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**Learning: subjects, extra-curricular activities**

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| Long term plan: Module 9 Learning | | |  | | | |
| **Date: 15.02.2018** | | |  | | | |
| **Grade: 10 A** | **Number present: 10** | | | | Absent: | |
| **Learning Objectives:** | * The focus should be on learning a lot of useful information about co-curricular activities three countries, to have plenty of practice in speaking, reviewing, listening and using computers. * evaluate and respond constructively to feedback from others * use reading, speaking and listening skills to provide sensitive feedback to groups | | | | | |
| **Lesson objectives**  **SWBAT** | **All learners will be able:**   * to identify different types of extra-curricular activities; * explain their own ideas about schools, subjects;   **Most:**   * to speak clearly and use complicated and accurate sentences during group, pair work; * to skim the text and make presentations correctly;   **Some:**   * give clear and extended answers in group work ; * use of complex vocabulary during the lesson; | | | | | |
| **Previous learning** | Language review Module 6,7 | | | | | |
| **Lesson objectives** | This lesson will focus on speaking, listening and reading | | | | | |
| **Value links** | Respect diversity of opinions | | | | | |
| **Cross curricula links** | ICT | | | | | |
| **ICT skills** | Presentation is shown on the interactive board | | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| Introduction  10 min.  **Middle part**  Group work  5 min.  Presentation  3-4 min.  Group assessment  2 min. | To start the lesson T introduces the lesson objectives.  **Warm up. «Snow ball»**  **Teacher invites students to make a circle in the centre of the classroom and greet each other one by one.**  Teacher divides students into groups by cards. give them texts and asks them to prepare presentation using information in the texts.  Teacher offer the students to guess the topic of the lesson. Students read the title and give the definition of the word “Learning”  Ss: Studying, getting new information, getting knowledges  T: Learning means to get involved in something new, we learn new interesting things and of course we learn how to do it, how to improve what we have already.  And for example at school we get much information through what?  Ss: Learning subjects…  Teacher asks students about extra-curricular activities, about the difference between classroom and extra-curricular activities. Then teacher asks to look at the photos of some activities to name them  Look at the ex.1 and find the activities in the network. Add more school subjects?  Present the information about subjects, extra-curricular activities in 3 countries in brief  Teacher gives the students texts and asks them to prepare presentation using information in the texts.  Reading, discussing in groups  Having read the article, Ss work in group and draw a table for presentation on the slides.  **Presenting will be able on the computers (after finishing to make diagrams or clusters they should be sent on the main board for presenting)**  Then, students present their slides to other groups.  **Two stars and a wish ( 2 min)** | | | | | Common useful phrases  Identity cards: Kazakhstan, UK, USA    PPT  Choices Intermediate for Kazakhstan  Exercise 1 p.69  Worksheets  Using computers and interactive board |
| **Audition.**  5 min.  **Creating blogs**  10 min. | Students will be tasked to listened to two students of secondary schools and do the tasks.  School (1)  School (2)  *Differentiation is done by support, by vocabulary and by task:* Less able Ss can use dictionaries. More able Ss can make up more complicated answers  ICT teacher Presentation  What is blog?  Match the meanings of the words  How to create your own blog? | | | | | Choices Intermediate Workbook audio CD  Interactive board  Presentation,  Internet connection |
| Conclusion  3 | Students reflect on today’s lessons and complete the sentence.  **S1: I’ve remembered much information about school activities**  **S2: We’ve discussed extra-curricular activities of three countries**  **S3: I’ve learnt different types of extra-curricular activities**  **S4: I’ve listened and understand missing words**  **S5: We’ve presented group presentations** | | | | |  |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links check ICT links Values links** | | |
| **Differentiation is done by:** Help less-able students to clarify unknown vocabulary  **More-able learners:**  Ask them to make up more complicated sentences during the speaking. | | *Differentiation is done by support, by vocabulary and by task:* Less able Ss can use dictionaries. More able Ss can make up more complicated answers | | *To teach students to create their own blog.*  *Respect. Cooperation. Life- long learning, helping others* | | |

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| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.**  The objectives were realistic. All learners will be able:   * to identify different types of extra-curricular activities; * explain their own ideas about schools, subjects; * to speak clearly and use complicated and accurate sentences during group, pair work; * to skim the text and make presentations correctly; * give clear and extended answers in group work ;use of complex vocabulary during the lesson;   My planned differentiation work well, timing was kept. |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1: group work  2: group presentation, assessment  What two things would have improved the lesson (consider both teaching and learning)?  1: students: from mostly passive receivers learning by rote, repetition and knowledge as remembering with some understanding and applying  to active learning through participation, peer and group learning, situated learning and knowledge as analysing, evaluating and creating.  2: Use of ICT in teaching -learning has enhanced the pace of learning and opened new ways of assessment of learning.  What have I learned from this lesson about the class or individuals that will inform my next lesson?  Students are more engaging, taking more responsibility, contributing to what I call a dual way process of learning, where the responsibility of the learning taking place is shared by both and both contribute to the outcome in that interaction (teacher and student). | |