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Ө.А.Жолдасбеков атындағы №9 ІТ лицейінің ағылшын тілі пәні мұғалімі.
Шымкент қаласы

TYPES OF WRITING

Learning objectives	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics.
Lesson objectives	Learners will be able to: Learn and practise nouns to talk about types of writing; Practise asking questions about stories.
Value links	Humility – You might highly value humility if you find yourself disgusted by people who are arrogant or braggadocious, and instead find yourself gravitating to people who are always expressing their gratefulness for the blessings in their life.
Plan	

Stages/ Time	Teachers' actions	Students' actions	Assessment criteria	Resources
Beginning of the lesson 5 min	<p>Organization moment 1. Greeting. Ask about the weather.</p> <p>Warm-up</p> <ul style="list-style-type: none"> Books closed. Ask students to work in pairs to tell each other about the last three books they read. They should give details about the title, the author, and what kind of books they were. After about two minutes, stop the students. Get feedback by asking a few pairs to describe one of the books they talked about <p>Lead – In</p> <p>Five Types of Writing</p> <p>A writer communicates important information, shares ideas or entertains readers with one of five types of writing.</p>  <p>In the English language there are a variety of different writing types, knowing when to use the right one will not only make your writing look and sound better but will also help you to create more fitting documents. In this article, we are going to take a look at the various different types of writing in a little more detail.</p>	<p>The aim: To develop Ss speaking skills and create friendly atmosphere</p> <p>Efficiency: By telling the wishes they show their appreciations.</p> <p>Students say about different questions</p>	<p>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!”</p> <p>Formative Assessment</p>  <p>Good job!</p>	<p>Pictures</p> <p>Student's book</p>
Middle of the lesson Presentation part. 35 min	<p>Ex: 1 P: 104</p> <p>Focus students' attention on the quiz on page 105. Ask the class who they can see in the photos (Answers: Abay Qunanbayuli who they talked about in unit 8; Oliver Twist; and Akira.)</p> <p>Allow students a few minutes to</p>	<p>Students do the quiz and check their score</p> <p>ANSWERS:</p> <p>1 b 2 b 3 a 4 b</p>	<p>Assessment criteria</p> <p>Learn and practise nouns to talk about types of writing.</p> <p>Descriptor:</p> <p>- do the quiz and check</p>	 <p>Cards</p>

	<p>answer the quiz questions. Tell them to write their answers on a separate piece of paper. Weaker students can work in pairs.</p> <p>Ask the students to give their answer sheet to another student. Go through the quiz answers with the class. Make sure they keep the score – one point for a correct answer, no points for a wrong answer.</p> <p>Differentiation: «Verbal support» method is used to help Students use new words in the text.</p> <p>Ex: 2 P:104 Explain the task and do an example together to make sure students know what they have to do, pointing out that only one item on the left matches an item on the right.</p> <p>In a stronger class, ask students to do the activity individually before checking their answers in pairs. In a weaker class, check their understanding of the vocabulary and ask them to do the task in pairs. Check answers as a class. Ask students to think of more examples of each type of writing.</p> <p>Ex: 4 P:104 Explain the task and do the first question with the class. If necessary, review when we use wh- questions, e.g. Ask the class ‘Who is your maths teacher?’ (person) ‘When is your Geography class? (time), etc. Circulate and monitor. Give assistance where necessary.</p>	<p>5 a 6 b 7 b 8 b</p> <p>Students look at the phrases in blue in the quiz. Match the types of writing with the names of the characters ANSWERS: 1 c 2 f 3 d 4 g 5 a 6 h 7 b 8 e</p> <p>Students complete the questions with a wh- or how question word ANSWERS: 1 What 2 Why 3 Who 4 Where 5 When 6 Which 7 How</p>	<p>their score</p> <p>Assessment criteria: Practise asking questions about stories.</p> <p>Descriptor: -complete the questions with a wh- or how question word</p> <p>Make CCQ questions Yes / No</p>	Worksheets						
<p>End of the lesson 5 min</p>	<p>Home task: Ex: 1 P: 60 WB</p>	<p>“KWL chart”</p> <table><tr><td>Know</td><td>Want to know</td><td>Learned</td></tr><tr><td></td><td></td><td></td></tr></table>	Know	Want to know	Learned				<p>Students use their stickers to show their knowledge according to the lesson.</p>	<p>Poster KWL chart</p> 
Know	Want to know	Learned								

