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| Unit:5 | **Reading pleasure** |
| Teacher’s name: | **Dyussenbay Gulzhanat** |
| Date: | **06.02.23** |
| Grade:9 | Number present: absent: |
| Theme of the lesson: | Countable and uncountable nouns |
| Learning objectives(s) that this lesson is contributing to: | 9.L5 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics  9.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges  9.S8 recount some extended stories and events on a growing range of general and curricular topics  9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics |
| Value link: | Be friendly, respect each other. |

**Plan:**

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| **Part of the lesson/Time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources** |
| **Beginning of the lesson**  Warming-up  **8 min.** | **Organization moment:**  1.Greeting.  Ask about the weather. | **The aim:**To develop Ss speaking skills and create friendly atmosphere  **Efficiency:**By telling the wishes they show their appreciations . | At the organization moment T tries to award active Ss.***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | CD player  Microphone  cards |
| ***Pre-learning***  ***«Brainstorming» method***  **10 min.** | T brings several books from library. T writes Oscar Wilde on the board.  T asks Ss about author, questions from exercise 1 on page 54.  **In differentiation**part **«Think and share»** method was used to check up student’s vocabulary knowledge.  After that T introduces the aim and theme of the lesson. | Ss look through the short biography of the famous writer.  Ss answer T’s questions.  **Aim:**Find out how much do they remember.  **Efficiency:**Ss refresh their mind before starting new theme. | **Descriptor:**  -identify the author  - can give information  - know vocabulary of previous lesson.  Total: 1point  Praise Ss who has more cards and could name the cards. | Whiteboard  Cards  Student’s book |
| **Middle of the lesson**  Presentation part.  **8 min.** | **«Describing»** method is used to open up the theme of the lesson. T asks to Ss to look at the picture from exercise 2 on page 54.  T asks to identify the genre of the story. | Ss open their books on page 54 and describe the picture according to the things that they can see on it  Identify the genre of the story. | **Descriptor:**  **-**can describe the picture  -can answer the general questions  Total: 1point | Whiteboard  Student’s book Flashcards |
| **«Read the plot»**  T asks Ss to look at the new words  Check these words | Ss read the plot of the story very quickly.  Compare with their predictions.  Share with new information that they found out after reading the plot.  Ss write down new words and practice the pronunciation. | T praise active Ss with phrases such as: “Good job!  Well done!” “One more time, please”  Total: 1point | Whiteboard  Student’s book  Poster |
| **6 min.** | T gives exercise 3,p 54 Watch a short video. T asks questions connected with the text.  T asks Ss to mark the sentences T or F.  ***Aim:*** work with text  **Efficiency:**  To develop Ss critical thinking skills and reading skills  **Differentiation:*«*Verbal support*»*** method is used to help Ss use new words in the sentences. | Ss watch the video and read the text several times.  Make their predictions.  Compare their predictions after reading the whole text.  Mark sentences T or F in exercise 3. | **Descriptor:**  -get general idea  -mark T or F  Total: 1point | Whiteboard  Student’s book Poster |
| **8 min.** | T asks students to look at exercises 4 and 5 on page 55 match the coloumns.  Answer question in exercise 4.  **Aim**: improve vocabulary.  **Efficiency:**  To develop Ss writing skills and use new vocabulary **Differentiation:*«*Verbal support*»*** method is used to help Ss use new words in the sentences. | Ss do exercises 4 and 5 individually.  Check their knowledge connected with the text. | **Descriptor:**  -can use active vocabulary  -understand general idea.  - can answer the questions  Total: 2 point | Whiteboard  Student’s book  Poster |
| 3 **min**  *Speaking task* | T gives task to **“Think, pair and share”** method is used in this task  T gives exercises 6 to choose the correct item and 7 complete the sentences on page 55.  ***Aim:****enlarge vocabulary knowledge*  **Efficiency:**  Ss use new vocabulary and practice it with groupmates.  **Differentiation:*«Change the pair»*** game is used to develop their speaking and listening skills. | Ss work with vocabulary  Complete sentences  Choose the correct item. | **Descriptor:**  -choose correctly-1point.  -complete sentence -1point. | Whiteboard  Student’s book |
| End of the lesson.  Reflection  Individual work:  **2min.** | The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder. | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:***To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:*«Conclusion»*** method is used to finish the lesson. | **Descriptor:**  Speak on the theme “Literature”,  -can identify genre of the story  -can share idea - 2points. | Whiteboard  Student’s book Poster: Success Ladder. |