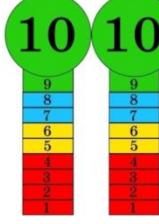
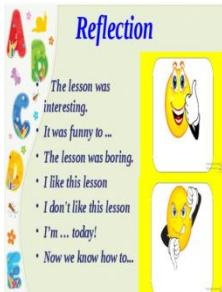


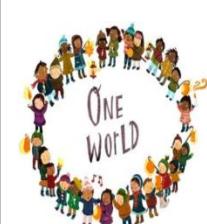
LESSON 1 Unit:6 Tradition and language		School:		
Date:		Teacher name:		
Grade: 9	Number present:	Number absent:		
Theme of the lesson:		Writing: Quebec winter carnival		
Learning objectives:		<p>9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics</p> <p>9.5.2.1 write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics</p>		
Lesson objectives:		To make your description more vivid, interesting and lively, use a variety of descriptive adjectives.		
Criteria		Listen carefully and good reading with minimum mistakes. Have a HW. Write in Copybook Vocabulary. Doing schoolwork and be active.		
Plan				
Planned timings	Teacher's activity	Student's activity	Assessment	Resources
Beginning 3 min	<p>1.Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up</p> <p>1. What have you done this weekend? 2. What's your major? 3. What are your hobbies? 4. What's your favorite food? 5. What's your favorite movies/singer? 6. What place would you like to travel to? 7. What would you do if you had 1 million dollar? 8. What is your plan next year?</p>  <p>Lead – In</p>	<p>The aim: To develop Ss speaking skills and create friendly atmosphere</p> <p><i>Students' attention is drawn to the lesson.</i></p> <p><i>Determines the topic and purpose of the lesson</i></p> <ul style="list-style-type: none"> Learners talk about favourite day previous lesson vocabulary <p><i>Students say different words from the picture and count one to hundred</i></p>	<p>At the organization moment T tries to award active Ss.</p> <p>“Good job! Well done!”</p> <p>Descriptor</p> <ul style="list-style-type: none"> - talk about favourite day <p>Total: 1 point</p>	<p>S.B. Page 73 C. B.</p>

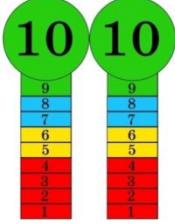
			t criteria - Learners have met the learning objectives if they can talk about	
Middle 37 min	<p>Ex:1 P:73 • Read out the Writing Tip and discuss it with Ss. Read the headings aloud and then give Ss time to read the text and match them to the paragraphs. Check Ss' answers.</p> <p>Ex:2 P:73 • Go through the Study Skills box and explain/elicit the meanings of the adjectives in the rubric. • Give Ss time to read the text and complete the task and then check Ss' answers.</p> <p>Ex: 3 P:73 • Read the rubric aloud and ask Ss to identify words that tell them for who and what they have to write. Check Ss' answers.</p> <p>Differentiation: «Verbal support» method is used to help Students use new words in the text. • Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p>	<p>Students read the article and match the paragraphs to the headings.</p> <p>Text ans: wonderful, amazing, cheerful, decorated, traditional, long, unforgettable</p> <p>ANSWERS:</p> <p>A 4 B 3 C 1 D 2</p> <p>Students read the Study Skills box. Then fill in the gaps.</p> <p>ANSWERS:</p> <p>1 annual 2 amazing 3 cheerful 4 decorated 5 traditional 6 long 7 unforgettable</p> <p>Students read the rubric and underline the key words. Answer the question.</p> <p>ANSWERS:</p> <p>Key words: magazine for teenagers, article, celebration in your country</p> <p>I am going to write a descriptive article about an event. I am writing it for teenagers to read</p>	<p>Descriptor : - read the article - match the paragraphs Total: 2 point</p> <p>Descriptor : - read the Study Skills box. - fill in the gaps. Total: 2 point</p> <p>Descriptor : - read the rubric - underline the key words Total: 1 point</p> <p>-Make CCQ</p>	<p>Cards Student's book http://youtu.be/PLnf2JbC6aY?si=_WVBAp9oomm9CLFE</p> <p>Worksheets</p> 

