

НҰР-СҰЛТАН ҚАЛАСЫНЫҢ БІЛІМ БАСҚАРМАСЫ
НҰР-СҰЛТАН ҚАЛАСЫ ӘКІМДІГІНІҢ
«БІЛІМ БЕРУДІ ЖАҢҒЫРТУ ОРТАЛЫҒЫ»МҚҚК

**ҮЗДІК ҚЫСҚА МЕРЗІМДІ
ЖОСПАРЛАР
АҒЫЛШЫН ТІЛІ ПӘНІ. 6-7 СЫНЫП**

ЖИНАҚ

Нұр-Сұлтан, 2021

Білім беру ұйымның оқу-әдістемелік сараптамалық кеңесінің отырысында қаралды, қала көлемінде таратуға ұсынылды (2021 жылғы 10 тамыздағы №4 хаттама)

Пікір берушілер:

1. Ш.С. Жакупова, филология ғылымдарының кандидаты, Қарағанды техникалық университетінің Шет тілдері кафедрасының доценті.

Құрастырушы: А.Б.Амирова, Г.С. Абдикаримова, Нұр-Сұлтан қаласының Білім беруді жаңғырту орталығының мектеп бөлімінің әдіскерлері. Үздік қысқа мерзімді жоспарлар ағылшын тілі пәні. 6-7 сынып жинақ, Нұр-Сұлтан қаласы, 2021 жыл, 110 б.

«Ағылшын тілі пәні бойынша қысқа мерзімді сабақ жоспарлары» жинақта сабақ жоспарлары, бейнематериалдар, презентациялар берілген. Жинақ қашықтан оқыту форматында оқытатын жалпы білім беретін мектептердің ағылшын тілі пәні мұғалімдеріне арналған.

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КІРІСПЕ

Қазіргі эпидемиологиялық жағдайға байланысты көптеген елдерде онлайн түрінде жаңа формат енгізілді. Онлайн оқыту– бұл қашықтан оқыту, ол мұғалімдер мен оқушылар алдындағы жаңа білім талабы.

«Ағылшын тілі пәні бойынша қысқа мерзімді сабақ жоспарлары» жинақ жаңартылған білім беру мазмұны бойынша ҚР БҒМ бағдарламасына, ҰББО

Ы. Алтынсаринның 16.04.2020 ж. «Педагогтерге арналған ұсынымдар» талаптарына сәйкес әзірленген. Ағылшын тілі пәні бойынша қысқа мерзімді сабақ жоспарлары қашықтықтан оқыту форматында оқушылардың ауызша және жазбаша сөйлеудегі қарым-қатынас дағдылары мен дағдыларының қажетті және жеткілікті деңгейін, олардың сөйлеу-ойлау қызметін одан әрі дамытуға дайындығы мен қабілетін арттыруға бағытталған.

Жинақта қысқа мерзімді сабақ жоспарлары орта мектеп оқушыларының сөйлеудің барлық түрлеріндегі коммуникативті дағдыларын қалыптасуына, зияткерлік және танымдық қабілеттерін дамытуға негізделген. Қысқа мерзімді сабақ жоспарлары 6 сынып 2,3 тоқсан, 7 сынып 3,4 тоқсан бойынша мазмұнынында әр түрлі жұмыс түрлері (жұптық, топтық, жеке) белсенді оқыту әдістері, бағалау, сандық ресурстар және дыбыстау мен презентациялар, бейне материалдар электронды сілтемелердің көмегімен жүзеге асырылды. Әрбір әзірленген сабақ зерттеу компоненттерін, жобалық жұмыс, талдау және іздеу қызметін қамтыған. Барлық презентациялар, ҚМЖ және бейне сабақтар <https://elordamektep.kz/> сайтында орналасқан.

«Ағылшын тілі пәні бойынша қысқа мерзімді сабақ жоспарлары», қашықтан оқыту онлайн форматта жалпы білім беру мектептерінің 6-7 сынып мұғалімдеріне

жаңартылған оқу бағдарламасын сәтті жүзеге асыру барысында жан-жақты қамтамасыз етуге арналған. Бұл жинақты құрастыруда белсенділік танытқан келесі сараптамалық тобы мүшелері, ағылшын тілі мұғалімдеріне алғысымызды білдіреміз: Карахатова Е.Х., №17, Изей Н.Ж., №78, Тымбаева Г.А., №49, Мылтыкбаева Б.К., №67, Жумаева М.А., №2, Амзина К.Ж., №77, Чулкова Н.Ю., №1, Исакова А.А., №65, Тұтқабаева Ш.М., №86, Ахметвалиева Т.Р., №32, Исмаилова С.А., №74, Әскербек А. Ә., №66, Айдарбек С.Ш., №4, Кереева М.Ж., №69, Оспанова К.Т., №14, Адамова Б.К., №80, Аскарова С.А., ШЛ№50, Ержанова А.А., №59, Кенжебекова З.А., №53. Нуркасімова А. К., №59. Абдыхамитова А. А., №59. Кушкарбаева К.Т., №59. Қайрамбекова Ж.О., №59. Абуова А. №59. К., Озаева Л. О., №59. Тлеубергенова Ә. М., №59. Сидорук Н.А., №36. Курбанова М., №74. Шаханова Ж.К., №74. Өтепбергенова Г.Б., №37. Касиенова Д. Қ., №37. Жанбуршина К. У., №74. Байтурсынова Н.М., №74.

6-7 сыныптарға арналған әзірленген ОӘК тізімі

№	Тақырып	Сынып	Әзірлеушілер	Мектеп
1	Drama and comedy	6	Nurkasimova A.K Abdykhamitova. A.A.	№59
2	Drama and comedy	6	Kushkarbaeva K.T Kairambekova Zh.O	№59
3	Drama and Comedy	6	Abuova A. Ozaeva L.	№59
4	Drama and Comedy	6	Adilbekova A.Sh.	№59
5	Unit Revision	6	Tleubergenova A.M. Abuova A. K	№59
6	Learning some map reading skills	6	Sidoruk N.A.	№36
7	Learning about the flora of Kazakhstan	6	Sidoruk N.A.	№36
8	Which is faster?	6	Amirova A.B	№71
9	Entertainment and Media TV programmes	7	Kurbanova M.	№74
10	The passive (present simple and past simple)	7	Shakhanova Zh.K	№74
11	Department store (reported speech)	7	Otepbergenova G.B.	№37
12	Fashion styles	7	Kasienova D. K.	№37
13	Talking about clothes (reporting questions and requests)	7	Kasienova D. K.	№37
14	Reported statements.	7	Zhanburshina K. U.	№74
15	Uniforms across the world	7	Baityrsynova N.M.	№74

I. Қысқа мерзімді жоспар 6 сынып

1. Unit of a long-term plan:	Drama and comedy	
School:	59 school- lyceum	
Date:	Teacher's name: Nurkasimova A.K Abdykhamitova. A.A.	
CLASS: 6	Number present:	absent:
Lesson title	My favourite Cartoons	
Learning objectives(s) that this lesson is contributing to (link to the Subject programme)	6.3.3.1 - respect differing points of view; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;	
Lesson objectives	By the end of the lesson pupils will be able: All learners will be able to: - to speak about cartoons and heroes; Most learners will be able to: - to know how to answer questions. Some learners will be able to: - to do text-based exercises	
Assessment criteria	Learners have met the learning objectives if they can: - read carefully and do the exercise. - speak about types of cartoons and listen to each other. - understand the essence of the subject.	

Values links	Respect Responsibility Common history, culture and language									
Cross-curricular links	Art, Cinema									
Previous learning	My favourite film									
Plan										
Planned timings	Planned activities (replace the notes below with your planned activities)	Resources								
Start 2 min	I. (W) Org moment Greeting students. Teacher shows pictures to students. After that they should find the theme of the lesson	Slide 1-4								
3 min	Teacher introduce the objectives of the lesson	Slide 5-6								
3 min	II. Warm up (W, D) What is your favourite cartoon? What is your favourite cartoon hero?	Slide 7								
	III. Vocabulary presentation : -OK children, let's learn new words. Look at the screen, listen to me and repeat after me.									
	<table border="1"> <tr> <td>Animated Cartoon</td> <td>анимациялық мультфильм</td> </tr> <tr> <td>Illustrative Cartoon</td> <td>иллюстрациялық мультфильм</td> </tr> <tr> <td>Gag Cartoon</td> <td>әзілкеш мультфильм</td> </tr> <tr> <td>Computer generated Cartoon</td> <td>компьютерлік мультфильм</td> </tr> </table>	Animated Cartoon	анимациялық мультфильм	Illustrative Cartoon	иллюстрациялық мультфильм	Gag Cartoon	әзілкеш мультфильм	Computer generated Cartoon	компьютерлік мультфильм	
Animated Cartoon	анимациялық мультфильм									
Illustrative Cartoon	иллюстрациялық мультфильм									
Gag Cartoon	әзілкеш мультфильм									
Computer generated Cartoon	компьютерлік мультфильм									

5min	Comic Strips	КОМИКС МУЛЬТФИЛЬМ	Slide 8-11
	Political /Editorial Cartoon	саяси редакциялық МУЛЬТФИЛЬМ	
	Computer generated film	КОМПЬЮТЕРЛЫ Қ ФИЛЬМ	
	Hand –drawn film	Қолмен салынған ФИЛЬМ	
	<p>IV. History and types of Cartoons. Teacher introduce about history and types of cartoons. -Now, boys and girls, I am going to introduce you about history of cartoons. (Text) -Now, let’s speak about types of cartoons. There are five types of cartoons: Animated Cartoon, Illustrative Cartoon, Gag Cartoon Comic Strips, Political /Editorial Cartoon</p>		
Middle 3 min	<p>V. Reading task Read the text about “Today’s Technology” Today, animation is commonly produced with computers, giving the animator new tools not available in hand-drawn traditional animation Professionals argue that today’s, computer generated films, are not officially cartoons, so, we call them animated films Read the text again and mark the sentences! (True), F (false).</p>		Slide 12
5 min	<p>1.Today, animation is commonly produced with professional cameras T/F</p>		Slide 13

3 min	<p>2. Hand-drawn animation is untraditional animation T/F</p> <p>3. Computer generated films called as animated films T/F</p> <p>VI. Try to guess names of cartoons</p> <p>VII. Choose the correct words and match sentences with pictures</p> <ol style="list-style-type: none"> 1. Buratino has got <i>a big nose</i> // <i>a small nose</i> 2. Cinderella is <i>beautiful</i> \\ <i>ugly</i> 3. Fiona is <i>plump</i> \\ <i>slim</i> 4. Snowwhite has got <i>black hair</i> \\ <i>yellow hair</i> 5. Karlson is <i>short</i> \\ <i>tall</i> 6. Baba Yaga is <i>kind</i> \\ <i>angry</i> 7. Shrek has got <i>big ears</i> \\ <i>small ears</i> <p>VIII. Choose the correct words for describing her.</p>	Slide 14
3 min	<p>She is _____ (slim, or plump)</p> <p>She has got _____ (black hair, white hair, yellow hair)</p> <p>She has got _____ (brown eyes, black eyes, blue eyes)</p> <p>She has got _____ (big ears, small ears)</p>	Slide 16
End 3 min	<p>She is _____ (beautiful, ugly)</p> <p>She is _____ (kind, angry)</p> <p>Feedback as a Traffic light.</p> <p>Green- I am totally understand</p> <p>Yellow- I am understand the lesson, but I need some helps</p> <p>Red- I don't understand</p>	Slide 17

	(The learners give their own opinions for the lesson to each other. The sentences may be the following: “Today I have learnt...”, “The lesson was...”, “I don’t like...”, “It was difficult” etc.)	
	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?	Health and safety check
Differentiation by tasks and resources Teacher oversees the process providing support where necessary.	Through Teacher observation “Raised hands” Self-reporting strategy “Fingers up” Peer assessment “Talk to each other” <ul style="list-style-type: none"> • Self-assessment • Through phrasing words Very good! Well done! Brilliant! 	
Summary evaluation What two things went really well (consider both teaching and learning)? 1:		

2:

