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| **Unit:** Unit 4 Charities and conflict | | | | **School: № 6** | | |
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| **Date**: 2.12.2020 | | | **Teacher’s name: Marsambayeva M.N** | | | |
| **CLASS**: 9 Б | | | **Kalivoshka Ivan** | | |  |
| **Theme of the lesson:** Charities and conflict  Reported speech: tense changes | | |  | | |  |
| **Learning objective (s) that this lesson is contributing to** | | 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;  9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres; | | | | |
| **Cross curricular links** | | Social life | | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Greeting | Greet Ivan; *Hello, Ivan!* | | | |  | |
| Warm up | What charities are there in your country?  Do they do a good job?  • Have you ever done anything for charity?  Ask Ss to read through the questions and  initiate a s short discussion. | | | | KEY  *Suggested answers*  • There are a lot of charities and nonpro  \_it organisations in my country.  These charities aim to raise money  for the poor, the homeless, the  elderly, orphans, people with lifethreatening  diseases and other  worthy causes such as human rights  and education.  . | |
| Presentation | Draw Ss’ attention to the main picture on  the page and ask them to tell you what  they can see *(an old lady skydiving)*.  • Ask Ss to guess why she might be doing  this *(to raise money for charity)*, if they  \_ind it unusual, etc. and elicit answers.  • Ask Ss to read through the text and  underline any unknown words at the  same time.  • Ask Ss the question in the rubric and  elicit an answer. | | | | KEY  *Suggested answer*  All the people in the text did unusual  and extreme things to raise money for  di\_ferent charities. | |
| Practice | • Ask Ss to look at the table and complete it with information from the text.  • Have Ss do the activity.  • Check Ss’ answers.  • Draw Ss’ attention to the highlighted  words in the text.  • Ask Ss to try to guess what the  highlighted words mean.  • Ask Ss to read through the meanings 1-5  and check understanding.  • Have Ss do the activity.  • Check the answers with the class. | | | | KEY  Name   |  |  | | --- | --- | |  |  | | Name | David Hunt | | When | 2010 | | Where | London UK | | For which Charity | The Fire Fighters  Charity and  Cancer Research  UK | | Money Raised | Over Ј5,000 | | What did they do | He spent 48  hours without  any food locked  in a glass box  which was  hanging 30 feet  in the air from a  crane |   KEY  1. challenge  2. unharmed  3. the public  4. cause  5. on one’s behalf | |
| End | Would you do any of these activities for charity? Why / Why not?  Ask Ss the question and elicit answers.  Good Bye Ivan! | | | |  | |
| Homework | Ex 1 p 91 | | | | | |

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| **Unit:** Unit 4 | | | **School: 6** | |
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| **Date**: 4.12.2020 | | **Teacher’s name: Marsambayeva M.N** | | |
| **CLASS**: 9 Б | | **Kalivoshka Ivan** | |  |
| **Theme of the lesson:** SUMMATIVE ASSESSMENT  FOR THE CROSS CURRICULAR UNIT | |  | |  |
| **Learning objective (s) that this lesson is contributing to** | 9.4.2.1 Understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts  9.5.4.1 Use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics 9.5.5.1 Develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics | | | |

**SUMMATIVE ASSESSMENT**

**FOR THE CROSS CURRICULAR UNIT**

**Assessment criteria** Identify typical features at word, sentence and text level

**Reading**

Global warming is the biggest problem in the world today. Everyone knows about it but not everyone is trying to stop it. Many world leaders are more interested in blaming other countries for the crisis. Countries like China, India and Russia say they will not act unless America takes more action. America says it will not act until other countries take more action. It seems a little childish that leaders are acting in this way. The future of our world is at risk and governments can only argue with each other. Many presidents and prime ministers tell us that technology is the answer. They say future scientists will find solutions to save the planet. This is a big gamble. I hope they are right. I don’t believe them, so I’ll continue switching off lights and recycling.