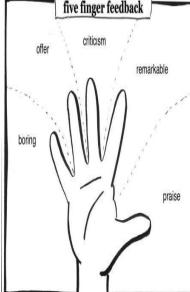
			questions Yes / No	
End 5 min	Giving the hometask. Ex: 1-2 P:47 wb Self-reflection			Workbook

LESSON 1	School:	
Unit:6		
Tradition and language		
Date:	Teacher name:	
Grade: 9	Number present:	Number absent:
Theme of the lesson:	Edutainment	
Learning objectives:	<p>9.6.3.1 use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics</p> <p>9.3.3.1 explain and justify their own point of view on a range of general and curricular topics</p>	
Lesson objectives:	To use adjectives , To listen and read for gist, to read for specific information	
Criteria	Listen carefully and good reading with minimum mistakes. Have a HW. Write in Copybook Vocabulary. Doing schoolwork and be active.	

Plan

Planned timings	Teacher's activity	Student's activity	Assessment	Resources
Beginning 3 min	<p>1.Greeting. Ask about their mood. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up</p> <p>1. What have you done this weekend? 2. What's your major? 3. What are your hobbies? 4. What's your favorite food? 5. What's your favorite movies/singer? 6. What place would you like to travel to? 7. What would you do if you had 1 million dollar? 8. What is your plan next year?</p> 	<p>The aim: To develop Ss speaking skills and create friendly atmosphere</p> <p><i>Students' attention is drawn to the lesson.</i></p> <p><i>Determines the topic and purpose of the lesson</i></p> <ul style="list-style-type: none"> Learners talk about favourite day previous lesson vocabulary <p><i>Students say different words from</i></p>	<p>At the organization moment T tries to award active Ss.</p> <p>“Good job! Well done!”</p> 	<p>S.B. Page 74 C.B.</p> 

		<i>the picture and count one to hundred</i>	Total: 1 point Assessment criteria <ul style="list-style-type: none">- Learners have met the learning objectives if they can talk about	
Middle 37 min	<p>Ex:1 P:73</p> <ul style="list-style-type: none">• Read out the Writing Tip and discuss it with Ss. <p>Read the headings aloud and then give Ss time to read the text and match them to the paragraphs.</p> <p>Check Ss' answers.</p> <p>Ex:2 P:73</p> <ul style="list-style-type: none">• Go through the Study Skills box and explain/elicit the meanings of the adjectives in the rubric.• Give Ss time to read the text and complete the task and then check Ss' answers. <p>Ex: 3 P:73</p> <ul style="list-style-type: none">• Read the rubric aloud and ask Ss to identify words that tell them for who and what they have to write. <p>Check Ss' answers.</p> <p>Ex: 4 P:74</p> <ul style="list-style-type: none">• Give Ss time to complete the quiz referring back to the module as necessary. <p>Check Ss' answers and elicit the correct answers for the false items.</p> <p>Ex: 5 P:74</p> <ul style="list-style-type: none">• Explain the task and ask Ss to work in pairs. <p>Give Ss some time to look back through the module and think of quiz questions and compile their quiz.</p> <p>Ss can exchange their quizzes with other pairs.</p> <p>Differentiation: «Verbal support» method is used to</p>	<p>Students look at the list. Choose the correct item.</p> <p>ANSWERS:</p> <p>1 shouldn't 2 can 3 should 4 can 5 will 6 might 7 can</p> <p>Students answer the question. Use the list to tell the class.</p> <p>ANSWERS:</p> <p>I think it is important to keep our traditions to remember our history and ... Students create your own festival</p> <p>ANSWERS:</p> <p>Name: Local History Day</p> <p>Place: every village/town/city</p> <p>Time: 1st June every year</p> <p>Reason: to celebrate the history of the place where people live</p> <p>Activities: exhibitions of old photos and ...</p> <p>ANSWERS:</p> <p>1T</p>	<p>Descriptor:</p> <ul style="list-style-type: none">- look at the list- choose the correct item <p>Total: 2 point</p> <p>Descriptor:</p> <ul style="list-style-type: none">- answer the question.- use the list to tell <p>Total: 2 point</p> <p>Descriptor:</p> <ul style="list-style-type: none">- create your own festival <p>Total: 1 point</p>	Cards Student's book Worksheets  https://youtu.be/bpirPuUcUZ8?si=qr4utlYO4tb6W8qD song

	<p>help Students ue new words in the text.</p> <p>● Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p>	<p>2 F (It's in the USA.)</p> <p>3 T</p> <p>4 F (Kadyr-Ata is a legendary holy man.)</p> <p>5T</p> <p>6 F (It lasts three days.)</p> <p>7 F (It takes place all over Kazakhstan.)</p> <p>8T 9T 10 T</p>	<ul style="list-style-type: none"> - go through Module 6 - write true or false <p>Total: 1 point</p> <p>-Make CCQ questions</p> <p>Yes / No</p>	
End 5 min	<p>Giving the hometask. Ex: 3 P:74 sb</p> <p>Feedback</p>		<p>Poster Success S.B.</p>	

LESSON 2		School:
Unit:7		
Music and film		
Date:	Teacher name:	
Grade: 9	Number present:	Number absent:
Theme of the lesson:	Vocabulary: Types of Films	
Learning objectives:	<p>9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics</p> <p>9.4.2.1 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics</p>	
Lesson objectives:	Learn new vocabulary. Use new words and write review.	
Criteria	Have a HW. Write in Copybook Vocabulary. Doing schoolwork and be active.	

Plan

Planned timings	Teacher's activity	Student's activity	Assessment	Resources
Beginning 5 min	<p>Greeting.</p> <p><u>Lead – In</u></p> <p>Ask students about their favourite movies and cartoon. Who their favourite musician.</p> 	<p>The aim: To develop Ss speaking skills and create friendly atmosphere</p> <p><i>Students' attention is drawn to the lesson.</i></p> <p><i>Determines the topic and purpose of the lesson</i></p> <ul style="list-style-type: none"> Learners talk about favourite film/music 	<p>At the organization moment T tries to award active Ss.</p> <p>“Good job! Well done!”</p>	<p>S.B. Page 75</p> <p>C.B.</p> <p>Pictures</p>

		<p>day previous lesson vocabulary</p> <p><i>Students say different words</i></p>	<p>point</p> <p>Assessment criteria</p> <ul style="list-style-type: none"> - Learners have met the learning objectives if they can talk about 	
Middle 37 min	<p>Ex:1 P:75</p> <ul style="list-style-type: none"> • Read out the Writing Tip and discuss it with Ss. <p>Read the headings aloud and then give Ss time to read the text and match them to the paragraphs.</p> <p>Check Ss' answers.</p> <p>Ex:2 P:75</p> <ul style="list-style-type: none"> • Go through the Study Skills box and explain/elicit the meanings of the adjectives in the rubric. • Give Ss time to read the text and complete the task and then check Ss' answers. <p>Ex: 3 P:75</p> <ul style="list-style-type: none"> • Read the rubric aloud and ask Ss to identify words that tell them for who and what they have to write. <p>Check Ss' answers.</p> <p>Differentiation:</p> <ul style="list-style-type: none"> ● Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities. 	<p>Students listen and repeat.</p> <p>ANSWERS:</p> <p>Students own answer</p> <p>Students match the reviews to the film posters.</p> <p>ANSWERS:</p> <p>1 B 2 D 3 C 4 A</p> <p>1 science fiction 2 musical 3 animation 4 action/adventure</p> <p>Students answer the question. Discuss in pairs.</p> <p>ANSWERS:</p> <p>Star Wars: The Force Awakens has broken box office records. It's a must-see.</p> <p>Have you seen Frozen? It's the perfect film for the whole family to enjoy.</p> <p>If you haven't seen in the Heart of the Sea yet, make sure you do. It's an incredible true story of human</p>	<p>Descriptor:</p> <ul style="list-style-type: none"> - read the article - match the paragraphs <p>Total: 2 point</p> <p>Descriptor:</p> <ul style="list-style-type: none"> - read the Study Skills box. - fill in the gaps. <p>Total: 2 point</p> <p>Descriptor:</p> <ul style="list-style-type: none"> - read the rubric - underline the key words <p>Total: 1 point</p> <p>Write a recommendation- 2 point (3 point if their use new vocabulary)</p>	<p>Cards Student's book http://youtu.be/PLnf2JbC6aY?si=WVBAp9oomm9CLFE</p> <p>Worksheets</p>