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

1:

2:

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

1.2. Unit 4. Drama and Comedy	School: № 59	
Date:	Teacher's name: Kushkarbaeva K.T Kairambekova Zh.O	
Grade: 6	Number present:	absent:

Theme of the lesson	Genres of films
Learning objectives(s) that this lesson is contributing to	6.3.3.1 - respect differing points of view; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;
Lesson objectives	By the end of the lesson pupils will be able: All learners will be able to: - read and translate text -know how to answer questions Most learners will be able to: -do text-based exercises Some learners will be able to: -tell verbally your opinion
Assessment criteria	<ol style="list-style-type: none"> 1. Use new vocabulary in oral speech 2. Give quick and more expanded answers 3. Speak about film genres
Value links	Respect each other, listen to each other and interfere in the lesson
Cross curricular links	Music Art, Cinema
Previous learning	Creating a cartoon strip
Plan	

Planned timings	Planned activities	Resources																																	
Beginning 5 minutes 5 minutes	<p>I. Organization moment</p> <ul style="list-style-type: none"> - Introduction <p>Greeting</p> <ul style="list-style-type: none"> -Good day, pupils! How are you? -I am glad to see you. Sit down please. <p>Teacher introduce the objectives of the lesson .</p> <p>II. Brainstorming</p> <ul style="list-style-type: none"> -Look at the screen and guess what is the theme of the lesson. -Yes you are right, the theme of the lesson is Genres of films. <p>III. Vocabulary presentation :</p> <ul style="list-style-type: none"> -OK children, let’s learn new words. Look at the screen, listen to me and repeat after me all together then repeat one by one. 	PPP2 Pictures																																	
6 minutes	<table border="1"> <tr> <td data-bbox="281 871 449 911">Fantasy</td> <td data-bbox="449 871 695 911">[ˈfæntəsi]</td> <td data-bbox="695 871 866 911">Таңғажайып</td> </tr> <tr> <td data-bbox="281 911 449 951">Action</td> <td data-bbox="449 911 695 951">[ˈækʃ(ə)n]</td> <td data-bbox="695 911 866 951">Әрекет</td> </tr> <tr> <td data-bbox="281 951 449 991">adventure</td> <td data-bbox="449 951 695 991">[ədˈventʃə]</td> <td data-bbox="695 951 866 991">Шытырман</td> </tr> <tr> <td data-bbox="281 991 449 1062">science - fiction</td> <td data-bbox="449 991 695 1062">[ˈsaɪəns ˈfɪkʃ(ə)n]</td> <td data-bbox="695 991 866 1062">Ғылыми таңғажайып</td> </tr> <tr> <td data-bbox="281 1062 449 1102">historical</td> <td data-bbox="449 1062 695 1102">[hɪˈstɒrɪk(ə)l]</td> <td data-bbox="695 1062 866 1102">Тарихи</td> </tr> <tr> <td data-bbox="281 1102 449 1142">western</td> <td data-bbox="449 1102 695 1142">[ˈwestən]</td> <td data-bbox="695 1102 866 1142">Батыстық</td> </tr> <tr> <td data-bbox="281 1142 449 1182">Animated</td> <td data-bbox="449 1142 695 1182">[ˈænɪmeɪtɪd]</td> <td data-bbox="695 1142 866 1182">Анимация</td> </tr> <tr> <td data-bbox="281 1182 449 1254">Horror</td> <td data-bbox="449 1182 695 1254">[ˈhɒrə]</td> <td data-bbox="695 1182 866 1254">Қорқыныш фильм</td> </tr> <tr> <td data-bbox="281 1254 449 1294">Comedy</td> <td data-bbox="449 1254 695 1294">[ˈkɒmədɪ]</td> <td data-bbox="695 1254 866 1294">Комедия</td> </tr> <tr> <td data-bbox="281 1294 449 1366">war film</td> <td data-bbox="449 1294 695 1366">[wɔː film]</td> <td data-bbox="695 1294 866 1366">Соғыс тура фильм</td> </tr> <tr> <td data-bbox="281 1366 449 1406"></td> <td data-bbox="449 1366 695 1406"></td> <td data-bbox="695 1366 866 1406"></td> </tr> </table>	Fantasy	[ˈfæntəsi]	Таңғажайып	Action	[ˈækʃ(ə)n]	Әрекет	adventure	[ədˈventʃə]	Шытырман	science - fiction	[ˈsaɪəns ˈfɪkʃ(ə)n]	Ғылыми таңғажайып	historical	[hɪˈstɒrɪk(ə)l]	Тарихи	western	[ˈwestən]	Батыстық	Animated	[ˈænɪmeɪtɪd]	Анимация	Horror	[ˈhɒrə]	Қорқыныш фильм	Comedy	[ˈkɒmədɪ]	Комедия	war film	[wɔː film]	Соғыс тура фильм				
Fantasy	[ˈfæntəsi]	Таңғажайып																																	
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Animated	[ˈænɪmeɪtɪd]	Анимация																																	
Horror	[ˈhɒrə]	Қорқыныш фильм																																	
Comedy	[ˈkɒmədɪ]	Комедия																																	
war film	[wɔː film]	Соғыс тура фильм																																	

IV. Working with vocabulary .

a) Match the words with the translation

A war film	Тарихи фильм
A historical film	Фантастика
A fantasy	Қорқынышты фильм
A horror film	Комедия
A comedy	Деректі фильм
A love story	соғыс тура.
фильм	
A documentary	Махаббат жай.
фильм	

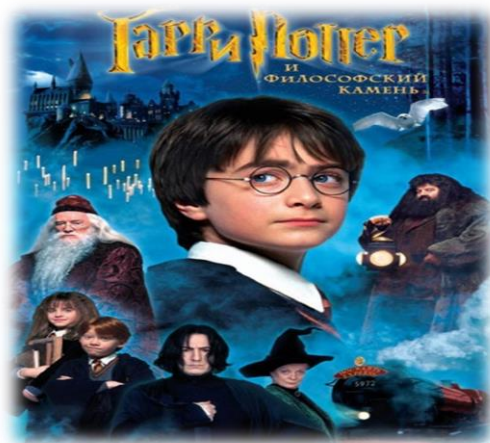
b) Guess the genres of the films.

c) Fill in the blanks with the words given:

1. An _____ movie is a movie with a lot of fighting and it can be violent.
2. A _____ is a movie which is funny and makes us laugh.
3. A _____ film is a movie about ghosts.
4. A _____ is a movie which shows us real facts or events.
5. Romantic movies with a lot of series are called _____ .
6. _____ is a movie about American cowboys usually riding horses and wearing hats.
7. _____ is a movie with animations like Tom and Jerry.

Soap operas / cartoon /
Western / horror / action / comedy /
documentary

Look at the screen and guess the genres of films.



4 minutes

Middle

V. Reading task
Read to find out.

Jean-Claude Van Damme was born in Brussels, Belgium, in 1961. His father encouraged him to learn Karate. At the age of eighteen, he opened his own gym. He

Cards

Cards

	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?	Health and safety check
Differentiation by tasks and resources Teacher oversees the process providing support where necessary.	Through Teacher observation “Raised hands” Self-reporting strategy “Fingers up” Peer assessment “Talk to each other” <ul style="list-style-type: none"> • Self-assessment • Through phrasing words Very good! Well done! Brilliant! 	

After this lesson I am...



1. great!



2. puzzled



4. discontented...



3. inspired!



5. enthusiastic



7. In love with English



6. tired



9. interested



8. frustrated




10. thankful

Eg: After this lesson I am inspired, I want to see an interesting film.

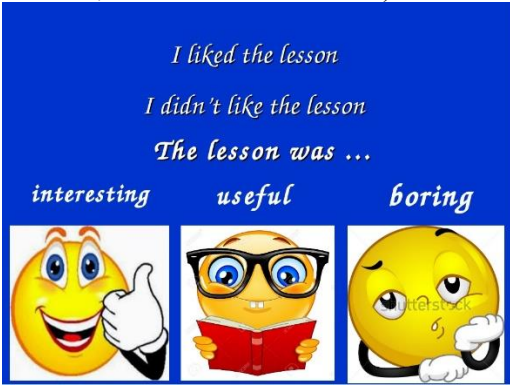
- Our lesson is over .
- Good bye! See you soon!

1.3. Unit of a long-term plan:	Drama and comedy
School:	59 school lyceum
Date:	Teacher's name: Ozaeva L.O. Abuova A.K.
CLASS: 6	
Lesson title	Do you like comedy films?

Learning objectives(s) that this lesson is contributing to (link to the Subject programme)	6.1.3.1 respect differing points of view 6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 6.2.5.1 understand most specific information and detail of supported, extended talk on a range of general and curricular topics 6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics	
Level of thinking skills	· Knowledge and comprehension · Application	
Lesson objectives	All learners will be able to: define what a comedy is Most learners will be able to: talk about comedy Some learners will be able to: analyze the main idea of the movie	
Assessment criteria	understand and discuss what a comedy is express own opinions to talk about comedy analyse the main ideas from the movie	
Values links	Respect Responsibility Common history, culture and language	
Cross-curricular links	Art, Cinema	
Previous learning	Genres	
Plan		
Planned timings	Planned activities (replace the notes below with your planned activities)	Resources

<p>Start 2 min</p>	<p>(W) Org moment Greeting students. Teacher shows pictures to students. After that they should find the theme of the lesson.</p>	<p>Slide 1</p>
<p>3 min</p>	<p>1. Warm up (W, D) -Do you like watching films? -What is your favourite comedy film? -</p>	<p>Slide 3</p>
<p>3 min</p>	<p>Match the pictures with the names of films - 1. Madagaskar 2. Aldar Kose 3. Shrek 4. Kazakh Business in Korea 5. Home Alone</p>	<p>Slide 6</p>
<p>3 min</p>		

	<p>- What is Comedy? Where did it come from?</p> <p>A comedy is a play, book, movie or TV show that is fun, entertaining and often makes us laugh. It can be full of surprises or silly situations that we don't expect and it almost always has a happy ending. The word comedy can also be used to describe an event or occurrence that was funny.</p>	
<p>Middle 3 min</p>	<p>(W) Pre-listening</p> <p>- I'll show you a video. But first try to guess what the video is? I have only one prompt for you: this is a movie.</p> <p>- You may ask the suggestive questions which I can answer only "Yes" or "No". (Is it a cartoon? Is it about holiday? Is it comedy?)</p> <p>- Look at the screen. Let's watch the video</p>	<p>http://youtube.com/watch?v=DA0AA_iDgps&list=PLI7nCpgOr0_NxrETbnO_jAHqC2MLHtp0B</p>
<p>5 min</p>	<p>Descriptor</p> <p>guess the video ask the questions</p> <p>FA: Teacher observation "Raised hands"</p> <ul style="list-style-type: none"> • Did you see this movie? • What emotions did this movie cause you? • Was it hard or easy to find the name of this movie? 	<p>Slide 9</p>
<p>3 min</p>	<p>(I, P) While-listening</p> <p>Choose correct answer to the questions watching the video</p>	

<p>End 3 min</p>	<p>They should write about the main idea of the movie using key words. The words on the worksheet: <i>kind, evil, police, parents, neighbor, forgetful, vacation, protect, smart, discover, fun, burglar, nimble</i></p> <p>Descriptor write Zhomart’s qualities write about the main idea of the movie</p> <p>Feedback. (The learners give their own opinions for the lesson to each other. The sentences may be the following: “Today I have learnt...”, “The lesson was...”, “I don’t like...”, “It was difficult” etc.)</p> 	<p>Slide 12</p>
	<p>ADDITIONAL INFORMATION</p>	
<p>Differentiation – how do you plan to give more support?</p>	<p>Assessment – how are you planning to check learners’ learning?</p>	<p>Health and safety check</p>

How do you plan to challenge the more able learners?		
Differentiation by tasks and resources Teacher oversees the process providing support where necessary.	Through Teacher observation “Raised hands” Self-reporting strategy “Fingers up” Peer assessment “Talk to each other” <ul style="list-style-type: none"> • Self-assessment • Through phrasing words Very good! Well done! Brilliant! 	

