**Short term plan: Term 3**

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| **Unit 5 Readingforpleasure** | | **Lesson 49** | |
| **School** | | **№13** | |
| **Teacher name:** | | **Абдуллаев Ж.Ф** | |
| **Date:** | | **02.09.2025** | |
| **Grade: 9 г,д,е** | | **Number present:** | **absent:** |
| **Lesson title** | **Vocabulary and language Focus. Literary genres.** | | |
| **Learningobjectives** | 9. 2. 6. 1 to determine the meaning from the context in a long conversation on various general and educational topics;  9. 3. 4. 1 to respond to unexpected comments within general and educational topics with a certain level of  9. 4. 2. 1 understand specific information in texts within the context of familiar general and reading topics, including some longer texts; | | |
| **Lesson objectives** | **Learners will be able to:**  **-** Learn how to make compound nouns to describe literary genres.  - Practice using complex compound nouns to describe books.  - Do a quiz on recognizing literary genres. | | |
| Valuelinks | "Law and Order"  Know the basics of the legal system and human rights | | |
| **Plan** | | | |

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| Stages / Time | Teachers’ actions | Students’ actions | Assessment criteria | Resources |
| Beginning of the lesson  *5 min* | 1.Greeting.  Ask about the weather.  ***Warm-up***  With books closed, write literature on the board. Ask students what they think it means. Ask: Are all novels literature? Encourage them to come to a conclusion by themselves. You might want to tell them literature often refers to books in which the writing is considered superior.  ***Lead – In***  **Ценности Трудолюбие и профессионализм**  **Инициативность и использование возможностей**  C:\Users\Evrika\Desktop\vUTlVrqwrS43AFMzz0YVGA.jpg | **The aim:**To develop Ss speaking skills and create friendly atmosphere  **Efficiency:**By telling the wishes they show their appreciations . | 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!” | Sheets of peppers  Pictures of to be  <https://images.app.goo.gl/WFW4ZRoifs8i95fPA> |
| Middle of the lesson  Presentation part.  35 min | **Ex:1 P:56**  In pairs, students make a list of all the genres of books they can remember. Set a time limit.  Ask a pair to read their list out and ask other students to add to it  **Differentiation:**  ***«*Verbal support*»*** method is used to help Students use new words in the text.  **Ценности Трудолюбие и профессионализм**  **Инициативность и использование возможностей**  **Ex: 2 P:56**  Ask a few students about the books they like to read. Ask: What genre is it? Then ask for more details. When was it written? If students say it was written a few years ago, tell them it is a contemporary novel. Ask: Who tells the story? Does the writer use I (the first person) or do they talk about the main character as he / she (the third person)?  Continue to ask questions about the theme, building up a description of the book, until you can produce a description such as It’s a contemporary novel about teenagers, written in the first person  **Ex: 3 P:56**  Draw students’ attention to the book covers in the quiz. In pairs and without reading the texts, students decide what the genres are from the cover photos.  Invite students to give their answers to the class and explain why they came up with their description.  **Ценности Единство и солидарность. Уважение к разнообразию мнений и культур**  **Ex: 4 P:57**  Remind students of the books in exercise 3. Ask them what the names of the books are and to briefly summarize them.  Tell students they are going to listen to five people talking about the books and that they need to listen to what they say and match their descriptions with the books.  Allow students to check their answers in pairs before replaying the recording.  **Ценности Единство и солидарность. Уважение к разнообразию мнений и культур**  **Ex: 5 P:57**  Focus students’ attention on the five descriptions of books on page 57 and the table. Tell students that each description is for a different type of book.  Explain that the table will give students the word order for complex noun phrases the need to use to describe the genres.  Students work in pairs to create phrases.  Check answers as a class and go through any differences students have in their descriptions. | Studentsin pairs, make a list of all the genres of books you know.  **ANSWERS:**  adventure story, romance, horror, science-fiction, mystery, crime, humorous, thriller, poetry, drama  Students put the words in order to make complex noun phrases to describe books  **ANSWERS:**  1 nineteenth century romantic poetry  2 historical drama about social injustice  3 romantic novel told in the third person  4 twentieth century adventure story from an animal’s point of view  5 nineteenth century gothic novel told in the first person  Students read the literary extracts . Then match them with the descriptions in exercise 2  **ANSWERS:**  A nineteenth century romantic poetry  B historical drama about social injustice  C romantic novel told in the third person  D twentieth century adventure story from an animal’s point of view  E nineteenth century gothic novel narrated in the first person  Students listen to two people talkingabout the books in exercise 3. Which ofthe books A–E are they talking about?  **ANSWERS:**  1 Call of the wild  2 Daffodils  3 Wuthering Heights  4 Persuasion  **5** The prince and the Pauper  Students read the information about genres, and describe them using words in the table.  **ANSWERS:**  **2** historical poem  **3** contemporary fiction  **4** contemporary spy story  **5** Victorianhorrorstory | **Descriptor:**  -work in pairs  - make a list of all the genres  **Descriptor:**  - put the words in order  - make complex noun phrases  -Make CCQ questions  Yes / No  **Descriptor:**  - read the literary extracts  - match them with the descriptions    **Descriptor:**  - listen to two people talking  -match their descriptions with the books  **Descriptor:**  - read the information  - use words in the table | Student’s book |
| End of the lesson  5 min | Giving the hometask.  Ex: 1 P:38 wb  **Self-reflection** | **Peer-assessment**. Two stars and a wish.   * You did a really good job on ... * I really like how you ...   Maybe you could ... | Students use their stickers to show their knowledge according to the lesson. | Poster Success  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐ°Ð¿Ð°Ð»Ð°Ò ÑÐ¾ÑÐ¾ |