		courage		
End 5 min	Giving the hometask. Ex:2,3 P:48 wb	Feedback as review to film MOVIE K <hr/> MOVIE TITLE: DIRECTOR: GENRE: MY FEELINGS ABOU THIS MOVIE: <input type="radio"/> WILL WATCH IT AGAIN <input type="radio"/> I DID NOT LIKE IT AT ALL <input type="radio"/> MY NEW FAVOURITE MOVIE <input type="radio"/> VERY MOVING <input type="radio"/> MUST WATCH <input type="radio"/> EXTREMELY BORING <input type="radio"/> REGRET WATCHING <input type="radio"/> VERY FUNNY	Workbook	

LESSON 3		School:
Unit:7		
Music and film		
Date:	Teacher name:	
Grade: 9	Number present:	Number absent:
Theme of the lesson:	Film genres around the world.	
Learning objectives:	<p>9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</p> <p>9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics</p> <p>9.4.2.1 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics</p>	
Lesson objectives:	To listen and read for gist, to read for specific information.	
Criteria	Have a HW. Write in Copybook Vocabulary. Doing schoolwork and be active.	

Plan				
Planned timings	Teacher's activity	Student's activity	Assessment	Resources
Beginning 5 min	<p>Greeting.</p> <p>Checking HW.</p> <p><u>Lead – In</u></p> <p>Ask students what genres of films they know and which type thee prefer.</p> <p>Show the PPT.</p>	<p>Show their HW.</p> <p>The aim: To develop Ss speaking skills .</p> <p><i>Students' attention is drawn to the interactive desk..</i></p> <p><i>Determines the topic and purpose of the lesson</i></p>	<p>At the organization moment T tries to award active Ss.</p> <p>“Good job! Well done!”</p> <p>Descriptor:</p> <ul style="list-style-type: none"> - show hw - talk about favourite genre <p>Total: 3</p>	<p>S.B. Page 77</p> <p>WB Page 49</p> <p>C.B.</p> <p>PPT</p>

		<ul style="list-style-type: none"> Learners talk about favourite day previous lesson vocabulary 	<p>point</p> <p>Assessment criteria</p> <ul style="list-style-type: none"> - Learners have met the learning objectives if they can talk about 	
Middle 37 min	<p>Giving the students exercises</p> <p>Ex:1 Dicsucc which genre is most popular</p> <p>Ex:2</p> <ol style="list-style-type: none"> 1. Would you be an actor or a director? 2. Which genre would you choose ? 3. What would be the filming location? 4. Which actor would I invite? 5. Would you like to receive an award? <p>Ex: 3 Write in a few sentences (5-6) which countries cinematography they are interested</p> <p>Differentiation:</p> <ul style="list-style-type: none"> ● Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities. <p>Ex:5 p:77 Find the translation of the next words: strong, closing, true, aerial, praised</p>	<p>After carefully listening and reading they should do exercises</p> <p>EX:1</p> <p>Discuss with other students</p> <p>EX: 2</p> <p>Answer the questions</p> <p>Ex: 3</p> <p>Ss write which countries cinematography they are interested</p> <p>Ex: 5</p> <p>Find the translation of words</p>	<p>Descriptor:</p> <p>Total: 1 point</p> <p>Descriptor:</p> <p>- correct pronunciation while reading (1)</p> <p>- Answer the questions</p> <p>Total: 2 point</p> <p>Descriptor:</p> <p>- Writing a logically full answer</p> <p>Total : 2</p> <p>Descriptor:</p> <p>- Find the translation of words</p> <p>Total: 1 point</p>	<p>Cards</p> <p>Student's book</p> <p>PPT:</p> <p>https://gamma.app/docs/Global-Cinema-A-Journey-Through-Film-Genres-rq92ue6g26tw69p</p>

