**Әлімбек Нұрила Әбілдабекқызы**

**Алматы қаласы Алатау ауданы 169 мектеп – лицейі**

Lesson plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| LESSON: Module 1 Lesson 5  Skills 1c “Turning your hobby into a business” | | School: 169 | | | |
| Date: | | Teacher’s name: | | | |
| CLASS: | | Number present: | | absent: | |
| Learning objectives that this lesson is contributing to | 9.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  9.S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics  9.R6 recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics  9.W1 plan, write, edit and proofread work at text level independently on a range of general and curricular topics  9.UE9 use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics | | | | |
| Lesson objectives | All learners will be able to: | | | | |
| identify some specific information and thematic connections in text and use some target vocabulary in identifying synonyms | | | | |
| Most learners will be able to: | | | | |
| identify most specific information and some thematic connections in text and use a range of target vocabulary in identifying synonyms | | | | |
| Some learners will be able to: | | | | |
| identify all specific information and explain a range of thematic connections in text and use a range of target vocabulary in identifying synonyms | | | | |
| Previous learning | *Tenses continuous and perfect*  *Sing a song about tences* | | | | |
| Plan | | | | | |
| Planned timings | Planned activities | | Excel  Resources | | Teacher’s  Notes |
| Beginning the lesson | Тоgenerate topic-related vocabulary  Give Ss a one-minute time limit to think of as many jobs as they can and write them in their notebooks.  Elicit answers from around the class.  (Ss' own answers)  To read for gist  Ask Ss to read the title and the introduction of the text.  Elicit Ss' guesses as to what the text is about.  Play the recording. Ss read the text and find out. | |  | |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Main Activities | To listen and read for specific information  • Play the video for Ss and elicit their comments.  To read for specific information (T/F)  Ask Ss to read the statements 1 -5.  Give Ss time to read the text and complete the task by marking the statements as true or false.  Check Ss' answers around the class.  Refer Ss to the Word List to look up the words in the check these words box  To read for specific information  Ask Ss to read the questions (1-4) and answer choices A-C. Give Ss time to read the text and complete the task. Check Ss’ answers around the class.To understand themes in a story; to develop critical thinking skills  To express an opinion and expand the topic  Ask Ss to consider the questions and then elicit answers from Ss around the class.  To order events  Ask Ss to read the events and put them in the correct order referring back to the text as necessary.  Check Ss’ answers. | | |  | | |  |
| To draw a comic strip of a story  Explain the task and ask Ss to work in small groups. Tell them to divide the story into 15 parts and then draw a picture for each part to make a frame of a comic strip. Allow time in class or assign the task as HW. Display the comic strips around the classroom. | | |  | | |  |
| Ending the lesson | To think of an alternative ending  Elicit alternative endings from Ss around the class. Check Ss’ answers. | | |  | | |  |
| Additional information | | | | | | | |
| Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners? | | | Assessment – how are you planning to check learners’ learning? | | | Cross-curricular links Health and safety check ICT links Values links | | |
| support less able learners in comprehension task by encouraging them to scan text quickly to find a section of the text that contains the answer. | | | in oral explanation of themes in the story monitor use of linkers for delayed corrective feedback to whole class on board | | | cross-curricular links: Kazakh  literature | | |
| challenge more able learners to explain thematic connections between different elements in the story or between this legend and others | | | monitor learner pronunciation of new words from text and drill and ask learners to mark word stress | | |  | |

|  |  |
| --- | --- |
| Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why? | Answer the most relevant questions from the box on the left about your lesson. |