

### Lesson Plan

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| Unit: 1                                                     | <b>Hobbies and qualities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Teacher's name:                                             | TokbergenovaUlbossyn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Date:                                                       | 26.09.2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Grade: 7                                                    | Number present:                      absent:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Theme of the lesson:                                        | <b>My country: Comparing generations.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Learning objectives(s) that this lesson is contributing to: | <p>9.3.5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>9.4.9 recognise inconsistencies in argument in extended texts on a range of general and curricular topics</p> <p>9.6.3 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics</p>                                                                                                                                                                               |
| Lesson objectives:                                          | <p><b>All learners will be able to:</b></p> <p>Recognize and use compound adjectives connected with people's attributes.</p> <p>Summarize information from the text written by a grandfather and his granddaughter about their different experiences and hobbies as teenagers.</p> <p><b>Most learners will be able to:</b></p> <p>Analyze a text comparing the lifestyles and hobbies of different generations.</p> <p><b>Some learners will be able to:</b></p> <p>Produce a clear, coherent description of hobbies and interests they used to have</p>                                                            |
| Assessment criteria                                         | <p>Apply the rule for compound adjectives and adjectives as participles in practice.</p> <p>Apply correctly active and passive simple present and past forms and past perfect simple forms in the context.</p> <p>Demonstrate the ability to participate in a conversation.</p> <p><b>Descriptor.</b> A learner:</p> <p><i>uses the learned rule and divides adjectives into the right columns;</i></p> <p><i>analyses the information in the text and gives the right answers.</i></p> <p><i>fills in the sentences according to the grammar rule.</i></p> <p><i>asks complex questions to get information.</i></p> |
| Value link:                                                 | Be friendly, respect each other.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

#### Plan:

| Part of the lesson/Time                          | Teacher's activity                                                                                                | Student's activity                                                                                  | Assessment                                                                                    | Resources             |
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| <b>Beginning of the lesson</b><br><br>Warming-up | <b><u>I. Organization moment:</u></b><br><br>The lesson greeting. The teacher asks the students for best memories | Ss say their interesting and memorable stories<br><br><b>The aim:</b> To develop Ss speaking skills | At the organization moment T tries to award active Ss. « <b><i>The praise</i></b> » method is | Cards<br><br>Pictures |

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| <p>Team work</p> <p><b>5 min.</b></p> <p>Division into groups</p> <p>«Random sort»</p>                    | <p><b>II. Checking up the home task.</b></p> <p><b>Descriptors: a leaners</b></p> <p>-review the vocabulary;</p> <p>-work in group.</p> <p>Teacher distributes cards of the irregular verbs randomly.</p> <p>First group name called “young waves” and second group name called “heirs”</p> <p><b>Method:</b> verbs</p> <p>Choose one verb and make a sentence</p>                                                                                                                                                                                                                       | <p>and create memorable atmosphere</p> <p><b>Efficiency:</b> By telling the stories they show their opinions .</p>                                                                                                   | <p>used to evaluate Ss with phrases like:</p> <p>“Good job!</p> <p>Well done!”</p>                                                                                                                          |                                                      |
| <p>Pre-learning</p> <p>«Brainstorming» method</p> <p>Pair work</p> <p><b>7 min.</b></p>                   | <p>T writes the word: <b>In the past</b> and <b>nowadays</b> and asks Ss what these words mean?</p> <p>Ask Ss to work in pairs and talk about their grandparents ask young people.</p> <p>What jobs did they do and what did they do in their free time?</p> <p>When they have finished, they join second pair and tell each other what they have found out about their partner’s grandparents</p> <p><b>In differentiation</b> part «<b>Discussion</b>» method was used to check up student’s vocabulary knowledge.</p> <p>After that T introduces the aim and theme of the lesson.</p> | <p>Ss look look at the word and try to share ideas.</p> <p>Ss say about in the past activities and comparing with nowadays activities</p> <p><b>Efficiency:</b> Ss refresh their mind before starting new theme.</p> | <p><b>Descriptor:</b></p> <p>-identify the meaning</p> <p>- name activities</p> <p>- know vocabulary for the topic.</p> <p>Total: 1 point</p> <p>Praise Ss who has more cards and could name the cards.</p> | <p>Blackboard</p> <p>PPT</p> <p>Student’s book</p>   |
| <p><b>Middle of the lesson</b></p> <p>Presentation part.</p> <p>Individual work.</p> <p><b>6 min.</b></p> | <p><b>New words</b></p> <p>Teacher introduces new words:</p> <p><i>Quick-wetted</i></p> <p><i>Hard-working</i></p> <p><i>Open-minded</i></p> <p><i>Kind-hearted</i></p> <p><i>Easy-going</i></p> <p><i>Old-fashioned</i></p>                                                                                                                                                                                                                                                                                                                                                             | <p>Learners write new words and pay attention to the screen and repeat after the teacher and try to learn by heart the new words of today’s lesson</p> <p>Students look and think about meanings</p>                 | <p><b>Descriptor:</b></p> <p>-can spell the word</p> <p>Total: 1 point</p>                                                                                                                                  | <p>Whiteboard</p> <p>PPT</p> <p>Student’s book</p>   |
| <p>Team work</p> <p><b>8 min.</b></p>                                                                     | <p>Explain to the class that they will do the <b>«then and now»</b>.</p> <p>T gives the text to two groups: read and tell</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Ss look through new words and divide them into 3 groups</p>                                                                                                                                                       | <p><b>Descriptor:</b></p> <p>-cooperate as a team</p> <p>-work with new words</p>                                                                                                                           | <p>Whiteboard</p> <p>Student’s book</p> <p>Audio</p> |