End 5 min	Giving the home work. Ex: 5 P:77 sb Self-reflection	Stickers to write their feedback 	Studentsbook Workbook
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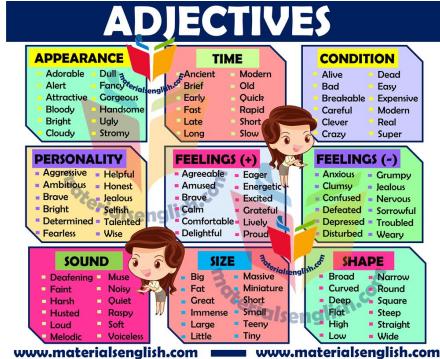
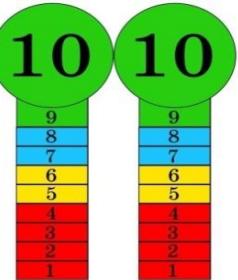
LESSON 3		School:		
Unit:7				
Music and film				
Date:		Teacher name:		
Grade: 9		Number present:		
Theme of the lesson:		Number absent:		
		What impressed you the most about the film? Relatives.Demonstratives.		
Learning objectives:		9.2.6 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.3.2 ask complex questions to get information about a wide range of general and curricular topics		
Lesson objectives:		To listen and read for gist, to read for specific information.		
Criteria		Have a HW. Write in Copybook . Doing schoolwork and be active.		
Plan				
Planned timings	Teacher's activity	Student's activity	Assessment	Resources
Beginning 5 min	<p>Greeting.</p> <p>Checking HW.</p> <p>Warm-Up. Interactive Quiz match the film.</p> 	<p>Show their HW.</p> <p>The aim: To develop Ss speaking skills .</p> <p><i>Students' attention is drawn to the interactive desk.</i></p> <ul style="list-style-type: none"> Learners match the films 	<p>At the organization moment T tries to award active Ss.</p> <p>“Good job!”</p> <p>Well done!”</p> <p>Descriptor:</p> <ul style="list-style-type: none"> - show hw - be active in game <p>Total: 3 point</p>	<p>S.B. Page 78-79</p> <p>WB Page 50-51</p> <p>C.B.</p> <p>https://learningapps.org/watch?v=pepdjvp5c25</p>

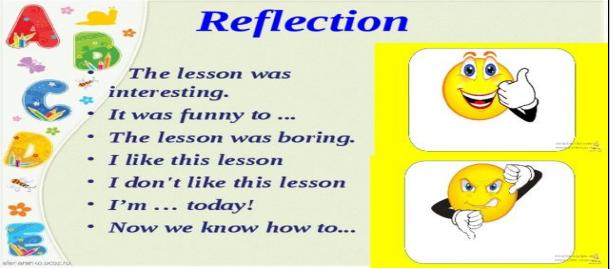
Middle 36 min	<p>Grammar Introduction</p> <p>Relatives</p> <p>Ex:1 P:78</p> <ul style="list-style-type: none"> • Explain that we use relatives (who, which, whose, when, where, why) to introduce relative clauses to identify the noun in the main clause. <p>Explain that we use who/that instead of subject pronouns to talk about people; we use which/that to talk about objects or animals; we use whose instead of possessive adjectives to talk about possession and we use where/when/why to talk about place/time/reason.</p> <p>Explain the difference between defining and non-defining relative clauses.g. defining = give essential information, non-defining = give extra</p> <p>Ex:2 P:78</p> <ul style="list-style-type: none"> • Explain the task. <p>Ex: 3 P:78</p> <ul style="list-style-type: none"> • Explain the task. <p>Give Ss time to complete it.</p> <p>Check Ss' answers</p> <p>Differentiation: «Verbal support» method is used to help Students use new words in the text.</p> <p><i>T explain</i></p> <p>Demonstratives</p> <p>This / These → close (This apple, These apples)</p> <p>That / Those → far (That tree, Those trees)</p> <p>Ex: 7 P:79</p> <ul style="list-style-type: none"> • Explain the task and give Ss time to complete it. Then elicit which words we use for things near/far from us. 	<p>Students read the theory. Say the examples in your language.</p> <p>1-ANSWER: Students own answer.</p> <p>2-ANSWER: 1) where;2)which;3)whose;4-5- 6)who;7)which ;8)when;9)who;10)why</p> <p>Students join the sentences. Answer the question.</p> <p>3-ANSWER: Defining-3;4;8</p> <p>Non-definig-1;2;5;6;7</p> <p>Students complete the sentences.</p> <p>ANSWERS: 1 those 2 This 3 that 4 these this/these-near that/those-far</p>	<p>Descriptor:</p> <ul style="list-style-type: none"> - read the theory - say the examples in your language <p>Total: 2 point</p> <p>Descriptor:</p> <ul style="list-style-type: none"> - fill the gaps - rewrite them using commas where needed <p>Total: 2 point</p> <p>Descriptor:</p> <ul style="list-style-type: none"> - join the sentences - answer the question. <p>Total: 1 point</p> <p>Descriptor:</p> <ul style="list-style-type: none"> -Say the example in eng. to Demonstratives <p>Total: 1 point</p> <p>Descriptor:</p> <ul style="list-style-type: none"> - complete the sentences. <p>Total: 1 point</p>	<p>Student's book p:78</p> <p>Worksheets</p>
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End 4 min	Giving the home work. Ex: 2 p:50 WB; Ex: 5 p:51 WB	<p><u>Self Assess your</u></p>  I can do it! I'm ready to move on!	Workbook
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Unit 6 Tradition and language		Lesson	
Teacher name:			
Date:			
Grade: 9		Number present:	absent:
Lesson title	Vocabulary: Adjectives		
Learning objectives	9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics		
Lesson objectives	Learners will be able to: -arrange sentences, speaker's ideas in a logical way as they hear it in a listening -employ subject specific vocabulary and grammar in oral discourse		
Value links	Generosity – This may be a core value of yours if you cherish people who will give their time and resources to people in need. You may consider yourself to be a generous person if you find joy and meaning in giving to others.		
Plan			