**Task 1.** Writes True (T), False (F) or Don’t say (DS)

1. Global warming is a huge problem.
2. Everyone tries to stop Global Warming
3. Every country knows about it.
4. Every country works together to prevent Global Warming.
5. Technology will help us to solve this problem
6. I believe the scientist in future will find solution
7. I will switch off the lights
8. I will never recycling

**Writing**

**Task 2 .** Present your short essay on the topic:*‘Earth and our place in it’*. Use 1-2 arguments with examples based on your experience to support your writing.

The following questions will help you organize your conversation.

* What do you do in your life to care for the Earth?
* What natural hazards are there on Earth? Do they affect you?
* What will happen to the Earth if all humans disappear from it?
* What are your feelings towards the Earth?
* What are the main factors that influence Climate change?

**Total marks: 15**

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| **Assessment criteria** | **Task** | **Descriptor** | **Mark** |
| **A learner** |
| Identify typical features at word, sentence and text level | 1 | 1. T | 1 |
| 2. F | 1 |
| 3. T | 1 |
| 4.F | 1 |
| 5. DS | 1 |
| 6. F | 1 |
| 7.T | 1 |
| 8. F | 1 |
| Writes extended story | 2 | provides relevant content of the topic; | 2 |
| gives arguments to support his/her ideas; | 2 |
| gives appropriate examples / reasons on topic; | 2 |
| uses connectors correctly to develop his/her essay. | 1 |
|  |  |
| **Total marks** | | | **15** |

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| **Unit:** Unit 4 Charities and conflict | | | | **School: 6** | | |
| **Lesson 3** | | |  | | | |
| **Date**: 9.12.2020 | | | **Teacher’s name: Marsambayeva M.N** | | | |
| **CLASS**: 9 Б | | | Marsambayeva. M.N | | |  |
| **Theme of the lesson:** Reporting verbs | | |  | | |  |
| **Learning objective (s) that this lesson is contributing to** | | 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics; | | | | |
| **Cross curricular links** | | Social life | | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Greeting | Greet Ivan! *Hello, Ivan!!* | | | |  | |
| Warm up | Countable and uncountable nouns  • Ask Ss to give you examples of countable  (*car, woman, etc.*) and uncountable nouns  (*milk, pasta, etc.*).  • Ask Ss to read through the example and  draw their attention to the words in bold.  • Ask Ss to tell you if the noun *light* has the  same meaning in the two sentences and  elicit the answer that the meaning is different  because in the \_irst sentence it refers to the  *phenomenon that allows us to see* and is  uncountable while in the second sentence  it refers to *electric light* and is a plural  countable noun. | | | |  | |
| Presentation | • Draw Ss’ attention to the word *watch*  and ask them to tell you the di\_ference in  meaning when used as a verb (*= to look*  *at sb/sth for a period of time and observe*  *what is happening, especially on TV*) and  as a noun (*= a small clock worn around*  *the wrist*). Ask them to demonstrate the  di\_ference in meaning with their own  example sentences.  • Elicit answers (*e.g. I didn’t watch the game*  *last night. / My parents gave me a watch*  *for my birthday.*).  • Ask Ss to read through the words in the  box. | | | | KEY  1. a. supports (verb)  b. support (noun)  2. a. harm (noun)  b. harms (verb)  3. a. needs (verb)  b. needs (noun)  4. a. stay (noun)  b. staying (verb)  5. a. experiences (noun)  b. experienced (verb)  6. a. started (verb)  b. start (noun) | |
| Practice | Complete with the words in the boxes.  • Ask Ss to read each set of sentences and  words.  • Have Ss do the activity.  • Check the answers with the class  and provide Ss with any necessary  explanations. | | | | KEY  1. land  2. ground  3. manage  4. succeed  5. tip  6. fee, donation  7. earn  8. raise  9. gain  10. mature  11. ancient  12. elderly  13. old4a | |
| Feedback | Teacher will mix given words and their definition others will find out correct definition.  ground = the solid surface of the Earth  land = the surface of the Earth not covered  by water  manage (to do sth) = to achieve sth  succeed (in doing sth) = to achieve sth  fee = money paid for a particular service or  right  tip = a small amount of money given to sb  who has provided you with a service, in  addition to the official payment  donation = money given to help an  organization  raise = to gather money, usually for a  specific purpose  gain = to get or obtain  earn = to receive money as payment for  work that you do  old = having lived for many years  elderly = polite word for ‘old’  ancient = of a long time ago  mature = behaving like an adult, being well developed  emotionally  Good Bye Ivan! | | | | **Descriptor**  **Learner**  Matches words with correct definitions  For each correct answer for 1 score | |
| Homework | P 93 ex 3 | | | | | |

