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| **LESSON**  **Unit 3: Human brain** | | | **School: Evening school** | | | | |
| **Date:11.11** | | | **Teacher name: Salimzhanova NM** | | | | |
| **Grade: 12** | | | **Number present:** | | **Number absent:** | | |
| **Theme of the lesson:** | | ***Amazing human brain facts (based on the latest science)*** | | | | | |
| **Learning objectives** | | 11.L1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics  11.L4 - implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics  11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics  11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  develop listening skills through understanding information in the context of the human brain.  apply topic related vocabulary with support.  discuss topic questions in simple sentences.  **Most learners will be able to:**  apply topic related vocabulary with some support.  discuss topic questions in extended sentences.  **Some learners will be able to:**  apply topic related vocabulary with no support.  discuss topic questions in complex sentences. | | | | | |
| **Previous lesson** | | Unit revision | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities**  GREETINGS | | | **Learners’ activities** | | **Evaluation** | **Resources** |
| Begining  5 min | The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Lead-in.**  **Exercise 1 page 24.** Ask students to discuss the questions in pairs. Elicit students’ answers. | | | Students  discuss the questions | |  |  |
| Middle  30 min | **Exercise 2 page 24.** Focus on the brain diagrams and the words provided. Check meaning and pronunciation. Check answers as a class.  **Exercise 3 page 24. (Audio 1.18)** Tell students they are going to listen to a lecture and then complete the diagram. Check answers as a class.  **Exercise 4 page 24.**  Focus attention on the photos. In pairs, students describe the brain functions in different situations.  **Exercise 5 page 25.**  Ask students to read the quiz and complete it. Students do the quiz in pairs and then check their answers. Find out how well the students did in the quiz.  **Exercise 6 page 25. (Audio 1.19)**  Play the recording for students to check their answers. Check answers as a class.  **Task for inclusive student:**  Work individually.  Answer the following questions:  • What is the largest part of the brain?  • What does the part at the back of your brain?  • What parts make up the central nervous system? | | | Students  focus on the brain diagrams and the words provided.  Students listen to a lecture and then complete the diagram  Students describe the brain functions in different situations  Students read the quiz and complete it  Students do the task | | *Individual avaluation*  *Mutual avaluation*  *Verbal evaluation* | Presentation  Video and images  Handouts with task |
| End  5 min | REFLECTION  At the end of the lesson, learners reflect on their learning:  - What has been learned  - What remained unclear  - What is necessary to work on  Home task: WB ex.1-2 p.24  Ask students: *What have you learned today? What can you do now?* And elicit answers: *I can talk about 21 century working.*  **Saying goodbye** | | |  | | *Self-assessment* |  |

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| **LESSON**  **Unit 4: American English** | | | **School: Evening school** | | | | |
| **Date:23.12** | | | **Teacher name: Salimzhanova NM** | | | | |
| **Grade: 12** | | | **Number present:** | | **Number absent:** | | |
| **Theme of the lesson:** | | ***Unit Revision*** | | | | | |
| **Learning objectives** | | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics  11.S6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics  11.R7 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics 11.W1 - plan, write, edit and proofread work at text level independently on a wide range of general and curricular topics  11.W5 - develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  write a blog post on the given topic using appropriate style and plan of a given genre with support.  **Most learners will be able to:**  write a blog post on the given topic using appropriate style and plan of a given genre with some support.  **Some learners will be able to:**  write a blog post on the given topic using appropriate style and plan of a given genre with no support. | | | | | |
| **Previous lesson** | | Summative control work for the 3d term | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities**  . | | | **Learners’ activities** | | **Evaluation** | **Resources** |
| Begining  5 min | The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Lead-in.**  Ask students to describe the photo. Remind them to speculate if they are not sure what is happening. | | | Students describe the photo | | *Verbal evaluation* | Video and images |
| Middle  40 min | **Exercise 1 page 43.**  In pairs, students discuss the questions. Elicit different answers.  **Exercise 2 page 43.**  Go through the task together and check that students know what they have to include in their blog post (the advantages of the festival and a personal experience of the festival).  **Exercise 4 page 43.**  Go through the *Learn this!* box together. Students find examples of the structures in the text.  **Exercise 5 page 43.**  Go through the example together before students rewrite the remaining sentences individually. Check answers as a class.  **Exercise 6 page 43.**  Go through the task together. Allow students time to think of three advantages of a long summer holiday and the details of a holiday they enjoyed. With a **weaker class**, brainstorm advantages together.  **Exercise 7 page 43.**  If students did exercise 6 individually, tell them to compare notes with a partner.  **Exercise 8 page 43.**  Before students start writing, remind them to include an introduction and conclusion, and two paragraphs of equal length for the main body, one for the advantages and one for the description. Remind them to write a heading for the article too.  Monitor and help with grammar and vocabulary where necessary. | | | Students discuss the questions.  Students do the task  Students find examples  Students rewrite the remaining sentences individually  Students do the task  Students compare notes with a partner.  Students write their blog post. | | *Individual avaluation*  *Mutual avaluation*  *Individual avaluation*  *Individual avaluation* | Presentation  Handouts w  ith task |
| End  5 min | REFLECTION  Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use sequencing clauses for describing past events. I can write a blog post.*  Home task:  **Saying goodbye***….* | | |  | | *Self-assessment* |  |

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| **LESSON 33**  **Unit 5: The world of work** | | | **School: Evening school** | | | | |
| **Date: 13.01** | | | **Teacher name: Salimzhanova NM** | | | | |
| **Grade: 12** | | | **Number present:** | | **Number absent:** | | |
| **Theme of the lesson:** | | ***Investigating the world of work.***  ***The world of work*** | | | | | |
| **Learning objectives** | | 11.C8 - develop intercultural awareness through reading and discussion  11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics  11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:**   * Guess and define some of the topic-specific words. * Describe the most popular types of jobs in Kazakhstan.   **Most learners will be able to:**   * Guess and define most of the topic-specific words. * Identify the main jobs of the 21 century and its peculiarities.   **Some learners will be able to:**   * Guess and define most of the topic-specific words creatively. * Describe the wishes to choose a profession for life and suitable to the requirements of the 21 century. | | | | | |
| **Previous lesson** | | Unit revision | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | **Learners’ activities** | | **Evaluation** | **Resources** |
| Begining  5 min | GREETINGS  **Lead-in.**  Ask students to brainstorm different professions.   * Then ask: * *What are the most popular types of jobs in Kazakhstan?* * *Have you already thought about your future profession?* * *Would you like to be a doctor, a teacher or follow the steps of your parents?* | | | Students answer | |  | Slide (useful phrases) ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ Ð²ÑÑÐ°Ð¶ÐµÐ½Ð¸Ðµ ÑÐ¼Ð¾ÑÐ¸Ð¹ Ð·Ð½Ð°ÐºÐ°Ð¼Ð¸ |
| Middle  30 min | **Exercise 1 -2 page 44.**  Focus attention on the headline *21 century working* and explain the differences and demands of professions of centuries. Ask students to decide which professions of demands they prefer. Which jobs will be the most of (the two largest sections at the top) and least of (the smallest section at the bottom)?  **Exercise 2 p. 44.**  Focus attention on the names of professions. Check meaning and pronunciation. Check answers as a class.  **Exercise 3 p.44.**  Focus attention on the importance of the jobs. Fill in a table:   |  |  | | --- | --- | | The most interesting  job: |  | | A job for life |  | | A job on demand |  | | A well – paid job |  | | Boring job |  |   **Exercise 4 page 44.**  In groups, students listen to 4 people talking about their jobs. Match the speaker to a job and add some information about it.  Ask: Would you prefer to be…? *Why?* / *Why not?* | | | Students decide which professions of demands they prefer  Students give definitions and examples from the text, complete the information.  Students fill in a table  Students match the speaker to a job and add some information about it. | | *Mutual avaluation*  *Verbal evaluation*  *Individual avaluation* | Presentation  Video and images  Handouts with task |
| End  5 min | REFLECTION  At the end of the lesson, learners reflect on their learning:  - What has been learned  - What remained unclear  - What is necessary to work on  Home task: WB p.44 w.  Ask students: *What have you learned today? What can you do now?* And elicit answers: *I can talk about 21 century working.*  **Saying goodbye** | | |  | | *Self-assessment* |  |

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| **LESSON 41**  **Unit 6: STEM** | | | **School: Evening school** | | | | |
| **Date: 3.02** | | | **Teacher name: Salimzhanova NM** | | | | |
| **Grade: 11** | | | **Number present:** | | **Number absent:** | | |
| **Theme of the lesson:** | | ***Intelligent energy storage*** | | | | | |
| **Learning objectives** | | 11.S.2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics;  11.R.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics;  11. UE.5 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics. | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  Increase awareness of their attitude toward types of enrgy and its qualities.  **Most learners will be able to:**  Use skills such as brainstorming, discussion to gather information.  **Some learners will be able to:**  Practice expressing personal attitudes toward the topic. | | | | | |
| **Previous lesson** | | Intelligent energy storage | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | **Learners’ activities** | | **Evaluation** | **Resources** |
| Begining  5 min | **The lesson greeting**.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  Different Types of energy and their Examples: The Definitive Guide ...  Name the words related to this theme.  **Lead-in.**  **E – energy,**  **N -**  **E -**  **R -**  **G -**  **Y -**  **Make a cinquain with the word “energy”.**  A cinquain consists of 5 unrhymed lines.  Each line has a set number of syllables see below: Line 1 – 2 syllables  Line 2 – 4 Syllables  Line 3 – 6 Syllables  Line 4 – 8 syllables  Line 5 – 2 Syllables | | | Students make a cinquain with the word “energy”. | | *Individual avaluation* | Slide (useful phrases)  Pictures PPT  Cinquain |
| Middle  30 min | **The consolidation of active vocabulary:**  **Ex. 1 – 2 p.54** matching exercise  filling in a type of energy.  You can use a Venn diagram to present your theme.  There are different kinds of energy and energy comes from different sources.  One type of energy is kinetic (ki-ne-tic) energy and one type of energy is potential energy.  **Kinetic energy** is energy that is in motion. A ball bouncing is using kinetic energy.  **Potential energy** is stored energy. A ball that is sitting at the top of a hill has potential energy.  When you are sitting at your desk with your hands on your desk, your hands have potential energy. When you raise your hand or move your hand to write, your hand has kinetic energy.  Ex.3 p.54 Read and discuss the text: “***Kazakhstan 2050”***. Make a brief comment to the article.  **Do you remember any facts about energy storage system? Before discussion, do Ex. 4 p.54 (new words).** | | | Students choose the cards and make a short presentation about 2 types of energy  Students speak about the forms of energy.  Students discuss | | *Individual avaluation*  *Verbal evaluation*  *Mutual avaluation* | Writing Worksheet (new words) |
| End  5 min | REFLECTION  Ask students: *What have you learned today? What can you do now?*  Home task: WB p.54, learn new words and its definitions.  **Saying goodbye** | | |  | | *Self-assessment* |  |

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| **LESSON**  **Unit 7:** | | | **School: Evening school** | | | | |
| **Date: 17.03** | | | **Teacher name: Salimzhanova NM** | | | | |
| **Grade: 12** | | | **Number present:** | | **Number absent:** | | |
| **Theme of the lesson:** | | ***Interview and stimulus*** | | | | | |
| **Learning objectives** | | 11.S. 3 - explain and justify own and others’ point of view on a range of general and curricular topics, including some unfamiliar topics;  11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics;  11.R. 8 - select and evaluate paper and digital reference resources to check meaning and extend understanding;  11. W.4 - use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics. | | | | | |
| **Lesson objectives** | | **All learners will be able to:**   * Examine the general writing structure of a letter of complaint. * Recognize and use key phrases for writing a letter of complaint.   **Most learners will be able to:**   * Summarize a letter of complaint in accordance with the writing guide.   **Some learners will be able to:**   * Express their ideas in writing a letter of complaint without support. | | | | | |
| **Previous lesson** | | Summative control work for the 3d term | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities**  . | | | **Learners’ activities** | | **Evaluation** | **Resources** |
| Begining  2 min | The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Lead-in.**  With books closed, write the following on the board: a letter, complaint, go wrong, dissatisfied, angry, disadvantage, mess. What problems will you have while travelling or living at the hotel/ hostel? | | | Students answer | | *Verbal evaluation* |  |
| SA  35 min | **Ex.1 – 2 p. 73**.Why do people stay at the hostels? Name advantages and disadvantages of this place. **HOSTEL**  **When you don’t like something at the place you stay, you write a letter of complaint.**  Let’s look at the structure of this letter. Tell me, please if it is a formal letter or informal one?  **Ex.3 Look at the Writing Strategy.**  **Read the rule and do Ex.4 – 5 p.73**  Business Correspondence 2 - ppt video online download  **Do the task:**  Business Correspondence 2 - ppt video online download  Give a detailed analysis of a letter in Ex.5 p.73.  Ex.6 – 7 should be done in pairs. The winner is a student who will do the task without support and mistakes.  **Descriptor. A learner:**   * uses appropriate subject-specific vocabulary while speaking. * finds correct information while reading and answers the questions.   Questioning in groups. Sharing ideas.  Structuring. | | | Students follow the instruction  Students finds correct information while reading and answers the questions. | | *Individual avaluation*  *Mutual avaluation* |  |
