**КГУ "Общеобразовательная школа N 1поселка Жолымбет отдела образования по Шортандинскому району управления образования Акмолинской области "**

**Стратегии диалогического обучения**

**на уроках английского языка**

**мануал**

Аннотация

В данном мануале приводятся интерактивные стратегии формирования коммуникативных компетенций на уроках английского языка. В качестве средства обучения приводятся стратегии диалога на примерах конкретных уроков.

Рецензия на мануал

«Стратегии диалогического обучения на уроках английского языка» учителя английского языка Ивановой И.К.

Рецензент

Автор данной работы акцентирует внимание на применении стратегий диалога в качестве средства обучения диалогической речи.

На основе большого фактического материала автор решает проблему оптимизации формирования коммуникативных компетенций – в данном случае организация спонтанной речи.

Актуальность настоящего мануала заключается в том, что

диалогическая речь занимает ведущее место в обучении английскому языку и предполагает интерактивное обучение, в связи с чем возникает необходимость применения интерактивных стратегий.

Автор успешно аргументирует свою собственную точку зрения приводя в в качестве доказательства успешность овладения неподготовленной речью учащихся.

В мануале предложены оригинальные идеи по применению стратегий диалога на конкретных уроках. Практическая ценность предложенных стратегий заключается в том, что их можно применять при изучении любых тем.

Предлагаемый автором подход к решению проблемы формирования спонтанной речи является, безусловно, новым и оригинальным, хотя проблемы диалога уже рассматривались в методической литературе.

Данная статья демонстрирует тот факт, что приводимые стратегии диалога, способствующие раскрытию творческого и интеллектуального потенциала учащихся.

Диалог занимает важное место на уроке английского языка. Диалогическое обучение в классе имеет ряд преимуществ: повышается активность учеников, развивается внимательность, наблюдательность, критическое мышление. В процессе диалога ученики также учатся аргументировать свои высказывания, доказывать свою точку зрения, давать объективную, адекватную оценку. Диалог позволяет учащимся взаимодействовать друг с другом, способствует развитию навыков спонтанного говорения, что решает вопрос функциональной грамотности.

Результатом обучения английскому языку является формирование коммуникативных компетенций. Для того чтобы достичь высоких результатов необходимо пользоваться различными способами обучения диалогической речи:

Диалогическая работа прослеживается на всех этапах урока: определение темы и целей урока ( наводящие вопросы - полилог), упражнения - ситуативные тренинги, работа с текстом, творческие задания – работа в группах.

Освоение диалогической речью достигается путем тренировок в ходе коммуникативной деятельности. Все диалоги, проигрываемые в парах, в группах, переходят в полилог. В дальнейшем учащиеся смогут понять собеседника, поддержать разговор, ответить на реплику, развернуть диалог. Лексический материал, осваиваемый таким образом, прочно входит в активный запас учащихся. Выбор используемых стратегий для достижения результата зависит от необходимости сформировать у учащихся коммуникативных компетенций.

В старших классах работу в парах и группах можно организовать в разных формах.

1. Пары сменного состава – учащиеся традиционно сидят парами. По сигналу учителя первый вариант смещается на одно место. Таким образом, диалог проигрывается максимальное количество раз с разными собеседниками. Этот вид работы занимает 10 минут.
2. Прием LADDER. ученики выходят к доске двумя шеренгами напротив друг друга. В течение 2- 3 минут ведут диалог на заданную тему или используя опоры. Через заданное определенное время одна шеренга сдвигается на одно место. В данном диалоге учащиеся несколько раз проигрывают диалог несколько раз с разными собеседниками.
3. Учащиеся в парах выполняют задание. Пары оставляют работы и, смещаясь на следующую парту, оставляют комментарии, предварительно придя к совместному заключению.
4. Работа над диалогической речью может проходить следующим образом. Учащиеся прослушивают диалог (видео или аудио). Следующий этап – учитель читает одну роль – учащиеся хором вторую.
5. Предлагается традиционное начало диалога, хорошо отработанное, переходящее в более сложный и развернутый диалог. Третий участник диалога включается в разговор. Такой диалог повышает уверенность говорящих в своих силах, настраивает их на беглую эмоциональную, спонтанную речь.

