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| **Unit: Travel and tourism.**  **Lesson 2: Means of transport.** | | | **School: 171** | | |
| **Date:** | | | **Teacher name: Baisalbayeva Ainur** | | |
| **CLASS: 9** | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | | | | |
| **Language objectives** | | **9.1.4.1** evaluate and respond constructively to feedback from others;  **9.3.4.1** respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  **9.3.7.1** use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics;  **9.4.2.1** understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts | | | |
| **Lesson objectives** | | * **All learners will be able to:** * recognize the different types of transportation; * answer the questions using new vocabulary; * talk about unusual kinds of transport. | | | |
| **Most learners will be able to:**   * practice using vocabulary of topic; * classify vocabulary about transport; * apply specific information in short text without support. | | | |
| **Some learners will be able to:**   * convey ideas and describe transport | | | |
| **Assessment criteria** | | * understand specific information and detail in texts * identify the different types of transport * prepare a presentation about unusual types of transport using active vocabulary | | | |
| **Values links** | | National unity, peace, harmony in our society. | | | |
| **Cross-curricular links** | | History, Geography | | | |
| **Previous learning** | | Travelling | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |
| Beginning  5 minutes | Greeting.I hope that you are full of energy and ready to get knew knowledge.We had learnt about travelling and tourism last lesson. Now let’s associate why do people travel?Do you like travels?What do you need for travelling?Now, look at the screen. How do people travel?Learners watch a video “Means of Transport” and answer the questions.-How do you think what is the topic of today’s lesson?-You are right. The theme of our lesson is Means of transport.By the end of our lesson you’ll be able- to know some new things about travelling;- to speak about different kinds of transport;- to tell other people about your favorite means of transport for travelling. - Now, before starting our lesson lets divide into 3 groups. We have some pictures of transports, you should take one picture and find your group. The 1 st group AIR Transports, the 2 nd group is GROUND Transports, the 3 rd group is WATER Transports. Brainstorming. (W)Find Modes of transport. (W)Learners are given short description about transport, they read and find the name of transport. 1. 4-wheeled motor vehicle; usually propelled by an internal combustion engine.  https://pogazam.ru/i/u/21_01.jpg  2. An aircraft that has a fixed wing and is powered by propellers or jets.  https://sm-news.ru/wp-content/uploads/2019/07/05/s1200-2.jpg  3. A wheeled vehicle that has two wheels and is moved by foot pedals.  https://vlg.velo-shop.ru/upload/iblock/96f/96f89d1069f792722682dc94b82d21af.jpg  4. A vehicle carrying many passengers; used for public transport.  https://www.busandcoachbuyer.com/wp-content/uploads/2014/05/A-Plaxton-Leopard-will-be-displayed-by-Dawson-Rentals-Bus-Coach-Ltd.jpg  5. Public transport provided by a line of railway cars coupled together and drawn by a locomotive.  http://squarefaction.ru/files/game/8947/gallery/20141011115113_d3ddedd9.jpg  6.A vessel that carries passengers or freight  https://im0-tub-kz.yandex.net/i?id=053a8c7db7109fedc77b7ed9e73322bf-l&n=13  **Descriptors:**  read the definitions;  find name of the transports.  (FA) Giving comments “Nice work”, “Brilliant”, “Fine ”, “Excellent”. | | | | <https://www.youtube.com/watch?v=qkhXx99erqY>  PPT slides 3-9  <https://goo-gl.ru/5yw1>  <https://goo-gl.ru/5yw>3  <https://goo-gl.ru/5yw8>  <https://goo-gl.ru/5ywm>  <https://goo-gl.ru/5ywn>  <https://goo-gl.ru/5ywo> |
| Middle  33 minutes  Speaking  Reading | **Differentiation by task:**  **Task 1. Think-Pair-Share. (P)**  **Match the words with correct definitions.**   |  |  | | --- | --- | | 1. coach | A. own jet plane that can fly very fast: | | 2. hovercraft | B.train which connects the suburbs to a large city, train which runs through suburban areas | | 3. private jet | C. a ship of specified sailing power (a good sailor) | | 4. suburban train | **D.** tourist or international bus | | 5. sailor | **E**. a vehicle that is supported above the surface of land or water by a cushion of air produced by downwardly directed fans |   **Descriptors:**  read the definitions;  match the new words with definitions.  (FA) giving oral comments. Task 2 A) Complete the table with as many means of transport as possible.  (P) Means of Transport   |  |  |  | | --- | --- | --- | | By land | By sea | By air | |  |  |  | |  |  |  | |  |  B) Discuss with your partner about modes of transportation. What modes of transportation is your favorite for travelling and why?