|  |  |
| --- | --- |
| **Short-term plan****Lesson: “Analyzıng the ingredients of a successful speech. Idioms.”** | **College:** |
| **Date:**  | Teacher name: Оспанова Рабиға Асановна |
| **Group:** ҚТЖӘ-22-9-2 | **Number present:** | **absent:** |
| **Theme of the lesson:** Analyzıng the ingredients of a successful speech. Idioms. |  |
| **Learning objectives** |  - use imagination to express thoughts, ideas, experiences and feeling - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics - recognize the attitude, opinion or tone of the writer in extended texts on a range of more complex and abstract general and curricular topics |
| **Lesson objectives** | **All learners will be able to** identify some specific information and key ideas from the text and use some target vocabulary to recount some main points from the story |
| **Most learners will be able to**identify most specific information and some key ideas from the text and use a range of target vocabulary to recount some main points from the story |
| **Some learners will be able to** identify all specific information and most key ideas in texts and use a range of target language to express views and comment on views of others with little support |
| **Assessment criteria** | * Understand the specific information given in the video
* Analyze the successful speech from the video
* Plan and write successful speech about "Climate change and the impact of society on it"
 |
| **Previous learning** | Use of English |
| **Plan** |
| **Part of the lesson/Time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources** |
| **Beginning of the lesson**Warming-upWhole class | **Organization moment:**1.Greeting.2. Organization moment.Teacher gives strings students to say warm words to each other. | ***Ss*** should continue saying good words, wishes to each other passing the string.Be happyBe healthySave your family**The aim:** develop students speaking skills and helps to break down their shy habits. **Efficiency:**By passing the string Ss feel good atmosphere. | After doing the actions T tries to award active Ss.***«The praise»*** method is used to evaluate Ss with phrases like:“Good job!Well done!” | Envelop with shapes |
| **Main part** | **Lead-in activity**The teacher may ask some questions to help students to guess the topic of the lesson.* What traits of character does a person need to make a successful speech?
* What are the ingredients of a successful speech?
* What fear a person may experience when he/she attempts to make a speech?

**A Teacher’s feedback** is provided through delayed-error correction.**Discussion. Active method “Discussion”**The teacher introduces the lesson objectives. Then the teacher shows learners a question on a PPT slide to discuss:• Do you know of any great public speakers? The teacher suggests watching a video of Leonardo Dicaprio speech "climate change"**Pre-listening. Active method “Brainstorming”**Ss make three predictions about what the video will be based on the title.**(W)** **General questions.**1. What do you know about climate change?
2. What is the impact of society on climate change?

**Differentiation. Teacher support for students**The teacher devides the students into 3 groups by counting 1-2-3 and introduces some new vocabulary before listening.The teacher drills the pronunciation of the vocabulary. **TASK-1 Listening task.****First listening. Active method "Group buzz"***The listening task is a video and it will be easy for auditory and visual learners to fulfil the task. In addition, a teacher can differentiate by switching on/off subtitles for the video.* **Second listening. Active method “Unfinished sentences”.****While second listening fill in the detailed information**1. Billions of others around the world want to solve our \_\_\_\_\_\_\_\_\_\_\_\_\_.2. We’re seeing new and undeniable climate events, evidence that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.3. We are seeing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, increased temperatures3. None of this is rhetoric, and none of it is hysteria. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. I have seen cities like \_\_\_\_\_\_\_\_\_\_\_\_\_ by industrial pollution.5. Ancient \_\_\_\_\_\_\_\_\_\_ in Greenland and the Arctic are disappearing6. Ancient glaciers in Greenland and the Arctic are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than ever.7. I've seen an unprecedented drought in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.8. Clean air and water, and a \_\_\_\_\_\_\_\_\_\_\_\_ are inalienable human rights.

|  |
| --- |
| Self-assessment |
|  | Description | Points |
| 1 | climate crisis  | 1 |
| 2 | accelerated climate change | 1 |
| 3 | extreme weather events | 1 |
| 4 | It is a fact. | 1 |
| 5 | Beijing choked | 1 |
| 6 | glaciers | 1 |
| 7 | disappearing faster | 1 |
| 8 | America and California | 1 |
| 9 | liveable climate | 1 |
| Total | 9 |

 **Differentiation.**Teacher prepare interview questions in advance for students who need support, students who do not need support can use their own questions.Questions for students in need of support:1. What is the video about?
2. What did Leonard Decaprio say?
3. What would you say about Leonard Decaprio's idea of a rise in temperature?
4. Do you agree with the opinion about the pollution of cities? What do you think?
5. Do you agree with Leonard Decaprio's idea of drought and air pollution? How do you think is this situation harmful?

Students can ask additional questions themselves.The observer student evaluates the successful speech on the following questions, provides feedback.**TASK-2. Flashcards**After finishing the listening tasks teacher asks one member of the team and suggests to choose one flash card to practice the successful speech. Materials: Flascard+useful phrases+special worksheet“Comments” method is used to find out was the lesson clear or not. Use the stickers.**TASK-3. Digital task -Wordwall**Teacher should show the QR code of the task. And after finishing they can see their results **TASK-4 Match the Idioms**Teacher asks to translate the idioms by theirs meaning and complete the sentencesFeedback to each other by the method wish lamp(тілек шамы) | Then students should answer the questions Students should give any information about public speakers Students view an excerpt of the video on the topic "Climate change". After watching the video, students using the active learning method "Group buzz" discuss what they have heard in a short time. **Answer general questions.**Students check their completion and then write the main idea in three sentences. The teacher asks the students to read what they have written.One member of the group can comment**Active method “Interview”** Studen should make up short interviews on the watching video.The work will be in threes. One gets an interview, the other gives an interview. The third student listens to the interview, evaluates the successful speech, and then tells your own thoughts. Student choose the flash card and work with groupThen one student should make a speech by chosen theme of the flashcard and second member of the opposite group should assess and give feedback.Students scan the QR code of the task and complete it.Students should translate the idioms and complete the task  |  | WhiteboardPPT https://youtu.be/Si9nPPtza5khttps://youtu.be/Si9nPPtza5khttps://wordwall.net/resource/47888524PPT, worksheet |
| End of the lesson.ReflectionIndividual work:**5 min.** | Quiz show with word wall -conclusion gameFor reflection teacher asks students to take the special stickers and evaluate the lesson by putting their stickers to necessary Island. | Students can play quiz show and make a conclusion of learned materialsSs use their stickers of today’s lesson. Commentaries, wishes.***Aim:***To know how many Ss got the theme.**Efficiency:**learn to comment somebody using simple sentence.**Differentiation:*«Conclusion»*** method is used to finish the lesson. | **Feedback:** **“The praise” method**“Good job!Well done!” | <https://wordwall.net/resource/12284477>  |