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| **Unit:** Unit 4 Charities and conflict | | | | **School: № 6** | | |
| **Date**: 11.12.2020 | | | **Teacher’s name: Marsambayeva M.N** | | | |
| **CLASS**: 9 Б | | | Kalivoshka Ivan | | |  |
| **Theme of the lesson:** Explaining and clarifying situations | | |  | | |  |
| **Learning objective (s) that this lesson is contributing to** | | 9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics; | | | | |
| **Cross curricular links** | | Social life | | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Greeting | Greet Ivan. *Hello, Ivan!* | | | |  | |
| Warm up | Ss do the association on theme will, be going to,  Present tenses for the future | | | |  | |
| Presentation | Future *will*  • Ask Ss to read the examples and discuss  what they remember about this tense.  • Refer Ss to the Grammar Section in the  Workbook.  • Ask Ss to read the example and tell you  what they notice about the formation of  the Future Perfect Simple (*it is formed*  *with ‘will have’ and the past participle of*  *the main verb*).  • Draw Ss’ attention to the time expression  *by eight o’clock* and explain to them that  it indicates that the action (*I will have*  *\_inished my homework*) will have been  completed before a speci\_ic point of time  in the future (*by eight o’clock*).  • Refer Ss to the Grammar Section in the  Workbook.  • Ask Ss to come up with their own  examples of the Future Perfect Simple.  • Ask Ss to read through the NOTE.  • Ask Ss to come up with their own  examples using the Present Simple to  refer to the future (*e.g. The bus leaves*  *at 8 o’clock.*). Point out to Ss that the  Present Simple is used to refer to future  timetables and schedules (*of means of*  *transportation, TV programmes, etc.*). | | | |  | |
| Practice | • Ask Ss to come up with their own  examples using the Present Continuous  to refer to the future (*e.g. Jane is visiting*  *her cousins at the weekend.*). Point out to  Ss that the Present Continuous is used  to refer to one’s scheduled plans for the  near future. Ask them to demonstrate  the di\_ference with their own example  sentences (*e.g. The \_ilm starts at half past*  *seven in the evening. / I am going to the*  *cinema on Friday.*).  • Have Ss do the activity below the  grammar box.  • Check the answers with the class | | | | KEY  1. ’ll get  2. get  3. will have left  4. ’re going to work /'re working  5. ’ll make  6. ’ll call  7. return  8. will be  9. will have \_inished  4a | |
| Feedback | **Formative Assessment**  **Complete the sentences with the Future *will*, the Future *be going to* or the *Future Perfect Simple* of the verbs in brackets.**  **1.** I promise I (not tell) anyone your secret.  **2.** Jerry (leave) the train station by the time you arrive.  **3.** I think that by this time tomorrow, Tina (collect) all the books she needs and she   (start) working on her essay.  **4.** Dave (travel) to Brazil next week. He’s already packed.  **5.**  you (help) me move the sofa to that corner, please?  **6.** Tell the truth to your parents or you (be) in trouble.  **7.** Look how fast this man is driving. He (have) an accident.  **Good Bye Ivan!** | | | | **Descriptor**  **Learner**  Writes  1. won’t tell  2. will have left  3. will have collected, will have started  4. is going to travel  5. Will…help  6. will be  7. is going to have  8. Will...have finished, won’t go | |
| Homework | P 95 ex 1 | | | | | |

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| **Unit:** Unit 4 Charities and conflict | | | **School: № 6** | |
| **Lesson 4** | |  | | |
| **Date**: 20.12.2020 | | **Teacher’s name: Marsambayeva M.N** | | |
| **CLASS**: 9 Б | | Kalivoshka Ivan | |  |
| **Theme of the lesson:** Summative Assessment for term 2 | |  | |  |
| **Learning objective (s) that this lesson is contributing to** | 9.4.2.1 Understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts  9.5.4.1 Use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics | | | |

**Summative** **Assessment** **for** **term** **2**

**Variant 1**

**I.READING.**

“STARS WANT TO SAVE THE WORLD”

Hollywood stars are beautiful, talented and generous, too. In fact most stars do some work for charity. Today lots of celebrities, like Angelina Jolie, George Clooney, and Scarlett Johansson do charity work.

In Hollywood it is fashionable to be concerned about the world and the environment. But can actors succeed where politicians failed? Well, some are succeeding very well! When a charity is connected to a star, it gets publicity. People become interested and want to help: Angelina Jolie and Brad Pitt are often in the news because of their work for charity. In 2006 when Jolie was expecting her baby, she let ‘People magazine’ print photos in exchange for a donation to a charity in Haiti.

‘We cannot ignore the fact that millions of people are suffering. I want to help’, says Jolie. Here are some celebriies who are trying to make the world a better place.

Di Caprio is a determined environmentalist. In 2007, he made a documentary *11th* *hour*, about the environment crisis caused by human actions. He flies in commercial planes and not private jets which use more fuel. He thinks that global warming is the biggest problem for humanity.

George Clooney, Matt Damon and Brad Pitt raise 5 million dollars for Darfur crisis during the premiere of *Ocean’s* *thirteen* at the Cannes Festival. Now, Clooney wants every film festival to be a charity event. After Matt Damon saw extreme poverty in Zambia and South Africa, he wanted to help other parts of Africa, too. He made a documentary called *Running* *the* *Sahara* to get support for clean water programs in Africa.

In 2001 Scarlett Johansson didn’t go to the Oscars: she preferred to tour India and Sri Lanka for the charity Oxfam. ‘It is strange to come home when you see people living in poverty’, she says, ‘It’s strange to be famous, but this means I can help a lot of people’.

**Task:** Complete the sentences using the words from the text. Write only ONE word.

1. The celebrities are considered not only attractive and gifted but also\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[1] 2. In Hollywood some celebrities are worried about the world and the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[1] 3. Some celebrities allow to print their photos in the magazines to make a\_\_\_\_\_\_\_\_\_\_\_\_\_. [1]

**Task:** Match the sentences (4-6) with the halves (A-E) to make true sentences. There are **TWO** **EXTRA** options.

4. Leonardo di Caprio doesn’t use private jets because …

[1] 5. Matt Damon made a documentary “Running the Sahara” because …

[1] 6. Scarlett Johansson didn’t go to the Oscars in 2007 because … [1]

A. this person found it more useful to travel rather than attending academy awards.

B. this person refused comforts to be environmentally friendly.

C. this person used a family member to make others to donate money.

D. this person wanted to organise charity event.

E. this person wanted to help needy countries .

**Total –** **6**

**II.WRITING**

**Read the task of** **the** **topic** **and** **write**

You are a charitable volunteer in your city and always give a hand to those who are in need: clean the apartments of the disabled people; bring food to animal refuges to feed homeless animals; organise campaigns to raise money and collect toys and clothes for the local orphanages. Your new idea is to write a formal letter to the local mayor to ask him/her for any help he/she can provide to help your charity organisation. Include in your letter the following information:

The title of your charity organisation;

What you have done/are doing already;

