete, well- constructed and of	are complete and well-constructed. Paragraphing is generally done	are complete and well-constructed. Paragraphing	fragments or run- on sentences and paragraphing needs lots of
understanding.	Grammar&spelling	or no errors in grammar or	some errors in grammar and/or spelling but the errors do not impede	quite a lot of errors in grammar	very frequent errors in grammar

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

Term 2 Unit 4 "Charities and conflict"		School: «Baldauren Republican Educational and Health Center	
Date:		Teacher's name: Kambarova	Gulzhan
Grade 9	Grade 9 Number present: Number absent:		Number absent:
Theme of the lesson: My count		My country: Charities and co	nflict.
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 		

		All learners will be able to:	
Lesson objectives		 Recognize and use phrases to talk ab Comprehend <i>verb patterns verb</i> + (o) Develop their reading skills in the owork. Most learners will be able to:	bject) + infinitive with to.
		• Synthesize the information from a blit as the basis for discussion.	log post about charity work and use
		Some learners will be able to:	
		• Talk with fluency about which charit	· · ·
Assessment criteria	5	Find particular facts and parts in reading pass Demonstrate the ability to participate in a co Apply topic related vocabulary in speech phrases into well-formed sentences. Differentiate between usage of infinitive and of verbs, adjectives and prepositions	nversation. appropriately arranging words and
Value links		Helping others. Learning to compromise. Re	especting yourself and others.
Cross curri links		Social studies.	1 0,0
Previous lea	arning	Writing: A narrative.	
Use of ICT		Smart board for showing a presentation, ge the audio, video files.	tting additional information, playing
Health and	Safety	Switch off the active board if you do not use If students are tired, do physical exercise wit Open the window to refresh the air in the cla	th them.
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. Books closed. In pairs, SS think about why someone might want to work for a charity and what qualities someone working or 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 a s as doctor or nurse, they would need medical training and the ability to work in difficult situations		
Main Activities	 they would need medical training and the ability to work in difficult situations. 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. 		Board Projector Internet Presentation Video and images Handouts with task CD 2.08

Ending the lesson	\sim Ask learners what was the most e.d. lisetill			
Additional	information			
how do you support? H	Differentiation – how do you plan to give more support? How do you plan to challenge the more able 			
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 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.		·II.	
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: 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: 		

		• Synthesize the information about the	e Berlin Wall and use it as the basis		
	for discussion.				
		Some learners will be able to:			
		• Express with fluency their ideas about life with a dividing wall in KZ.			
Reach an answer or a decision by identifying the content of the extended t					
Assessment	t	Find particular facts and parts in reading passage. Speak coherently and in detail about the given topic, referring to personal			
criteria		experience whenever possible.	given topic, referring to personal		
		Use topic appropriate words in justifying the	ir point of view.		
Value links		Helping others. Learning to compromise. Re			
Cross curri links	cular	Social studies, History.			
Previous lea	arning	My country: Charities and conflict.			
Use of ICT		Smart board for showing a presentation, ge the audio, video files.	tting additional information, playing		
		Switch off the active board if you do not use			
Health and	Safety	If students are tired, do physical exercise wit			
DI		Open the window to refresh the air in the cla	ssroom during the break.		
Plan	1				
Planned timings		Planned activities	Resources		
tillings	The less	son greeting.			
		acher sets the lesson objectives, letting			
		s know what to anticipate from the lesson.			
	Warm	up.			
		on the photo on p.53 and elicit that it shows			
Beginning		lin Wall.			
the lesson		S what they know about the Berlin Wall.			
		ut or elicit that the photo is from the fall of 1. Elicit facts that SS know and then ask:			
		o you think life was like for people when the			
		as there? How do you think people felt when			
		all came down? Elicit some ideas and			
		ge SS to express their opinions.			
	Ex.1 p.	53. Conveying the meaning of new words	Board		
through		definitions. Blank-filling.	Projector		
	-	53. Gist reading.	Internet		
Main	-	p.53. Detailed reading. Comprehension	Presentation		
Activities	question		Video and images Handouts with task		
	-	53. Focus listening. ving situations and people.	CD 2.09, 2.10		
	-	53. Expressing opinion (reacting to a text).			
	-	sessment.			
Ending the		s attach their boat in the appropriate area of			
lesson		that reflects their emotions and mood after			
	the less	on.			