Привожу примеры применения приводимых стратегий на своих уроках.

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| **LESSON 38**  **Unit 4: Sport, Health and Exercise** | | | **School:** | | | | |
| **Date:** | | | **Teacher name: Ivanova I.K.** | | | | |
| **Grade: 8** | | | **Number present:** | | | **Number absent:** | |
| **Theme of the lesson:** | | ***Learning about keeping fit apps*** | | | | | |
| **Learning objectives** | | **8.1.1.1** use speaking and listening skills to solve problems creatively and cooperatively in groups  8.2.4.1 - understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics;  8.4.2.1 - understand specific information and detail on a growing range of familiar general and curricular topics, including some extended texts;  8.6.8.1 - use a growing variety present simple of familiar general and curricular topics; | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  use some target vocabulary successfully in response to prompts and identify some specific information in reading task  **Most learners will be able to:**  use most target vocabulary successfully in response to prompts and identify most specific information in reading task  **Some learners will be able to:**  use most target vocabulary accurately and flexibly in response to more challenging prompts and identify all specific information in task | | | | | |
| **Previous learning** | | Unit revision | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | **Learners’ activities** | **Evaluation** | | **Resources** |
| Begining  5 min | ORGANISATION MOMENT  **Warm-up. “Question Time”**  Teacher gives students one minute to write one question they want to ask other students. Try to relate these questions to the topic. E.g.  *How often do you do sports?*  *What is your favourite type of sport?* *Is your weight ideal?* Do you go in for sport? | | | Ss mingle and ask their question. | *-* understand with little or no support most of the implied meaning in extended | |  |
| Middle  30 min | Task 1.Match the sport and the description. (слайд)  1. tennis a. is done in water  2. jogging b. a boat is need for it  3.swimming c. is a team sport  4. fencing d. is played by two or four with a ball  5. skiing e. can be done alone  6. skating f. wind is necessary  7. rowing g. is done on ice  8. hockey h. swords are used for it  9. sailing i. snow is necessary for it  10. boxing j. can only be done by two  (1-d, 2-e, 3-a, 4-h, 5-i, 6-g, 7-b, 8-c, 9-f, 10-j)  Task 2.  What is good and what is bad for health?  *Get up at 12 a.m. Eat healthy food*  *Eat fast food Do morning exercises*  *Stay at home all day long Go in for sports Be lazy Go on foot Go by car Exercise. Healthy food.  Keep diet lose weight  No alcoholic drinks.  Never smoke! Catch illness early when it can be treated.  Deal with stress.  Think young and keep your mind active. working much time sitting much time before TV with computer using much time cell-phone*  Speaking.  What about you? What positions do you follow? Do you have any of these habits?  Is it healthy or unhealthy?  To be healthy grown-ups and children should lead a healthy way of life. What is a healthy way of life? What should people do and what they shoudn’t/  I would like to pay your attention  that health is not something that comes to you by accident. Our health depends on many things: *the food we eat, our good or bad habits, our physical activity, mental activity*  Five health tips  Here are some basic tips for maintaining a good health  HEALTH DEPENDS ON:  1) the food we eat - we should……….  2) our good or bad habits don’t…………  3) our physical activity -  4) mental activity - | | | Ss compare answers with a partner  Show down  -express their opinions  -Make a list of good /bad habits  -Present it to class  Group work  Brainstorming  -read text  -give response  -prove statements | *Mutual valuation*  *-* use most target vocabulary accurately to more challenging prompts and identify all specific information in task  -use speaking and listening skills to solve problems creatively and cooperatively in groups  *Verbal evaluation*  -understand specific information and detail on a growing range of familiar general and curricular topics, including some extended texts; | | slides |
| End  5 min | REFLECTION  What have I learnt?  What new words have I learnt?  What are my problems?  **Home task**: learn the new vocabulary  **Saying goodbye Feedback** | | | Ss answer | *Self-*  *assessment* | |  |