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| <p>Team work</p> <p><b>5 min</b></p> <p><i>Orally task</i></p>                             | <p>Give some time to the teams to complete the task.</p> <p><b>Aim:</b> work new vocabulary</p> <p><b>Efficiency:</b></p> <p>To develop Ss critical thinking skills and find out new words</p> <p><b>Differentiation:</b>«Verbal support» method is used to help Ss use new words in the sentences.</p>                                                                                                                                                                                                                                                                                                                                                           | Each team do the quiz.                                                                                            | <p>-can complete the groups</p> <p>Total: 1point</p>                                                                                                                                                                                                          |                                                       |
|                                                                                            | <p><b>Exercise 2.</b> Listen to the text.</p> <p>Ss read the sentences and tell its are true or false.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Teams read to each other 3 sentences.                                                                             | <p><b>Descriptor:</b></p> <p>-decade as a team</p> <p>-work with text</p>                                                                                                                                                                                     | PPT                                                   |
| <p>Pair work</p> <p><b>6 min</b></p>                                                       | <p><b>«Match the words»</b></p> <p>T gives 3 minutes to complete the task. Students can work in pairs. Then check the answers with the class using PPT</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Ss look at the exercise 1 during 3 min.</p> <p>Look and match at the words from 1 to 6 with letters a to f</p> | <p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p>                                                                                                                                                                | <p>Whiteboard</p> <p>Student’s book</p> <p>PPT</p>    |
| <p>Individual work</p> <p><b>7 min.</b></p> <p><i>Writing task</i></p> <p><b>7 min</b></p> | <p><b>Grammar.Used to</b></p> <p>We use used to when we refer to things in the past which are no longer true. It can refer to repeated actions or to a state or situation:</p> <p><i>He used to play football for the local team, but he’s too old now.</i></p> <p><i>That white house over there used to belong to my family. (It belonged to my family in the past, but not any more.)</i></p> <p>The negative of used to is most commonly didn’t use(d) to.</p> <p>The most common form of question is auxiliary did + use(d) to.</p> <p>Ss write the sentences using “used to”.</p> <p>T gives worksheets to students.</p> <p><b>Aim:</b> improve grammar</p> | <p>Ss write word combination</p>                                                                                  | <p><i>By the method of ‘THUMBS’</i></p>  <p><b>Descriptor:</b></p> <p>-can use active vocabulary</p> <p>-understand general idea.</p> <p>- can make word combination</p> | <p>Blackboard</p> <p>Student’s book</p> <p>Poster</p> |

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|                                                                                   | <b>Efficiency:</b><br>To develop Ss writing skills and use new vocabulary<br><b>Differentiation:</b> «Verbal support» method is used to help Ss use new words in the sentences.                                                                                                                                                                                                                                  |                                                                                                                                                                                   | Total: 2point                                                                                                                                                                                                                                                                                      |                                         |
| Pair work<br><b>4 min</b><br><br><i>Speaking task</i>                             | T asks and Ss answer questions about their <b>hobbies and interests</b> . Compare the things they do now and things they used to do when they were ten years old.\<br><i>Aim: to check their knowledge</i><br><b>Efficiency:</b><br>Ss use new vocabulary and practice, show their knowledge.                                                                                                                    | Ss look at the PPT with a cards.<br>Ask to open a box<br>Answer the questions                                                                                                     | <b>Descriptor:</b><br>-know new words-1point.<br>-can ask and answer the questions<br><br>1 point                                                                                                                                                                                                  | Whiteboard<br><br>PPT<br><br>Worksheets |
| End of the lesson.<br><br>Reflection<br><br>Individual work:<br><br><b>5 min.</b> | The Brain method was used as a reflection. Teacher gives picture <b>BRAIN</b> to each students. ...<br><br>Students write to BRAIN paper about remember own brain from on lesson.<br><i>Aim:</i> To know how many Ss got the theme.<br><b>Efficiency:</b><br>Ss can write the lesson understand to show how much do they remember.<br><b>Differentiation:</b> «Conclusion » method is used to finish the lesson. | Ss use their stickers to show their knowledge according to the lesson<br><br>- What has been learned<br><br>- What remained unclear<br><br>- What is necessary to work on lesson. | <b>Descriptor:</b><br>Speak on the theme “profession”,<br><br>-can identify types of profession<br><br>-describe sport - 2points.<br><br>Ss evaluate each other and encourage classmate with phrases like:<br><br>Well done! Brilliant!<br>Good job! I like it!<br><br><i>Formative assessment</i> | Whiteboard<br><br>Students Book         |