RHR EXTN DIEACID	
Additional information	
Differentiation	

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

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:Review. Unit 4. Skills round-up.		ıp.		
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	All learners will be able to: Reproduce taught material in listening, speaking, writing.		

		Most learners will be able to:		
		• Demonstrate learned grammar and vocabulary about charities and conflict in dialogues with sure.		
		• Create their own dialogues based on the given situations.		
		Some learners will be able to:		
		• Use taught vocabulary and grammar with accuracy.		
		• Provide unprepared speech talking about charities and conflict.		
Assessment criteria		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.		
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		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 cla		
Plan			<u> </u>	
Planned timings		Planned activities	Resources	
	The les	son greeting.		
	T	acher sets the lesson objectives, letting		
	student	s know what to anticipate from the lesson.		
Beginning	student Warm	s know what to anticipate from the lesson. up.		
Beginning the lesson	students Warm Then to	s know what to anticipate from the lesson. up. o create a positive learning environment the		
Beginning the lesson	students Warm Then to teachers	s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving		
	students Warm Then to teachers each o	s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job		
	students Warm Then to teachers each o perform	s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job nance, talent, etc. and also practice		
	student: Warm Then to teacher each o perform acceptin	s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job hance, talent, etc. and also practice ng compliments.	Board	
	student: Warm Then to teacher: each o perform acceptin Ex.1 p.	s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job hance, talent, etc. and also practice ng compliments. 54. Substitution drill.	Board Projector	
	student: Warm Then to teacher each o perform acceptin Ex.1 p. Ex.2 p.	s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job hance, talent, etc. and also practice ng compliments. 54. Substitution drill. 54. Blank-filling.	Board Projector Internet	
	student: Warm Then to teacher each o perform acceptin Ex.1 p. Ex.2 p. Ex.3 p.	 s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job nance, talent, etc. and also practice ng compliments. 54. Substitution drill. 54. Blank-filling. 54. Multiple choice. 	Projector	
	student: Warm Then to teacher: each o perform acceptin Ex.1 p. Ex.2 p. Ex.3 p. Ex.4 p.	s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job hance, talent, etc. and also practice ng compliments. 54. Substitution drill. 54. Blank-filling.	Projector Internet	
the lesson	student: Warm Then to teacher each o perform acceptin Ex.1 p. Ex.2 p. Ex.3 p. Ex.4 p. Ex.5 p.	 s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job nance, talent, etc. and also practice ng compliments. 54. Substitution drill. 54. Multiple choice. 54. Opening the brackets. 	Projector Internet Presentation	
the lesson	student: Warm Then to teacher each o perform acceptin Ex.1 p. Ex.2 p. Ex.3 p. Ex.4 p. Ex.5 p. Ex.6 p.	 s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job hance, talent, etc. and also practice ng compliments. 54. Substitution drill. 54. Blank-filling. 54. Multiple choice. 54. Opening the brackets. 54. Transformation exercise. 	Projector Internet Presentation Video and images	
the lesson	student: Warm Then to teacher: each o perform acceptin Ex.1 p. Ex.2 p. Ex.3 p. Ex.3 p. Ex.4 p. Ex.5 p. Ex.6 p. Ex.1 p topic.	 s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job nance, talent, etc. and also practice ng compliments. 54. Substitution drill. 54. Blank-filling. 54. Multiple choice. 54. Opening the brackets. 54. Transformation exercise. 54. Choose the best answer, a, b or c. .55. Talking about pictures related to the 	Projector Internet Presentation Video and images Handouts with task	
the lesson	student: Warm Then to teacher each o perform acceptin Ex.1 p. Ex.2 p. Ex.3 p. Ex.4 p. Ex.5 p. Ex.6 p. Ex.1 p topic. Ex.2 p.	 s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job nance, talent, etc. and also practice ng compliments. 54. Substitution drill. 54. Blank-filling. 54. Multiple choice. 54. Opening the brackets. 54. Transformation exercise. 54. Choose the best answer, a, b or c. .55. Talking about pictures related to the 55.Gist listening. Comprehension questions. 	Projector Internet Presentation Video and images Handouts with task	
the lesson	student: Warm Then to teacher: each o perform acceptin Ex.1 p. Ex.2 p. Ex.3 p. Ex.4 p. Ex.5 p. Ex.6 p. Ex.1 p topic. Ex.2 p. Ex.4-5	 s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job nance, talent, etc. and also practice ng compliments. 54. Substitution drill. 54. Blank-filling. 54. Multiple choice. 54. Opening the brackets. 54. Transformation exercise. 54. Choose the best answer, a, b or c. .55. Talking about pictures related to the 55.Gist listening. Comprehension questions. p.55. I improvising a conversation. 	Projector Internet Presentation Video and images Handouts with task	
the lesson	student: Warm Then to teacher: each o perform acceptin Ex.1 p. Ex.2 p. Ex.3 p. Ex.3 p. Ex.4 p. Ex.5 p. Ex.6 p. Ex.1 p topic. Ex.2 p. Ex.4-5 Peer-as	 s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job hance, talent, etc. and also practice and compliments. 54. Substitution drill. 54. Substitution drill. 54. Multiple choice. 54. Opening the brackets. 54. Transformation exercise. 54. Choose the best answer, a, b or c. .55. Talking about pictures related to the solutions. p.55. I improvising a conversation. 	Projector Internet Presentation Video and images Handouts with task	
the lesson Main Activities	student: Warm Then to teacher: each o perform acceptin Ex.1 p. Ex.2 p. Ex.3 p. Ex.4 p. Ex.5 p. Ex.5 p. Ex.6 p. Ex.1 p topic. Ex.2 p. Ex.45 Peer-as Two sta	 s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job nance, talent, etc. and also practice ng compliments. 54. Substitution drill. 54. Blank-filling. 54. Multiple choice. 54. Opening the brackets. 54. Transformation exercise. 54. Choose the best answer, a, b or c. .55. Talking about pictures related to the statistical provising a conversation. sessment. 	Projector Internet Presentation Video and images Handouts with task	
the lesson	student: Warm Then to teacher: each o perform acceptin Ex.1 p. Ex.2 p. Ex.3 p. Ex.4 p. Ex.5 p. Ex.6 p. Ex.6 p. Ex.1 p topic. Ex.2 p. Ex.4-5 Peer-as Two sta	 s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job hance, talent, etc. and also practice ng compliments. 54. Substitution drill. 54. Substitution drill. 54. Multiple choice. 54. Multiple choice. 54. Opening the brackets. 54. Transformation exercise. 54. Choose the best answer, a, b or c. .55. Talking about pictures related to the 55.Gist listening. Comprehension questions. p.55. I improvising a conversation. sessment. ars and a wish. You did a really good job on 	Projector Internet Presentation Video and images Handouts with task	
the lesson Main Activities Ending the	student: Warm Then to teacher each o perform acceptin Ex.1 p. Ex.2 p. Ex.3 p. Ex.4 p. Ex.5 p. Ex.6 p. Ex.1 p topic. Ex.2 p. Ex.4 5 Peer-as Two sta	 s know what to anticipate from the lesson. up. o create a positive learning environment the s asks students to start the lesson giving ther compliments about appearance, job nance, talent, etc. and also practice ng compliments. 54. Substitution drill. 54. Blank-filling. 54. Multiple choice. 54. Opening the brackets. 54. Transformation exercise. 54. Choose the best answer, a, b or c. .55. Talking about pictures related to the statistical provising a conversation. sessment. 	Projector Internet Presentation Video and images Handouts with task	

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