****

920821402523

ЖАКИПОВА Макпал Абдуллаевна,

«Жамбыл атындағы №39 жалпы білім беретін мектеп»

коммуналдық мемлекеттік мекемесінің

ағылшын тілі пәні мұғалімі

Түркістан облысы, Мақтаарал ауданы

**MODAL VERBS**

|  |  |
| --- | --- |
| Learning objectives(s) that this lesson is contributing to: | 6.UE.13 use modal forms including, mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics;  6.L.5 understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics;  6.R.4 read independently a limited range of short simple fiction and non-fiction texts; |
| Lesson objectives: | **All learners will be able to**   * Use the structure modal verbs correctly in sentences   **Most learners will be able to:**   * Ask and answer the questions   **Some learners will be able to:**   * Speak about their abilities and possibilities. |

**Plan:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Part of the lesson/Time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Student task requiring special knowledge** | **Resources** |
| **Beginning of the lesson**  *Warming-up*  **2 min.**  Team work  **3 min.**  *Division into groups*  ***«Random sort»***  **2 min.** | *I. Organization moment:*  The lesson greeting.  The teacher asks the students and uses “best wishes” method.  Teacher gives strings students to say warm words to each other.  *II. Checking up the home task.*  T asks from students about must/ mustn’t. T uses word wall program in checking home task.  Teacher distributes cards of the irregular verbs randomly.  First group name called “a” and second group name called “b”. Choose one card and divide. | ***Ss*** should continue saying good words, wishes to each other passing the string.  Be happy  Be healthy  Save your family  **The aim:** develop students speaking skills and helps to break down their shy habits.  **Efficiency:**By passing the string Ss feel good atmosphere.  Ss look through new words and divide them into 2 groups. | At the organization moment T tries to award active Ss.  *«The THUMBS»*method is used to evaluate Ss with phrases like:  “Good job!  Well done!”  **Descriptors: a leaners**  -review the vocabulary;  -work in group.  *By the method of*  *‘THUMBS’*  *C:\Users\FLOX\Downloads\images (3).jpg* | T saying good words, wishes and student should continue to say best wishes with **teacher support.**  Student does the task by matching pictures. | *PPT slides*  *Pictures*  *Worksheets*  *Cards* |
| *«Brainstorming» method*  **3 min.**  **“Predicting”** | *III. Presentation of new lesson.*  T asks answers the questions.  **“Education tree”**  After that T introduces the aim and theme of the lesson. Teacher should writes what they know about new theme what they want to know. | After writing T tries to answer all the questions and appreciate their work saying  “well done”, “Excellent”  **In differentiation** part **«Discussion»** method was used to check up student’s vocabulary knowledge. | **Descriptor:**  -identify the meaning  - know vocabulary for the topic.  Praise Ss who has more cards and could name the cards.  **Efficiency:** Ss refresh their mind before starting new theme. | Student looks at the slides or cards and say actions with teacher support. | *Blackboard*  *PPT*  *Cards*  *Student’s book* |
| **Edutainment**  *Listening task*  **5 min.**  Individually work  **7 min.**  *Writing task* | *IV. Grammar*  **Explain new theme.**  **Video. Modal verbs. Can’t, may, should, ought/could to, might, shouldn’t, oughtn’t to**  T explains be going to of English grammar.  *Modal verbs show possibility, intent, ability, or necessity. Because they’re a type of auxiliary verb (helper verb), they’re used together with the main verb of the sentence.*  *Modal verbs are quite common in English, and you’ve probably seen them hundreds of times without actually knowing their name. The most frequently used ones are:*  *can could*  *may might*  *should would*  *will must*  Work with worksheet  T gives cards to each student.  Students look at the card and make a sentence.  Exercise 8  Read the examples. Say them in your language. Find examples in the text on p54. T use tarsiya method in reading task.    ***Aim:*** improve grammar | Learners write grammar rules and pay attention to the screen and repeat after the teacher and try to learn by heart of the today’s lesson  Students look and make about present simples.  **Differentiation:** «Verbal support» method is used to help Ss use have got.  Ss make a sentences and use grammar  Answer the questions  Ask various Ss around the class to read out an example and give the L1 equivalent. Ss’ own answers.  ***Aim:*** improve grammar and reading skill  ***Efficiency:***  Elicit examples from the text  **Answer Key:**  It might help with pain, you should drink some ginger, honey may help sore throats. | **Descriptor:**  -can listen and repeat  - can make a sentences  *Stickers*    *‘excellent’*  *‘well done’*  *‘good job’*  **Descriptor:**  **-**can read the sentences  **-**can find examples  *Assessment by the method of*  *‘DOLLARS’* | Student listens rules and use practice. Teacher gives worksheets about **modal verbs** and explains how does task.  Student reads the sentences and to find new words in the text. | *Ppt*  *Slides* |
