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| **Mission** | **Vision** | **Global citizenship** |
| Contribute to the development and well-being of intellectual and competitive people with high moral values, ready for life-long learning and changes in global and digital world. | School community is open for changes, ready to lead and responsible for themselves, the country and the world. | **Live in peace and for peace**   This is respect for the diversity of cultures, religions of people, support for inclusion, equality and anti-racism in the world, a humane attitude towards nature, openness of consciousness as an understanding of what is happening in the big world, readiness for change, the ability to adopt someone else's experience and learn from others. |

**Lesson Plan**

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| **Short-term plan Unit 1. Hobbies and Qualities (Language with content)** | | | **School:** Nazarbayev Intellectual school of Physics and Mathematics in Taldykorgan | | |
| **Date:** | | **Teacher’s name: Bussygina T.V.** | | | |
| **Professional Development Aim** | |  | | | |
| **Grade:** 9E(I) | | **Number present:** | | **Absent:** | |
| **Theme of the Lesson:** | | Unit Revision. Hobbies and Qualities. Report Feedback | | | |
| **Learning objective(s) that this lesson is contributing to** | | **9.S7** use appropriate subject-specific vocabulary and syntax to talk about an increased range of general topics, and some curricular topics  **9.C4** evaluate and respond constructively to feedback from others  **9.C5** use feedback to set personal learning objectives  **9.C7** develop and sustain a consistent argument when speaking or writing | | | |
| **Lesson objectives** | | Learners will be better able to:  -revise the information of the unit  -use speaking skills and analyse the ideas  -give constructive feedback on the reports (period 2) | | | |
| **Assessment criteria** | | - use the information of the unit to complete the tasks  - use topic vocabulary to explain the opinion  -use an appropriate style, a genre of writing  -demonstrate the ability to write grammatically correct sentences on familiar topics  -could be set with the Ls as well | | | |
| **Differentiation** | | by the degree of students’ autonomy, the use of pair work, by teacher’s and peer’s support, by pace | | | |
| **Mission, Vision, Global Citizenship** | | Instills moral values. This lesson contributes to the development of an intelligent learner who is ready for life-long learning  This lesson contributes to the development of an intelligent and responsible learner who is ready for life-long learning by developing learners’ noticing skills  Global Citizenship values are instilled through discussing and expressing thoughts about free time activities (both in Kazakhstan and the world) | | | |
| **Value links**  Respect, transparency, cooperation, patriotism and responsibility, diligence and creativity, honesty, family values and traditions, health and well-being, global citizenship | | Respect, creativity, health and well-being are instilled through the discussion work. | | | |
| **Cross curricular links** | | Humanities | | | |
| **ICT Skills** | | E-dictionaries | | | |
| **Previous learning** | | Unit material | | | |
| **Health and safety for effective learning** | | Short physical exercises in between the activities | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources**  (Include the links to meet the definition of Digital Citizenhip) |
| **Beginning**  5 minutes | **Starter:**  Teacher writes H\_\_\_\_\_ and Q\_\_\_\_\_\_ words on the board. Ls guess the unit that was covered. (Hobbies and Qualities)  Learners are presented the lesson objectives and are asked to set their personal objective. | | | |  |
| **Middle**  35 minutes  (the timing could be changed-Ls’ needs)  39 minutes | The revision lesson is designed in the form of the Origami lesson plan. This type of a plan consists of pieces that make a bigger vision by the end of the lesson.  Tell Ls that today they revise the information by working in special stations. They work both individually and in pairs.  Ask Ls to write Station 1, Station 2, (till the final station) at the top of separate pages in the notebook.  **Revision ‘Stations’**  **Station 1**  **Revision game ‘I’ll do it’**  In the notebook Ls draw a playing area of 9 squares, put numbers 1-9, listen to the instructions and the task.  They should draw: 0-true, x-false.  1. **Trustworthy** is [deserving](https://dictionary.cambridge.org/dictionary/english/deserving) of [trust](https://dictionary.cambridge.org/dictionary/english/trust), or [able](https://dictionary.cambridge.org/dictionary/english/able) to be [trusted](https://dictionary.cambridge.org/dictionary/english/trusted). 0  2.**Genuine is гениальный***.* X (подлинный, настоящий)  3. The sentence ‘**The survey was conducted two weeks ago’** is in Present Simple Passive. X (Past Simple Passive.)  4. **A** **Signature** of a person can reveal a lot of information about his personality. 0  5. It is impossible to turn your hobby into business. X (it is possible)  6. *Ambiverts h*ave traits of both introverts and extroverts. 0  7. **Contribution** is a noun of a verb ‘to contribute’. 0  8. In the first line of the report introduction, you should say what the **aim** of the report is. 0  9. You will never be asked to give **recommendations** by the end of the report. X (you will probably be asked to write them)  Answers:   |  |  |  | | --- | --- | --- | | **1**  **0** | **2**  **X** | **3**  **X** | | **4**  **0** | **5**  **X** | **6**  **0** | | **7**  **0** | **8**  **0** | **9**  **X** |   Assessment criteria: answer at least 7/9 correctly. WCF.  Tell Ls that now they work in pairs, walk around the classroom and do the tasks following the instructions on the Station papers.  Assessment criteria: do most of the tasks correctly.  **Station 2**  Ls are divided into pairs. More- ables support the challenging ones.  Ls are suggested to remember their favourite word of the Unit ‘Hobbies and Qualities’. They should take a sticky note paper, write their favourite word at the top. Then, they swap a note with a partner. Th partner should make a sentence with this word and stick the note with the sentence in the notebook on the page with the title ‘Station 2’.  Set the criteria for some of the stations together.  **Station 3**  Ls divide their notebook into 2 columns. They should Write characteristic of every type - adjectives, description. They should write at least 3 points in every column.  **Person**   |  |  | | --- | --- | | **Mainly Introvert** | **Mainly Extrovert** | |  |  |   **Station 4**  Ls shouldAgree or disagree with the saying, give reasons for your agreement or disagreement, write at least 3 points.  The experts have their say. *Gerald van Halen, Sociologist and parent*  Nothing has changed throughout the time except what we mean by ‘free time activities’.  Make sure Ls write about hobbies.  **Station 5**  Ls are suggested to write:   1. The report structure. 2. Useful vocabulary words and phrases for the report.   Do the in-between feedback on what was done this lesson.  The timing of the tasks’ completion could be different (the pace of Ls).  WCF. Explanation of the answers. MFP revision (explanation if necessary).  **Flexi-stage speaking**  Ls make questions related to the topic. Learners do a mingling activity and ask each other the questions. Teacher monitors and corrects/takes notes of good points/errors.  Teacher elicits the criteria (or set together with the Ls) for the speaking practice, e.g.: to use the new topical words correctly; to give full answers; to use a range of grammar structures correctly.  Whole class feedback.  Go back to the personal objective and do the feedback on it.  Whole class feedback. Error correction if needed.  **BREAK**  **Feedback on the report**  Briefly review the concept of peer- assessment and its benefits in improving writing skills.  Explain the purpose of the Gallery Walk: to provide constructive feedback on the reports related.  The criteria are set in a worksheet in advance.  **‘Report colouring’ self-analysis**  Before the peer-assessment Ls do the colouring on the particular parts of the report. Ls have to do the self-analysis of the report. Use red, yellow, green, blue, brown, orange colours.  **Gallery walk in teams**  Ls work in teams of 4. The groupmates read the reports, complete the assessment table, tick + or -, give a short feedback on the improvement of the reports. They swap the notebooks and start the assessment of the next learner.  Emphasize the importance of positive and specific comments, focusing on strengths and areas for improvement.  WCF  **Or**  **Gallery walk**  Display Reports: Arrange the reports around the classroom or on designated desks.  Provide Materials: Place markers, sticky notes, or comment cards next to each report for peer comments.  **Instructions for Students**  Briefly explain the criteria for assessment, focusing on clarity, coherence, incorporation of diverse perspectives.  Encourage students to spend a few minutes reading each report carefully and taking notes for feedback.  Students move around the room, reading each other’s reports. They provide a constructive feedback using markers, sticky notes, or comment cards.  **Reflection and Group Discussion**  Bring students back together for a brief reflection. Ask volunteers to share their observations, challenges, or noteworthy points encountered during the Gallery Walk.  Emphasize the importance of peer feedback in the writing process. Encourage students to consider the feedback received and revise their essays accordingly. Thank everyone for their active participation. WCF  **Flexi-stage task**  Discussion. Could be discussed as Corners’ opinions. (Yes, No). Ls go the corners of their opinion and express them.   * Personality can change over the time.   Or Progressive deletion game. Teacher writes some of the new words/phrases on the board. Then asks learners to close their eyes and erases one of the words. When learners open their eyes, they should say what word is missing. Then the teacher asks learners to close their eyes again, and so on until all the words are erased from the board. Learners then have to say all the words that were written on the board.  WCF on the lesson. | | | | W1  W1 |
| **End**  1 minute | Error correction. Learners are asked to share what they have revised during this lesson.  5-3-1: summarize today’s lesson in 5 sentences. Reduce to 3 sentences. Now to 1. Hometask: revision | | | |  |
| **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 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?** | | | | | |