Stages / Time	Teachers' actions	Students' actions	Assessment criteria	Resources
Beginning of the lesson Warming-up 3 min	1.Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up 1. What have you done this weekend? 2. What's your major? 3. What are your hobbies? 4. What's your favorite food? 5. What's your favorite movies/singer? 6. What place would you like to travel to? 7. What would you do if you had 1 million dollar? 8. What is your plan next year?	The aim: To develop Ss speaking skills and create friendly atmosphere Students' attention is drawn to the lesson. Determines the topic and purpose of the lesson	At the organization moment T tries to award active Ss. “Good job! Well done!”	  

	<p>Lead – In</p> 	<p>Students say different words from the picture and count one to hundred</p>	<p>favourite day Total: 3 point</p>
Middle of the lesson Present ation part. 37 min	<p>Ex:1 P:63</p> <ul style="list-style-type: none"> Play the recording. Ss listen and repeat chorally or individually. Check their pronunciation and intonation. Elicit the L1 equivalents from Ss around the class.(Ss' own answers) <p>Direct Ss' attention to the pictures and elicit what Ss think the festivals may be like.</p> <p>Read out the example and then ask various Ss around the class to say similar sentences using the adjectives given for the remaining festivals</p> <p>Ex: 2 P:63</p> <ul style="list-style-type: none"> Ask various Ss around the class to use the information in the recording to talk about each festival. <p>Differentiation: «Verbal support» method is used to help Students ue new words in the text.</p> <ul style="list-style-type: none"> Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities. 	<p>Students listen and repeat. Answer the question.</p> <p>ANSWERS:</p> <p>The Omaha Pow Wow seems to be a colourful and unusual festival.</p> <p>Chinese New Year seems to be a colourful and exciting festival. It also looks artistic.</p> <p>The Roswell UFO Festival seems to be a rather weird festival. The people look serious.</p> <p>The Sand Sculpting Festival seems to be an artistic and unusual festival.</p> <p>Nauryz seems to be a serious festival</p> <p>Students listen and match the descriptions to the pictures. Then talk about festivals.</p> <p>ANSWERS:</p> <p>A 3</p> <p>B 5</p>	<p>Descriptor: - listen and repeat. - answer the question</p> <p>Total: 2 point</p> 
			<p>Descriptor: - listen and match the descriptions - talk about festivals.</p> <p>Total: 5 point</p>

		C1 D4 E6 F2	-Make CCQ questions Yes / No	
End of the lesson 5 min	Giving the hometask. Ex: 3 P:23 wb Self-reflection			Poster Success

