

ПЛАН УРОКА

Предмет	Английский язык
Учитель	Оспанова А.С.
Школа, класс	г. Караганды, КГУ «СОШ №8», 8 класс
Тема урока	Places around the town. Giving directions




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Learning objectives(s):	<p>6.3.2.1 ask simple questions to get information about a growing range of general topics.</p> <p>6.1.3.1 respect differing points of view.</p> <p>6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics.</p>
	<p>All learners will be able to: All learners will be able to:</p> <ul style="list-style-type: none"> - Listen and identify the names of objects and their directions with some support. - Practice direction vocabulary for the instructions to find different places. - Ask simple questions using prepositions of place. (2-3)
	<p>Most learners will be able to: Most learners will be able to:</p> <ul style="list-style-type: none"> - Listen and identify the names of objects and their directions with minimal support. - Practice direction vocabulary for the instructions to find different places. <p>Ask simple questions using prepositions of place. (3-5)</p>
	<p>Some learners will be able to: Some learners will be able to:</p> <ul style="list-style-type: none"> - Listen and identify the names of objects and their directions without support. - Practice direction vocabulary for the instructions to find different places. - Analyse the peers' performance in the group work.
Assessment Criteria:	<p>Learners follow the instructions and mark the direction correctly.</p> <p>Learners use most of new vocabulary correctly.</p> <p>Learners give exact direction to peers.</p>
Value links:	Respect; Cooperation; Pride for the town, country; Imagination; Creativity.
Cross curricular links:	Geography, Social Studies.
ICT skills:	Processing information on the interactive board and using computer (BilimLand English language courses).
Previous learning:	Names of places and objects in a city. Prepositions of place.

Planned timings	Planned activities	Resources
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Lesson Part I

<p>Beginning</p> <p>0-5 minutes</p>	<p><u>Warm-up activity (W)</u></p> <p>Teacher greets learners and asks to come to the blackboard:</p> <p style="text-align: center;">We begin our lesson choosing your pair and by that review some words.</p> <table border="1" data-bbox="454 730 912 1196"> <thead> <tr> <th data-bbox="454 730 692 808">A</th> <th data-bbox="692 730 912 808">B</th> </tr> </thead> <tbody> <tr> <td data-bbox="454 808 692 853">town</td> <td data-bbox="692 808 912 853">park</td> </tr> <tr> <td data-bbox="454 853 692 898">railway</td> <td data-bbox="692 853 912 898">office</td> </tr> <tr> <td data-bbox="454 898 692 943">traffic</td> <td data-bbox="692 898 912 943">centre</td> </tr> <tr> <td data-bbox="454 943 692 987">book</td> <td data-bbox="692 943 912 987">station</td> </tr> <tr> <td data-bbox="454 987 692 1032">bus</td> <td data-bbox="692 987 912 1032">port</td> </tr> <tr> <td data-bbox="454 1032 692 1077">car</td> <td data-bbox="692 1032 912 1077">hour</td> </tr> <tr> <td data-bbox="454 1077 692 1122">ticket</td> <td data-bbox="692 1077 912 1122">shop</td> </tr> <tr> <td data-bbox="454 1122 692 1167">air</td> <td data-bbox="692 1122 912 1167">stop</td> </tr> <tr> <td data-bbox="454 1167 692 1196">rush</td> <td data-bbox="692 1167 912 1196">lights</td> </tr> </tbody> </table> <p>Answers: car park, ticket office, town centre, railway station, airport, rush hour, bookshop, bus stop, traffic light.</p> <p>Focus on activating their previous knowledge of the topic before reading.</p> <p>(At the WB) Compound nouns: In English two words can often go together to make a noun. Some times we write them as one word sometimes as two word, and sometimes with a hyphen (ai)</p> <p>post+office = postoffice</p> <p>hair+dresser = hairdresser</p> <p>ice+cream = ice-cream</p> <p>Teacher sets positive atmosphere by organizing a</p>	A	B	town	park	railway	office	traffic	centre	book	station	bus	port	car	hour	ticket	shop	air	stop	rush	lights	<p>Blackboard/whiteboard, chalk/markers</p> <p>PowerPoint Presentation, Handout 1</p> 
A	B																					
town	park																					
railway	office																					
traffic	centre																					
book	station																					
bus	port																					
car	hour																					
ticket	shop																					
air	stop																					
rush	lights																					

Differentiation: Less able learners are provided with the phrases for the dialogue

DIALOGUES

Dialog 1 🗣️

A – Excuse me?
B – Yes?
A – How do I get to the post office?
B – Go past the hotel and turn left onto Main Street. Go one block and turn right. It's across from the train station.
A – Thank you.

Questions and possible ideas for writing a leaflet

4. Preparation for writing .Learners in pairs discuss how they can help in the place where they live in the future with a help of the leaflets for their neighbours.

Questions for discussing the information for the leaflets:

What do you think about the title?

What style should be created for the best leaflet?

What are the main information is to be included?

In pairs they discuss the suggested questions and share with the class.

They create the main idea for their leaflets taking into consideration the problems typical for their own neighbourhood.

Possible ideas: We use negative imperatives to give orders and prohibit things.
Don't smoke! = No smoking!

Form:

Use **Don't** and the infinite form of the verb without *to* to make the negative form.

Papers, markers, coloured papers, glue

	<p><i>Don't go!</i></p> <ul style="list-style-type: none"> • You mustn't drop litter • You mustn't damage road signs • You mustn't write graffiti on the buildings • You must keep parks clean • Discussion <p>Teacher splits up learners into groups of three in order to determine the final version of their leaflet within the group.</p> <p>Each groupmate tries to present his/her ideas to be the most beneficial one, backing up it with facts and arguments</p> <p><u>Differentiation:</u> More able learners should persuade their groupmates with the more extended justification</p>	
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Lesson Part II

<p>2 minutes</p>	<p><u>Reflection</u></p> <p>Learners provide feedback on what they have learned at the lesson. Learners will continue the following sentences:</p> <p>In this lesson I have learnt about...</p> <p>I have known about compound words...</p> <p>It was not easy to ask directions in the city...</p> <p>It was interesting to discuss the ideas for our leaflet...</p> <p>The most difficult thing in creating the ideas was....</p>	<p>or Reflective journals</p> <p>This questionnaire can be done using Kahoot or Reflective journals</p>
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Additional information

<p>Differentiation – how do you plan to give more support? How do you plan to challenge the more able</p>	<p>Learners' Assessment – how are you planning to check learn learning?</p>	<p>Health and safety check</p>
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learners?		
<p>Differentiation by length of response - word limits or other length expectations - e.g. the number of exchanges in a reflection – can be different to indicate how much individual learners should write or prepare to speak.</p>	<p>Circulate about the room helping learners with vocabulary and expressions. Monitor learners to check they can pick up main points while asking the questions.</p> <p>Following each pair or individual activity, ask questions that check for comprehension and understanding.</p>	<p>Teachers will keep a close eye on safe learner activity</p>

Summary evaluation

What two things went really well (consider both teaching and learning)?

1:

2:

What two things would have improved the lesson (consider both teaching and learning)?

1:

2:

What have I learned from this lesson about the class or individuals that will inform my next lesson?