Lesson plan

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| **Unit of a long term plan**: Travel & transport | | | | | **School: Predgornoe secondary school №1** | | | |
| **Date: 10.03.2022** | | | | | **Teacher name: Ozhekeneva Balnur Seitkumarovna** | | | |
| **CLASS: 8 A** | | | | | **Number present:** | | **absent:** | |
| **Lesson title** | | | **Sign related to travel/ Sightseeing and means of transport** | | | | | |
| **Learning objectives** | | | **8.1.2.1** Use speaking and listening skills to provide sensitive feedback to peers  **8.2.8.1** Understand extended narratives on a wide range of general and curricular topics  **8.5.8.1** Spell most high frequency vocabulary accurately for a range of familiar general and curricular topics  **8.6.9.1** Use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics | | | | | |
| **Lesson objectives** | | | **All learners will be able to:**  - listen to the text Become an urban explorer  - answer the pre, while and post-listening questions with SOME support  - use verbs describing movement with support  - provide feedback to peers  - write spelling of the words correctly with prompts  **Most learners will be able to:**  - discuss forms of transport  - answer the pre, while and post-listening questions with LITTLE support  **Some learners will be able to:**   * - make up a sentences about transport and sightseeing | | | | | |
| **Assessment criteria** | | | - predicting the new theme watching video  - asking more clarifying questions on topic  - sharing with own opinion  - contributing to group work | | | | | |
| **Values links** | | | -be a responsible tourist  -respect different points of view  -love for one’s country | | | | | |
| **Cross-curricular links** | | | Geography, Economic. | | | | | |
| **Previous learning** | | | Means of transport, Sights | | | | | |
| **ICT skills:** | | | Smart board, slides | | | | | |
| **Plan** | | |  | | | | | |
| **Planned timings Resources** | | | | | | | | |
| Beginning  5-7 min | **Organizational moment:**  **(T-S) (W)** Teacher greets Ls and sets the learning objectives. To create a warm learning atmosphere T uses a warm up activity.  **Warm-up:**  **(T-S) (W)** Teacher uses **strategy “What’s the difference?”**  T shows learners two different images and asks them to explore the difference between them.  Ss respond these questions and make discussion.  ***Possible questions:***  1. What are the difference between these pictures?  2. Would you like to travel by these cars?  3. Which of these cars would you like to travel?  4. Which of them is comfortable to use?  This warm up activity helps to identify the theme of the lesson. Ss identify the theme of the lesson and T divides Ss into 3 groups of:  **1st “New model transport”**  **2nd “Old model transport”**  **3rd “Future model Transport”**    ***Possible questions:***  1. What are the difference between these pictures?  2. Would you like to travel by these cars? | | | | | | | C:\Users\qwd\Desktop\download.jpg  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ car  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ electric car in the future |
| Middle  7-10 min  7 min  10 min  3 min  10 min | **Let’s check your homework about previous lesson**  **Grope-activity**  **By strategy “Fan”/ First grope must write the signs other’s write the answers**  **GA:** Groups assess each-others work by giving points. 1Point for right answer.  After this activity leaner can Fill in the modals/ Each group can answer loudly.  **Pre-watching**  **(W) Activity 1 “Back to screen”**    Learners watch the video about Become an urban Explorer  Two volunteers stand back to screen and predict the theme of the lesson by answering questions of class.  **FA Teacher’s compliments: Brilliant, Well done, Good job, Try again, Wonderful, Great!**  **Before this activity do a vocabulary work**  **While- watching**  **Activity 2 “Matching”**   1. Learners matching on the given handouts   For each group are given 6 sentences which are parts of the text with description of sights of London. Learners should match and write the one letter.  **Assessment «Blob classroom»**  **Learners assess yourself on group by Blob classroom**  Criteria of assessment: **Descriptors:**  - watches the video  **-** predicts the topic of new theme  **-** identifies the new words  - matching  - discusses the theme by groups of viewpoints  - expresses own ideas  ***Physical activity: “Washing machine”***  The learners stand in a group of six people. A member of the group performs the role of a dirty clothe. The two members perform the role of the drum of the washing machine and another two are the dryer. The students stand in a hexagon looking at each other. When “the dirty clothe” takes one step, “the drums” massage himsimulating washing. Taking the next step “dryers” stoke him and taking the last step “the washed clothe” and the opposite standing to him the sixth member of the group hug. **Then group members change their roles.**  **Post –watching**  **Activity 3 “English proverb”**  Tasks for 3 groups:  Task 1: p. 77 Ex. 4  Task 2: p. 117 Ex.1  Task 3: p. 126 Ex. 2  on worksheets  If groups do this task they can find the English proverb about Home.  East or West, home is best.  **Assess each other by Blob Tree by writing the name and place on the picture** | | | | | | | Video  http://youtu.be/    Sentences on the screen.  Sheets of paper of  Blob classroom |
| End  5 min | **Reflection “Eye, ear, heart”**  Learners should write on given handouts their fillings from the lesson.  Eye - what have you seen  Ear - what have you heard  Heart - what have you received  Home work: p. 77 Ex. 9 SB | | | | | | | Handout  Pictures with eye,ear,heart |
| **Additional information** |  | | | | | | |  |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | | | | | | | |
| Differentiation can be achieved through learners outcomes and abilities;  More able learners assist teacher to make criteria of assessment and help weakerlearners;  Less able learners will be supported by teacher answering questions. | | | | Teacher will monitor group whole class work, listen their spoken language, check their understanding;  At the lesson will be used following kinds of assessment: assessment by giving points. | | Monitor classroom environment during the lesson;  Learners keep rules of group work;  Teacher pay attention to safety and interaction between learners. | | |
| **Reflection**  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve the lesson objectives/ learning objectives? If not, why?*  *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.** | |  | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class orindividuals that will inform my next lesson? | |  | | | | | | |
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