

ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТІРЛІГІ

ШЫМКЕНТ ҚАЛАСЫНЫҢ БІЛІМ БАСҚАРМАСЫ

ӘБІЛХАН ҚАСТЕЕВ АТЫНДАҒЫ ӨНЕР ЖӘНЕ ДИЗАЙН КОЛЛЕДЖІ

Жалпы пәндер кафедрасы

Demonstrative lesson

Subject: English

Theme:

1c. Legend or truth. Use of English

Оқытушы: Елшенова Ғ.Б.

Шымкент 2021ж

Lesson: Module 1 1c. Legend or Truth. Use of English		College of art and design	
Date: 14.09.2021		Teacher name: Elshenova G.B.	
Group: 1		Number present:	absent:
Course: 1 st			
Learning objectives(s) that this lesson is contributing to	10.6.9.- use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics 10.6.10- use present continuous and past continuous active and passive forms on a wide range of general and familiar curricular topics		
Lesson objectives	All learners will be able to: use some target structures accurately in more controlled and freer production tasks with some support		
	Most learners will be able to: use most target structures accurately in more controlled and freer production tasks with some support		
	Some learners will be able to: use most target structures accurately in more controlled and freer production tasks with little support		
Previous learning	Vocabulary		
Plan			
Planned timings	Planned activities	Resources	Teacher Notes
Beginning the lesson	1. Aim: to present/revise pst forms • Direct Ss' attention to the text and elicit the verb forms (1-7) in bold. • Then give Ss time to match the verb forms (1-7) to the uses (A-G). • Check Ss' answers and refer them to the Grammar Reference section for more information. • Check Ss' answers	Ex.1, p.10	
Middle of the lesson	2.Aim: To practice the past simple and the past continuous. • Explain the task and then give Ss time	Ex. 2, p.10	

	<p>to complete it.</p> <ul style="list-style-type: none"> • Check Ss' answers <p>3. Aim: to practise the past perfect and the past perfect continuous</p> <ul style="list-style-type: none"> • Explain the task • Give S time to complete the task • Check Ss' answers <p>4. Aim: to practise the past tenses</p> <ul style="list-style-type: none"> • Explain the task • Give S time to complete the task • Check Ss' answers 	<p>Ex. 3, p.10</p> <p>Ex. 4, p.10</p>	
	<p>Answer key</p> <p>1 past simple -B 2 past continuous — D 3 past simple — F 4 past perfect — C 5 past continuous — G 6 past perfect continuous — A 7 past perfect — E</p> <p>Answer Key</p> <p>1 were you doing, was watching, was reading 2 was looking, saw, Did anyone get 3 did they get, fost, started 4 was leaving, caught, Were the passengers</p> <p>Answer key</p> <p>1. had you been waiting 2. had drunk 3. had been walking 4. had survived 5. hadn't you checked 6. had been searching</p> <p>Answer key</p> <p>1 went/bought 2 read 3 were driving/broke 4 did you start 5 realised/had lost/stopped</p>		
Ending the lesson	<p>Check Ss' answers around the class. Students give their own examples. Home-task: WB&GB Ex.1-4, p.7</p>		
Additional information			
Differentiation	<p>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 Health and safety check</p>		

	ICT links
Values links	monitor less able learners in group work and give further modelling and drilling support use concept checking questions to check learner understanding of why passive is used cross-curricular links: languages [contrasts with L1] challenge more able learners to give multiple [and/or] answers in practice exercises assess pronunciation in oral and checking stages of the lesson [particularly weak form 'was']
Reflection	Were the lesson objectives/learning objectives realistic? Did I stick to timings? What changes did I make from my plan and why? Answer the most relevant questions from the box on the left about your lesson.





