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| **LESSON 13**  **Unit 2: Exercise and sport** | | | **School: Martuk Secondary School #1** | | |
| **Date:** | | | **Teacher name: Sapina A.L.T.** | | |
| **Grade: 9** | | | **Number present:** | **Number absent:** | |
| **Theme of the lesson:** | | ***Exercise and sport*** | | | |
| **Learning objectives** | | 9.L8 begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects  9.S3 explain and justify their own point of view on a range of general and curricular topics  9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics  9.UE13 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn’t have to express regret and criticism on range of familiar general and curricular topics | | | |
| **Lesson objectives** | | **All learners will be able to:**  Recognize and use nouns and verbs related to the health benefits of exercise.  Do a health and exercise quiz.  Produce sentences with *could, can, will be able to* to talk about ability in the past, present and future with support.  **Most learners will be able to:**  Express ideas about exercise and sport.  Produce sentences with *could, can, will be able to* to talk about ability and possibility with minimal support.  **Some learners will be able to:**  Demonstrate the ability to produce sentences with *could, can, will be able to* without support. | | | |
| **Criteria** | | Find claim, reasons and evidence in the text to recognise inconsistencies in argument.  Provide a point of view in conversations and discussions.  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.  Apply modal verbs for different purposes. | | | |
| **Previous lesson** | | Unit Revision | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | **Resources** |
| Begining  15 min | **Organizational moment**  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Warm –up**  Teacher writes **sports personalities**, **sports teams**, and **minor sports** on the board and explains that these phrases are related to the topic of the lesson.  Students guess the topic of the lesson.  Teacher introduces the lesson objectives in a simplified manner.  **Focus on speaking**  **Presentation**  Teacher shows a video about How to Say the names of Summer Olympic Sports.  **Discussion**  Teacher asks students some questions:  What are the Summer Olympic Sports in Kazakhstan?  What are they in other countries?  What kinds of sports mentioned in the video are popular among teenagers of your age?  Why do you think they are so popular? etc. | | | | Video  <http://www.youtube.com/watch?v=xMVAvM82xdg>(How to Say the Names of Summer Olympic Sports - (ESL) American Pronunciation) |
| Middle  20 min | Ex.1 p.20. Conveying the meaning of new words. Classifying words.  Ex.2 p.20. Collocation tables.  Ex.3 p.20. Discussing questionnaire. Predicting based on the True/False questions.  Checking SS's answers.  Ex.4 p.21. Matching task. Ranking discussion.  Ex.5 p.21. Substitution drill (Blank-filling).  Ex.6 p.21. Information transfer.  Ex.7 p.21. Structure-based substitution.  *Communication drill*.  Extra task. Making sentences. | | | | Board  Projector  Internet  Presentation  Video and images  Handouts with task  CD 1.15 |
| End  5 min | **Reflection**  At the end of the lesson, learners reflect on their learning:  3 new words they learnt  2 activities helped the most  1 challenge (difficulty) they experienced  Hometask: WB p.14. | | | |  |