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| **LESSON 40**  **Unit 4: Sport, Health and Exercise** | | | **School:** | | | | |
| **Date: 09.12** | | | **Teacher name: Ivanova I.K.** | | | | |
| **Grade: 8** | | | **Number present:** | | | **Number absent:** | |
| **Theme of the lesson:** | | ***Learning about healthy lifestyle*** | | | | | |
| **Learning objectives** | | **8.1.1.1** use speaking and listening skills to solve problems creatively and cooperatively in pair  **8.3.7.1** use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  **8.2.2.1** understand with little or no support most specific information in extended talk on a wide range of general and curricular topics | | | | | |
| **Lesson objectives** | | **Students will be able to:**  describe their daily routine  recognize most of the specific information  explain their answers | | | | | |
| **Previous learning** | | Learning about keeping fit apps (this relates to computer science) | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | **Learners’ activities** | **Evaluation** | | **Resources** |
| Begining  5 min | GREENINGS  **Warm up**  Students are introduced with the objectives and expected lesson outcomes. They discuss the following questions: What is a daily routine?  What should we do during the day to stay healthy? What’s your daily routine like?  What time do you get up?  What time do you start and finish school?  Do you do any activities after school? What do you do?  What time do you go to bed? | | | Ss discuss the questions | *Verbal evaluation* | |  |
| Middle  30 min | The learners revise vocabulary of the lesson (to) get up, (to) get dressed, (to) have a shower, (to) have breakfast, cereals, (to) go to the gym, (to) go swimming, (to) go jogging, (to) quit smoking  **Listening FA**  a)Before students listen they write a number (1-5) to put the activities in the normal order in the day. Writing  1. Wake up and have a shower.  2. Get dressed and have breakfast.  3. Have classes and lunch.  4. Have dinner and watch TV.  5. Go to bed.  **b)Listening comprehension exercises**  Check your understanding: fill the gaps with an activity from the box to complete Dan’s diary.  1. get up  2. go swimming  3. have breakfast  4. go to university  5. have lunch  6. meet friends  7. have dinner  -What does he do at… o’clock?  - I think he…..  Check your understanding whole class  Speaking.  - What do you do to keep fit?  - Sport helps people to keep fit and stay healthy. A lot of people do morning exercises and go jogging.  - As for me, I play basketball, volleyball and from time to time I do my morning exercises. Some say walking every day before and after meal, enjoying life, talking with friends, swimming, dancing helps keep fit  - If you ask me, I would recommend you to take up swimming. It helps to be fit and at the same time strengthens your heart, lungs and muscles. | | | Ss write the words and phrases without being given a list  Students writes in their copybook  Ss work in pairs and discuss the following questions  Ss listen to the interview with a swimmer and do the exercises  Pair work  S -Cl  Pair work in chain. | *Individual*  *evaluation*  *Mutual valuation*  *Individual*  *evaluation*  *Verbal evaluation* | | Handout 1  <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/interview-swimmer>  Handout 2  Handout 3 |
| End  5 min | REFLECTION  Learners reflect on their learning:   * What has been learned; * What remained unclear; * What needs to be worked on.   Home task: write a paragraph on the following questions: Do you like playing sports? What are the benefits of doing sports?  **Saying good-bye** | | | Ss answer | *Self-*  *assessment* | |  |

