**Reporting verbs**

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| Бөлім: | | | Work and inventions | | | |
| Педагогтің тегі, аты, әкесінің аты (болған жағдайда) | | | Адилбаева Айнагул Жумаевна | | | |
| Сабақтың тақырыбы | | | Reporting verbs | | | |
| **Learning objectives(s) that this lesson is contributing to** | | |  | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | |
| * use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics | | | |
| **Most learners will be able to:** | | | |
| * explain the grammar | | | |
| **Some learners will be able to:** | | | |
| * evaluate and respond constructively to feedback from others | | | |
| **Value links** | | | Respect, Support, Trust, Cooperation | | | |
| **The procedure of the lesson** | | | | | | |
| **Tasks** | **Teacher’s activities** | **Students’ activities** | | | **Resources** | |
| **Organizational moment** | Greet the students. Talk to the duty.  Wish each other good wishes. | | | | | |
| **At the beginning of the lesson** | Teacher asked their hometask  Teacher explain the presentation about reporting verbs structures. We can report statements with say and tell or other verbs,eg. Admit,announce, argue, complain, deny, insist, promise,etc.and that.  Excuse me,but my soup is cold,the customer said.It is meant to be served that way,sir,said the waiter.The customer complained that the soup was cold. The waiter explained that it was meant to be served that way. | | All learners answer the questions and give their opinions  They make some your own sentences using these verbs. | | | Interactive board  Pictures  Blackboard  cards |
| **In the middle of the lesson** | **1. Pre-listening**  According to the previous pictures discuss some expressions could describe all the photos.  Descriptor: Learners work in pairs to match the activities with the photos.  2**.Practising**  Do the exercise ex3,4 p 48  I.Each learner will be given card with sentences.  They must fill in which give them theacher  Descriptor: Learners work to understand the sentences.  Work in pairs  **2. Reading**  Ask learners to read the article again and then put them in pairs to choose the correct options in each of the sentences.  Descriptor: Learners can compare answers in pairs.  Put learners into small groups to discuss their responses to the question.  Descriptor: one learner form each group report back to the class on the discussion their group had  Descriptor: Learners understand word and phrases.  **3. Post-watching**  Encourage learners to make up sentences with new vocabulary. Then read the sentences. Listen and complete the sentences,using one of the verbs from rules 1-6 in the past simple.  Descriptor: Learners make up sentences with new vocabulary and compare with their partners.  7. Work on group  Make a poster and describe the poster based on the information from photos. | | 1.Luke admitted that he had eaten the last chocolate in the box.  2. Dan explained to Mia thathe was late because hehad missed the bus.  3.Pete insisted that I was wrong.  4.Ien announced that he would be there on time.  5.Pablo promised that he would be there on time.  6.Jack denied that he had taken the key.  Ex 4 p 48. She refused to make a decision.2.He advised her not to see the film.3.She suggested ordering some more food. 4.He boasted about having lots of friends.5.She blamed him for missing the bus. 6 He requested that they make less noise. | | | Text  Slide |
| Pictures  Using your own sentences  Make a text | | |
| **At the end of the lesson** | Reflection  Ask learners if they had any difficulties during the lesson. | | | | | |
| **Home assignment** |  | | | | | |
| **Feedback** | At the end of the lesson, learners reflect on their learning. Teacher asks the learners to finish the sentences and write their ideas on the flags.  ✓ The most interesting part of the lesson was….  ✓ I really didn’t understand ….  ✓ I learn best when….  ✓ I need to ask for more help about…  ✓ In the future I would like to…  ✓ I hope I can learn to... | | | | | flags? |
| **Additional information** | | | | | | |
| Differentiation – how do  you plan to give more  support? How do you  plan to challenge the  more able learners?  Differentiation by task  Differentiation by support | Assessment – how are you  planning to check learners’  learning?  Teacher can formatively assess  learners’ reading and speaking. | | | Health and Safety  Everyday classroom precautions  will ensure that safety measures are  provided to prevent the exposure of  electrical power cords. | |  |