**ИИН 000122601209**

**Ватсап телефоны 87752848569**

**ДӘУЛЕТ Адиля Сәкенқызы,**

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

**Шымкент қаласы**

**TELEVISION. GRAMMAR; WAS-WERE**

|  |  |
| --- | --- |
| **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:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. Third  T 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 speaking  After 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 order  Total: 1point  Praise Ss who have more cards and could name the cards. | Whiteboard  Cards  Student’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 | Whiteboard  Student’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” | Whiteboard  Student’s book  Poster |
| **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 information  Total: 1point | Whiteboard  Student’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 text  Present to the class | **Descriptor:**  -can use grammar.  -can make prediction  Total: 2 points | Whiteboard  Student’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 pairs  Discuss. | **Descriptor:**  -can ask and answer the questions-1point.  -can follow the grammar structure-1 point  -can work in pairs -1point. | Whiteboard  Student’s book  Poster |
| **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 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. | **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! | Whiteboard  Student’s book Poster: Success Ladder. |