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| **Lesson plan: Housework** | | | | **School: Tasshagyl secondary school** | | | |
| **Date:13.12.2018** | | | | **Teacher name: Utarshiyeva G.** | | | |
| **CLASS: 7th A grade** | | | | **Number present:** | | | **absent:** |
| **Lesson title:** | | Housework | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | **7.UE.10** use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics  **7.S.7** use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics and some curricular topics  **7.R.2** understand specific information and detail in texts on a range of general and curricular topics.  **7.W.2**write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general and curricular topics | | | | | |
| **Level of thinking skills** | | **Knowledge Understanding Application** | | | | | |
| **Lesson objectives** | | **All learners will be able to:**   * read, listen and say information about technology * make sentences using the phrases   **Most learners will be able to:**   * read the text and find the meaning of the text   **Some learners will be able to:**   * to make sentences using the phrases and their ideas and share with their minds | | | | | |
| **Assessment criteria** | | Understand and know the order of adverbs of frequency | | | | | |
| **Values links** | | Economic growth based on industrialization and innovation | | | | | |
| **Cross-curricular links** | | P.E and economic lesson | | | | | |
| **Previous learning** | | Present Continuous Tense | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Resources** | |
| Start  2-min  5 min | Greeting  Organization moment  Divide learners into three groups by papers, where some examples of sentences in Present Continuous were written.  Game. “Clothesline”  T: I will show you pictures with the actions of people. You have to make sentences using the present continuous. | | | | | Papers with the pictures  Clothesline with the pictures | |
| Middle  3-min  3 min  5 min  5-min  3-min  8 min | **Task 1. Questionnaire. “Are you helpful around the house?”**  **If pupil chooses ‘a’-rises red sticker, ‘b’-yellow, ‘c’-orange**  **New lexical material: Take out the rubbish [rʌbiʃ] –**  **Do the ironing [aiәniƞ] –**  **Do the vacuuming [vækjuәmiƞ]–**  **Sweep –**  **Dust -**  **Task-1. Drilling activities. Vocabulary work.**  **Group work**  **Ex:1. Check the meaning of the words in the box and complete the table.You can use some words more than once. Then listen and check.**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Clear** | **make** | **do** | **tidy** | **clean** | **take** | | **the table** |  |  |  |  |  |   **Teacher tells pupils about the work of the technical personal, their hard work at the school.**  – Let`s say thankful words for them. **(work with the photos. What is she doing now?)**  **Song “Thank you!”**  **T invites weak pupils to play the game. Game with the broom**  Ss revise the vocabulary for 2 min.  Pupils have to grab quickly a broom and translate a word into English.  **Group work** – exercise 2p.21 (Work Book) – Look at the picture. Write questions using the Present Continuous. The write answers.  **Individual work –** Technology survey.  Group work  Group A – To match the pictures and the words  Group B – Put the pieces together  Group C - Find the household items in the circle | | | | | English Plus-7th grade p.26  Photos  Sheets of papers  markers  Broom  Papers | |
| End  6 min | **Feedback:**   1. **Blob tree** 2. **To evaluate the classmates` work** | | | | |  | |
| **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?** | | **Health and safety check** | | |
| **More able students:**  **Differentiation by outcome:**   * to make sentences using the phrases and their ideas   **Less able studentes:**  **Differentiation by outcome:**   * find the key words from the text that describes the meaning of the text | | | * **Oral feedback** * **Fireworks** * **Numbers speak** * **Successful stairs** | | Energizer: physical activity | | |