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| **Theme:** | | | | **School: № 177** | | |
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| **Date**: 22.11.2019 | | | | **Teacher’s name**: Kadiraly.A | | |
| **CLASS**: 9A | | | | **Number present**: | | **absent:** |
| **Theme of the lesson: Do you like living in the city or countryside?** | | | |  | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 9.4.3.1- understand the detail of an argument in extended texts on a range of familiar general and curricular topics;  9.6.3.1- use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics;  9.5.3.1- write with moderate grammatical accuracy on a wide range of familiar general and curricular topics; | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * understand the text with support * translate text with support * write sentences without mistakes with support | | | |
| **Most learners will be able to:**   * translate text with little support * make sentences with modal verb | | | |
| **Some learners will be able to:**   * understand the text without support * Make sentences using modal verb without support | | | |
| **Value links** | | | Understand about life in city and in countryside | | | |
| **Cross curricular links** | | | Geography | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Greeting  **2 min** | Greet students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  *Explain about life in the city and in the countryside* | | | |  | |
| Grouping  5 min | Pupils take cards with pictures “city” and “countryside”  One group has city pictures. Other group has countryside pictures | | | | Preparation  • Bring photocopies of the videoscript. | |
| Check hometask  2 min | Exercise 2 on page 121 | | | |  | |
| New theme  10 min | Teacher explains new theme about difference between “city” and “countryside”  New words:    Fun-қызық  Job-жұмыс  Tiring-талпыну  Drive-жүргізу  Difficult-қиын  Crowded-толы  Lonely-жалғыз  Dangerous-қауіпті  Stressed-шаршаған  Pollution-ластану  Secure-күзет | | | | Video from Youtube | |
| 5 min | (G)Each group has one text  The first group reads about city  The second group reads about countryside  **COUNTRY LIFE:** Living in the countryside may be more relaxing, but it can get **(1)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as life is slower. There is less to do to have **(2)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_, like going to the cinema or shopping centre. It is also more **(3)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to get to places because often there are no good public transport systems. Getting a **(4)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the country may also be harder. Most jobs are in the city so people have to **(5)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ there every day and this can be **(6)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **CITY LIFE:** Living in the city may be exciting but it is also **(1)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The crime rate is higher and people may feel less **(2)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than in the countryside. Also, there is more **(3)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because of the cars. So there are more traffic jams. Cities are bigger and so they are more **(4)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_. City life is faster and people are often so busy and **(5)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that they don’t have time to pay much attention to their neighbours. Some people may also feel **(6)** \_\_\_\_\_\_\_\_\_\_\_\_. | | | | Answers  Countrylife:  fun  job  tiring  boring  drive  difficult  Countryside:  crowded  lonely  dangerous  stressed  pollution  secure | |
| 3 min | **(UE)**  modal verb can/can’t | | | | worksheet | |
| 4 min | **(G)**  What can you do in the …………?  Every group should write what they can do in the city and countryside | | | | worksheet | |
| 5 min | (I) Put in correct order | | | |  | |
| 2 min | Feedback  KWL chart   |  |  |  | | --- | --- | --- | | K | W | L | |  |  |  | | | | |  | |
| **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 ICT links** | |
| More support will be given to weaker learners by giving them a modified worksheets in some tasks with greater support | | -through questioning and the redirecting of questioning in feedback activities  -through observation in group and end performance activities  -through formative task | | | -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | |