**LETTERS**

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**Шымкент қаласы**

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| **Learning objectives(s) that this lesson is contributing to** | | 11.5.4 - Use style and register to achieve an appropriate degree of formality in a wide variety of written genres on general and curricular topics;  11.1.1 - Use speaking and listening skills to solve problems creatively and cooperatively in groups;  11.2.1 - 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 11.2.2 - 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. | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | |
| Use some target vocabulary successfully in opinion tasks and show some gist understanding of the appropriate situation.  **Most learners will be able to:**  Use most target vocabulary successfully inn opinion tasks and show so Ame gist understanding of the appropriate situation.  **Some learners will be able to:**  Use most target vocabulary successfully in opinion tasks, read effectively for gis and identify all specific information. | | | |
| **Previous learning** | | Formal/Informal emails. | | | |
| **Assessment criteria** | | Learners have met the learning objective if they can: speak about the problems and suggest the solutions to some of the problems in the pictures. | | | |
| **ICT skills** | | Using videos& pictures, working with URLs. | | | |
| **Planned timings** | **Teacher’s activities** | | **Pupil’s activities** | **Marks** | **Resources** |
| **Beginning the lesson**  **Warming-up**  **Team work**  **10 min.** | **Organization moment :**  1.Greeting.  T give them different shapes and ask them to divide into 3groups.  I-circle  II -square  III–triangle  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | **“The wish flower**” method helps to start the lesson with good wishes to each other.  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By wishing each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. **«The praise»** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | Envelop with shapes |
|  | **Ex. 5 p. 17 To match the beginnings and ending of formal/informal emails**  • Explain the task and give Ss time to complete it. | | Check Ss’ answers.  Answer Key  1 C – formal 2 B – informal 3 A – formal | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |
| **25 min** | **Ex. 6 p. 17**  **To analyse a rubric; to prepare to write an email**  • Ask Ss to work in pairs, read the rubric and underline the key words. • Elicit the key words and then give Ss time to answer the questions. • Check Ss’ answers. | | Answer Key  You have seen this advertisement for a part-time job. The Weekly Gazette We are looking for young enthusiastic people (18-22 years old) to work as part-time writers for our Young People’s magazine.You do not need any experience in journalism, but you should be interested in local cultural events.Please apply in writing to our Personnel Department. Write your email of application.(150-200 words) 1 An email of application 2 The head of the Personnel Department of The Weekly Gazette 3 Formal 4 Dear Sir/Madam,Yours faithfully | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |
|  | **Ex. 7 p. 17 To write a formal email of application**  • Give Ss time to complete the task using the Useful Language box and their answers from Ex. 6. • Ask Ss to check their piece of writing against the Checklist before they hand it in. • Check Ss’ answers.  • Alternatively, assign the task as HW and check Ss’ answers in the next lesson. | | • Ask Ss to swap their pieces of writing and evaluate each other’s work providing feedback with the help of the Checklist. • Invite some students to read their piece of writing aloud. The rest of the class listen and comment afterwards.  Suggested Answer Key  Dear Sir/Madam, I am writing to apply for the position of part-time writer that was advertised in yesterday’s edition of your magazine. I am very interested in this position as | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |
| **Ending the lesson**  **Reflection**  **Individual work:**  **10 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  **Aim:** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember**.**  **Differentiation:** **«Conclusion»** method is used to finish the lesson. | Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | Whiteboard  Pupils Book  Poster. |