| **Middle of the lesson**  Individual work.  **7 min.**  *Vocabulary* | T asks a question*.*  Listen and repeat. What are these words in your language?  *V. New words*  Teacher introduces new words:  *Headache*  *Relax*  *Refresh*  *Toothache*  *Stomach ache*  *Sore throats*  *Cough*  Use the phrases to write or say sentences.  ***Aim:*** work with group  **Efficiency:**  To develop Ss critical thinking skills | Leaners answer the question.  Learners write new words and pay attention to the screen and repeat after the teacher and try to learn by heart the new words of today’s lesson  Students look and think about meanings.  **Differentiation:** ***«*Verbal support*»*** method is used to help Ss use verbs “play or like” in the sentences.  After that play **“a memory game”** to learn the lexical material by heart, by cleaning out one word each time. | **Descriptor:**  -can make a sentences  -can use active vocabulary  *By the method of “COINS”* | T introduces the new words. S writes or repeats vocabulary. Matching new words with pictures. | *Whiteboard*  *PPT*  *Student’s book*  *Dictionary* |
| Pair work  **5 min.**  *Orally task* | Exercise 9  T gives 3 minutes to answer the questions. Students can work in group. Complete the questions and answers. Rewrite the sentences using appropriate modal verbs. T does example of exercise.  *1. You can’t swim after you have eaten lunch.*  **The first group:**  2 You shouldn’t/oughtn’t to eat too much junk food.  3 Can I bring you some hot tea?  **The second group:**  4 Can/May I go home early? I don’t feel well.  5 We might order takeaway later. | Ss look at the exercise 2 during 3 min.  Comprehension questions.  **Differentiation:** ***«*group support*»***  ***Aim:*** *improve student’s speaking and thinking skills*  **Efficiency:** determine whether the sentences are lesson or repeat. | *By the method of*  *‘MICROPHONE’*  **Descriptor:**  **-**complete the sentences.  -work in group  *By the method of*  *‘DOLLARS’* | S do tasks by handouts. | *PPT*  *Worksheets* |
| *Refreshment*  **5 min.**  *Speaking task* | *IV. A refreshment moment*  ***Method:*** “two truths and a lie”  Ss say 2 truths and 1 lie about people’s jobs in order, without repeating each other.  ***Aim:*** *can find true information and know last news about technology*  **Efficiency:** collect information and develop their knowledge | Ss listen to the teacher instruction. And play the game following the instruction.  Students have to find whether the given information is true or false.  **Differentiation:** ***«*teacher support*»*** | **Descriptor:**  -say truth and lie sentences  -work in group  *Assessment criteria By the method of “CANDY”* | S listen the information about health and answers that true or false. | *Video*  *Student book*  *Copybook* |
| Individual work  **3 min** | *VII. Work with worksheets*  T gives cards to each students.  Students look at the card and make a sentence.  ***Aim:*** *to check their knowledge*  **Efficiency:**  To develop Ss writing skills **Differentiation:** ***«*Verbal support*»*** method is used to help Ss use have got. | Ss make a sentences and use grammar  Answer the questions  Students write correct form of sentences | *‘excellent’*  *‘good job’*  *‘very well’*  *‘super’*  **Descriptor:**  **-**can use grammar in the make a sentence  1 point. |  | *Student’s book*  *Whiteboard*  *Student’s book*  *PPT Blackboard* |
| **End of the lesson**  **3 min.**  *Reflection*  Individual work | Home task. Write a topic.  *VIII. Reflection*  Teacher puts app’s cards with a LIKE, SHARE and COMMENT cards.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can write the lesson understand to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | Students write to YOUTUBE paper about remember from on lesson.  - What has been learned  - What remained unclear  - What is necessary to work on lesson. | **Descriptor:**  Write on the theme “my healthy life”,  -can write a topic  Ss evaluate app’s assessment.  Share – I learned a lot today  Like – I like/ I don’t like  Comment – I still have questions |  | *Whiteboard*  *Students Book*  *APP’S cards* |