

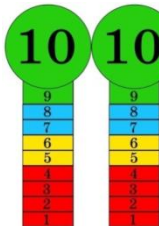
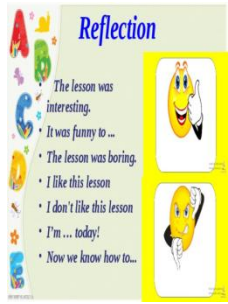




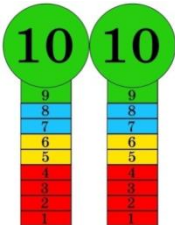


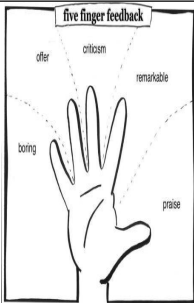
LESSON 1		School:		
Unit:6				
Tradition and language				
Date:		Teacher name:		
Grade: 9		Number present:		Number absent:
Theme of the lesson:		Writing: Quebec winter carnival		
Learning objectives:		9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics 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		
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	1.Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.	The aim: To develop Ss speaking skills and create friendly atmosphere <i>Students' attention is drawn to the lesson.</i> <i>Determines the topic and purpose of the lesson</i>	At the organization moment T tries to award active Ss. “Good job! Well done!”	S.B. Page 73 C. B.
	<div>Warm up</div> <div><div><div>1. What have you done this weekend?</div><div>2. What's your major?</div><div>3. What are your hobbies?</div><div>4. What's your favorite food?</div><div>5. What's your favorite movies/singer?</div><div>6. What place would you like to travel to?</div><div>7. What would you do if you had 1 million dollar?</div><div>8. What is your plan next year?</div></div><div></div></div> <div><u>Lead – In</u></div>	<div>• Learners talk about favourite dayprevious lesson vocabulary</div> <div><i>Students say different words from the picture and count one to hundred</i></div>	<div><u>Descriptor</u></div> <div>- talk about favourite day</div> <div>Total: 1 point</div> <div>Assessment</div>	


			t criteria - 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/elicite 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>Differentiation:</p> <p>«Verbal support» method is used to help Students use 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>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</p> <p>:</p> <ul style="list-style-type: none"> - read the article - match the paragraphs <p>Total: 2 point</p>  <p>Descriptor</p> <p>:</p> <ul style="list-style-type: none"> - read the Study Skills box. - fill in the gaps. <p>Total: 2 point</p> <p>Descriptor</p> <p>:</p> <ul style="list-style-type: none"> - read the rubric - underline the key words <p>Total: 1 point</p> <p>-Make CCQ</p>	<p>Cards</p> <p>Student's book</p> <p>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:		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 9.3.3.1 explain and justify their own point of view on a range of general and curricular topics		
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	1.Greeting. Ask about their mood. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.	The aim: To develop Ss speaking skills and create friendly atmosphere <i>Students' attention is drawn to the lesson.</i> <i>Determines the topic and purpose of the lesson</i> <ul style="list-style-type: none">Learners talk about favourite dayprevious lesson vocabulary <i>Students say different words from</i>	At the organization moment T tries to award active Ss. “Good job! Well done!”  Descriptor: - talk about favourite day	S.B. Page 74 C.B. 
	<p>Warm up</p> <ol style="list-style-type: none">What have you done this weekend?What’s your major?What are your hobbies?What’s your favorite food?What’s your favorite movies/singer?What place would you like to travel to?What would you do if you had 1 million dollar?What is your plan next year? 			

		<p><i>the picture and count one to hundred</i></p>	<p>Total: 1 point</p> <p>Assessment criteria</p> <p>- Learners have met the learning objectives if they can talk about</p>	
<p>Middle</p> <p>37 min</p>	<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:</p> <p>«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> <p>- look at the list</p> <p>- choose the correct item</p> <p>Total: 2 point</p>  <p>Descriptor:</p> <p>- answer the question.</p> <p>- use the list to tell</p> <p>Total: 2 point</p> <p>Descriptor:</p> <p>- create your own festival</p> <p>Total: 1 point</p> <p>Descriptor:</p>	<p>Cards</p> <p>Student's book</p> <p>Worksheets</p> <p>song</p> <p>https://youtu.be/bpirPuUcUZ8?si=qr4utlYO4tb6W8qD</p>