*My favorite means of transport  while on holiday is ….. because…………* **Descriptors:** write means of transport;discuss about modes of transports;work in pair. (FA) Giving oral comments “Nice work”, “Brilliant”, “Fine ”, “Excellent”.  **Task 3. Lost phrases.**  **Read the text carefully. Some phrases are missing in the text. Choose from the phrases A-F the one which fits each gap 1-6 and complete the table. (G)**  Means of transports.  On a daily basis we used to use 0\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to get from one place to another one: trams, cars, buses, planes, underground and 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  In times gone by, people had to go 2.\_\_\_\_\_\_\_\_\_\_\_\_ for weeks and even months to get to the destination place, because they used horses, boats or their own feet to travel. Nowadays everything is changed and 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_or waters in some hours.  The most 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is travelling by plane. Other people prefer car, train or bus, because they are cheaper and it is possible to enjoy passing villages, forests and fields through windows.  Life in a big city 5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, especially if they live in the countryside.  Sometimes people have to change two or more transportation means (metro, suburban train, bus, share taxi, tramway, etc.) 6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_or come back home after hard working day. The choice of the transport facilities depends on many factors: a financial ability, the distance between workplace and home place, time, comfort and other things. Most people prefer to get a car, because today it helps to be a little more independent from public transport.   |  |  |  | | --- | --- | --- | | 1. from one city to another | **0** | **G** | | 1. rapid mean of transport | **1** |  | | 1. other transportation means | **2** |  | | 1. makes people be depended on transport | **3** |  | | 1. men cross the country | **4** |  | | 1. to get to a workplace | **5** |  | | 1. ~~various means of transport~~ | **6** |  |   **Descriptors:**  read and understand the text.  completes the gaps with faithful phrases  work in a group (FA) Giving oral comments “Nice work”, “Brilliant”, “Fine ”, “Excellent”.. **Task 3 Transport of the future.**  Imagine the world in 2080. How will life change?  *Ask about the future, some general questions, and then ask students how they think the journey will change in the future. If you can get photos of spaceships or futuristic cars, it will help give students some ideas. (They say that in Valencia, Spain, they are trying to develop a car that runs on an orange peel - this may give them some ideas for some new fuels).*  (FA) Giving oral comments | | | | worksheets  Cads  <https://online-teacher.ru/study/topic-means-of-transport> |
| End  2minutes | **Reflection**  https://avatars.mds.yandex.net/get-pdb/1370139/488ab445-df5f-4f73-9d60-c880b7b405ce/s1200?webp=false If students understand the lesson they go travelling by plane.  https://avatars.mds.yandex.net/get-pdb/225396/0b3492bf-c9a9-432d-8a9a-3292a00f8251/s1200?webp=false If the students understand and the lesson not fully they travel buy bus  https://stan.kz/wp-content/uploads/2016/02/179223-INNERRESIZED600-700-1.jpg If the students do not understand anything they go hitch hiking  ***Home work***  Students should write a short paragraph “Means of transports.” | | | | <https://clck.ru/HGfEy>  <https://clck.ru/HGfKG>  <https://clck.ru/HGfSg> |

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| **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?** | **Cross-curricular links**  **Geography Health and safety check ICT links Values links** |
| **More support:**   * Help less-able students to clarify unknown vocabulary   **More-able learners:**   * Ask them to summarise the group’s findings. * Ask them more complicated questions about the videos. * Encourage them to justify their opinions. | * Learners are checked by speaking and discussing. * They can be recorded so that they could listen to their pronunciation. * They can be checked by their writing notes for spelling mistakes. * Watch them how well they are involved in the task or in the lesson. * Watch them whether they can cope with new vocabulary and whether they are writing them into their copybooks with definitions. |  |

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| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  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.**  Yes, they are.  They learnt to speak about daily life activities  It was interesting as they talked about daily life and it is really challenging.  Well, I think the vocabulary related to the topic was very helpful to improve some of my learners’ speaking skills.  Of course, I can surely say we can cope with planned activities within planned timing. |
| **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 or individuals that will inform my next lesson? | |