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| **LESSON 42**  **Unit 4: Sport, Health and Exercise** | | | **School:** | | | | |
| **Date: 23.12** | | | **Teacher name: Ivanova I.K.** | | | | |
| **Grade: 8** | | | **Number present:** | | **Number absent:** | | |
| **Theme of the lesson:** | | ***Learners create a healthy-eating pyramid based on food from Kazakhstan*** | | | | | |
| **Learning objectives** | | 8.1.3.1 respect differing points of view  8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics | | | | | |
| **Lesson objectives** | | **Students will be able to:**  match words from the text with pictures or definitions | | | | | |
| **Previous learning** | | Learners create a healthy-eating pyramid based on food from Kazakhstan | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | **Learners’ activities** | | **Evaluation** | **Resources** |
| Begining  5 min | GREENINGS  **Warm up:**  Students work in pairs, ask and answer the questions about their lifestyles.  Ask a general question to the entire class: *Do you think any of your habits are unhealthy?* Write down their ideas on the board. | | | Ss should have a conversation | | *Verbal evaluation* |  |
| Middle  30 min | **FA ( in copybooks)**  **You see different parts of  habits on the screen. *Match the words from the 1-st and the 2-nd columns.***  **A.**Physical                      **a.**low-fat food         **1.** влияние окружающей среды  **B.**Taking                         **b**. breakfast              **2.** есть низкокалорийную еду  **C.**Personal                      **c.**activity                 **3**. регулярные приемы пищи  **D.** Skipping                      **d.** alcohol                **4.** пить спиртные напитки  **E.**Regular                        **e.**drugs                   **5.** принимать наркотики  **F.**Environmental              **f.**diet                     **6.** привычки здоровья  **G.** Health                          **g.**hygiene              **7.** физическая активность  **H.**Healthy                        **h.**meals                 **8.** пропускать завтрак  **I.**Eating                            **i.**influence             **9.** здоровая диета  **J.**Drinking                        **j.**habits                 **10.**личная гигиена  **2 Reading.**   1. **Pre reading task.**   Continue the sentences  should be present in the diet…..  Red fruit and vegetables….  orange and yellow fruit and vegetables…  Green fruit and vegetables….  Vitamin C is needed…  Vitamin A….  Calcium is need…  Protein…  Carbohydrates….  Fats…  2)In order to stay *healthy*it is important to have a balanced *diet* – in other words, food that contains something from each of the three main groups of food. These groups are *protein,* *fat*, and *carbohydrates*.  You find protein in lots of food, for example *meat*, *fish*, *nuts*, *cheese* and *milk*. It helps your body *to grow* and to be *healthy* and it gives you *energy.* Fat gives you *energy* but don’t eat a lot – it’s *bad* for you. There are a lot of fatty foods that come from animals, for example *milk*, *cheese*, *butter* and *meat*.  Carbohydrates give you more than 70% of your *energy*. *Bread*, *pasta*, *cereals*, fruits, and vegetables such as *potatoes*and *cabbage* all contain lots of carbohydrates.  Fruits, vegetables, *beans* and *nuts*, brown *bread* all have fibre. It doesn’t give you energy but it fills your stomach when you are hungry.  There are many different *vitamins* and minerals. They help our body be *healthy*. You can get all your vitamins and minerals from fresh fruit and vegetables.  **Creative task. Pair work.**  Complete the pyramid and talk about their food pyramid.  **Give match arguments and justifications/ examples and identify pros/cons**   1. **Make up a diet for one day and justify.** 2. **Present it to class** | | | Ss match highlighted words with the corresponding definition.  .  Ss read the table and match the arguments  Ss discuss the value of fitness  Pair evaluation. | | *Mutual valuation*  *Verbal evaluation*  *Individual*  *evaluation*  *Mutual valuation* | Handout 2  Handout 3 |
| End  5 min | REFLECTION  Ask students to look at lesson objectives they set at the beginning of the lesson and think and say what they did well in the lesson and what needs improvement.   * What have I learnt? * What have I found easy? * What have I found difficult? * What do I want to know?   Home task: Compare **“Food for Sport”** healthy and unhealthy habits. Complete the pyramid and talk about their food pyramid.  **Saying good-bye** | | | Ss answer | | *Self-*  *assessment* |  |

