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| **Unit 5: Reading for pleasure** | | | **School: № 8 Uralsk** | | | | |
| **Date:** | | | **Teacher name: Narmukhamedova N.M.** | | | | |
| **Grade: 9A** | | | **Number present:** | | **Number absent:** | | |
| **Theme of the lesson:** | | The Promised Land | | | | | |
| **Learning objectives** | | 9.1.3.1- respect differing points of view;  9.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics;  9.2.7.1 - recognize typical features at word, sentence and text level of a wide range of spoken genres;  9.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;  9.6.16.1 - use a variety of conjunctions including so that, (in order) to indicate purpose although, while, whereas to contrast on a range of familiar general and curricular topics  9.5.8.1 - spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics;  9.6.16.1 - use a variety of conjunctions including so that, (in order) to indicate purpose although, while, whereas to contrast on a range of familiar general and curricular topics  9.3.5.1 - interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks; | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  identify some specific information in the text and use some functional language correctly in speaking and writing task with support  **Most learners will be able to:**  identify most specific information in the text and use a range of functional language correctly in speaking and writing task with support  **Some learners will be able to:**  identify all specific information in the text and use a range of functional language correctly in speaking and writing task with little support | | | | | |
| **Previous lesson** | | Learners read a non-fiction text | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | **Learners’ activities** | | **Evaluation** | **Resources** |
| Begining  15 min | GREETINGS  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.   * Today during our lesson we improve all communicative skills:   You will listen to get some information about a historical person., watch video to guess the meaning of topical vocabulary.  You will read a text using skimming and scanning strategies to fulfill the tasks from the SB  And then we’ll discuss the importance of reading especially about the historical events and persons.  Then, you’ll listen to our girls with their home task: How to make a good presentation. Because your h/t will be to prepare a presentation: Benefits of reading books about historical persons or events.  As you see there is Asan Zholamanovich. He is closely connected with the person, whose portrait you can see on the Why? In what way?  Teacher of History: shows the presentation in Kazakh, but makes comments in Russian  Task:  **To complete a cluster in English, using the given information in Kazakh and Russian languages** | | | Students respond to greeting  Ss read the objectives of the lesson  Students  complete the cluster referring to the presentation of history teacher | | Emoticon  Formative assessment  Oral | Slide (useful phrases)  Pictures  PPT  Whiteboard  **Writing**  **Worksheet** |
| Middle  20 min | **Be ready to watch a video and guess the meaning of topical vocabulary**  **Task:**  **Here are the cards with topical vocabulary. In small groups you should learn their spelling, pronunciation and translation.**    **Individual work**  **Reading:**  **Skimming** – each of you have an individual task. Look quickly through the text in order to fulfil your task.  **Scanning** – follow the text while listening to it and try to understand every sentence, be ready to check your and other’s works.  **Let’s answer the questions.**  **sb Ex 2 p 61**  **Discussion - Here and Now.**  Psychologists suggest to live here and now! So, is it important to learn and know about the Past! Why? (Why not?)  What sentences from the text advise us how to live “here and now? “  **Quotations about the Past.**  **Running dictation**.  Task: Here are the quotations, you should write them in your notebooks, but in an unusual way. It will be a **Running dictation**.  Write down as many as possible in 2 minutes.  **Checking up home task: How to prepare a good presentation.**  **Home task: prepare a presentation: “Benefits of reading about historical persons and events. (5-7 slides)** | | | Students do the task in small groups, helping each other to learn new words  Ss do the tasks in SB and WB  Ss: May be the idea….be better than the one before. | | *Verbal evaluation*  Formative assessment  Oral  Formative assessment  Oral  8  Formative assessment is held through observation/monitoring | Whiteboard  **Writing**  **Worksheet**  Student Book  Student Book  **CD 2.13**  **Writing**  **Worksheet** |
| End  5 min | REFLECTION  Students reflect on the lesson completing the sentences:  Today at the lesson I …  The most useful and interesting thing was …  I was good / bad / active at …  **Saying goodbye** | | | Students reflect on the lesson | | *Self-assessment* |  |

Приложение.

figure train philosopher soil surround achieve capture respect military theory advice conflict justice wisdom living conditions society fertile

философ совет окружить goal захват уважение военная теория конфликт почва справедливость мудрость плодородие условия жизни обучение общество достигнуть цель

Quotations about history.

1. History may be called the Message, verbal or written, which all Mankind delivers to everyone. Thomas Carlyle

2. A country without a memory is a country of madmen.

George Santayana

3. History is a philosophy teaching by example & also by warning.

Lord Bolingbroke

4. History in the society is not a luxury but a necessity.

Patrick Hazard

Quotations about history

6. We can be almost certain of being wrong about the future, if we are wrong about the past. C.K.Chesterton

7. History teaches everything, even the future. Alphonse de Lamartine

8. History, in brief, is an analysis of the past in order that we may understand the present & guide our conduct into the future.

Sidney E.Mead

Using the text, translate into English

Наиболее популярной является легенда о поисках Асаном Кайгы обетованной земли Жер-Уюк с обильными пастбищами и полноводными реками, мягким климатом, множеством зверей и рыбы, где люди живут без горя и нужды, вражды и угнетения. На быстрой, как ветер, верблюдице Желмая он объездил все стороны света, однако нигде не смог найти Жер-Уюк. Эта легенда отражает конкретную историческую ситуацию середины XV века, когда после распада Золотой Орды и Белой Орды многие казахские племена двинулись в Западное Семиречье. Асан Кайгы был советником одного из возглавивших это движение султанов — Жанибека, поэтому он вошёл в народное сознание как неутомимый искатель счастливой земли, выразитель надежд простых людей на новую жизнь.

Для индивидуальной работы:

Task 1: SB Ex. 4 p 61

Task 2: SB Ex. 5 (1,2,3) p 61

Task 3: SB Ex. 5 (4,5,6) p 61

Task 4: SB Ex. 6 (1,2,3,4) p 61

Task 5: SB Ex. 6 (5,6,7,8) p 61

Task 6: WB Ex. 1 p 39

Task 7: WB Ex. 2 p 39

Task 8: WB Ex. 3 p 39

Task 9: WB Ex. 4a) p 39

Task 6: WB Ex. 1 p 39