

Grades					<i>English Teacher:</i>
Dates					<i>Hasanboy Rasulov</i>

Lesson 1. Overview and about you

The aim of the lesson:

Educational: to learn about activities and personal interests

Developing: - to develop listening, reading, speaking and writing skills

Socio-cultural: - to learn different cultures

Competence: SC1, SC and PC

Learning outcomes: By the end of the lesson, pupils will be able to use learnt language; ask and answer questions

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Prepare 9 Students' book, Workbook, the DVD of the book, flashcards

TECHNOLOGICAL MAP OF THE LESSON:

Nº	Part of the lesson	Tasks	Time
1	Organizational Moment	-to greet pupils. - to check up the register	5 min
2	Repeating last lesson	- to give pupils some questions about last lesson. – to ask words from previous lesson	5 min
3	Explaining new theme	- to explain to pupils new vocabulary and theme	20 min
4	Consolidating new theme.	- to consolidate new theme and new words of the theme.	10 min
5	Homework.	- Giving homework.	5 min

The Procedure of the lesson:

I. Organizing moment: - Greeting.
- Checking the register

II. Pre-Activity

The Duke of Edinburgh's Award

This is a great way to have fun, make new friends and learn new things. The award has four parts:

- **VOLUNTEERING** – Give your time to make a difference to people's lives.
- **FITNESS** – Do some exercise and get fitter.
- **SKILLS** – Learn something new – or get better at something you like.
- **EXPEDITION** – Go camping and hiking in the countryside.

If you complete everything, you get a certificate.

Write an email to Mr Jones, The Duke of Edinburgh's Award leader at our school. Describe yourself and say why you want to do the award.

If students did Level 2 together, this activity gets them using simple English again after the break; if they didn't, it helps them get to know each other.

Write the words food, sport, city, animal and colour on the board. Give students one minute to write down their favourite thing in each category. Start by giving them an example for each, e.g. ice cream, basketball, Milan, elephant and green.

In pairs, students then compare and discuss their answers. Demonstrate with a stronger student:

‘What’s your favourite food, Mario?’

I love sushi. There’s a great sushi place near my house. What about you?

As a variation, all students should walk around the class asking and comparing answers to see which items in each category are the most popular.

III. Main Part

Pre-teach award (a prize you give to someone for something good they did), then ask students for examples of awards or prizes it is possible for young people to win, for example in sports competitions, youth movements or school exams. Put students into groups to discuss the questions. Encourage students to brainstorm other awards and prizes in their country. (If you have students from different countries, the discussion is more interesting if you put different nationalities together.) Then exchange ideas as a class. As an extension activity, put students into pairs to think of funny awards for their class for this year: for example, for the student who smiles the most, the student who asks the most questions.

Activity 1 Ask students to look at the poster and the heading. Ask, ‘Who is the Duke of Edinburgh?’ (Prince Philip, husband of the queen of England, Elizabeth II). Pre-teach volunteering (offering to do something without expecting payment), expedition (an organised journey, especially a long one for a particular purpose) and hiking (the activity of going for a long walk for pleasure outdoors). Point out the pronunciation of Edinburgh (/’ed.in.bər.ə/). If necessary, read out the background information to help students. Ask, ‘Who is Mr Jones?’ (the school’s Duke of Edinburgh’s Award leader). Put students into pairs to read and answer the questions; then check the answers as a class.

Answers

1 It’s an achievement award.

2 They volunteer, do fitness activities or exercise, learn something new and go on an expedition.

3 and 4 Students’ own answers

Activity 2 Ask students to look at the emails. Ask, ‘Who tells a lot of jokes?’ (Daniel). Tell students to answer the questions. Check the answers then ask students, ‘Who sounds more interesting, Daniel or Grace?’

Answers

1 Daniel 2 Grace 3 Grace 4 Daniel

The Reading text is recorded for students to listen, read and check their answers.

Activity 3 Ask concept-checking questions about the words. For example, ‘Are friendly people nice or not nice?’ (nice). Let weaker students translate the words. Drill all the words. Then tell students to complete the sentences. Put students into pairs to compare their answers.

Answers

The answers are recorded for students to check and then repeat.