How you would like the mayor to help your charity organisation.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Unit:** Unit 4 Charities and conflict | | | | **School: № 6** | | |
| **Lesson 5** | | |  | | | |
| **Date**: 23.12.2020 | | | **Teacher’s name: Marsambayeva M.N** | | | |
| **CLASS**: 9 Б | | | **Kalivoshka Ivan** | | |  |
| **Theme of the lesson:** My country charities and conflict | | |  | | |  |
| **Learning objective (s) that this lesson is contributing to** | | 9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics;  9.3.3.1 explain and justify their own point of view on a range of general and curricular topics; | | | | |
| **Cross curricular links** | | Social life | | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Greeting | Greet Ivan.. *Good morning Ivan!* | | | |  | |
| Warm up | Giving money for charity  Have you ever done such activity? | | | |  | |
| Presentation | • Read out and explain the TIP.  • Ask Ss to read through the options a-e.  • Play the CD and have Ss do the activity.  • Check the answers with the class.  *When answering questions that focus on gist, don’t focus on details.*  *Try to understand the general meaning of what is being said.*  *Before you listen, read through the options given, and try to*  *imagine how the speakers might feel and what they might say.* | | | | KEY  Speaker 1: e  Speaker 2: b  Speaker 3: d  Speaker 4: a  Speaker 5: c | |
| Practice | • Read out and explain the TIP.  • Ask Ss to read through the statements a-f  and check understanding.  • Play the CD and have Ss do the activity.  • Check the answers with the class. If  necessary, play the CD again in order to  clarify any questions Ss may have. | | | | Speaker 1: e  Speaker 2: f  Speaker 3: a  Speaker 4: c  Speaker 5: d | |
| Feedback | Divide Ss into small groups and draw their  attention to the activity.  • Explain to them that they have to organise  a school event to raise money for charity.  • Allow Ss some time to make a list of  various fundraising events. As soon  as they \_inish, have them discuss the  advantages and disadvantages of each  idea.  • Draw their attention to the points in  the box and the useful expressions for  presenting advantages and expressing  contrast. Make sure they understand  everything.  • Have Ss do the activity and go round the  class helping them when necessary.  • Choose several groups to act out their  dialogues in class.  Good Bye Ivan! | | | | *Suggested answer*  • bake sale: cakes and candy are  popular, people willing to buy /  preparations difficult for students  • school play: cheap as students will  do everything, make money from  entrance fee / people unwilling to  pay for an amateur performance  • charity run: no time and money  needed to organise / needs  permission and traffic adjustments  • car wash: easy to organise / hard  work  • school bazaar: cheap and easy to  organise, held in school premises,  citizens can also donate personal  items, fun and relaxing, lots of cash  as 'one man’s rubbish is another  man’s treasure'. | |
| Homework | P 99 ex 1 | | | | | |

