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| Unit of a long term plan  Travel and tourism | | Secondary school # 15 | | | |
| Date: 18 04 24 | | Teacher name: Naumova A.U. | | | |
| Grade: 9V 9B | | Number present: | | Absent: | |
| Lesson title | | **My country. Travel and tourism.** | | | |
| Learning objectives | | 9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics  9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics  9.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks | | | |
| Lesson objectives | | * watch the video and answer the questions * match words and phrases with their definitions * read the text and match the headings with the paragraphs * ask and answer –Wh questions according to the text * create and present travel brochure about places for travelling in KZ | | | |
| Stages/time | Teacher’s actions | | Students’ actions | Assessment | Resources |
| Presentation  Warming up  5 min | Teacher greets the students and then shows a video in order to understand the theme of the lesson and the lesson objectives. Teacher divides all students into pairs using “Puzzle” strategy and asks some questions according to the video.  After finishing the task teacher tells the theme of the lesson and explains lesson objectives. | | Pair work  Students watch this video and answer some questions in order to predict the theme of the lesson and lesson objectives.  Questions  1What makes Astana a unique destination in Kazakhstan?  2How did Lake Kaindy come into existence?  3What historical significance does Taraz hold?  4What message does the Aral Sea convey about environmental stewardship?  5What can visitors expect to see at the Tamgaly petroglyphs site?  6Why is Turkistan considered the spiritual capital of the Turkic world?  7What makes the Aksu Jabagly Nature Reserve a premier tourist destination in Kazakhstan? | Teacher’s observation and comments. | Handout 1  Video  Kazakhstan Travel Guide: 11 BEST Places to Visit in Kazakhstan (& Best Things to Do)  <https://www.youtube.com/watch?v=kVDLM8DfNFE&t=351s> |
| Pre-reading  5 min  Vocabulary | Teacher gives words and phrases from the text and students match them with their definitions.  Answer key:  1. f  2. d  3. a  4. b  5. c  6. e | | Individual work  Students follow the link and match words and phrases from the text with their definitions. Students work individually.  Definitions:  a. not common; unusual or uncommon.  b. very important, large, or serious.  c. belonging to a time long ago, especially thousands of years in the past.  d. strange in an interesting or amusing way.  e. extremely large in size or amount.  f. friendly and welcoming to guests or strangers.  Words:  1. hospitable  2. quirky  3. rare  4. major  5. ancient  6. vast | Comments, green and red  Program assess students automatically. | Merriam-Webster Dictionary, Collins Online Dictionary |
| Practice  While-reading  10 min | Teacher explains how to headings with the paragraphs.  Teacher goes around the classroom and monitor this activity.  USEFUL TIPS:  1. First, read each heading  2. Circle keywords within the headings  3. Any similarities or differences between the headings should be noted  4. Read the first and last sentence of the paragraph  5. The heading that is most suitable for the paragraph should be chosen | | Students read and listen to the text. Then reasons to visit Kazakhstan in order to understand specific information and find some important details. Students work individually and match headings with the paragraphs. Then students check their answers in pairs. | Peer-assessment  Answer key:  1D 2H 3F 4A 5C 6I 7E 8J 9B 10G  Assessment  0-3 points- very poor  4-6 points-satisfactory  7-8 points -well done  9-10 points-excellent | English Plus 9 st.book p. 100 ex.2  English Plus 9 teacher’s book p.122  Track 3.19 |
| Post-reading  5 min  Speaking | Teacher explains students how to prepare a dialogue according to the text. | | Work in pairs.  Students work in pairs and prepare their own dialogues according to the text using –Wh questions.  Assessment list  Students’ names\_\_\_\_\_  Experts’ names \_\_\_\_\_   |  |  |  | | --- | --- | --- | | 1 | -use facts from the text |  | | 2 | -tell grammatically correct sentences |  | | 3 | -exchanging roles |  | | 4 | -ask 5 questions |  | | 5 | -pronounce the words without mistakes |  |   3 4 5 6 7 8 9 10  COMMENTS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Teacher’s observation and peer-assessment. Students assess each other using assessment criteria. | Handout 2 |
| Production  15 min  Writing | Teacher divides students into three groups using the strategy “Puzzle” (teacher cuts out pictures and students collect them) and gives the task. Students create their own travel brochure about places for travelling in Kazakhstan. They assess other groups using assessment chart.  “Top 5 places for travelling in Kazakhstan”  Teacher asks ICQs in order to understand was the task clear for students or not.  What will you create? What should you include in your travel brochure?What experts will do? Is it necessary to tell your opinion about the country? | | Students collect three pictures and divide into three groups. Students create their own travel brochure about places for travelling in Kazakhstan and present them to the class.  Work in groups.  Group # 1  Group # 2  Group # 3  Descriptor  -a student  follows the steps of the plan and creates travel brochure  -creates attractive and interesting design of a brochure  -uses pictures and maps  -makes grammatically correct sentences during the presentation  -uses topic related vocabulary  -describes different aspects of a chosen places according to the plan | Students from the group Experts assess other groups using assessment chart and comment their marks after the presentation  Plan:  1.Description of a place (climate, main cities, population, landscape, traditions)  2.Find information on at least 5 places to see or things to do for entertainment  3. Include the map of this place  4. Include at least three pictures of your place  5. Give your opinion about this place and recommendations for visitors  6.Check your spelling and grammar  7. Prepare a tri-fold brochure with interesting design and present it to the class | Handout 3  Handout 4 |
| Ending  5 min | Teacher gives handout with the self-assessment charts to the students. | | Students express their attitude to the lesson and write 5 facts about Kazakhstan. Students complete the task individually. | Self-assessment | Handout 5 |