1 lazy 2 active 3 kind 4 popular 5 funny 6 polite 7 friendly 8 quiet 9 helpful 10 creative

IV. Post-activity

Activity 4 Put students into pairs and have them write four sentences about their partner using adjectives. Tell them not to name their partner but to use they instead, for example, They don’t talk very much. Collect the sentences then read them out for the class to guess the student. Write the sentences which have mistakes on the board and tell students to correct or improve them.

MIXED ABILITY

Tell stronger students to write six sentences and choose four of the sentences to read out. Put students who need more support in pairs and have them write two sentences each about the same student in another pair.

Deputy director on educational affairs _____

Signature _____

Grades					English Teacher:
Dates					

Lesson 2. About you

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The Procedure of the lesson:

I. Organizing moment: - Greeting.
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II. Pre-Activity

Read out five sentences, some present simple and some present continuous, about yourself. Students must decide if they are true or false. For example:

I get up at six o'clock every day.

My husband/wife plays the guitar.

I am wearing green socks.

My grandmother speaks English very well.

I am doing the Duke of Edinburgh's Award.

Students do the same in pairs.

III. Main Part

Activity 1 Write on the board: Daniel plays the guitar. Daniel is playing the guitar.

Ask students, 'Which is present simple?' (the first) and 'Which is present continuous?' (the second).

Tell students to complete the table. Check answers as a class.

Answers

Present simple: I'm a friendly person, I often make people laugh, I work hard, I play hockey and go swimming every week, I hope I can do this award, I don't talk much, I like to be busy, I often go shopping with her, She always tells me I'm kind, she doesn't know about it

Present continuous: I'm learning to play the keyboard, I'm also teaching my brother to swim, I'm doing a big painting, it's going well, My mum and I are planning a party for her

Activity 2 Ask, 'When Daniel writes "I work hard", does he mean only now?' (no). Tell students to complete the rules. Check as a class.

Answers

1 continuous 2 simple

Activity 3 Tell students to look at the first sentence. Ask, 'Is this something happening now or something that happens regularly?' (something that happens regularly) and 'How do you know?' (It happens every week.). Tell students to choose the correct form in the other sentences. Check as a class.

Answers

1 watch 2 do you usually eat 3 'm practising 4 are learning 5 don't always do 6 is teaching

Activity 4 Write It is raining every day on the board. Have students correct the sentence (It rains every day.). Tell students to correct the sentences. Check as a class.

Answers

- 1 It's raining a lot at the moment.
- 2 In my free time, I usually go to the cinema.
- 3 I'm selling my English book. Would you like to buy it?
- 4 Right now, I'm watching basketball.
- 5 I usually wear a jacket, even when it's hot.
- 6 We swim and sunbathe every day.

Activity 5 Tell students to look at the photos on page 10. Look at the examples and ask some questions, for example, 'What are they wearing?'. Put students into pairs to talk about the photos then share ideas as a class.

Answers

Students' own answers

Activity 6 Tell students to make notes. Share ideas as a class then tell students to write their emails.

Possible answer

To: Mr Jones

From: Sophia

I really want to do this award! I work hard at school and I'm not lazy. People say I am kind and friendly.

In my free time I love swimming and reading. I am learning English and I am planning to go to Edinburgh one day!

Activity 1 Ask students to repeat the last sentence you read out in the Warmer. Use this to remind students of what you studied in the last lesson and ask some questions: 'What is the Duke of Edinburgh's Award?', 'How many parts are there?' and 'Which teacher is the leader at Daniel and Grace's school?'. Refer students back to page 10 if they can't remember. Then ask students, 'What information could there be on a website for the Duke of Edinburgh's Award?'. Get different ideas from the class. Give students one minute to look at the website and have students answer the question in the book. Check the answer and then ask some extra questions, 'Is this the Duke of Edinburgh's Award website?' (No, it's the school website.), 'Does everyone do the same activities?' (No, there is a choice.) and 'How can you prove you have done an activity?' (by taking photos).

Answers

Students who want to do the Duke of Edinburgh's Award.

IV. Post-activity

Activity 2 Say to students, 'There are only four skills you can do – true or false?' (False) and ask 'How do you know this?' (This website gives examples of only four skills but it says there are lots more ideas on the main website.) Tell students to read the sentences, decide whether they are right or wrong and correct the wrong ones. Check as a class and have students say how they know the answer. Go through the sentences together if you are short of time or the class needs more support.

Answers

1 2 3 4 5 6 7

Deputy director on educational affairs _____

Signature _____


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