**Бекітемін:**

**Lesson Plan1**

**Theme of the lesson: Food&drink**

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| Unit:8 | **Food&drink** |
| Teacher’s name: | **Kerimkulova Assel** |
| Date: | **28.03.2023** |
| Grade:8 «Б» | Number present: absent: |
| Theme of the lesson: | Food and drink. Vocabulary: foods and drinks |
| Learning objectives(s) that this lesson is contributing to: | 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |
| Lessonobjectives: | **All learners will be able** They will learn about food and drinksThey will talk about different habits or lifestyle.They will share their ideas connected with healthy/unhealthy food. |
| Value link: | Be friendly, respect each other. |

**Plan:**

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| **Part of the lesson/Time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources** |
| **Beginning of the lesson**Warming-up**3 min.** | **Organization moment:**1.Greeting.Ask about the weather.  | **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!” | CD playerMicrophonecards |
| ***Pre-learning******«Brainstorming» method*****5 min.** | T puts on the board a poster with words: Food and drinks.T gives Ss 2 min to write down all the words connected with them.**In differentiation** part **«Discussion»** method was used to check up student’s vocabulary knowledge.  After that T introduces the aim and theme of the lesson.  | Ss look at the board and start to write all the words connected with the food and drinks. **Aim:** Revise the previous lessons material. Find out how much do they remember.**Efficiency:** Ss refresh their mind before starting new theme.  | **Descriptor:**-know the meaning of the words- collect related vocabulary- know vocabulary of previous lesson.Total: 1pointPraise Ss who has more cards and could name the cards.  | WhiteboardCards Student’s book |
| **Middle of the lesson**Presentation part.**8 min.** | **«Vocabulary builder»** method is used to open up the theme of the lesson. T asks Ss to listen exercise 1 on page 87 and T asks to listen and repeat. | Ss open their books on page 87 and write down new words.Practice the pronunciation.Try to remember them and find out the translation  | **Descriptor:****-**can spell the word-can use themTotal: 1point |  Whiteboard Student’s book Flashcards   |
| **«Memory quiz »** T gives 2 min to remember new words. | Ss revise the list of new words connected with sport | T praise active Ss with phrases such as: “Good job!Well done!” “One more time, please” | Whiteboard Student’s book Poster |
| **11 min.** | T gives exercise 2,p 87. New words. Listen and repeat key phrases.T asks Ss to answer the questions.***Aim:*** work new vocabulary**Efficiency:**To develop Ss critical thinking skills and find out new words**Differentiation:** ***«*Verbal support*»*** method is used to help Ss use new words in the sentences. | Ss listen and repeat new phrases.Write down new words. Answer the question in exercise 2, page 87 | **Descriptor:**-use phrases-work with new grammar-make up sentences Total: 1point | Whiteboard Student’s book Poster |
| **8 min.** | T presents new words. Give explanation.T gives exercise 3 on page 87 answer the question.**Aim**: improve writing**Efficiency:**To develop Ss writing skills and use new vocabulary **Differentiation:** ***«*Verbal support*»*** method is used to help Ss use new words in the sentences. | Ss use new words and answer the question given in exercise 3. | **Descriptor:**-can use active vocabulary-answer the question Total: 1point | Whiteboard Student’s book Poster |
| **5 min** | “Iwould eat\_\_\_\_\_” task.T asks Ss to use the given structure and practice speaking***Aim:*** *enlarge vocabulary knowledge***Efficiency:**Ss use new vocabulary and practice it with groupmates.**Differentiation:** ***«Change the pair»*** game is used to develop their speaking and listening skills. | Ss use new phrases and grammar material and practice speaking.Ss speaks about food and drink they would like to eat. | **Descriptor:**-know new words-1point.-can give advice -1point.  | Whiteboard Student’s book |
| End of the lesson. ReflectionIndividual work:**5 min.** | The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.  | Ss use their stickers to show their knowledge according to the lessonGreen- I understoodYellow-I have some questionsRed-I need a help.***Aim:*** To know how many Ss got the theme.**Efficiency:**Ss can use colors to show how much do they remember***.*****Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | **Descriptor:**Speak on the theme “Food and drinks”,-can use vocabulary-give advice - 2points.Ss evaluate each other and encourage classmate with phrases like:Well done! Brilliant! Good job! I like it!  | Whiteboard Pupils Book Poster: Success Ladder. |

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| **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?** | **Health and safety rules**  |
| During the lesson some tasks differentiated by outcomes of the students and by their abilities.**All learners** memorize the opinion of the speaker of curricular topics.**Most learners** improve interaction between students through discussion. **Some learners** describe basic information about themselves and others. | Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives.During the activity teacher after each right answer gives feedback with the method: **“The Praise”.** “You are right”“Great!”“Good”.**“Sandwich”**Well done, you can say the topical words correctly, at home repeat words again and learn by heart. | Provide some physical exercises for learners  |
| **Reflection**Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why?Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why? |  |
| **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 orachievements/difficulties of individuals that will inform my next lesson?** |