Demonstrative lesson

Theme: Taking the racing world by storm

Teacher: Kakimova L. S.

Almaty, 2019

Lesson plan

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| **Term 1**  **Unit 2 "Exercise and sport"** | | | **School: № 173** | | | |
| **Date: 7.10.19** | | | **Teacher’s name: Kakimova L. S.** | | | |
| **Grade 9** | | | **Number present:** | **Number absent:** | | |
| **Theme of the lesson:** | | | **Taking the racing world by storm** | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 9.C2 use speaking and listening skills to provide sensitive feedback to peers  9.L7 recognise typical features at word, sentence and text level of a range of spoken genres  9.S2 ask complex questions to get information about a wide range of general and curricular topics  9.S3 explain and justify their own and others’ point of view on a range of general and  curricular topics  9.R2 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Recognize and use phrasal verbs about sport. * Develop their listening skills for gist and specific information in the conversation about sport. | | | | |
| **Most learners will be able to:** | | | | |
| * Interpret information about car racing and use it as the basis for discussion. | | | | |
| **Some learners will be able to:** | | | | |
| * Produce a clear, coherent talk about competitions. | | | | |
| **Assessment criteria** | | Identify the position of speakers in an extended talk with some support.  Find claim, reasons and evidence in the text to recognise inconsistencies in argument.  Express thoughts about the given topic in the conversations.  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. | | | | |
| **Cross curricular links** | | Physical education, technology | | | | |
| **Use of ICT** | | Smart board, getting additional information, presentation, video files, songs | | | | |
| **Health and Safety** | | 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. | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** | | |
| Beginning the lesson  5min. | The lesson greeting.  -Who is absent today?  -Let’s listen to some songs to know the theme of our lesson.  -Now you know the theme of our lesson.  -It’s a racing, especially car racing.  -In order to divide you into groups, you should choose numbers from this small car.  -At first, as usual, let’s guess a riddle.  If you were running a race, and you passed the person in 2nd place, what place would you be in now? [image 1]  Answer:  You would be in 2nd. You thought first place, right? Well, you passed the guy in second place, not first.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. [image 2-3] | | | | |  | | |
| Main Activities  33min. | Checking the home task.  -Do you remember I told you to find 5 facts about racing and cars?  Facts about racing and cars:  1.What is the main purpose of wings in racing cars? [image 4]  - Creation downforce. An automotive wing is a device whose intended design is to generate downforce as air passes around it. As such, automotive wings actually increase air drag. 2. The average Formula 1 pit stop is less than three seconds. - In the time it took you to read that, the driver parked, the car was jacked up, nearly two dozen guys changed all four tires, and the car was running again. [video1] <https://www.youtube.com/watch?v=U1MnVvVRkSk&list=LLcFecvS-ig8SMsSa46--5Cw&index=9&t=0s>  3. There are 1 billion cars currently in use on earth.  4. The world’s **first automobile** was developed by [Carl Benz](https://www.britannica.com/biography/Karl-Benz) in 1885. The top speed of the motor car was 16 km per hour. It had a one cylinder four-stroke engine installed horizontally on a specifically designed chassis. It was known as the Benz Patent Motorwagen. [image 5]  5. **The Toyota Corolla is the world’s best selling car.** [image 6]  -Right now on your desks you can see parts of the car. You should assemble the car [collect the car].  Students start to collect the car using 11 cards – 11 parts of the car. [images 7-17]  Картинки по запросу parts of the car  - Next task. I need 3 pupils from your groups. Each of you should step on START and reach the FINISH, translating word combinations. You’ll have 7 numbers = 7 word combinations. [images 18-31]  1.Make of car – көліктің маркасы;  2.The fine for improper parking – Тиісті емес тұрақ үшін айыппұл;  3.Collision – Соқтығысу;  4.Sidewalk – Тротуар;  5.First aid kit – Алғашқы медициналық көмек жинағы;  6.To puncture a tyre – Шинаны тесу;  7.Turn signal – Бұрылу.  -Last task for today is to do exercise from the book individually. Open your books on p.23 ex.4. You should rewrite the sentences into passive. [image 32]  1.Her speed on the track surprised her coaches.  2.Russia holds the Masters Championship.  3.Andreyeva may win the Formula 1 World Championship one day.  Answers:  1.Her coaches were surprised by her speed.  2. The Masters Championship is held by Russia.  3.The Formula 1 World Championship may be won by Andreyeva.  -It’s time for song and I prepared the song from cartoon <Cars>. Do you remember this cartoon? What is about?  -It’s about car racing.  -That’s right. Listen to the song and read the lyrics. [image 33]  <Life is a Highway> by Rascal Flatts:  Life's like a road that you travel on When there's one day here and the next day gone Sometimes you bend and sometimes you stand Sometimes you turn your back to the wind  There's a world outside every darkened door Where blues won't haunt you anymore Where brave are free and lovers soar Come ride with me to the distant shore  We won't hesitate To break down the garden gate There's not much time left today  Life is a highway I wanna ride it all night long If you're going my way I wanna drive it all night long.  -What’s the meaning of this song and let’s find out new words for you. | | | | | Board  Projector  Internet  Presentation  Video and images  Handouts with task  Student’s book  Cards  Track with 7 numbers  Lyrics of the song | | |
| Ending the lesson  2min. | Giving the home task. SB p.22 ex. 1-2  **Self-assessment**.  -I’ll give you small cars and you should stick them on the board. If you think that you achieve lesson’s aim, you should stick your car on the FINISH. But If you aren’t sure stick it on 3 places. Don’t forget to write your opinion about today’s lesson.  -Thank you. The lesson is over. See you soon! | | | | | Small cars and track with 3 numbers | | |
| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | | | |  | |
| **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?** | | **Critical thinking** | | |
| Differentiation can be achieved by **task** (selection of learning materials and resources based on student strengths).  **By support**. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.  **By outcome** providing challenge, variety and choice. | | | Observe learners when participating in use of English activities.  Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed?  Formative assessment is held through observation/monitoring. | | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas | | |