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| **LESSON: 20**  **Unit: Daily life and shopping**  **Topic: Clothes and Fashion.** | | | | **School:** | | |
| **Date:** | | | **Teacher’s name: Ivanova Irina Kronidovna** | | | |
| **Grade: 8** | | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | 8.1.3.1 respect differing points of view  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts | | | | |
| **Lesson objectives** | | Tell about others' opinions using polite lexical vocabulary;  Practice talking about Clothes and Fashion using topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences;  Distinguish particular facts and parts in reading passage | | | | |
| **Assessment criteria:** | | |  | | --- | | Speak about others' opinions using topical lexical vocabulary  Describe Clothes and Fashion using topic related vocabulary in speech appropriately  arranging words and phrases into well-formed sentences  Differentiate particular facts and parts in reading passage | | | | | |
| **Value links:** | | respect each other, respect fashion. | | | | |
| **Cross curricular links:** | | Art | | | | |
| **ICT skills:** | | Student use online dictionaries, Smart Board | | | | |
| **Previous learning** | | In 7th grade students learnt words on topic “Clothes” | | | | |
| **Health and Safety** | | Aeration  Everyday classroom pre-cautions | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| 5 min  Starter  Beginning  30 min  5 min  5 minutes | Class routine: Greeting. Teacher greets the students and students greet the teacher.  **Starter: Warm up.**  **[W]Brainstorming Watching video. “How to choose Fashion style for teens?”.[T-S]**  What do boys wear? What do girls wear?  Boys say…….Girls repeat  Girls say…………….boys repeat  Give at least 10 words related to our topic  What are we going to talk about?  Teacher introduces the objectives of the lesson.  INRTODUCTION.  We will talk on topic “Fashion and clothes”, we will cooperate in groups in order to solve problems and participate in dialogues.  **Development: Revision of the vocabulary. [T-S]**  New words are introduced by definitions  Everyday clothes…- *casual*  Clothes for special occasion ……- *formal*  Special clothes or uniform –*professional*  Fashionable clothes – *stylish*  Fashion – update  **Drilling topical words.** **[S-Cl]**  One student gives definitions other try to guess the meaning.  Students repeat and pronounce words correctly.  Descriptor: a Learner   * Gives definition * Guess the words * Read and pronounce correctly   **Task 1.**  [W] “Ladder”. Students divided into 2 lines. Teacher shows the questions on the board. Students answer the questions, after teacher’s signal first line moves a step left and students put and answer the questions ones more.  **Which clothes would you like to buy if you had lots of money?**  **Who do you like shopping with?**  **Your parents/friends/sister or brother?**  **What do you prefer most and why?**  **Which celebrity’s style do you like most?**  **Which look do you choose to go to the cinema? Why do you choose it?**  **Where do you mostly buy your clothes?**  **Do you prefer shopping in malls, markets or streets?**  Descriptors: A learner:   * Reads the questions; * asks questions about partner’s shopping; * Uses specific words * Answers at least 3 partner’s questions;   Assessment: Peer assessment by clapping hands. If the student answers the questions, his partner claps their hands.  **Differentiation by support.** More able learners help to less able learners to answer the questions using specific words.  **[G] Task 2.Reading.**  **Dividing into 4 groups.**  Students are divided into four groups according to their abilities.  **“Who needs help?” - yellow cards**  **“Who can help?” green cards**  **“Who likes fashion” – red cards**  **“Who can draw” – blue cards**.  Group is formed by yellow, red, green and blue cards.  **Pre-reading: Asking gist questions.**   * Teacher asks: * “How important are clothes to people in our country?”   how do you understand “fashion”?  While- reading:  **Strategy “Bus stop”** .  Students read the text in groups, create posters on given topic, choose one speaker. Speaker moves to other group with created poster and explain it.  *There are basically four different kinds of clothes that you can wear: formal, professional, casual, and stylish.*  Each group chooses one kind of clothes and creates a poster.  Formal professional  Casual stylish  Descriptor  A learner   * Reads the text * Finds appropriate information * prepare posters about clothes * presents it to other group.   Assessment: Group assessment by stars. each ( every) group gives a red star if work is well done and a blue star if work is unclear.  Differentiation by the roles within the group. Students divide the roles as speaker, timekeeper.  Post- reading:  **[I,f]. Graphic organizer.**  Students are given task to define what kind of clothes it is by watching special pictures.   |  |  |  |  | | --- | --- | --- | --- | | Formal | Professional | Casual | stylish | | *a,* |  |  |  |   Descriptor  A learner   * Looks at the pictures * Identifies what kind of clothes it is * Writes appropriate letter to the right column.   Assessment: peer assessment by points. Students exchange their works and check each other by ready answers on the board. Students count points and tell the points.  Differentiation by teacher’s support. Teacher helps to less able learners to write appropriate letters by explaining clothes.  Plenary. Self assessment by  **“Two wins, one action that will approve my learning”**  Students are given task to assess their success using chart.   |  |  | | --- | --- | | Talk on topic “Clothes and Fashion” |  | | Cooperate in group to solve problems |  | | Participate in dialogues |  | | Use topical vocabulary |  | | OR…….. |  | | | | | | blob:https://www.youtube. com/3ae4c7ff-c712-464c-9416-df870ebba21b  PPP  PPP  PPP  PPT  Text is taken and adapted  econtact.›…2017/11/CLOTHES-AND-FASHION.  Sheets for posters |

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| **Long-term plan unit: 4 THE WORLD OF WORK** | | | | |
| **Lesson 40** | | | | |
| **Date**: 15.12.20 | | | | |
| **CLASS**: 5 | | | | |
| **Theme of the lesson:** A job forum Language focus 1 Present Continuous | | | |
| **Learning objective (s) that this lesson is contributing to** | | 5.6.10.1- use present continuous forms with present meaning on a limited range of familiar general and curricular topics  5.2.7.1- recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics | |
| **Lesson objectives** | | **All learners will be able to:**  knowthe name of the profession  use topical vocabulary and make short sentences; | |
| **Most learners will be able to:**  • learn the affirmative, negative, question and short answer forms of the present continuous.  •learn vocabulary for jobs.  • talk about jobs I want to be.. | |
| **Some learners will be able to:**  Create and present poster Present Continuous  make up and create a dialogue aboutthe profession; | |
| **Success criteria** | | * Recognize the opinion of the speaker (s) in basic, supported talk on an increasing range of general and curricular topics. * A learner answers the general questions and matches jobs to the places * Apply present continuous forms with present and future meaning the context | |
| **Value links** | | Labour and creativity, cooperation | |
| **Cross curricular links** | | Kazakh, Russian | |
| **Plan** | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | |
| Greeting | Greet students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?* | |
| Warm up  Starter | Introduction of the theme.   * Students are to recognize words of jobs. * Look at the board and name job (slide) * Students say the theme and our aims. | |
| Practice | 1 Task 1. Presentation “Jobs”   * Students are to name at least five jobs. * Students clap hands if their hear the same job   Descriptor:   * Students name jobs * Students identify the meaning of the words.   Assessment: clap your hands  Task 2.  **Match the words and the sentences.**  *What is a person? Where does he work?”*  Descriptor:   * Students uses topical vocabulary * Students complete jobs and definitions using the given words correctly;     Assessment : tick on given cards (FA)  Who has 10 ticks? *Excellent*  Who has 5 ticks? *Try better*  Who has less than 5 ticks ? *Bad work*  Present Continuous. Brush up.  3. What are they doing? Look at the board and say the actions.  What tense is it?  Presentation  Rule. Jigsaw activity. Students are divided into groups of four.   1. We use Present Continuous to talk about action in progress at the time of speaking (now) 2. We form the present continuous with *subject + be + Ving* 3. To form questions (?) we use *be + Ving* 4. Samples   I am reading. She is writing. We are painting. | |
|  | * Students are to prepare poster “Present Continuous tense” * present it to other group. * Students leave their places and check other’s poster and leave their comments * One student explains poster of a group.   Assessment**:** by students’ comments **Excellent! Very good!**  **Not clear!**  Task 4. Read the dialogue and do the task  What is Mark doing? What is his mother doing? What are his sisters doing? What is his father doing?  ( A telephone conversation Present Continuous)  -Hello, Mark! Are you doing homework?  — No, I am not. I am not doing homework. I am watching TV.  -Is your mom watching TV too?  — No, she isn’t. She isn’t watching TV. She is cooking.  -Are your sisters helping your mom?  — No, they aren’t. They are not helping Mom. They are doing homework.  — What is your father doing?  — He is taking a shower.  What is Mark doing? What is his mother doing? What are his sisters doing? What is his father doing?  Descriptor:  A learner   * Reads the dialogue * Find out Present Continuous * Asks questions according to the text * Figure out the content of a short conversation with some   Support  …..is watching TV.  …..is cooking.  ….are doing homework  …..is taking a shower.  Assessment:  Peer assessment Right/ wrong | |
| Your turn | • Give students a couple of minutes to write their questions.  • Monitor and help as necessary.  • Students practise asking and answering the questions they wrote in Exercise | |
| Optional activity | Acting dialogue in pairs  S – Cl. | |
| Reflection | How do you feel after this lesson?   * I am tired * Iam happy * Iam inspired   Because…. | |
| Homework | Set Exercises. | |