	<p>help Students use 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>5 T</p> <p>6 F (It lasts three days.)</p> <p>7 F (It takes place all over Kazakhstan.)</p> <p>8 T 9 T 10 T</p>	<p>- go through Module 6</p> <p>- write true or false</p> <p>Total: 1 point</p> <p>-Make CCQ questions</p> <p>Yes / No</p>	
<p>End</p> <p>5 min</p>	<p>Giving the homework.</p> <p>Ex: 3 P:74 sb</p> <p>Feedback</p>			<p>Poster Success</p> <p>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:		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 9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics 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		
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	Greeting. <u>Lead – In</u> Ask students about their favourite movies and cartoon. Who their favourite musician.	The aim: To develop Ss speaking skills and create friendly atmosphere <i>Students' attention is drawn to the lesson.</i> <i>Determines the topic and purpose of the lesson</i> • Learners talk about favourite	At the organization moment T tries to award active Ss. “Good job! Well done!” <u>Descriptor:</u> - talk about favourite film/music Total: 1	S.B. Page 75 C.B. Pictures
				


		<p>dayprevious 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 	
<p>Middle</p> <p>37 min</p>	<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/elicite 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><i>Students own answer</i></p> <p>Students match the reviews to the film posters.</p> <p>ANSWERS:</p> <p><i>1 B 2 D 3 C 4 A</i></p> <p><i>1 science fiction 2 musical 3 animation 4 action/adventure</i></p> <p>Students answer the question. Discuss in pairs.</p> <p>ANSWERS:</p> <p><i>Star Wars: The Force Awakens has broken box office records. It's a must-see.</i></p> <p><i>Have you seen Frozen? It's the perfect film for the whole family to enjoy.</i></p> <p><i>If you haven't seen in the Heart of the Sea yet, make sure your do. It's an incredible true story of human</i></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 recommending- 2 point (3 point if their use new vocabulary)</p>	<p>Cards</p> <p>Student's book</p> <p>http://youtu.be/PLnf2JbC6aY?si=_WVBAP9oomm9CLFE</p> <p>Worksheets</p>

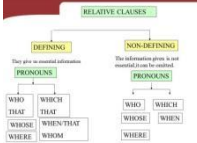

		courage		
<div>End 5 min</div>	<div>Giving the hometask. Ex:2,3 P:48 wb</div>	<div>Feedback as review to film</div> <div>MOVIE F</div> <div>MOVIE TITLE: _____</div> <div>DIRECTOR: _____</div> <div>GENRE: _____</div> <div>MY FEELINGS ABOUT THIS MOVIE:</div> <div><div><input type="checkbox"/> WILL WATCH IT AGAIN</div><div><input type="checkbox"/> I DID NOT LIKE IT AT</div></div> <div><div><input type="checkbox"/> MY NEW FAVOURITE MOVIE</div><div><input type="checkbox"/> VERY MOVING</div></div> <div><div><input type="checkbox"/> MUST WATCH</div><div><input type="checkbox"/> EXTREMELY BORING</div></div> <div><div><input type="checkbox"/> REGRET WATCHING</div><div><input type="checkbox"/> VERY FUNNY</div></div>		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:	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 9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics 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			
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	Greeting. Checking HW. <u>Lead – In</u> Ask students what genres of films they know and which type thee prefer.	Show their HW. The aim: To develop Ss speaking skills . Students' attention is drawn to the interactive desk.. Determines the topic and purpose of the lesson	At the organization moment T tries to award active Ss. “Good job! Well done!” <u>Descriptor:</u> - show hw - talk about favourite genre Total: 3	S.B. Page 77 WB Page 49 C.B. PPT

		<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 	
<p>Middle</p> <p>37 min</p>	<p>Giving the students exercises</p> <p>EX:1 Discuss which genre is most popular</p> <p>Ex:2 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> <p>Ex: 3 Write in a few sentences (5-6) which countries cinematography they are interested</p> <p>Differentiation: • Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p> <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>Students write which countries cinematography they are interested</p> <p>Ex: 5</p> <p>Find the translation of words</p>	<p><u>Descriptor:</u></p> <p>Total: 1 point</p> <p><u>Descriptor:</u></p> <ul style="list-style-type: none"> correct pronunciation while reading (1) Answer the questions <p>Total: 2 point</p> <p><u>Descriptor:</u></p> <ul style="list-style-type: none"> Writing a logically full answer <p>Total : 2</p> <p><u>Descriptor:</u></p> <ul style="list-style-type: none"> Find the translation of words <p>Total: 1 point</p>	<p>Cards</p> <p>Student's book</p> <p>PPT: 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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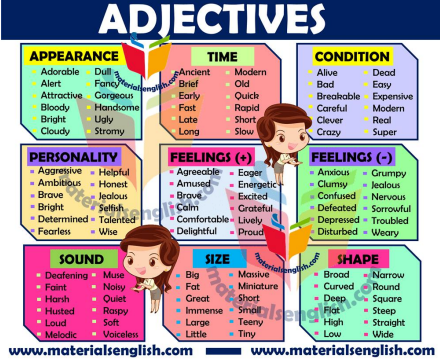
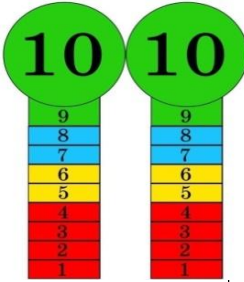
LESSON 3		School:		
Unit:7				
Music and film				
Date:		Teacher name:		
Grade: 9		Number present:		Number absent:
Theme of the lesson:		What impressed you the most about the film? Relatives.Demonstratives.		
Learning objectives:		9.2.6 deduce meaning from context in unsupported extended talk on a wide 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	Greeting. Checking HW. Warm-Up. Interactive Quiz match the film. 	Show their HW. The aim: To develop Ss speaking skills . Students' attention is drawn to the interactive desk.. • Learners match the films	At the organization moment T tries to award active Ss. “Good job! Well done!” Descriptor: - show hw - be active in game Total: 3 point	S.B. Page 78-79 WB Page 50-51 C.B. https://learningapps.org/watch?v=pepdjvp5c25

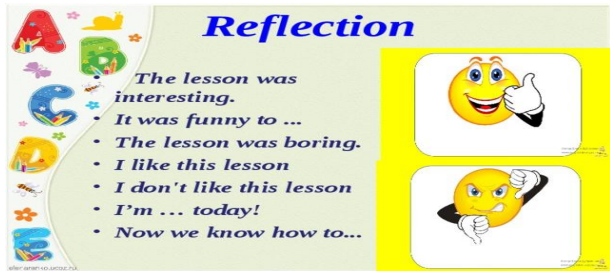
<p>Middle</p> <p>36 min</p>	<p>Grammar Introduction</p> <p>Relatives</p> <p>Ex:1 P:78</p> <ul style="list-style-type: none"> Explain that we use relatives (who, which, whose, when, where, why) to introduce relative clauses to identify the noun in the main clause. Explain that we use who/that instead 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. Explain the difference between defining and non- defining relative clauses.g. defining = give essential information, non-defining = give extra <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. Check Ss' answers</p> <p>Differentiation:</p> <p>«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:</p> <p>Students own answer.</p> <p>2-ANSWER:</p> <p>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:</p> <p>Defining-3;4;8</p> <p>Non-definig-1;2;5;6;7</p> <p>Students listen the theory. Say the examples</p> <p>Students complete the sentences.</p> <p>ANSWERS:</p> <p>1 those 2 This 3 that 4 these this/these-near that/those-far</p>	<p><u>Descriptor:</u></p> <p>- read the theory</p> <p>- say the examples in your language</p> <p>Total: 2 point</p> <p><u>Descriptor:</u></p> <p>- fill the gaps</p> <p>- rewrite them using commas where needed</p> <p>Total: 2 point</p> <p><u>Descriptor:</u></p> <p>- join the sentences</p> <p>- answer the question.</p> <p>Total: 1 point</p> <p><u>Descriptor:</u></p> <p>-Say the example in eng. to Demonstratives</p> <p>Total: 1 point</p> <p><u>Descriptor:</u></p> <p>- complete the sentences.</p> <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> <div><p>I can do t I'm ready move o</p></div> <div><p>I'm almo there. might nee bit of ex help o practic</p></div> <div><p>I don't understar need me work on t</p></div>	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. <div style="text-align: center;"> Warm up </div> <ol style="list-style-type: none"> 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 dollars? 8. What is your plan next year? 	The aim: To develop Ss speaking skills and create a friendly atmosphere Students' attention is drawn to the lesson. Determines the topic and purpose of the lesson • Learners talk about favourite day previous lesson vocabulary	At the organization moment T tries to award active Ss. "Good job! Well done!"  Descriptor: - talk about	

	<p>Lead – In</p> 	<p>Students say different words from the picture and count one to hundred</p>	<p>favourite day</p> <p>Total: 3 point</p> <p>Assessment criteria</p> <p>- Learners have met the learning objectives if they can talk about</p>	
<p>Middle of the lesson</p> <p>Present ation part.</p> <p>37 min</p>	<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:</p> <p>«Verbal support» method is used to 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>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:</p> <p>- listen and repeat.</p> <p>- answer the question</p> <p>Total: 2 point</p>  <p>Descriptor:</p> <p>- listen and match the descriptions</p> <p>- talk about festivals.</p> <p>Total: 5 point</p>	<p>Cards</p> <p>Stude book</p> <p>Worksh</p> <p>Studen book</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	 <p>Reflection</p> <p><i>The lesson was interesting.</i></p> <ul style="list-style-type: none"> • <i>It was funny to ...</i> • <i>The lesson was boring.</i> • <i>I like this lesson</i> • <i>I don't like this lesson</i> • <i>I'm ... today!</i> • <i>Now we know how to...</i> 		Poster Success

EXCEL

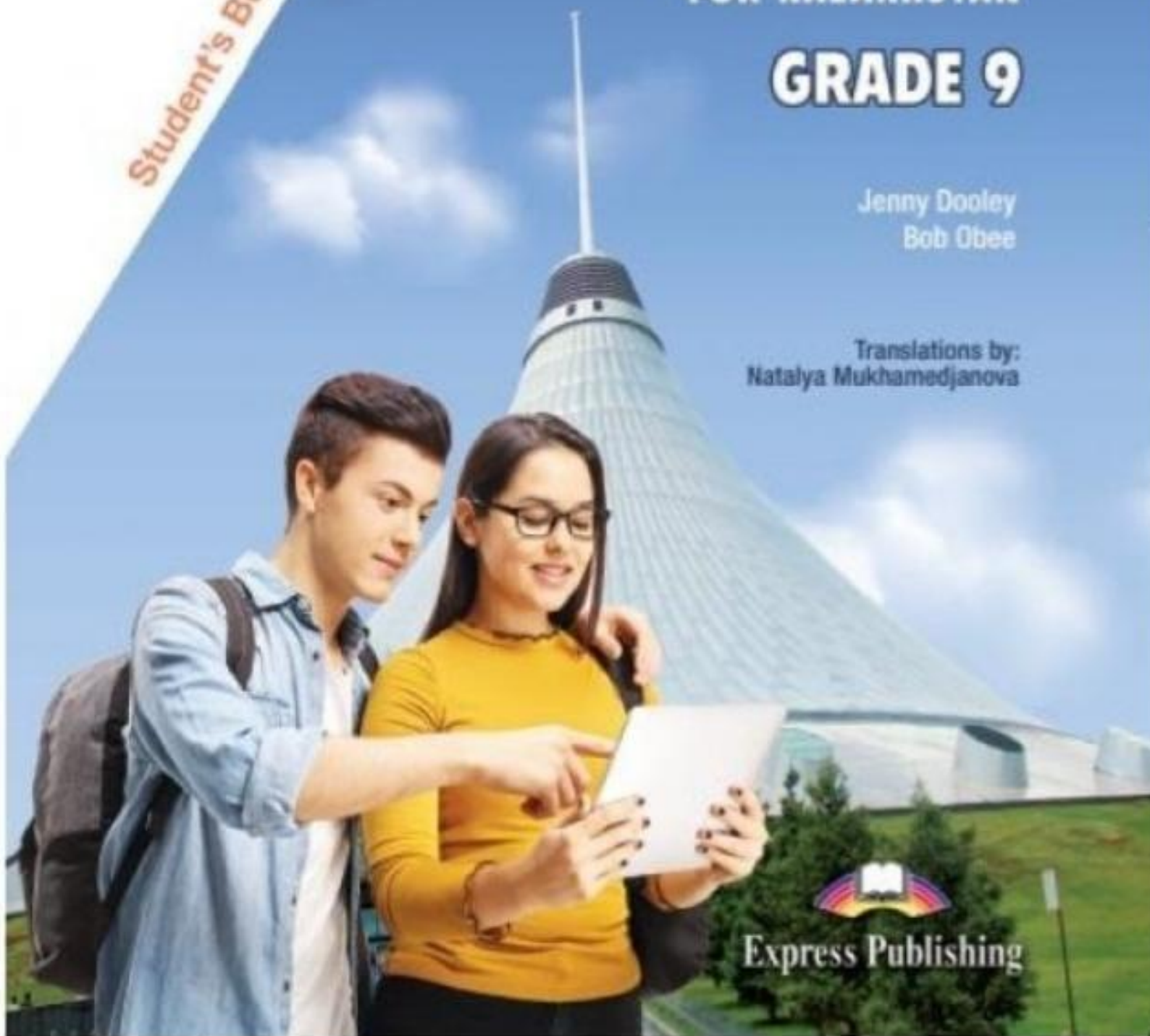
Student's Book

FOR KAZAKHSTAN

GRADE 9

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