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**ДӘУЛЕТ Адиля Сәкенқызы,**

**А.С.Пушкин атындағы №1 мектеп-гимназиясының ағылшын тілі пәні мұғалімі.**

**Шымкент қаласы**

**TELEVISION. GRAMMAR; WAS-WERE**

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| **Learning objectives(s) that this lesson is contributing to:** | 8.C7 Develop and sustain a consistent argument when speaking or writing;8.R2 understands specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts. |
| **Lesson objectives:** | * identify the meaning of the text about reality TV;
* apply regular and irregular verbs.

express ideas about reality TV building extended sentences. |
| **Value link:** | Information and media literacy. |

**Plan:**

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| --- | --- | --- | --- | --- |
| **Part of the lesson/time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources** |
| **Beginning of the lesson****Warming-up****Team work****3 min.** | **Organization moment:**1. Greeting.Ask about the weather.T divides the class randomly.Divide the class into three teams: 1. First, 2. Second, 3. ThirdT asks Ss to sit as a team**Dividing into groups****«Number sort»** | **Increasing students psychological motivation.**T: Stand in a circle. The first student says the phrase «I wish you…» to the second student and the second student says, «Thanks» and this continues in the chain circle.S1: I believe you can do the best in this lesson.S2: Yes, I can! I believe you can answer all the teacher`s questions.**The aim:** To develop Ss speaking skills and create a friendly atmosphere**Efficiency:** By telling the wishes they show their appreciation. | At the organization moment, T tries to award active Ss. **«The praise»** method is User to evaluate Ss with phrases like:“Good job!Well done!” | Сards |
| **Pre-learning****«Brainstorming» method****Team work****5 min.** | T puts on the board sentences in a mess.T asks Ss to scramble the sentence.**In differentiation** part **«Think and Share »** method was used to check up student’s vocabulary knowledge and speakingAfter that T introduces the aim and theme of the lesson. | Ss look at the board.Put the words in correct order and scramble the sentences.Use the structure of was/were.Work as a team.**Aim:** revision of previous lesson**Efficiency:** Ss refresh their mind before starting new theme. | **Descriptor:**-know structure-can put the words in orderTotal: 1pointPraise Ss who have more cards and could name the cards. | WhiteboardCardsStudent’s book |
| **Middle of the lesson****Presentation part****Team work****8 min.** | T sets the lesson objectives, letting students know what to anticipate from the lesson.Warm up. Free talk.-What does it mean "reality show"?-What reality shows do you watch?-Do you know any reality shows that are about teenagers?-Would you like to go on a reality show? | Ss listen to the T’s questions and answer the questions. | **Descriptor:****-**Сan follow the instruction;-Сan make sentence with going to.Total: 1point | WhiteboardStudent’s Book |
| T discusses the photos with the class. Ex 1 p 34. | Ss predict which photo is correct and then listen.Answers:C | T praise active Ss with phrases such as: “Good job!Well done!” “One more time, please” | WhiteboardStudent’s bookPoster |
| **Team work****6 min.** | T gives exercise 2 on page 34 as a team work.T encourages Ss to find the correct place in the text which contains the information they need.**Aim:** read for specific information**Efficiency:**To develop Ss critical thinking skills and reading skills**Differentiation:** **«Verbal support»** method is used to help Ss use new grammar in the sentences. | Ss read the text again and choose the correct answers.Ss check their answers orally.Answers:1) b 2) c 3) b 4) c 5) a | **Descriptor:**-cooperate as a team-find specific informationTotal: 1point | WhiteboardStudent’s book Poster |
| **Individual work****8 min.** | T looks at the examples with Ss and remind them that regular verbs end in –ed in the past simple form, and irregular ebbs do not end in –ed.**Aim**: practice grammar.**Efficiency:**To develop Ss writing skills and critical thinking skills **Differentiation:** **«Verbal support»** method is used to help Ss use new words in the sentences. | Ss write their answers before checking in the textPresent to the class | **Descriptor:**-can use grammar.-can make predictionTotal: 2 points | WhiteboardStudent’s book |
| **Work in pairs****5 min****Speaking task** | T gives exercise 5 on page 34 as a pair work.**Aim:** practice speaking**Efficiency:**Ss use new grammar and practice it with groupmates.**Differentiation:** **«Think, pair, share» method** is used to develop their speaking and listening skills. | Ss ask and answer the questions in pairsDiscuss. | **Descriptor:**-can ask and answer the questions-1point.-can follow the grammar structure-1 point-can work in pairs -1point. | WhiteboardStudent’s bookPoster |
| **End of the lesson****Reflection****Individual work:****5 min.** | The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder. | Ss use their stickers to show their knowledge according to the lessonGreen- I understoodYellow-I have some questionsRed-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. | **Descriptor:**Use key phrases effectively.-can use grammar correctly-can make a dialogue- 2points.Ss evaluate each other and encourage classmate with phrases like:Well done! Brilliant! Good job! I like it! | WhiteboardStudent’s book Poster: Success Ladder. |