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| **LESSON: Module 2 Lesson 8** | | **School:** | |
| **Date: 19.10** | | **Teacher name:** | |
| **The theme of the lesson:** | | **Natural disasters** | |
| **CLASS: 10** | | **Number present:** | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | 10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;  10.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics; | | |
| **Lesson objectives** | **All learners will be able to:** | | |

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|  | Teacher’s activity | Students’ activity` | Assessment criteria | Resources |
|  | **What Makes Weather?**  What makes weather?  *Do you know?*  *What makes rain, and sleet, and snow?*  *What makes summer warm and breezy?*  *What makes winter cold and sneezy?*  *What makes autumn crisp and keen?*  *What makes spring so warm and green?*   What weather do you like?  S: answer the teacher’s questions.  T: Why do not you like bad weather? What can it effect on?  S: answer the teacher’s questions.  T: Guess the theme of our lesson. What are we going to talk about?  S: We are going to speak about our planet and natural disasters.  T: Yes, you are right. We are going to speak about natural disasters. | Read the poem  Talk about weather | - use speaking and listening skills  - give descriptive sentences | PPP  Slides |
|  | Main part.  1.Definition. Give definition of natural disaster. What do they have in common?  Print “Disaster” on the board. Tell students, You are going to come up  with as many words as you can that are related to the word “disaster,”  and then we’ll put these ideas together to get a really good sense of  what a thing has to be in order to be labeled a natural disaster.  Descriptor:  - give definition  - label words connecting with  definition | -give and write one word, describing disaster  Students label the words  (A disaster is an event that causes a lot of damage and harm.) | understand speaker and extent of explicit agreement between speakers on a range of general and curricular topics;  -name and pronounce words correctly | Sheets of paper  Pictures with photos |
|  | Motivate and Focus  *Today’s activities will help us review all that we learned about disasters* | Listening and comprehension | Listening skills | photos |
|  | List of Natural Disasters  • Blizzard  • Drought • Earthquake  • Forest fire • Hurricane  • Tornado • Tropical storm  • Tsunami • Twister  • Typhoon • Volcano  Descriptor:  -read the definition of natural  disasters  - match words with pictures | Match definitions with the words  Label the definitions | • Ability to identify attributes of a  specific concept  • Ability to identify examples of a  specific concept | List of words |
|  | Watching video (4 min)  Based on what you said about each disaster, and  Watched at the we have on the chart, we can see that they have  similarities and differences. For now, I want you to think about what  the similarities are among them. What makes all of them natural  disasters? What can be true about each one of them? Turn to a partner  and talk about their similarities for about three minutes.  Descriptor:   * Watch video * Fill the chart * Deduct the similarities | Watch video  Answer the questions  volunteers to share their ideas  (*destroys buildings; can kill crops, animals, and*  *people; can be unpredictable; and are very frightening.)*  *Something bad that happens*  *to the Earth naturally*  *People cannot stop them*  *Break and destroy houses*  *Harmful to plants, animals, and people* | use speaking and listening skills to solve problems creatively  FA  -fill the chart  (name at least 5 disasters)  -Find similarities | Video  Worksheets |
|  | Making conclusion.  Every day we hear about disasters that happen on our planet. They damage houses, destroy fields, kill animals and people. | Listening skills |  |  |
|  | * what people have to do if there are floods (group A), * hurricane (group B), or snowstorms (group C)? * Write a poster to give information about what to do. Use your imagination. | Speaking skills  Make a poster | prepare a poster on how to make a positive change to the world  -give at least 5 tips | Worksheets |
|  | Home task |  |  |  |

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| **LESSON 59**  **Unit 6: Holidays and Travel** | | | **School:** | | | | |
| **Date:** | | | **Teacher name:** | | | | |
| **Grade: 6** | | | **Number present:** | | **Number absent:** | | |
| **Theme of the lesson:** | | ***Reviewing map reading skills*** | | | | | |
| **Learning objectives** | | 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;  6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics;  6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.6.8.1 - use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics; | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  identify some specific information in speakingt correctly and use some target vocabulary correctly in production tasks with support  **Most learners will be able to:**  identify most specific information in speaking correctly and use a range of target vocabulary correctly in production tasks with support  **Some learners will be able to:**  identify all specific information in speaking correctly and use a range of target vocabulary correctly in production tasks with little support | | | | | |
| **Previous learning** | | Unit revision | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | **Learners’ activities** | | **Evaluation** | **Resources** |
| Beginning  5 min | **Organizational moment**  Greeting learners. Teacher focuses learners on the main goal of the lesson.    **Warm –up.**  Learners brainstorm all types of activities during holidays. Teacher gives the instructions and demonstrates presentation with the phrases about holiday activities. Student should classify them into three groups: *holidays by sea, holidays in the mountains, touring in a city.*  Open class feedback  ***Possible answers:***  ***Holidays by the sea:*** sunbathing, windsurfing,fishing  ***Holidays in the mountains***: hiking, exploring nature, camping  **Touring holiday in a city:** visiting museums, tasting local food, shopping, meeting local people, staying at hotels. | | | Learners discuss learning objectives.  Learners write the phrases in their copybooks. | |  |  |
| Middle  30 min | **To present new vocabulary**  Draw Ss’ attention to the pictures. Play the recording.  Ss listen and repeat chorally and/or individually. Elicit the L1 equivalents. *(Ss’ own answers)*  Speaking. Ladder  Do you like to travel? Why?  I would like to travel a lot because …  I would like to travel a lot because ….  I would like to travel a lot because ….  I would like to travel a lot because ……  I don't like to travel much because……...  I don't like to travel much because ……  I don't like to travel much …..  Possible answers  *I like to discover new places, to get to know new people*  *I like learning foreign languages*  *I could eat different types of food every time.*  *I like to see beautiful places, mountains, seas and oceans.*  *I always feel homesick.*  *I don't speak foreign languages*  *I don't like to fly by plane.*  https://worksheets.emasscraft.org/7168/4017/travelling-speaking-english-esl-worksheets.jpg  Using travel maps students can work in change pairs | | | Learners listen and repeat chorally and/or individually  Learners talk about trvel | | *Verbal evaluation*  *Mutual avaluatio*  *Individual avaluation* | Worksheets  Worksheets |
| End  5 min | REFLECTION  At the end of the lesson, learners reflect on their learning:  *3 new words which you have learned today*  *2 activities which you liked today*  *1 activity which was difficult for you*  Home task: to learn the new vocabulary  **Saying goodbye** | | |  | | *Self-assessment* |  |