EXCEL

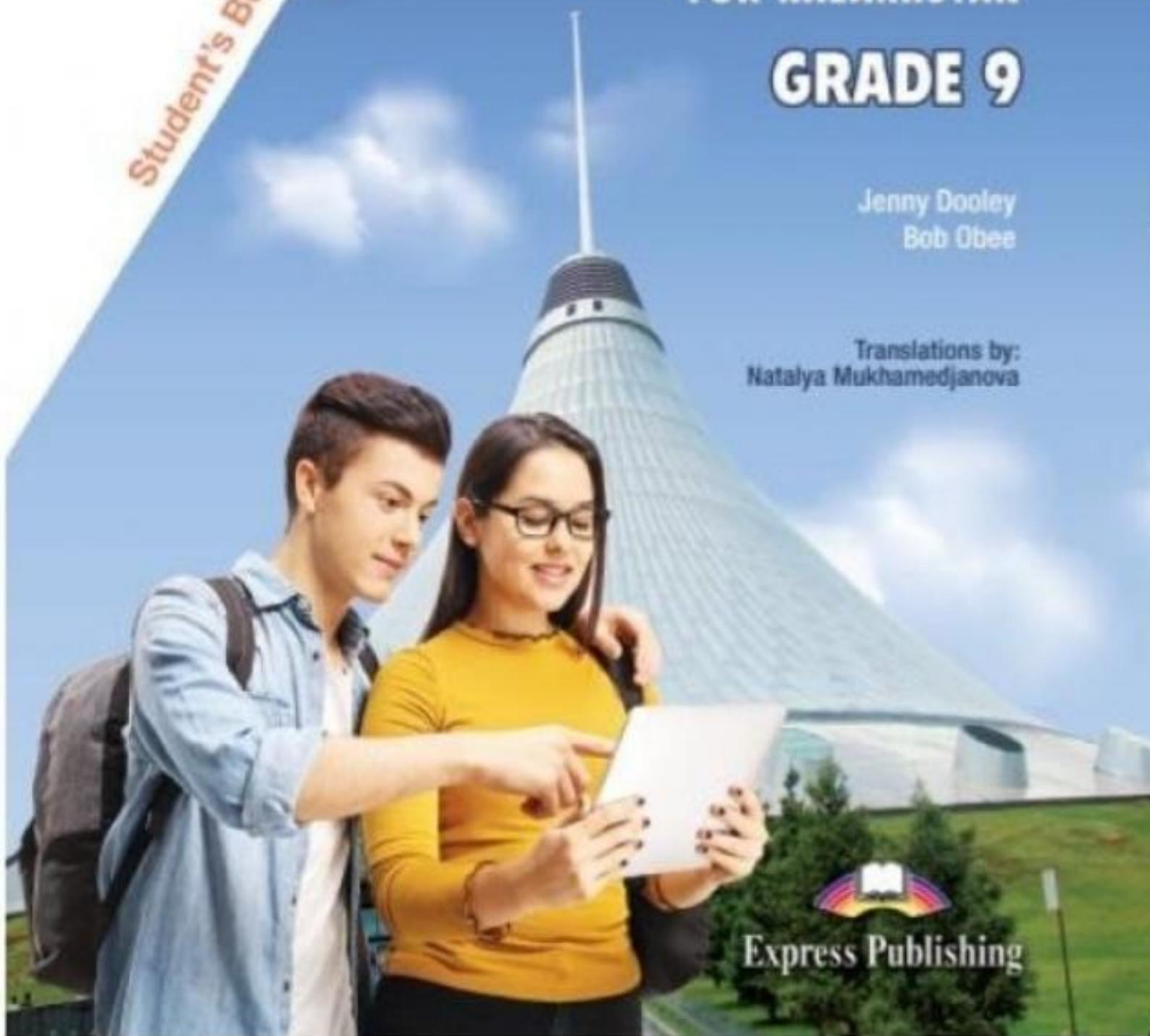
Student's Book

FOR KAZAKHSTAN

GRADE 9

Jenny Dooley
Bob Obee

Translations by:
Natalya Mukhamedjanova



Express Publishing