**КГУ «Писаревская средняя школа»**

**Поурочный план по английскому языку**

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| Unit | **Food and Drink** |
| Teacher’s name | Konyukhova Yu.A. |
| Date |  |
| Grade | 8 |
| Lesson  Theme | **Reading. Festive Food calendar** |
| Learning objectives | 8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics;  8.3.8.1 understand some extended stories and events on a range of general and curricular topics;  8.4.6.1 recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts; |
| Lesson objectives | **All learners will be able to:** understand the main idea of the text on a limited range of general and curricular topics.  **Most learners will be able to:** make a dialogue using complex question on general and curricular topics  **Some learners will be able to:** demonstrate their knowledge and evaluate others in giving feedback. |

Lesson procedure

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| ***Stage*** | ***Teacher’s activities*** | | | ***Learners’ activities*** | | ***Assessment*** | ***Resources*** |
| The beginning of the lesson | - Good morning pupils! How are you felling? Who is on duty today? Who is absent? Are you ready to learn English?  If you haven’t any questions for me, Let’s begin!  The teacher shows a “Cloud of words”.  - Look at the board. What do you think what the theme of our lesson?  - The theme of our lesson is "Reading. Festive Food calendar ". The lesson has different goals. The main goal of our lesson is understand some extended stories and events on a range of general and curricular topics; | | | Answer the teacher's questions.  Understand that the topic of the lesson is "Food Festival" | | Oral positive feedback | Handout 1  “Cloud of words”  Power Point presentation  slide 1 |
| The middle of the lesson | **Pre-reading**  - Sort the texts by month starting from January  - Great, you've got a calendar of Food Festivals.  **Vocabulary**  - Listen and repeat  *Haggis*  *Minestrone*  *Smoked fish*  *Jerk chicken*  *Hot dog, corn on the cob*  *Parkin*  *Dundee cake*  **Task 1:** To connect the picture with the name of the food.  - You have 2 minutes.  **-** swap the answer sheets.  **-** Assess classmate with **Descriptor**   |  |  |  | | --- | --- | --- | | **Mistakes** | **Level** | **Marks** | | More 4 | Low |  | | 1-3 | Middle |  | | 0 | High |  |   **Reading and Writing**  - Read the text and fill in the table while reading  - Now check yourself   |  |  |  | | --- | --- | --- | | **Mistakes** | **Level** | **Marks** | | More 4 | Low |  | | 1-3 | Middle |  | | 0 | High |  |   **Speaking**  - Answer the questions  1. What do the Scottish celebrate on 25th January?  2. When do people prepare a ministrone?  3. When do people usually eat burgers, hot dogs and corn on the cob?  4. On what holiday do the Scots prepare a Dundee cake?  **Home work**  - You home work is p. 89 ex.9. Prepare a calendar for festivals in your country. | | | Arrange calendar events by month  Repeat new words  Complete the task and check themselves  Read the text and fill in the table  Answer the teacher's questions  Write down homework in diaries | | Oral positive feedback  Self-assessment  Self-assessment  Feedback in the form of confirmation: “Yes!,  “Good!”, “That is true”. | Handout 2  Power Point presentation  slide 2  Power Point presentation  slide 3  List of words  Power Point presentation  slide 4  Handout 3  (таблица для заполнения)  Power Point presentation  slide 5  Power Point presentation  slide 6 |
| The end of the lesson | **Reflection**  - What task of this lesson did you like most?  - Why ?  - What was difficult for you?  - Fill out the self-assessment sheets | | | Answer the teacher's questions and fill out the assessment sheet | | Assessment sheet | Power Point presentation  slide 7  Handout 4  (листы для оценивания) |
| **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 students’ learning?** | | | **Health and safety links** | | |
| Differentiation by support  Differentiation by task | | Formative assessment : teacher’s comments  Formative assessment : exchange their works  Teacher monitors for spoken accuracy in presenting questions and answers | | | Make sure cords are not tripping hazard.  Switch off the active board if you do not use it.  If students are tired, do physical exercise with them.  Open the window to refresh the air in the classroom during the break. | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why? | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | |
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