| End  3 min | REFLECTION  Ask students: *What have you learned today? What can you do now?* And elicit answers: *I can talk about InterRailing using adverbs and adverbial phrases.*  Home task: **WB p.73/ A letter of complaint (w.b. p.75).**  **Saying goodbye***….* | | |  | | *Self-assessment* |  |

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| **Term 4**  **Unit 8. Recent advances in technology** | | | **School Evening school** | | |
| **Date:31.03** | | | **Teacher’s name: Salimzhanova NM** | | |
| **Grade 1ә** | | | **Number present:** | | **Number absent:** |
| **Theme of the lesson:** | | | ***Living with technology*** | | |
| **Learning objectives(s) that this lesson is contributing to** | | 11.C.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;  11.L.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.S.2 -ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics;  11. R.2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics. | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | |
| * Increase awareness of their attitude toward technology and discuss the importance of it. | | | |
| **Most learners will be able to:** | | | |
| * Use skills such as brainstorming, discussion to gather information. | | | |
| **Some learners will be able to:** | | | |
| * Practice expressing personal attitudes toward the topic; * Consider how technology has both improved our lives and created new threats to environmental and human health. | | | |
| **Value links** | | Value the importance of living technology nowadays. | | | |
| **Cross curricular links** | | Physics, Natural science, IT, Social science, Medicine. | | | |
| **Previous learning** | | A letter of complaint. | | | |
| **Use of ICT** | | Projector and smart board for showing a presentation, getting additional  information, playing the audio, video files. | | | |
| **Intercultural**  **Awareness** | | Accept diversity of other cultures. | | | |
| **Pastoral Care** | | Student centered teaching: respect, support.  To create a friendly atmosphere for collaborative, pair and individual work. Promote a sense of self-esteem and self-respect and respect for others among all the learners. | | | |
| **Health and Safety** | | Switch off the active board if you do not use it.  If students are tired, do physical exercise with them.  Open the window to refresh the air in the classroom during the break. | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | | **Resources** | |
| Beginning  the lesson | The lesson greeting.  The teacher sets the lesson objectives, letting | | | Slide (useful phrases) | |

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| **Term 4.**  **Unit 9.**  **The Chemistry of Clothes Money idioms** | | **School № Evening school** | |
| **Date: 12.05** | | **Teacher’s name: Salimzhanova NM** | |
| **Grade 12** | | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | | Money idioms | |
| **Learning objectives(s) that this lesson is contributing to** | * + 1. - use speaking and listening skills to provide sensitive feedback to peers;     2. - respect differing points of view;   11.L.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics;  11.S.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics;  11. UE.11 - use a wide variety of pre-verbal, post-verbal and end-position adverbs/adverbial phrases on a wide range of general and curricular topics. | | |
| **Lesson objectives** | **All learners will be able to:** | | |
| * Identify the theme, new words and use them as the basis for discussion. * Demonstrate knowledge for usage of money idioms speaking about money. Transfer information from the given information into a graphic   organizer. | | |
| **Most learners will be able to:** | | |
| * Select, compile, and synthesize information for an oral presentation * Provide a point of view in conversations and discussions; describe the plot of the story using active vocabulary. | | |
| **Some learners will be able to:** | | |
| * Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. * Make a presentation about the role of money in people’s life.. | | |
| **Value links** | Manage to earn and spend money in a right way. | | |
| **Cross curricular links** | Social science, Economics, History, Psychology. | | |
| **Previous learning** | Participle clauses. | | |
| **Use of ICT** | Projector and smart board for showing a presentation, getting additional  information, playing the audio, video files. | | |
| **Intercultural awareness** | Accept diversity of other cultures. | | |
| **Pastoral Care** | Student centered teaching: respect, support.  To create a friendly atmosphere for collaborative, pair and individual work. Promote a sense of self-esteem and self-respect and respect for others among all the learners. | | |
| **Health and Safety** | Switch off the active board if you do not use it.  If students are tired, do physical exercise with them.  Open the window to refresh the air in the classroom during the break. | | |