Summary evaluation

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

1:

2:

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

1:

2:

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

1.4.Unit 2: Comedy and drama	School: lyceum №59	
Date:	Teacher’s name: Adilbekova A.Sh.	
Grade 6	Number present:	Number absent:
Theme of the lesson:	A film review	

Learning objectives(s) that this lesson is contributing to	7.C3 respect differing points of view 7.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.U3 use a growing variety of compound adjectives and adjectives as participles 7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics
Lesson objectives	All learners will be able to: Develop listening skills through understanding most specific information and details in video on the topic with some support Most learners will be able to: Use in speech 10 words Some learners will be able to: Write a film review using a variety of given useful vocabulary about a film review in accordance with narrative structure
Language objective	Vocabulary related to film review Narrative structure
Assessment criteria	<ul style="list-style-type: none"> ➤ Use at list 10 useful vocabulary accordance with a film review ➤ Stick a narrative structure of a film review ➤ Write 60-80 words
Value links	Transparency, academic honesty
Crosscurricular links	Art and design, Literature
Previous learning	Do you like comedies?
Use of ICT	Computer, using on-line dictionaries
Intercultural	Write about Kazakhstan and foreign films

awareness		
Kazakh culture	Analyze, compare and write about Kazakhstan and films	
Pastoral Care	Student centered teaching: respect, support and scaffolding. To create a friendly atmosphere for working online. Promote a sense of self-esteem, self-respect and respect for the other's opinion	
Health and Safety	Everyday home precautions will ensure that safety measures are provided to prevent the exposure of electrical power cods	
Planned timings	Planned activities	Resources
5 minutes	Teacher greats the learners. <u>Lead-in</u> Learners look at the photos and try to guess a film <u>(W)Listening:</u> Learners are given 3 questions that they need to watch carefully. They watched the conversation first and try to write answers to the given questions, and then they will check their answers.	PPT slide 1,2 PPT slide 3 PPT slide 4
3 minutes	<i>Presenting useful vocabulary accordance a film review</i>	PPT slide 5

Narrative structure:

WRITING CENTER

Book/Movie Review Template

A book review, like a movie review, consists of a summary and analysis. Your review should start with an introduction, then a summary of the book/movie, then your analysis and finally your conclusion.

PPT slide 6

Introduction

- state the name of book/movie, author and date of publication
- outline the thesis, main ideas of the book
- thesis statement and your main ideas

I really liked this book because ...
I did not like this book because ...
This book is informative and practical because ...
This book is boring and unorganized because ...

Summary

- briefly outline the main elements of the book
- should involve who, what, where, when and why

This book is about ... *The book argues that ...*
The setting is ... *The authors use ...*
The main character ...
The theme ...

Analysis

- critically state what you like and do not like about the book
- explain your ideas with specific examples from the book

<i>Action</i>	<i>Boring</i>	<i>Methodology</i>
<i>Character development</i>	<i>Suspenseful</i>	<i>Evidence used</i>
<i>Setting</i>	<i>Unusual</i>	<i>Concepts</i>
<i>Language level</i>	<i>Unrealistic</i>	<i>Lay out</i>
<i>Message of the book</i>	<i>Exciting</i>	<i>Vocabulary</i>

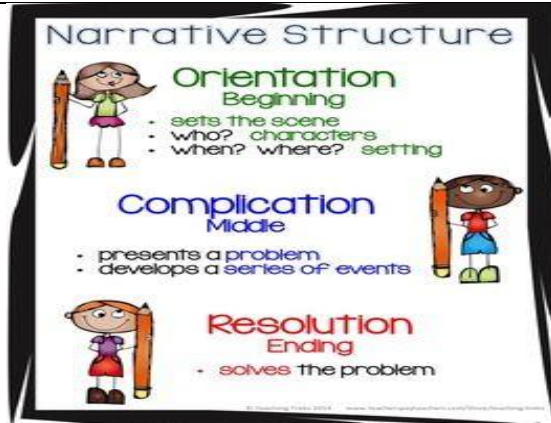
This section may be more than one paragraph.

Conclusion

- restate your thesis
- summarize your main ideas
- call to action

You must read this book because ...
Do not read this book because ...
You will like this book if you like ...

PPT slide 6



PPT slide 7

PPT slide 8

10 minutes

Teacher clarifies to the learners what is the structure of a narrative:

Orientation

This gives the reader an idea of what the text will be about.

1. The main character and some times other characters are introduced.
2. The setting, place and time is introduced.


Complication

1. A problem, complication or dilemma that the main character, or other characters is faced with is introduced.
2. This prompts more events for the characters to face in order to solve the original problem.

Series of Events

1. Paragraphs are used to explain and tell the story by exploring

<p>10 minutes</p>	<p>ng a series of events.</p> <ol style="list-style-type: none"> The feelings of the main character, and other characters, about the problem and other events is shown throughout this section. <p>Resolution</p> <ol style="list-style-type: none"> The problem, complication or dilemma is sorted out and the problem is resolved. The series of events is brought to a close. <p>Coda</p> <p>This part of the text is optional.</p> <ol style="list-style-type: none"> If there is a moral, or a lesson to be learnt from the text, then it is written at the end. <p><u>(W) Speaking on a film review structure</u></p> <p>Teacher suggest learners to discuss a film review structure asking them the following questions:</p> <p>How many paragraphs should we divide a film review?</p> <p>What should we write in paragraph 1,2,3 and 4?</p> <p>Descriptors</p> <ul style="list-style-type: none"> - Stick a narrative structure - Use 5 useful vocabulary accordance a film review 	
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	<p><u>(I)Writing task</u></p> <p><u>A film review</u></p> <p>Teacher suggest learners to write a review of a film that they enjoyed. Teacher discusses the assessment criteria to the learners.</p> <p><i>Assessment criteria:</i></p> <ul style="list-style-type: none"> ➤ Use at list 5-6 useful vocabulary accordance with a film review ➤ Stick a narrative structure of a film review ➤ Write 60-80 words 	
2 min.	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Did you get useful information? • Did you like the video? • Do you like English? <p>Reflection</p> <p>What have you learnt today?</p> <p>What was the most difficult during speaking task?</p> <p>Then teacher gives some comments for better achievements.</p>	PPT slide 9,10
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
<ul style="list-style-type: none"> • Less able learners: provide less able learners with vocabulary bank list. • More able learners: make analysis of their work and help weaker ones to arrange information. • Reading tasks are differentiated according to the learners’ language level: from easier to more challenging. 	<ul style="list-style-type: none"> • Monitor learners to check they can write a film review. • Observe learners when participating in speaking. Did each learner contribute to the speaking and discussion? If not, why? • Did all learners manage to do the reading exercises correctly? If not, why? 	<p>Some questions provide critical thinking while answering to them.</p>
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from the lesson about this class or individuals that will inform my next lesson?</p>		

1.5. Long-term plan unit:	School – lyceum №59. Nur-Sultan city.	
Date:	Teachers: Tleubergenova A.M. Abuova A. K	
Grades: 6	Number	absent: -
Theme of the lesson: Unit Revision		
Learning objectives(s) that this lesson is contributing to	<p>Speaking</p> <ul style="list-style-type: none"> Communicate with sentences, while demonstrating some flexibility in unfamiliar contexts <p>Listening</p> <ul style="list-style-type: none"> Listening for specific information and main ideas <p>Writing</p> <ul style="list-style-type: none"> Write about real or fictional events and experiences from the past <p>Use of English</p> <ul style="list-style-type: none"> Use past continuous and past simple 	
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> match most of the definitions to terms <p>Most learners will be able to:</p> <ul style="list-style-type: none"> put most of the sentences in the dialog into a right order understand the video and answer to some questions <p>Some learners will be able to:</p> <ul style="list-style-type: none"> Write about real or fictional events and experiences from the past 	
Success criteria	<p>Learners have met the learning objective if they can:</p> <ul style="list-style-type: none"> match most of the definitions to terms 	

	<ul style="list-style-type: none"> • put most of the sentences in the dialog into a right order • understand the video and answer to most questions with some grammar mistakes 	
Value links	Different perspectives	
Cross curricular links	History, Cultures, Travelling	
ICT skills	Using videos	
Previous learning	Discussions and experience of drama and comedy	
Plan		
Time	Planned activities	Resources
2 mins	<p>Hello, my dear friends! How are you? I hope that you are fine. Today we are going to review the Drama and Comedy Unit. I hope you have enjoyed the lessons so far.</p> <p>By the end of our lesson you will review the Drama and Comedy Unit by</p> <ul style="list-style-type: none"> •matching definitions to terms •putting sentences in the dialogue into a right order •watching video clips and answering questions <p>Today we will do some brainstorming and reading, speaking and listening tasks as well as review the terms and grammar. You will meet the success criteria of today's lesson if you do the following:</p>	<p>Slides</p> <p>Video William Shakespeare .mp4</p>

<p>5 mins</p>	<ul style="list-style-type: none"> ● match most of the definitions to terms ● put most of the sentences in the dialogue into a right order ● understand the video and answer most of the questions with some grammar mistakes ● Listen to the dialogue and complete it. <p style="text-align: center;">Warm up</p> <p style="text-align: center;"><i>Prior to watching the video, students answer the warm-up questions. Then watch and discuss the video.</i></p> <p>Teacher: You have already read a text about Shakespeare. What do you remember about him? Let's watch a video about Shakespeare and review the topic of genre. Look at the screen. And now, answer my questions:</p> <ol style="list-style-type: none"> 1. When was William Shakespeare born? 2. What is William Shakespeare famous for? 3. What type of stories did he write? 4. What was one of the impressions in his plays? 5. When did he die? <p>Answer key:</p> <ol style="list-style-type: none"> 1) 1564 2) Plays and poems 3) Tragedies, comedies and historical events. 4) English language 5) 1619 	
<p>3 mins</p>	<p style="text-align: center;">Reviewing the terms</p> <p style="text-align: center;">Students match the definitions with the terms: drama, tragedy and comedy.</p>	<p style="text-align: center;">Student's Book Excel</p> <p style="text-align: center;">Drama,</p>

	<p>Teacher: Let's review the definitions of drama, comedy and tragedy as well as literary elements.</p> <p>Answer key: 1 - e; 2 - f; 3 - b; 4 - c; 5 - d; 6 - a;</p>	<p>comedy and tragedy: p.41, ex.1 Literary elements: p.43, ex.6</p>
5 mins	<p style="text-align: center;">Review of booking tickets for a performance</p> <p>Students put the sentences from a dialogue in a right order.</p> <p>Teacher: You have read this dialogue before. Please, put the sentences in the right order.</p>	<p>Student's Book Excel p.48, ex.2</p>
7 mins	<p style="text-align: center;">Grammar</p> <p>Students choose the correct answer: past simple or past continuous.</p> <p>Teacher: Now, let's review some grammar. Please, choose the correct answer: past simple or past continuous.</p> <p>1 ... they watching the play this afternoon? A Was B Did C Were</p> <p>2 Tom ... reading a tragic story at 3:00 today A didn't B wasn't C weren't</p> <p>3 I ... some amazing fiction books at a book store yesterday A was seeing B saw C were seeing</p> <p>4 Grace and Sammy to the cinema last night A went B was going C were</p> <p>5 She a movie on the TV when I came home.</p>	

	<p>A was watching B watched C were watching</p> <p>6 Miras sat down and ... to a radio drama A was listening B listened C were listening</p> <p>7 ... to the theater last week? A Were you going B You went C Did you go</p> <p>8 My parents were sitting in the garden while we ... a DVD. A was watching B watched C were watching</p> <p>9 ... her costume for the play this afternoon? Yes, she was. A Was Sally making B Did Sally make C Sally was making</p> <p>10 Stuart was taking photos at the theater ... the actors were performing A then B while C so</p>	
5 mins	<p>Listening for specific information</p> <p>Vocabulary. Listen again. Complete the sentences from the dialogues with the words below.</p> <p>Aspects of films acting characters ending plot scenes script soundtrack special effects</p> <p>1. The _____ was quite moving. Animations don't usually make me laugh, but there were some really funny _____.</p>	<p>Audio Listening.mpeg</p>