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| **Unit:** Unit 4 Charities and conflict | | | | **School: № 6** | | |
| **Lesson 6** | | |  | | | |
| **Date**: 25.12.2020 | | | **Teacher’s name: Marsambayeva M.N** | | | |
| **CLASS**: 9 Б | | | Kalivoshka Ivan | | |  |
| **Theme of the lesson:** The Berlin Wall | | |  | | |  |
| **Learning objective (s) that this lesson is contributing to** | | 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts; | | | | |
| **Cross curricular links** | | Social life | | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Greeting | Greet Ivan. Good morning Ivan*! How are you?* | | | |  | |
| Warm up | • What do you know about bullying?  • Where do you think bullying takes place?  • What do you know or can you guess about cyberbullying? | | | | KEY  *Suggested answers*  • Bullying is a way of terrorising,  insulting or causing harm to people,  which usually happens at school or  university. It is caused by people who  consider themselves to be stronger  or more important than others and  they humiliate those who tend to be  weaker. | |
| Presentation | Draw Ss’ attention to the layout of the text  and ask them to tell you what type of text  it is (*an article*) and where it can be found  (*in a magazine or on the internet*).  • Ask Ss to look at the picture  accompanying the text and tell you  what they see (*a man who seems sad/*  *depressed/worried*).  • Have Ss quickly read the text ignoring the  gaps and underline any unknown words  at the same time.  • Have Ss do the activity.  • Initiate a short discussion. Accept all  logical answers.  4b | | | | KEY  Open answers | |
| Practice | • Draw Ss’ attention to the TIP and explain it.  • Ask Ss to read through the sentences  a-f and make sure they do not have any  unknown words.  • Have Ss do the activity.  • Check the answers with the class. | | | | KEY  1. d 2. b 3. f 4. a 5. c | |
| Feedback | • Draw Ss’ attention to the TIP and explain it.  • Ask Ss to look at the picture and tell you  what they can see (*two men, the \_irst one*  *is sad/depressed and the second one is*  *pointing at him, probably laughing*).  • Ask Ss to read through the questions and  check their understanding.  • Get Ss to do the activity in groups and  go round the class helping them when  necessary.  • Choose several groups to report their  answers to the class.  • Alternatively, this activity can be done as a  class discussion.  Good Bye Ivan! | | | | KEY  *Suggested answers*  • Bullying can have many negative  e\_fects on people. People can feel  humiliated and depressed and it  can lead to low self-esteem and  depression.  • Yes, I have. Cyberbullying is very  common on social networking  websites, because it is easy to hide  your real identity and o\_fend people. | |
| Homework | P 101 ex 3 | | | | | |

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| **Unit 4** Charities and conflict | | | **School: № 6** | | | | |
| **Date: 30.12.2020** | | | **Teacher name:Marsambayeva M.N** | | | | |
| **Grade: 9 Б** | | | **Kalivoshka Ivan** | |  | | |
| **Theme of the lesson:** | | ***Language focus. Past simple or Past Continuous*** | | | | | |
| **Learning objectives** | | 9.4.5.1 - deduce meaning from context in extended texts on a range of familiar general and curricular topics;  9.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics; | | | | | |
| **Previous lesson** | | Unit revision | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | **Learners’ activities** | | **Evaluation** | **Resources** |
| Begining  5 min | GREETINGS  The teacher sets the lesson objectives, letting student know what to anticipate from the lesson.  What’s in this module?  Read the title of the module Reading for pleasure and ask Ss to suggest what they think it means. | | | Learner discuss | |  |  |
| Middle  30 min | **To introduce the topic; to read for specific information**  Predict the types of fiction according to the pictures. Elicit what Ss know about Bram Stoker, J.R.R. Tolkien, Don Dellilo and the famous characters they created.  **Bus Stop activity**  Divide Ss into 3 groups according to their number 1,2,3  Give them 4 min to read a definite article Group’s speaker presents the information to other groups  **To develop critical thinking skills**  Work in groups. Imagine that you are a Kazakhstani author and discuss which places in your native country would inspire you to write your novels  Present your ideas to the class  **To listen and read for specific information**  Ask Ss to look at the pictures and  Elicit their guesses as to whether people in the picture are afraid of ghost or not.  Ask Ss to read the short articles and elicit answers around the class.  **To read for specific information**  Give Ss time to read the text again and the sentences Ss mark them as true, false or doesn’t say  Critical thinking skills  **To consolidate new vocabulary**  Give Ss time to match the words in the columns to form phrases in the text | | | Learner read the short articles and elicit answers around the class.  Discuss which places inspired authors to write their novels.  Learner discuss which places in your native country would inspire you to write your novels  Learner listen and read the text to find out  Learner choose true or false sentences  Learner match the words in the columns to form phrases in the text | | *Mutual avaluation*  *Verbal evaluation*  *Individual avaluation* |  |
| End  5 min | **Reflection: a minute paper**  Fill in the following reflective car   |  | | --- | | 3words from the lesson\_\_\_\_\_  2 adjectives describing the lesson\_\_\_\_  1 activity from the lesson you like best\_\_ |   Hometask: to retell the text  **Saying goodbye** | | |  | | *Self-assessment* |  |