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| **Unit 6** **Tradition and language.** | | **#11 A.Navoi** | |
| **Date:** | | **Teacher name: Sh.Artykbaeva** | |
| **Grade: 9g** | | **Number present:** | **absent:** |
| **Lesson title** | **Relationships.Keeping tradition alive.** | | |
| **Learning objectives** | **9.1.2.1** use speaking and listening skills to provide sensitive feedback to peers  **9.5.8.1** spell most high-frequency words accurately for a limited range of general topics of familiar general topic  **9.3.3.1** give an opinion at sentence level on a limited range of general and curricular topics | | |
| **Lesson objectives** | **Learners will be able to:**  • Read a text about traditional stories.  • Learn two- and three-part verbs.  • Learn the present perfect with just, still, already and yet.  • Practise using the present perfect with just, still, already and yet | | |
| **Assessment creteria** | * Read the given text and identify the general information. * Demonstrate skills of organizing and expressing ideas accurately.   Illustrate a viewpoint in a discussion. | | |
| **Plan** | | | |

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| Stages / Time | Teachers’ actions | Students’ actions | Assessment criteria | Resources |
| Beginning of the lesson  *5 min* | 1.Greeting.  Ask about the weather.  **спичкиDivide into 2group using a matchbox.**  ***Warm-up***  • With books closed, ask students to think of their favourite traditional story.  • In pairs, they tell each other which story it is and why they like it  ***Lead – In***  Relationships - Campus Health  Relationships are an important part of our lives and can play a significant role in our emotional well-being. Relationships can look many different ways, from family relationships to friendships, romantic relationships, and professional relationships such as a professor and student. All relationships take work and effort to build, maintain, and sometimes even end. The tools provided here are designed to help you: | ***The wish flower****” method helps to start the lesson with good wishes to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By telling the wishes they show their appreciations .  Students express their ideas | 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!”  *C:\Users\Evrika\Desktop\Без названия.jpeg*  *Good job!* | *Pictures*  *The match*  *PPT* |
| Middle of the lesson  Presentation part.  35 min | **Pre-task. Reading**  • Students quickly read the texts and decide which countries the people telling the stories come from.  • Remind students that traditional stories sometimes travel and that a story that started in one country can also become popular in another.  • Are the students familiar with the stories and rhyme in the texts?  **Differentiation:**  ***«*Verbal support*»*** method is used to help Students use new words in the text.  **New words**  makeup – create- придумывать  calm down – relax.отдыхать раслабится  pass down – to give from one generation to the next ,передавать  find out – learn by studying give узнавать  orders – order  get mad – become very angry /обезумить  come up with – have an idea/придумывать  look into – explore, investigate/расследовать,иследовать  keep on (working) – continue/продолжать  **Task**  **Match new phrases with definitions**  **Post-task**  • Give out dictionaries if necessary.  • Students look up the words in the text. Remind students that they need to look for the infinitive form, so they should write the infinitive first. They should also be aware that some of these verbs may have more than one meaning, so they need to check the definition against how the verb is used in the text.  • Check answers as a class  **Demonstration the Grammar:**  **Present perfect+just,still,already and yet.**  • Students work group to find the sentences in the text and write the adverbs. They can check answers to questions a and b in pairs.  • Copy and complete the table together on the board. Discuss the meaning of the adverbs.  Controlled Practice (active learning).  *Activity:Grass skirt activity*  Choose the correct form of adverbs.  **1 I’ve been to a traditional wedding.(just/yet)**  **2 I haven’t watched a kokpar game.(still/already).**  **Activity: Footprint** | Students read the three texts about traditional stories and rhymes. Which countries do you think the people come from?  **ANSWERS:**  Students’ own answers  Students look at the words in blue in the text. Check the meaning of the words in a dictionary  **Match new phrases with definitions**  **ANSWERS:**  makeup – create  calm down – relax  pass down – to give from one generation to the next ,  find out – learn by studying give orders – order  get mad – become very angry  come up with – have an idea look into – explore, investigate  keep on (working) – continue  **Activity: Rock, scissor, paper.**  a We use yet and still with negative sentences.  b Yet always comes at the end of a phrase or sentence.  We know that these things have happened: My family has just moved to a new town. I’ve already joined a sports club. I’ve just had an argument with my friend. We think or hope that these things will happen: I still haven’t made any new friends. I haven’t talked to him about it yet  **ANSWERS:**  1 already  2 still  3 yet  4 just | **Assessment criteria**  - Read a text about traditional stories.  **Descriptor:**  - read the three texts about traditional stories and rhymes. Which countries do you think the people come from?  **Assessment criteria:**  - Learn two- and three-part verbs.  **Descriptor:**  - look at the new words in in the text. Match the meaning of the words  -Make CCQ questions  Yes / No  Descriptor:  Students should translate words in Russian  *Descriptor:*  *-learners should choose the correct form of adverbs*  *Descriptor:*  *-learners to find the correct answer* | Описание: Картинки по запросу бас бармақ әдісі  Cards  Student’s book  Worksheet  Student’s book  words    Cards  Whiteboard  Students Book  worksheet  Slaid5  Worksheet  Blackboard  Slaid |
| End of the lesson  5 min | Giving the hometask.  Ex: 4 P:36 wb  **Self-reflection** | **Peer-assessment**. Two stars and a wish.   * You did a really good job on ... * I really like how you ...   Maybe you could ... | Students use their stickers to show their knowledge according to the lesson. | Success  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐ°Ð¿Ð°Ð»Ð°Ò ÑÐ¾ÑÐ¾ |