	<p>2. I found the _____ really confusing. The _____ were spectacular.</p> <p>3. The _____ was totally convincing. I'm not a fan of romantic comedies, but I found the _____ really interesting.</p> <p>4. The _____ was really cool. The _____ was really unnatural in places.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1) ending scenes 2) plot special effects 3) acting characters 4) soundtrack script 	
3 mins	<p style="text-align: center;">Unit feedback</p> <p>Learners work in pairs, reflect on Unit and discuss the following questions:</p> <ul style="list-style-type: none"> •What skills have you practiced? •What new knowledge have you gained? •What was challenging for you? •What was easy? <p style="text-align: center;">Reflection</p> <p>The last activity is Feedback .You see on the screen pictures with different emotions.</p>	Slide

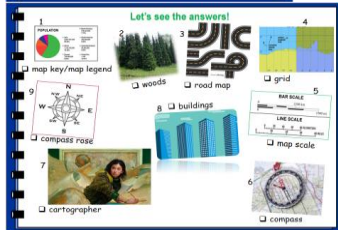
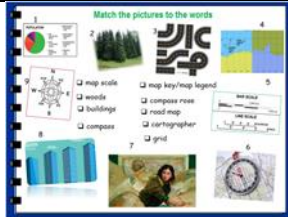
	<p>Give feedback using emotions. This is the end of Drama and Comedy Unit. Did you enjoy this unit? Ok. Thank you. The lesson is over. Good bye!</p>	
<p>Additional information</p>		
<p>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>Assessment – how are you planning to check learners’ learning?</p>	<p>Health and safety check ICT links</p>
<p>More support will be given to weaker learners by demonstrating the subtitles to the video while and after watching the video.</p>	<p>By means of oral and written formative assessment: matching definitions to terms; putting the dialog into a right order; watching and answering questions about the video.</p>	<ul style="list-style-type: none"> • Closely interact with the computer/smart phones not more than 30 minutes • Make short breaks while writing
<p>Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I</p>		

make from my plan and why?	
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from the lesson about this class or individuals that will inform my next lesson?</p>	

1.6. Module 3. Our Countryside		School: #36	
Lesson 3.		Teacher's name: Nadezhda Sidoruk	
CLASS: 6		Number of attendees:	Number of absent:
Theme of the Lesson:		Learning some map reading skills	
Learning objectives(s) that this lesson is contributing to	6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.4.8.1 use with some support familiar paper and digital reference resources to check meaning and extend understanding		

Lesson Objectives	All learners will be able to:	
	<ul style="list-style-type: none"> ❖ Match some pictures to map related words ❖ write or say map-related associations 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> ❖ to identify some elements (parts) of a map ❖ comprehend specific information from the text with some support 	
	Some learners will be able to:	
	<ul style="list-style-type: none"> ❖ comprehend specific information from the text without any support ❖ list some features of all maps. 	
Assessment Criteria	Students will be considered successful if they are able to complete the FA task with 6-4 correct answers	
Language Objectives	New Vocabulary on the topic * Map reading */ text related words /	
Values	build spatial sense and visual literacy, be able to navigate the map	
Cross curricular links	Geography	
ICT skills	Projector or Smart board, a laptop	
Previous learning	Learning about the countryside where we live (This relates to Geography)	
Pastoral Care	Student centered teaching: respect, support and scaffolding; Creating a friendly atmosphere for collaborative work.	
Plan		
Planned timings	Planned activities	Resources
Beginning	T and Ss greet each other. Lead-in.	PPT

<p>5 minutes</p>	<p>1. Teacher directs Ss' attention to the pictures of people learning maps & elicits their guesses to the questions.</p> <p>What will be the lesson about? What do you do when you get lost in a town/city or in the countryside? (W, P)</p> <p>Suggested Answers</p> <ul style="list-style-type: none"> ✓ I think it will be about using maps. ✓ When I get lost in a city I usually use Google maps or ask some people/ passers-by. But in the case, my phone is out of battery, and I get lost in countryside, I think I'll ask the locals first. ✓ You may ask traffic police. They will give the exact route of how to reach my destination. ✓ We also can use paper maps. <p>Teacher introduces the topic & sets the lesson objectives.</p>	<p>The aims of the lesson are shown in PPT</p> <p>PPT</p> <p>PPT</p>
<p>Middle 25 minutes</p>	<p><u>Activity 1. Ss write or say Map-Related associations:</u></p> <p><u>Compass, equator, pole, plan, rivers, atlas, mountains & hills etc.</u></p>  <p><u>Activity 2: Match the words to the pictures:</u> map scale, woods, buildings, compass, map key/map legend, compass rose, cartographer, road map, grid</p>	<p>PPT</p> <p>https://www.toughtco.com/map-reading-</p>



(W,G) Pre-reading: Vocabulary work

Scaffolding: according to learners' needs, teacher may work over the new words before or give the Word list in the handout.

New Vocabulary from the text:

Verbs: to depict - изображать
to shrunk – сжимать, сокращать
to fit - подходить

Nouns: longitude - долгота

Latitude – широта

Inch – дюйм

Grid – сетка карты

Scale - шкала

Teacher gives Ss time to read the text for gist. Ss skim the text and find out the information on some questions: why you think the text is so called? What is the text about?

Text “Maps rule!”

If you enjoy hiking, camping, exploring the nature, and other outdoor activities, a good

[geography-143560](https://www.yourdictionary.com/resources/5-basic-parts-of-any-map.html) or
[https://referen
ce.yourdiction
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rces/5-basic-
parts-of-any-
map.html](https://www.yourdictionary.com/resources/5-basic-parts-of-any-map.html)

PPT

[https://www.y
outube.com/w
atch?v=bBW
Nfa6NYKY](https://www.youtube.com/watch?v=bBW Nfa6NYKY)

*PPT/answers
to the quiz are
given in the
PPT*

<p>End 7 minutes</p>	<p>road or topographic map can be your best friend.</p> <p>This guide will introduce you to the basic elements of a map.</p> <p>1. <u>The title</u>, also called the heading, of a map is typically found at the top of the map. It tells you exactly what the map is showing. The title will be in a large font and describe in detail what the map is for.</p> <p>2. <u>Map Key or Legend</u> All the map symbols are defined in the map key, or map legend. Some maps have both a key and a legend. In these instances, the key includes the symbols while the legend includes things like the scale and compass rose. The symbols on a map make it easier to read because the map is not crowded with words. The key is usually off to the side of the map and tells you what each symbol stands for.</p> <p>3. <u>Scale</u>. A map's scale depicts a given distance as the equivalent of a measurement. For example, 1 inch representing 100 miles. The scale of a map will be smaller for large regions and larger for small regions depending on how much an area has been shrunken to fit.</p> <p>4. <u>Grid</u>. A map's grid is a series of imaginary horizontal and vertical lines drawn onto the map. These lines may represent actual latitudes and longitudes or they may just split the map into smaller parts. Grid lines will be labeled at one end or each end.</p>	<p><i>PPT</i></p> <p><i>PPT</i></p>
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<p>3 minutes</p>	<p><u>5. Compass Rose or Orientation</u> The orientation of a map is important to know, so a tool that shows you the cardinal directions, or at least which way is north, is included on most maps. You may see an arrow labeled “N” for north, or you may see a compass rose. A compass rose looks like a big star and shows north, south, east, and west. As you see, real maps are reliable. Unlike smartphones and GPS devices, there are no signals to lose or batteries to change with a paper map—you can trust that they'll get you where you need to go.</p> <p>Formative assessment /G/ <u>T. explains the task and give Ss time to follow the text again and mark the sentences true or false. T. elicits the answers from Ss around the class to check the task.</u></p> <ul style="list-style-type: none"> • Ss follow the text again and mark the sentences true or false. <p>1/ The title will be in a large font and describe in detail what the map is for. True 2/ The symbols on a map make it easier to read because the map is not crowded with words. True 3/ 1 inch in the scale represents 200 miles. False 4/ A series of imaginary horizontal and vertical lines drawn onto the map is called a grid. True 5/ A compass rose looks like a big flower. False</p>	
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6/ Paper maps are reliable. True
****T. also may use a video instead of the text to help Ss identify the main elements (parts) of a map. To control the listening comprehension of the map parts, T. asks Ss to do the quiz.**

Quiz

1. The part of a map that tells the name of the map

- a/title
- b/compass rose
- c/scale
- d/key

2. Part of the map that tells what the symbols and colors indicate.

- a/title
- b/scale
- c/key/legend
- d/compass rose

3. Tells distance on a map in kilometers and miles

- a/key
- b/title
- c/compass rose
- d/scale

4. Gives the directions on a map.

- a/key
- b/compass rose
- c/scale
- d/title

5. Represents actual latitudes and longitudes or splits the map into smaller parts

- a/cardinal directions
- b/compass rose

c/ map grid
d/map scale

Feedback

Students provide feedback on what they have learned in the lesson using Cinquain method

- ✚ The first line is one word.
- ✚ The second line contains two adjectives.
- ✚ The third line has three words ending in *-ing*.
- ✚ The fourth line has four or more words that make a complete sentence.
- ✚ The fifth line is one word.

For example

- ✓ Map
- ✓ Helpful, colorful
- ✓ Including, following, contrasting
- ✓ Reading maps is an important skill.
- ✓ Plan/Chart

Check your progress. Create a cinquain.

- ✚ The first line is one word, a noun.
- ✚ The second line contains two adjectives.
- ✚ The third line has three words ending in *-ing*.
- ✚ The fourth line has four or more words that make a complete sentence.
- ✚ The fifth line is one word, a synonym of the first line word.

For example,

1. Map
2. Helpful, colorful
3. Including, following, contrasting
4. Reading maps is an important skill.
5. Plan/Chart

	<p>Home task: Draw a map of your class or your neighborhood. Present it to the class. Follow the plan: <u>Draw/Write:</u> its title - Map Key or Legend – Mark the Scale -Draw Compass Rose or Orientation – put the objects</p>	
Additional information		
<p>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>Assessment – how are you planning to check learners’ learning?</p>	<p>Cross-curricular links Health and safety check ICT links Values links</p>
<p>Teacher supports students throughout the class and walks less able students through tasks on needed basis.</p>	<p>Teacher may see how well the vocabulary is learnt and lesson understood by asking questions during the plenary</p>	<p>Biology, Geography Students show respect to each other and the teacher. Students and teacher stick to safety rules in the classroom.</p>

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>What did the learners learn today?</p> <p>What was the learning atmosphere like?</p> <p>Did my planned differentiation work well?</p> <p>Did I stick to timings? What changes did I make from my plan and why?</p>	<p>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</p>
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<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p>	
<p>2:</p> <p>What have I learned from this lesson about the class or individuals that will inform my next lesson?</p>	

<p>1.7. Module 3. Our Countryside</p>	<p>School: #36</p>
<p>Lesson 5.</p>	<p>Teacher's name: Nadezhda Sidoruk</p>

CLASS: 6	Number of attendees:	Number of
Theme of the Lesson:	Learning about the flora of Kazakhstan (This relates to Biology and Geography)	
Learning objectives(s) that this lesson is contributing to	6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.4.8.1 use with some support familiar paper and digital reference resources to check meaning and extend understanding	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> ❖ Match some pictures to the plant names ❖ Answer some questions about tulips/according to the text/ 	
	Most learners will be able to:	
	<ul style="list-style-type: none"> ❖ Match some pictures to the plant names ❖ Classify few kinds of plants ❖ Comprehend specific information from the text with some support 	
	Some learners will be able to:	
	<ul style="list-style-type: none"> ❖ comprehend specific information from the text without any support 	
Assessment criteria	Students will be considered successful if they are able to complete the FA task with 6-4 correct answers	
Language objectives	New Vocabulary on the topic * The flora of Kazakhstan */ text related words /	
Values	Protecting the diversity of flora, love for nature	

Cross curricular	Biology, Geography	
ICT skills	Projector or Smart board, a laptop	
Previous learning	Learning some map reading skills	
Pastoral Care	Student centered teaching: respect, support and scaffolding; Creating a friendly atmosphere for collaborative work.	
Plan		
Planned timings	Planned activities	Resources
Beginning 5 minutes	<p>T and Ss greet each other.</p> <p>2. Teacher directs Ss' attention to the pictures of several plants growing in Kazakhstan & elicits their guesses to the question.</p> <p>What will be the lesson about? (W, P)</p> <p>Suggested Answers</p> <p>✓ <u>I think it will be about trees, plants & flowers.</u></p> <p>Teacher introduces the topic & sets the lesson objectives.</p>	<p>PPT</p> <p>The aims of the lesson are shown in PPT</p>
Middle 20 minutes	<p>Activity 1: <u>Match the plant names to the pictures:</u> <i>haloxylon (saxaul), a sunflower, a tulip, a rose, a poppy, a wild apple tree, spruce, pine, a wild rose, a plantain.</i></p>	<p>PPT</p> <p>PPT</p>

Match the pictures to the plant names

a haloxylon (saxaul) a poppy
 a sunflower a wild apple tree
 a tulip a rose
 a spruce a plantain
 a wild rose

Let's see the answers!

a plantain a rose
 a wild apple tree a tulip
 haloxylon (saxaul)
 a sunflower
 a tulip
 a wild rose a poppy
 a spruce

Activity 2. Look at the same pictures. List them under the headings: Wild plants – Garden plants - Medicinal plants:

haloxylon (saxaul), a sunflower, a tulip, a carnation, a rose, a poppy, wild cherry and apple tree, spruce, pine, a wild rose, a plantain.

