**The secondary school named after Sh. Ualikhanov**

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| **Unit of a long term plan** | **Unit 8 Travel and tourism** |
| **Teacher's name** | **Kunassova Elvira Bagitzhanovna** |
| **Date:** |  **The 9th of April.** |
| **CLASS:** 9 | **Number present:** | **absent:** |
| **Lesson title** | ***Present Simple and present continuous for future*** |
| **Learning objectives(s)** | **9.S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics general and curricular topics**9.W2** write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics**9.W3** write with support factual descriptions at text level which describe people, places and objects |
| **Lesson objectives** | * **Explain using present simple and present continuous for future**
* **Talk about travel arrangements**
* **Ask about time and timetables**
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Plan of the lesson

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| **Planned timings** | **Teacher’s activities** | **Pupils’ activities** | **Assessment** | **Resources** |
| Start5 min | The lesson greeting.**Warm-up**Checking up the homework  | Pupils greet the teacher read their homework. |  | English Plus 9Student’s book p.95 |
| Main part12 min4 min5 minEnd 6 min | **Grammar:**Future Tenses | My English Blog**Let’s some practice****1.(A) \_\_\_\_\_ you (fly) \_\_\_\_\_\_\_ to Dubai next week.****(B) Yes, I \_\_\_\_\_\_****2.Mrs. Parkins (give) her students a test in a few days.****3.Hurry! The train (leave) in ten minutes.****4.I (get up) \_\_\_\_\_\_\_\_\_\_\_\_ very early tomorrow morning, at 5 o’clock.****5. The ferry (leave) \_\_\_\_\_\_\_ at 9.00 from Dover and (land)\_\_\_\_\_\_\_ at 10.45 in Calais.** **6. Why \_\_\_\_\_\_\_\_\_ the exhibition \_\_\_\_\_\_\_ tomorrow?(not open) When \_\_\_\_\_\_ it \_\_\_\_\_ place instead? (take)****7. The piano concert \_\_\_\_\_\_\_\_\_\_\_ (not start) at 8 o'clock. It is cancelled.** **Descriptors****Learners:****-**learn the rule-complete the sentences**Pair work****“Shoe laces”****Descriptors****Learners:**-work with partner-watch the video-complete the dialogue **Individual work****Descriptors****Learners:**-Work individually-write on copybooks-complete the dialogue**“GOOGLE FORM”****(TEST)****Descriptor****Learners:**-answer the questions**“Traffic light” method** Traffic light reflection - MRS PRIESTLEY ICT | Listen to the teacher and write down on your copybooksWrite the sentences on their copybooks and complete the sentencesDivide into pairs with shoe laces. Watch the video and complete the dialogue.Complete the dialogue and write on the board.Pupils do the test.Pupils write their attitude to the lesson on leaves and give self-assessme |  | English Plus 9Student’s book p.97 Slides 1-4Slide 5Slide 6https://youtu.be/C0I4w0ibtwoEnglish Plus 9Student’s book p.97 Slides 7Slide 8  Traffic light reflection - MRS PRIESTLEY ICTSlide 9 |
| **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** |
| Differentiation can be achieved through **content** (Based on the theory of **Multiple Intelligences** different tasks are used with the same text).**By support**:*Less able learners* will be supported through step-be- step instructions, glossaries, thinking time.**By task:**For *more able learners* additional leveled tasks are offered. | Assessment criteria:* Read the given passage and identify the general information.
* Demonstrate skills of organizing and expressing ideas accurately.
* Illustrate a viewpoint in a discussion.

Descriptors:A learner* writes the tasks with present simple and present continuous for future
* selects meaningful information, constructs the answer;
* presents information in the group discussion.
* evaluates the peers’ answers.

Teacher's observation Self-assessment. | Health saving technologies. |