PPT

PPT

<https://trckingclub.kz/english/index.php?p=206>
PPT

10
minutes

List these plants under the headings:

Spruce, haloxylon (saxaul), a plantain, a sunflower, a rose, a poppy, wild apple tree, a tulip, a pine, a wild rose.

Wild plants	Garden plants	Medicinal plants

ANSWERS

Wild plants	Garden plants	Medicinal plants
Spruce, haloxylon (saxaul), a plantain a poppy, wild apple tree a pine	a tulip a sunflower	a wild rose a plantain

PPT

PPT

(WG) Pre-reading: Vocabulary work

Scaffolding: according to learners' needs, teacher may work over the new words before or give the Word list in the handout.

New Vocabulary from the text:

Verbs: blossom - produce flowers or masses of flowers,

Spread - extend over a large area;

Conquer - overcome and take control of (a place or people) by military force ,

Gain - reach or arrive at (a destination)

Nouns: bulbs - a rounded underground storage organ presented in some plants/lilies, tulips/

Adjectives: blooming period - the period during which flowers are opened;

Phrasal verb: be bed out - to plant young plants outdoors

Teacher gives Ss time to read the text. Ss read the text and find out the answers to the questions below.

1. When is the blooming period in the Kazakh steppe?

2. When & where did the tulips appear?
3. Who was the first to cultivate them?
4. When did they were carried to Holland?
5. How many species of wild tulips can be found in Kazakhstan nowadays?
6. How many of them are listed in the Red Book?

Text “Tulips”

... During the **blooming** period (April-May), the Kazakh steppe looks like a bright endless carpet - because of the thousands of flowers that **blossomed** at the same time. Tulips of different colours are among them.

Tulips appeared about 10 million years ago in the **foothills** of the Tien Shan mountains, on the territory of modern Kazakhstan. It is from here that these unusual flowers **spread** all over the world. Persians were first to cultivate them, and then the tulips **conquered** Turkey. The **bulbs** of this plant were brought to Europe from Constantinople in 1554; they were **bed out** in the Viennese garden of medicinal plants. In 1570, garden director Karl Clusius carried several copies of tulips to Holland, where they **gained** a second homeland and worldwide popularity. Today there are more than 3000 varieties of cultivated tulips around the world; most of them are descendants of Kazakhstani flowers.

About 35 species of wild tulips can be found in Kazakhstan nowadays, 18 of them are listed in the Red Book. The most famous is the Greig tulip (*Tulipa greigii*) - named after the president of the Russian Society of Gardeners.

Answers:


1. The blooming period is in April-May.
2. Tulips appeared about 10 million years ago in the foothills of the Tien Shan mountains, on the territory of modern Kazakhstan.
3. Persians were first to cultivate them.
4. They were carried to Holland in 1570.
5. About 35 species of wild tulips can be found in Kazakhstan nowadays.
6. 18 of them are listed in the Red Book.

Formative assessment /G/

T. explains the task and give Ss time to follow the text again and mark the sentences true or false. T. elicits the answers from Ss around the class to check the task.

- **Ss follow the text again and mark the sentences true or false.**

- 1/ Tulips appeared about 10 million years ago in the foothills of the Tien Shan Mountains. **True**
- 2/ The bulbs of this plant were brought to Europe from Constantinople in 1994. **False**
- 3/ Garden director Karl Clusius carried several copies of tulips to Holland. **True**
- 4/ In Holland tulips gained a second homeland and worldwide popularity. **True**
- 5/ There are more than 35 varieties of cultivated tulips around the world. **False**
- 6/ About 35 species of wild tulips can be found in Kazakhstan nowadays. **True**

	<p>Follow the text again and mark the sentences true or false</p> <ul style="list-style-type: none"> • 1/ Tulips appeared about 10 million years ago in the foothills of the Tien Shan Mountains • 2/ The bulbs of this plant were brought to Europe from Constantinople in 1994. • 3/ Garden director Karl Clusius carried several copies of tulips to Holland. • 4/ In Holland tulips gained a second homeland and worldwide popularity. • 5/ There are more than 35 varieties of cultivated tulips around the world. • 6/ About 35 species of wild tulips can be found in Kazakhstan nowadays.  <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>1/ True 2/ False 3/ True 4/ True 5/ False 6/ True</p> </div>	
<p>End 6 minutes</p> <p>4 minutes</p>	<p>Feedback</p> <p>Students provide feedback on what they have learned at the lesson.</p> <ul style="list-style-type: none"> ✚ Today in the lesson we have learnt/ about the flora of Kazakhstan ✚ I can tell some interesting facts about /tulips .../ ✚ I remember /several wild and medicinal plants/ ... ✚ I've memorized ... new words ✚ I was impressed <p>Home task: Collect information about one of plants growing in Kazakhstan. Write a short text about it. Present it to the class. Follow the plan: Write: its name -type/family – description – a few interesting facts (60 words).</p>	<p>PPT</p> <p>PPT</p>

Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links
Teacher supports students throughout the class and walks less able students through tasks on needed basis.	Teacher may see how well the vocabulary is learnt and lesson understood by asking questions during the plenary	Biology, Geography Students show respect to each other and the teacher. Students and teacher stick to safety rules in the classroom.
Reflection Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?	Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.	

Summary evaluation

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

1:

2:

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

1:

2:

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

Long-term plan unit:	School 71	
Date:	Teacher name: Amirova Altynay Bekpaykyzy	
Grade: 6	Number present: 21	absent: 2
Theme of the lesson: Which is faster?		
Learning objectives that this lesson is contributing to	To intensify the use of adjectives in a speech and to fix grammatical skills on "Degrees of comparison of adjectives." Comparing animals and things.	
Lesson	Learners will be able to:	

objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> • Pronounce words intelligibly • Recognize words similar to words in student native language • Understand and follow an increasing range of classroom instructions <p>Most learners will be able to:</p> <ul style="list-style-type: none"> • Understand the main points of short talk with using comparative and superlative adjectives • Identify the degrees of comparison used in the sentences. • Contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges <p>Some learners will be able to:</p> <ul style="list-style-type: none"> • Complete the sentence with the appropriate degrees of comparison of the adjectives. • Compare two objects/persons in video presentation
Success criteria	<p>Learners have met the learning objective if they can:</p> <p>Recognize comparative and superlative adjective Pronounce the words correctly Understand and recognize 5-6 adjectives</p>
Value links	Lifelong learning
Cross-curricular	World cognition
ICT skills	Using videos & pictures, working with URLs

Previous learning	Vocabulary from previous units	
Plan		
Planned timings	Planned activities	Resources
Beginning 10 mins	<p>Teacher greets students; students respond to greeting and then play a game.</p> <p style="text-align: center;">Warming up</p> <p>Teacher asks students “<i>How are you?</i>” to find out their mood at the beginning of the lesson; students choose one of the smiles they see on the slide and answer to the question.</p> <p>T: Everyone looking this way, please. Listen, read the tongue twisters and try to repeat correctly and fast.</p> <p><i>She sells seashells by the seashore.</i></p> <p><i>Good, better, best, never let it rest, until your good is better, and your better is best.</i></p> <p>T: - How do you think what we’re going to learn today?</p> <p>Ss: - We’re going to learn a theme about animals and adjectives.</p> <p>T: Yes you’re right.</p> <p>Teacher introduces the theme of the lesson and its objectives to the students.</p> <p>T: “We’re going to repeat and to continue the theme about comparative and superlative adjectives and we’ll do several</p>	<p>PPP slide</p> <p>https://www.youtube.com/watch?v=vW8fK1KVA2c</p> <p>https://www.youtube.com/watch?v=zsPCCbpdME</p>

exercises.”

Descriptor	Points
Task 1	
Recognize comparative and superlative adjectives	2
Task 2	
Pronounce the words correctly Understand and recognize 5-6 adjectives	2
Task 3	
Recognize comparative and superlative adjectives	2
Task 4	
Homework(video presentation)	3

Pair work: - Split the class into groups for further work.

T: We will play charades. Do you know what is it? Just listen to me. **Charades** is a game in which a person pantomimes a phrase, name, or title while people try to guess what it is. The first groups who got the words correctly will present it to other groups. Don't worry these words are simple and easy. You can ask questions like: Is it a dog?

Have I made myself clear?

Set of words to be act out: • A mouse • A horse • A camel • A chimpanzee • A cobra • A fly etc.

- Set a time limit of 5 minutes
- Students play charades and recall the adjectives from previous lesson.

Middle

Revision (R, W, G) (15)

<p>25mins</p>	<p>T: There are several pieces of paper on your tables. You have to put them together and name this word. A name of the picture will be name of your group(elephants, horses and owls)</p> <p>Now you have to characterize your animal using different adjectives. Stick the adjectives on your picture.</p> <p>-After that give your picture to another group for checking.</p> <p>Group work:</p> <p>1. The class is divided into 3 groups.</p> <p>1) How to form the comparative and superlative forms of adjectives?</p> <p>Ex: The comparative and superlative forms can be simple (bigger, biggest) or compound (more attentive, most attentive).</p> <p>One-syllable (simple) adjectives form the comparative and superlative degrees by adding the suffixes ER, EST: black, blacker, blackest; cheap, cheaper, cheapest.</p> <p>Most two-syllable (compound) adjectives form the comparative and superlative degrees with the help of MORE, MOST: active, more active, most active;</p> <p>Several adjectives have irregular forms(exclusion) of the comparative and superlative degrees: good, better, best; bad, worse, worst; many/much, more, most; little, less (lesser), least;</p> <p>2) Ss do an exercise 1. You have to write comparative and superlative forms of the words. For each group is given 2-3 words. Ex:</p>	<p>PPP slides</p> <p>book work book</p>
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	<p>big, bigger, the biggest. Time frame: 2 minutes.</p> <p>1) Then the speakers read their sentences to the class. 2) Teacher will write the answers for exercise 1 on the board. Students check themselves.</p> <p>2. - Presentation of the question: “Which is faster?”</p> <ul style="list-style-type: none"> - Use choral drilling for students to repeat how to pronounce the names of the animals and question correctly. - Ask students to listen to the teacher and repeat the words 3 times and individually. <p>This question means: Which is one person or thing and which is the other; what the difference is between different ones. Students work in teams and perform. Listen and read (audio 1.38)</p> <p>3) They make up sentences using comparative or superlative adjectives.</p> <ul style="list-style-type: none"> - Set a time limit of 5 minutes - Go around the class, monitor and assist if necessary. <p>Speakers present their answers to the class and after that will hang them on the board.</p> <ul style="list-style-type: none"> - Whole class checking. (audio 1.39) <p>Whole class activity: Dynamic break (W) (2) Listen to the rule of the activity: “You are going to listen The Opposites Action and Dance Song, repeat movements and words that you’ll hear. For example: up –down- fast.</p>	<p>PPP slides</p> <p>https://www.youtube.com/watch?v=5kFUbtMG4</p> <p>PPP slides</p>
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	<p>Run- slow –slower. Students stand up and have a dynamic break.</p> <p style="text-align: right;">(I, P, G) (8)</p> <p>Individual task: Quiz. Answer the questions and write the words in the puzzle. Find and name the central word first. (dolphin) Ask Ss individually. Criteria: the speed of response and accuracy. - Give praising stickers and oral comments to those Ss who finish their work in class first.</p> <p>Group,pair work: More motivated learners: present to the class group’s presentation in the video. Students have to compare several things using prepared presentation. Continue with the 3 questions from other groups. - Give students several minutes to talk, go around the class and listen to students’ questions, assist if necessary. - provide correct answers, clarify unclear points if any.</p>	<p>Vide o prese ntatio n</p>
<p>End 5 mins</p>	<p style="text-align: center;">Reflection</p> <p>Ask students to look at lesson objectives they set at the beginning of the lesson and think and say what they did well in the lesson and what needs improvement.</p> <p>Ss are given stickers and asked to complete the sentences using the adjective that describes your participation in the classroom. Write it on the sticker and fix it to the blackboard.</p> <p>Ex: Today in class I was more intelligent than...</p>	<p>PPP slide</p>

	<p>I'm the most ...</p> <p>Homework: Choose one exercise for “excellent” mark answer the questions and write the words in the puzzle. Find and name the central word first. (dolphin) Ask Ss individually for “good” mark learn new words for “satisfactory” ex 1 or at page 50</p> <p>Evaluation.</p>	
Additional information		
<p>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>Assessment – how are you planning to check learners’</p>	<p>Health and safety check ICT links</p>
<p>Less able students – greater support by means of prompts, visuals or writing difficult words on the blackboard More able students – independent work on definite tasks with little/no support</p>	<p>through observation</p>	<ul style="list-style-type: none"> • Work with the SMART board not more than 10 minutes • Use water based markers • Ensure proper ventilation • Check sockets’ safety

Reflection

Were the lesson objectives/learning objectives realistic?

What did the learners learn today?

What was the learning atmosphere like?

Did my planned differentiation work well?

Did I stick to timings? What changes did I make from my plan and why?

Summary evaluation

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

1:

2:

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

1:

2:

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

II. Қысқа мерзімді жоспар 7 сынып

1.8.Long-term plan unit: Entertainment and Media TV programmes	School-gymnasium #74	
Date:	Teacher name: Kurbanova Madina	
Grade: 7	Number present:	absent:
Learning objectives(s) that this lesson is contributing to	7.S3. give an opinion at discourse level on a growing range of general and curricular topics; 7.C3 Respect different points of view 7.R3 Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts	
Lesson objectives (success criteria)	All learners will be able to:	
	Complete the gaps with appropriate phrases Most learners will be able to: <ul style="list-style-type: none"> • Answers the questions • Present his/her opinions and ideas Some students will be able to: <ul style="list-style-type: none"> • Asses peers' answers and explains the choice • Gives answers to a question or request using opinion words and phrases 	
Value links	To value the world we live in	
Cross curricular links	<i>Art and Literature</i>	
Use of ICT	Laptop, e-book EXCEL 7	

Intercultural awareness	The impact of other countries' achievements in the sphere of entertainment and media	
Kazakh culture	to be aware of TV programmes and film industry both within Kazakhstan and in the wider world as part of their regular study	
Pastoral Care	Assure the needs of all learners are met	
Health and Safety	Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords	
Previous learning	<i>Students have worked on enlarging vocabulary ; have developed reading and speaking skills through the tasks on the given topic; have read fiction stories , epic stories, folk tales</i>	
Plan		
Planned	Planned activities (replace the notes below with your planned activities)	Resources
Lesson 1 Beginning 2 minutes	<i>Warm-up / feedback on learners' writing FA</i> <ul style="list-style-type: none"> <i>give feedback to LS</i> 	PPT Warm up worksheet
Middle 2 minutes	<i>Lead in Vocabulary</i> Learners listen and repeat. Elicit which types of TV programmes students enjoy watching <i>Consolidate new vocabulary</i> Students attention to the pictures(1-6) and	SB ex1 pg 63 SB ex 2pg 63

<p>4 minute s</p>	<p>elicit what they show</p> <p><i>Expressing opinions</i> Use the adjectives to discuss TV programmes, as in example</p>	<p>SB ex pg 63</p>
<p>6 minute s</p>	<p>Descriptor A learner</p> <ul style="list-style-type: none"> • brainstorms ideas while speaking in a group; presents his/her opinions and ideas; gives answers to a question or request using opinions words and phrases. <p><i>Reading</i> Read the text about Callum Robertson who works for BBC Learning English. Complete the gaps in the text with these phrases.</p> <p>A) I also watch a lot of TV B) I sometimes travel abroad (e.g. China, Brazil) C) learn the phonemic symbols D) I started working for the BBC in 1998.</p>	<p>PPT</p>
<p>7 minute s</p>	<p>Read the text about Callum Robertson who works for BBC Learning English. Complete the gaps in the text with these phrases.</p> <p>A) I also watch a lot of TV B) I sometimes travel abroad (e.g. China, Brazil) C) learn the phonemic symbols D) I started working for the BBC in 1998.</p>	

	<p>The Webpage of Callum Robertson</p> <p>What do you do? I work on a BBC website for learners of English all over the world. I write material for the site. I also produce and present live webcasts and features for radio and online. I usually work in London but 1._____.</p> <p>What did you do before you joined the BBC? I was an English language teacher and teacher trainer. I taught in Japan, Denmark, China and England. 2._____ when I wrote and presented a radio series called English in Question. The series lasted for 40 episodes.</p> <p>What do you do in your free time? Most of all, I like playing racket sports, particularly badminton and squash. I enjoy scuba diving and I love hill walking. 3. _____ and spend a lot of time using my computer.</p> <p>What's your best piece of advice for learners? Every learner is different so its' hard to give a single tip. However, in general, practise, practise, practise! You need to work hard, so study the irregular verb tables and 4. _____.</p> <p>Do you think he has an interesting job/life? Why/Why not? Listen to the other answers and assess one peer's answer with A Star and one with a Wish. Explain your choice.</p> <p>Answer keys: 1.B; 2.D; 3.A; 4.C.</p> <p>Descriptor A learner</p> <ul style="list-style-type: none"> • completes the gaps with 	<p>PPT</p>
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4-minute s	appropriate phrases; <ul style="list-style-type: none"> • answers the questions; • assesses peers' answers and explains the choice.	
End 2-minute s	<i>Home task:</i> <i>Make presentation or a poster about your favourite TV program.</i> *What is your TV program? *How often do you watch this TV program? *What is the type of this TV program? *What is it about? *What do like best in the TV program? *Whom do you recommend to watch this TV program?	PPT
Additional information		
Differentiation – how do you plan to give more support? How do you plan to	Assessment – how are you planning to	Health and safety check ICT links
<i>By individual support, peer support and tasks</i>	<i>Peer's feedback Feedback on language</i>	<i>Health promoting techniques Breaks and physical activities used.</i>
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the	Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.	

LO?

If not, why?

Did my planned differentiation work well?

Did I stick to timings?

What changes did I make from my plan and why?

Summary evaluation

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

1:

2:

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

1:

2:

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

LESSON: The passive (present simple and past simple)		School:74	
CLASS: 7		Teacher's name: Shakhanova Zh.K	
Date:		Number present:	Absent:
Learning objectives:	7.C7 develop and sustain a consistent argument when speaking or writing 7.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics		
Lesson objectives:	<p>All students will be able to</p> <ul style="list-style-type: none"> - revise Present Simple Passive and practice Past Simple Passive <p>More students will be able to</p> <ul style="list-style-type: none"> - practice speaking meanwhile applying the vocabulary and grammar of the lesson <p>Some students will be able to</p> <ul style="list-style-type: none"> - how and when to use Present Simple and Past Simple Passive; 		
Value links	Students develop the sense of respect to the culture of other countries		
Cross curricular links:	Literature		
Level of thinking skill	Comprehension, application		
ICT skills:	PPT, cards, worksheets		
Previous learning:			
Plan			
Planned timings	Planned activities		Resources

Present Simple	Active	Passive
Affirmative	They make films in India.	Films are made in India.
Negative	They don't make films here.	Films aren't made here.
Interrogative	Do they make films in Australia?	Are films made in Australia?
Past Simple	Active	Passive
Affirmative	They released it last Monday.	It was released last Monday.
Negative	They didn't release it last Tuesday.	It wasn't released last Tuesday.
Interrogative	Did they release it yesterday?	Was it released yesterday?

Task 1. Open the book page 66 exercise 2. Fill in: *is* or *are*.

1. Most films **are** made in Hollywood.
2. Jim Carrey **is** known for his comedies.
3. The Cannes Film Festival **is** held every May.
4. Changes to actor's lines **are** sometimes made at the last minute.
5. Pixar Animation Studios **is** based in California, USA.
6. Nomad **is** set in 18th century Kazakhstan.

Task 2. Put the verbs in brackets into the *past simple passive*.

Robot is a sci-fiction thriller starring Will Smith. It **was produced** by Twentieth Century Fox Film Corporation. The film **was directed** by Alex Proyas and **was written** by Jeff Vintar and Akiva Goldsman. It **was nominated** for an Oscar and won an ASCAP Award for the Top Box Office Film.

Worksheet
s

10 min

II. Read the theory. Is there a similar structure in Kazakh language?

Changing from active to passive

	Subject	Verb	Object
Active:	George Lucas	directed	Star Wars.
Passive:	Star Wars	was directed by	George Lucas.

Subject **Verb** **Agent**

The object of the active verb becomes the subject in the passive sentence.
The active verb changes into a passive form.
The subject of the active verb becomes the agent.
The agent is introduced with *by* or it is omitted.

We use the passive voice when:

- we don't know who did the action. *His car was stolen yesterday.*
- the action is more important than the person who did it.
The film was released in 2008.

Task 3. Write the sentences in the *passive voice*.

1. Macbeth **was written** by William Shakespeare.
2. The Lord of the Rings **was filmed** in New Zealand.
3. The Dark Knight **was released** in 2008.
4. Twilight **was directed** by Catherine Hardwicke.
5. Slumdog Millionaire **was nominated** for ten Academy Awards in 2009.
6. Nomad **was filmed** in Kazakhstan.

Task 4. Fill in: *is* or *are*.

	<ol style="list-style-type: none"> 1 Traditional Irish music played on the tin whistle. 2 New films released every week. 3 The world's only action film festival held every year in Astana. 4 The 2005 film <i>Pride and Prejudice</i> based on a novel by Jane Austen. 5 The actor's new movie expected to become a box office hit. 6 Actors asked to read a script aloud so the writer can see if it sounds right. 7 Acting classes often taken by famous actors to improve their skills. 8 The TV show <i>Kazakh Ely</i> set in 15th century Kazakhstan. 9 George Lucas best known as the creator of the <i>Star Wars</i> films. 	
End 3 min	<p><u>Reflection:</u> Give the students the stickers where they can give the reflection according to the content of the lesson:</p> <p>Did you like the lesson? Have you got any questions about new grammatical rule? What is the formula of the passive voice?</p>	Stickers
	<p><u>Homework:</u> Workbook. Page 42 ex 3,4</p>	
Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check students' learning	Cross-curricular links ICT links Values links
Activity 1. Differentiation by support. <i>More able students answer the questions</i>	Teacher gives comments to students.	

<p>Activity 2 Differentiation by outcome. <i>More able students elicit their opinion at the end</i> <i>Less able students completes the email correctly</i></p> <p>Activity 3. Differentiation by support <i>More able students make up their own sentences using subject/ object pronouns</i></p> <p>Activity 4. Differentiation by outcome.</p> <p>Activity 5. Differentiation by task. <i>More able students explains the content of the email</i> <i>Less able students identify parts of the email.</i></p>		
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Long-term plan Unit 9	School: 37	
Date: Term 4	Teacher name: Otepbergenova G.B.	
Grade: 7	Number present:	absent:
Theme of the lesson:	Department store (reported speech)	

Learning objectives(s) that this lesson is contributing to	<p>7.C9 use imagination to express thoughts, ideas, experiences and feelings</p> <p>7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics</p> <p>7.UE11 use some reported speech forms for statements on a range of familiar general and curricular topics</p>
Criteria assessment	<ul style="list-style-type: none"> - Express their thoughts and ideas - Identify the details (concerning specific vocabulary) while listening - Identify the connection between the purchase and the places to buy - Report someone's statements
Lesson objectives	<p>All learners will be able to: listen to the talk and identify the familiar words, make difference between reported and direct speech, report the statement (When the reported verb is in the Present Tense)</p> <p>Most learners will be able to: Identify the details of the talk and report the statements with some support</p> <p>Some learners will be able to: identify the details of the talk and report the statements (when the reported verb is in the Past tense)</p>
Language objectives	<p>Use specific vocabulary</p>
Previous learning	<p>clothes vocabulary</p>
Value links	<p>Value of differences. Ls will work well showing respect and being polite with each other.</p>
Cross curricular links	<p>Russian and Kazakh language links</p>

Health and Safety	Make sure every student has got a mask. And mind the distance between the students. Everyday classroom precautions.	
Plan		
Planned timings	Planned activities	Resources
Beginning 4 minutes	<p>The topic and LOs are presented. Teacher tries to elicit the objectives for the lesson.</p> <p>Warm-up: Teacher makes Ss to elicit the vocabulary (Where can you buy the clothes: stores, shops etc.)</p> <p>Teacher asks Ss to share their ideas about their favourite stores or shops and the reason they like them.</p> <p>Ss: I prefer buying things in the department store, because there are many departments and I can find whatever I need.</p>	PPT slide 1

Middle	Pre-listening task.	Slide10-25
3 minutes	Teacher presents the new vocabulary Teacher asks learners to discuss the new words in the task. (Peer’s support). If learners cannot find the meanings/translations of the words teacher provides the meaning of the words. (Teacher’s support).	https://learnenglish.britishcouncil.org/skills/listening/beginner-al/shopping-for-clothes
3 min+1 min	Listening Teacher sets the task1: to listen to the conversation and identify the list of purchases the woman has to buy. Ss listen to the conversation and make some notes (shopping list). Ss check the answers. (Ss get 1 point for each correct answer -6points)	28-34 https://www.youtube.com/watch?v=iFNF0OpS1gk
2 minutes	Task2: Ss are to match the purchase with the name of the department. Ss check the answers and get 1 point for each correct matching- 5points.	35-40 41 42 46
2 min	Doing some physical exercises Presenting the grammar rules Teacher shows the examples of direct and reported speech and emphasises the difference.	p.106 Ex4
10 minutes	Teacher introduces the rule of reporting the statements when the reporting verb is in the Past Tense, paying attention that in the reported speech the personal and possessive pronouns and possessive adjectives, time expressions change according to the meaning.	p.107 Ex 7
3 minutes		

4 minutes	<p>Teacher draws the Ss' attention to the reporting verb in the Present (no changes in the tenses)</p> <p>Checking understanding</p> <p>(I) Teacher sets the task:</p>	
5 minutes	<p>Report the statements using the rule and the table.</p> <p>Ss check their answers: for each correct answer a S gets 1 point.</p> <p>Doing the exercises</p> <p>(G/P) Ss work in groups or in pairs. They report the statements according to the table (rule) and then check the answer.</p> <p>Peer assessment.</p> <p>Ss read and discuss the rule (using said/told in reported speech)</p> <p>And apply this rule doing the exercise (fill in Said or Told)</p> <p>Ss work individually and check their answers to get the points for the correct ones.</p>	

<p>End 2 mins</p>	<p>Learners reflect on their learning:</p> <ul style="list-style-type: none"> - What has been learned? - What remained unclear? - What is necessary to work on <ul style="list-style-type: none"> • Teacher asks learners what 3 points they've remembered today <p>Home task: to learn the new vocabulary and do ex8 p. 107</p>	<p>Evaluation worksheet s</p>
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Additional information

<p>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>Assessment – how are you planning to check learners' learning?</p>	<p>Health and safety check ICT links</p>
<p>Support for weaker students: working in pairs/groups, give some phrases to support. Challenges for more able students: Encouraged to do more writing; assist weaker students. Pair work, Whole group work</p>	<p>Monitoring Feedback on the work</p>	<p>Health promoting techniques Breaks and physical activities used. Safety rules</p>

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why?</p> <p>Did my planned differentiation work well?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	
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<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p>
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<p>Long-term plan Unit 9</p>	<p>School: 37</p>	
<p>Date: Term 4</p>	<p>Teacher name: Kasienova D. K.</p>	
<p>Grade: 7</p>	<p>Number present:</p>	<p>absent:</p>
<p>Theme of the lesson:</p>	<p>Fashion styles</p>	

Learning objectives(s) that this lesson is contributing to	<p>7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics</p> <p>7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>7.UE11 use some reported speech forms for statements on a range of familiar general and curricular topics</p>
Criteria assessment	<ul style="list-style-type: none"> - Identify the main points of the text - Identify the correct and wrong context of the text - Report someone's statements
Lesson objectives	<p>All learners will be able to: regroup the vocabulary according to the categories and read the text, answer the questions with some support</p> <p>Most learners will be able to: regroup the vocabulary, identify the main points of the text while answering the questions, report the statements with little support</p> <p>Some learners will be able to: Regroup the vocabulary, identify the main points of the text and distinguish between correct and incorrect statements about the text context, report the statements</p>
Language objectives	<p>reported speech, said/told</p>
Previous learning	<p>reported speech, complimenting</p>
Value links	<p>Value of differences. Ls will work well showing respect and being polite with each other.</p>
Cross curricular links	<p>Russian/Kazakh language links, design and arts</p>

Health and Safety	Make sure every student has got a mask. And mind the distance between the students. Everyday classroom precautions.	
Plan		
Planned timings	Planned activities	Resources
Beginning 5 minutes	<p>The topic and LOs are presented. Teacher tries to elicit the objectives for the lesson.</p> <p>Warm-up: Teacher suggests revisiting the reported speech. There are some topic related questions, command and requests. Ss are to report them.</p> <p>Ss revise some topical vocabulary filling in the table</p> <p>Ss do this task one by one and check the answers immediately (peer assessment, get 1 point for a correct answer)</p>	<p>PPT slide 1-3</p> <p>Slide-4-11</p> <p>Slide 12-13</p>

Middle	<p>Pre-reading task. Teacher presents the new vocabulary Teacher asks learners to match the pictures with the words. (Peer’s support). Teacher elicits the different styles If learners cannot find the meanings/translations of the words teacher provides the meaning of the words. Teacher talks about her favorite style. Then Teacher asks Ss to share their thoughts about their preferable fashion style. Should people stick to only one fashion style all the time? What can influence one’s style? (Teacher’s support). Teacher present the rest vocabulary and asks Ss to define the parts of speech of the given words.</p> <p>Applying the vocabulary. Task1. (P) Ss are to look at the pictures and describe the skaters. Ss get a point for the correct answer (peer assessment) <i>Doing some physical exercises</i> Teacher reads the first paragraph and ask Ss to predict the content of the text. Ss listen to the abstract and suggest the ideas of what the text is about. <i>Ss: the text is about skateboarders, about the common features and differences of the skaters from different countries.</i></p>	Slide14-15
5 minutes		Slide 16
2 minutes		Slide 17
2 min		Slide 19 p.109 Ex1
2 minutes 3 minutes		Ex.109
5 minutes		answer sheet Slide 21
3 minutes		

3 minutes	<p>While reading Teacher sets the task to read the text and mind the common and differing features of the skaters.</p>	Slide 22-23
5 minutes	<p>Checking comprehension Task2: (I) To deduce the meaning from the context Ss mark the statements True/False/ Doesn't say. Ss check the answers and get 1 point for each correct answer. Task3: (I) Teacher asks the questions connected to the text. Ss answer the questions, work individually and check their answers to get the points for the correct ones. Task3: (G/P) Ss discuss the fashion style of the teens in different seasons (and present to the rest of the class.</p> <ul style="list-style-type: none"> - Use the topical vocabulary. - Use the descriptive adjectives. - Arrange the words into the sentences with correct order. - Pronounce the words with accuracy 	

<p>End 5 mins</p>	<p>Learners reflect on their learning:</p> <ul style="list-style-type: none"> - What has been learned? - What remained unclear? - What is necessary to work on <p>Home task: to learn the new vocabulary and do ex4 p. 109</p>	<p>Evaluation worksheets</p>
<p>Additional information</p>		
<p>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>Assessment – how are you planning to check learners’ learning?</p>	<p>Health and safety check ICT links</p>
<p>Support for weaker students: working in pairs/groups, give some phrases to support. Challenges for more able students: Encouraged to do more writing; assist weaker students. Pair work, Whole group work</p>	<p>Monitoring Feedback on the work</p>	<p>Health promoting techniques Breaks and physical activities used. Safety rules</p>
<p>Reflection Were the lesson objectives/learning objectives realistic? Did all learners</p>		

achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?	
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<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p>
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Long-term plan	School: 37	
Unit 9		
Date: Term 4	Teacher name: Kasienova D. K.	
Grade: 7	Number present:	absent:
Theme of the lesson:	Talking about clothes (reporting questions and requests)	

Learning objectives(s) that this lesson is contributing to	<p>7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics</p> <p>7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>7.UE11 use some reported speech forms for statements on a range of familiar general and curricular topics</p>
Criteria assessment	<ul style="list-style-type: none"> - Identify the details (concerning specific vocabulary) while listening - Identify the synonymous sentences - Report someone’s questions and requests - Use the new appropriate vocabulary to speak on the topic
Lesson objectives	<p>All learners will be able to: listen to the extracts and identify the details and report the questions and requests with support</p> <p>Most learners will be able to: Identify the synonymous sentences and report the questions and requests with little support</p> <p>Some learners will be able to: identify the main points of the talk and report the questions and requests</p>
Language objectives	<p>Use specific vocabulary</p>
Previous learning	<p>department store vocabulary</p>
Value links	<p>Value of differences. Ls will work well showing respect and being polite with each other.</p>
Cross curricular links	<p>Russian and Kazakh language links</p>

Health and Safety	Make sure every student has got a mask. And mind the distance between the students. Everyday classroom precautions.	
Plan		
Planned	Planned activities	Resources
Beginning 4 minutes	The topic and LOs are presented. Teacher tries to elicit the objectives for the lesson. Warm-up: Teacher asks Ss to revisit the grammar (direct and reported speech).	PPT slide 1

Middle	Introducing the new vocabulary. Teacher presents the new vocabulary Teacher asks learners to imagine a perfect look for a party, a sport event or a school day using the vocabulary (Peer's support) and elicits more topical vocabulary. If learners cannot find the meanings/translations of the words teacher provides the meaning of the words. (Teacher's support). <i>Example: Ss I think I would wear light blue tight fitting jeans, a white short-sleeved top with a red narrow belt and red trainers for the party.</i>	Slide 9
5 minutes		
2 minutes	Listening: Teacher sets the task1: to listen to the conversation and identify the objects people describe Ss listen to the conversation and chooses the correct items Ss check the answers. (Ss get 1 point for each correct answer)	bilimland.kz
2 minutes	Task2: Ss should listen to the extracts and identify some points people are talking about Ss choose the items and check the answers (get 1 point for each correct choice).	
2 min	Doing some physical exercises	
4 minutes	Lexical practice Teacher says some compliments. Teacher asks Ss to give some examples of compliments and introduces the vocabulary for giving compliments if the Ss face challenges. Teacher sets the task to practice complimenting Ss check the answers getting 1 point for each correct answer (peer assessment)	Slide 12-14 p.108
5	Presenting the grammar rules	

minutes	Teacher introduces the rule of reporting the questions and requests when the reporting verb is in the Past Tense giving some examples. Teacher presents the table as a support for reporting.	Slide 15-16
4 minutes	<p>Checking understanding</p> <p>(II) Teacher sets the task: Report the questions, commands and requests using the rule and the table.</p> <p>Ss check their answers: for each correct answer a S gets 1 point.</p>	p.107 Ex 10
6 minutes	<p>Doing the exercises</p> <p>(G/P) Ss work in groups or in pairs. Ss are given 1 minute to think of the question using new vocabulary. In pairs they ask the questions and their partners report the question. Ss change their roles and the same is done with the commands and requests. They report the sentences according to the table (rule) and then check the answer. Peer assessment.</p>	

End 4 mins	Learners reflect on their learning: <ul style="list-style-type: none"> - What has been learned? - What remained unclear? - What is necessary to work on Ss revise what they have done at the lesson. Home task: to learn the new vocabulary and do ex11 p. 107	Evaluation worksheets
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?	Health and safety check ICT links
Support for weaker students: working in pairs/groups, give some phrases to support. Challenges for more able students: Encouraged to do more writing; assist weaker students in pair work, whole group work	Monitoring Feedback on the work	Health promoting techniques Breaks and physical activities used. Safety rules
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why?		

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

Lesson: Reported statements	School: 74	
Date:	Teacher name: Zhanburshina Kamila	
Grade: 7	Number present:	absent:

Learning objectives	7.U6 use some reported speech forms for statements on a range of familiar general and curricular topics; 7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics; 7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> - use some target structures accurately in more controlled and freer production tasks with some support <p>Most learners will be able to:</p> <ul style="list-style-type: none"> - use most target structures accurately in more controlled and freer production tasks with some support <p>Some learners will be able to:</p> <ul style="list-style-type: none"> - use most target structures accurately in more controlled and freer production tasks with little support
Assessment criteria	Learners can use appropriately a variety of reported speech forms for statements on a range of familiar general and curricular topics; Learners can ask complex questions to get information about a limited range of general topics and some curricular topics; Learners can write with moderate grammatical accuracy on a limited range of familiar general and curricular topics.
Value links	Students develop the sense of cooperation working in pairs and learn to respect peers by listening to each other.
Cross curricular	Fashion

Level of thinking	Comprehension, application													
ICT skills	PPT, Active board, video, cards													
Previous learning:	Uniforms across the world													
Plan														
Planned timings	Planned activities	Resources												
The first stage of the lesson 3 min	Warm-up Students are given the sentence such as “I love my new hat,” Rosa said. Set one-minute time limit and have the students discuss. T to students: What did Rosa say? Ss: Rosa said that she loved her new hat. Then T elicits Ss’ answers.	Slide 4												
The middle stage of the lesson 5 min	Review T explains reported speech forms. Whenever Direct speech form is changed into Reported one, move the tense back one position. <i>For example:</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Present Simple</td> <td style="padding: 2px;">Is → was</td> </tr> <tr> <td style="padding: 2px;">Present Continuous</td> <td style="padding: 2px;">Is+ing → was+ing</td> </tr> <tr> <td style="padding: 2px;">Past Simple</td> <td style="padding: 2px;">Was/were → had been</td> </tr> <tr> <td style="padding: 2px;">Past Continuous</td> <td style="padding: 2px;">Was/were + ing → had been + ing</td> </tr> <tr> <td style="padding: 2px;">Future Simple</td> <td style="padding: 2px;">Will → would</td> </tr> <tr> <td style="padding: 2px;">Modals</td> <td style="padding: 2px;">Can → could</td> </tr> </table> To practise reported speech forms	Present Simple	Is → was	Present Continuous	Is+ing → was+ing	Past Simple	Was/were → had been	Past Continuous	Was/were + ing → had been + ing	Future Simple	Will → would	Modals	Can → could	Slide 5 Raymond Murphy. Essential Grammar in Use. – Fourth edition. – Cambridge, United
Present Simple	Is → was													
Present Continuous	Is+ing → was+ing													
Past Simple	Was/were → had been													
Past Continuous	Was/were + ing → had been + ing													
Future Simple	Will → would													
Modals	Can → could													

<p>5 min</p>	<p>Ss work in pairs and report the dialogues in the reported speech.</p> <p>Dialogue 1:</p> <p>Luke: "What are you doing here, Liz? I haven't seen you since June."</p> <p>Mary: "I've just come back from my holiday Ireland."</p> <p>Luke: "Did you enjoy it?"</p> <p>Mary: "I love Ireland. And the Irish people were so friendly. It was my first trip. Are you doing anything tomorrow?"</p> <p>Luke: "I must arrange a couple of things. But I am free tonight."</p>	<p>Kingdom : Cambridge University Press, 2015. – 319.</p> <p>Slide 6</p>
<p>7 min</p>	<p>Dialogue 2:</p> <p>Tom: What's for lunch?</p> <p>Sam: I don't know. I was thinking of pizza.</p> <p>Tom: That's what I ate yesterday. I wouldn't mind a burger.</p> <p>Sam: We're going to have to compromise. You could always get a burger, and I can get a pizza.</p> <p>To practice production activity: "While you were away."</p>	<p>Asha Poddar. Grammar Class 8. – Viraj Khand, Gomti Nagar: BFC Publication Private Limited,</p>

	<p>Ss work in pairs and write a script beginning with “While you were away ...” They create a list of messages that they record for their partner while he or she was away.</p> <p><i>For example:</i> Asem: “Hello Kamila. It’s Asem from the office. Is Miras there?” Kamila: “No, he’s popped out for a moment. Can I take a message?” A: “Yes. Do you mind telling him that the meeting tomorrow has been pushed from eleven to twelve.” K: “Meeting is now at twelve.” A: “Perfect. Thanks a million, Kamila. Bye-bye!” K: “Bye, Asem.”</p> <p>Ss have to compose what the caller is saying. The person taking the message need to say only: “Can I take a message for him/her?” Then, Ss in pairs exchanges their scripts. They take the script and change all direct speech into reported speech.</p>	<p>2021. – 180.</p> <p>Slide 7-8</p> <p>https://www.ef.com/wwen/blog/teacherzone/reported-speech-lesson-advanced-students/</p>
<p>Ending of the lesson 5 min</p>	<p>Teacher checks students answers around the class and gives comments to students.</p>	
<p>Additional information</p>		
<p>Differentiation – how do you plan to give more support? How do you</p>	<p>Assessment – how are you planning to check learners’ learning?</p>	<p>Cross-curricular links Health and safety check ICT links Values links</p>

plan to challenge the more able learners?		
monitor less able learners in group work and give further modelling and drilling support	use concept checking questions to check learner understanding of why passive is used	cross-curricular links: languages [contrasts with L1]
challenge more able learners to give multiple [and/or] answers in practice exercises	assess pronunciation in oral and checking stages of the lesson [particularly weak form 'was']	
Reflection Were the lesson objectives/learning objectives realistic? Did I stick to timings?	Answer the most relevant questions from the box on the left about your lesson.	

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

LESSON: Uniforms across the world		School:74	
CLASS: 7		Teacher: Nurgul Baitysynova	
Date:		Number present:	Absent:
Learning objectives:	7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics		

	7.S3 give an opinion at discourse level on a growing range of general and curricular topics	
Lesson objectives:	<p>All students will be able to</p> <ul style="list-style-type: none"> - Read and translate the text <p>More students will be able to</p> <ul style="list-style-type: none"> - Answer the questions - Understand specific information in reading with some support <p>Some students will be able to</p> <ul style="list-style-type: none"> - Retell the text - Complete reading task correctly without support 	
Assessment criteria:	<p>Express personal feelings and opinions in oral form with some support</p> <p>Use appropriate topical vocabulary in retelling and answering the questions</p>	
Value links	Students develop the sense of respect to their motherland	
Cross curricular links:	Geography	
Level of thinking skill	Comprehension, application	
ICT skills:	PPT, Active board, video, cards	
Previous learning:	My Amazing travels	
Plan		
Planned timings	Planned activities	Resources
Starter 3 min	<p>Lead-in</p> <p>Greetings. Students are introduced the Lesson objectives</p> <p>Brainstorming activity (WG)</p>	

	<p>1. How many countries in the world? 2. What do they wear?</p>	
Middle	<p>Activity 1. (WG) Pre – reading task: <i>Ask Ss to read the questions and explain/ elicit the meanings of any unknown words</i></p> <p>Vocabulary teach beret – берет canal– канал come to mind – ақылына келу float – жүзу gondola– гондола guard – күзет handsome–тартымды palace –сарай protect-қорғау ribbon –бау spot –анықтау straw that –сабаннан жасалған қалпақ stripe –жолақ uniform –бірыңғай формалы киім</p>	Excel for Kazakhstan grade 7
2 min		
3 min	<p><i>Answer the question:</i> What do these people in the picture do?</p> <p>Activity 2. While reading task: <i>Give Ss time to read the quiz and guess the answers</i> - Underline the new words</p>	
5 min	<p>Activity 3. (PW) (PA)Post – reading tasks: <i>Play the recording. Ss listen and follow the text in their books to check teir answers</i></p> <p>Task 1. Read the text. Who: The foot Guards (A), National Guard of Kazakhstan (B), Gondoliers (C)</p>	
5 min		PPT

Skills 9c Check these words

2 b) Read again. Who: *The Foot Guards (A), The National Guard of Kazakhstan (B) or Gondoliers (C)* ...

- 1 protect the Head of State? A B C
- 2 are popular among tourists? A B C
- 3 wear a different uniform during special events? A B C
- 4 wear different clothes in winter? A B C
- 5 need to be above a certain height? A B C
- 6 work on the water? A B C

Активация Windows

5 min

Task 2. Listen to Laura talking to Adam about her mum's new job. Choose the correct answer.

Skills 9c X

Listening

5 Listen to Laura talking to Adam about her mum's new job. For questions 1-5, choose the correct answer A, B or C.

CHECK

- 1 Laura's mum is
 - A a police officer.
 - B a secondary school teacher.
 - C an army officer.
- 2 At work, Laura's mum wears
 - A a blue uniform with a white shirt and a cap.
 - B a black uniform and hat.
 - C a black uniform with a white shirt and a hat.
- 3 Laura's mum wears a yellow jacket because
 - A it's a special uniform for police celebrations.
 - B it's her everyday uniform.
 - C it helps people to see her.
- 4 Laura's mum finds out that a crime has happened when
 - A her partner tells her.
 - B she hears about it on her police radio.
 - C she gets a phone call from the police station.
- 5 During important ceremonies, Laura's mum
 - A wears a different hat.
 - B rides a horse.
 - C wears special clothes.

Активация Windows

Task 3. Writing
Collect information, then write a short paragraph about people in your country

or other countries who wear traditional uniform. Write what they do-where you can see them-what they wear.

End
4 min

Activity 4. In pairs answer the questions.

Skills 9c

Speaking

6 In pairs ask and answer comprehension questions based on the text.

A: Where can you see The Foot Guards?
B: In London. What do they do? etc

Uniforms all over the world

A The Foot Guards

B The National Guard of Kazakhstan

C Gondollers

Activate the video player and click on the 'SHOW TEXT' button.

Cards

3 min

Feedback (WG)
KWL Chart (Know, want to know, learned)

Chart

What I know	What I want to know	What I learned

Additional information

<p>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>Assessment – how are you planning to check students’ learning</p>	<p>Cross-curricular links ICT links Values links</p>
<p>Activity 1. Differentiation by support. <i>More able students answer the questions</i></p> <p>Activity 2 Differentiation by outcome. <i>More able students understand the meanings of the new words</i></p> <p>Activity 3. Differentiation by task <i>More able students retell and discuss the text</i></p>	<p>FA. Students assess each other by smiles</p> <p>FA. Teacher assesses students by “Thumb up/down” Teacher gives comments to students.</p>	<p>Geography</p> <p>PPT, Active board, video, cards</p> <p>Students develop the sense of respect to their motherland</p>
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1: 2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1: 2:</p> <p>What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?</p>		

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