

БӨЛІМ: ЖАЛПЫ РУБРИКА

Silk through Sauran

ЖАРИЯЛАНДЫ
02.12.2020

СІЛТЕМЕ
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Алматы қаласы Алмалы ауданы

КММ №34 гимназиясының ағылшын тілі пәнінің мұғалімі

Малышева Светлана Васильевна

Lesson plan

Term 2Unit 3 Earth and Our Place on it.		School: №34	
Date:		Teacher name:Malysheva S.V.	
CLASS: 9		Number present:	absent:
Lesson title	Silk through Sauran		
Learning objectives(s) that this lesson is contributing to	<p>9.1.7.1 develop and sustain a consistent argument when speaking or writing</p> <p>9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on wide range of general and curricular topics</p> <p>9.4.3.1 understand the detail of an argument in extended texts on a range of familiar, general and curricular topics</p> <p>9.5.2.1 write independently about factual and imaginary past events , activities and experiences on a range of familiar general and curricular topics</p>		
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> · identify some of the main ideas and specific information correctly in the text · recognize some inconsistencies in the text · show some basic organizational coherence and usesome target vocabulary with limited support in writing task <p>Most learners will be able to:</p> <ul style="list-style-type: none"> · identify most of the ideas and specific information correctly in the text · recognize most inconsistencies in the text · show clear basic organizational coherence and use most target vocabulary successfully in writing task <p>Some learners will be able to:</p> <ul style="list-style-type: none"> · identify all of the main ideas and specific information correctly in the text · recognize all inconsistencies in the text · show good organizational coherence and use all target vocabulary successfully in writing task 		
Assessment criteria	<ul style="list-style-type: none"> · read about Silk Road and identify specific information in the text · use subject-specific vocabulary and phrases in oral and written tasks · use verbs in Past Simple, Active and Passive forms 		

Language objective	Express thoughts and give idea using subject-specific words and phrases. Subject-specific vocabulary: Trading by sea routes, overland trade route, movement of goods, 130 BCE, major trading center, cosmopolitan city, archaeologists, ruins, partly excavated, attack and siege, abandoned, underground canals. Revise Active, Passive forms of the verbs Useful classroom language for dialogue/writing: <i>Discussion points:</i> <i>I think... In my opinion... I believe that...</i> <i>Can you say why...? Do you agree? What do you think?</i>	
Values links	<i>Respect for the environment, tolerance, loyalty and patriotism of our country.</i>	
Cross-curricular links	<i>Cross-curricular integration takes place in the lesson through: content of History, Geography; developing vocabulary range to communicate; knowledge of historical facts; working with the map of the world showing East Asia, Middle East, Southern Europe.</i>	
Previous learning	Learners know about the ancient events connected with Silk Road from History of Kazakhstan and Geography Learners know Active and Passive forms of the Verb and how to make questions.	
Plan		
Planned timings	Planned activities (replace the notes below with your planned activities)	Resources
Start 0-1	Organizational moment <i>Teacher greets learners, checks the attendance</i>	
1-4	Starter: Task1 [G] teacher arranges learners in groups, nominate the leader and gives each group an equal set of cards with words and phrases: trade route; travellers; inhabitants; east Asia; History; Europe; archeologist; Biology; 130 BCE; Geography; Silk Road; attack; 13 th century; Learners find out which word\phrase does not belong with the rest (Biology) and give the reason why e.g. I think.... because.... Task 2 [P] less able learners organize the words \phrases in 2 groups according to subjects: History or Geography. After that they check themselves looking at the keys on white board. S-S Task 2 [I] most able learners find out 1 key word\phrase in the set of cards (it's Silk Road) and explain why S-T	Cards with topic related words\phrases PP presentation
4-7	Teacher tells the learners the objectives of the lesson The objectives of the lesson are: to read the text for specific information, to revise grammar and speech material from the Unit; to make up statements and questions about past events orally and in written form on a range of the curricular topic. T-S Lead in: <i>Teacher asks learners what they know about Silk Road and about their source of information. T-S Feedback</i>	
7-8		World map
8-10		

<p>Middle</p> <p>10-13</p> <p>13-21</p> <p>21-25</p> <p>25-28</p> <p>28-34</p>	<p>Pre-reading; <i>[W] Learners look at the picture, read the title and the key words. What is the text about? What do the words tell us about the place? T-S</i></p> <p>While-reading; <i>[I] Learners listen and read the text “Silk through Sauran” to find out about the place</i></p> <p>Comprehension check <i>[P] learners read the text again and mark the statements 1-5 as T (true) or F (false). Correct the false statements. S-S</i></p> <p>Post-reading: Grammar revision: 1. <i>[I] Learners find out in the text the verbs in Past tenses, Active and Passive forms and complete the chart with the verbs and infinitives. [P] learners check worksheets 1. S-S</i></p> <p>2. Game: “If this is the answer, what’s the question?” <i>[G]Teacher gives learners from group 1 <u>worksheets 2A</u> with questions to write answers. (3min) Learners from group2 gets <u>worksheets2B</u> with statements from the text “Silk through Sauran” to write appropriate questions. (3min) When the time is over, a learner from group2 reads the 1st question group1 checks (they have the key), then a learner from group 1 reads the answer to the question- group2 checks(they have the key).</i></p>	<p>SB p 30</p> <p>Audio SB ex 1 p30</p> <p>SB ex 2 p 30</p> <p>Worksheet 1 with a chart to fill in the verbs in the Past tense and infinitives</p> <p>Worksheet 2A with questions to answer Worksheet 2B with answers to make questions</p>
<p>End</p> <p>34-35</p> <p>35-37</p> <p>37-40</p>	<p>Home -task: Teacher gives home task for learners to choose: a. - level of application; b.- level of creation. a. SB ex 3 p30 -use the phrases to write sentences about Sauran and Silk Road. (For less-able students) b. Write a few sentences “what would it be like living in Sauran?”(For more-able leaners). Plenary: Quiz. <i>[I]Each learner writes 1 true sentenceand1 false sentence about the text “Silk through Sauran” [P]Learners read their sentences to each other in turns and define the true sentence with thumb up and false sentence with thumb down. S-S</i></p> <p><i>Teacher gives feedback Teacher says good-bye</i></p>	<p>PP presentation</p> <p>PP presentation with Descriptors</p>
<p>Additional information</p>		
<p>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>Assessment - how are you planning to check learners’ learning?</p>	<p>Health and safety check</p>
<p>More support: (1-5) provide opportunity for less able learners to work in mixed ability groups with a leader allow thinking time (4-7) provide them with keys to check themselves (25-28) modeling (34-35) can choose less complicated hometask More able learners: (1-5) they think critically to explain why one word could be odd out (4-7) they use prior knowledge to prove why one word from the set of cards could be considered as the key one (28-34)they lead the group in the game, distribute tasks, support less able learners, are responsible for organizational coherence. (34-35) can choose more challenging home task to write short essay “What would it be like...?”</p>	<p>Monitor learners to check they use properly subject-specific vocabulary in pair and group work. Note those who have problems with making questions in the Past tense Observe learners how they work in groups: are they active, eager to work, ready to collaborate or have some difficulties Provide learners with worksheets, keys for self-assessment and peer assessment For plenary do the quiz to realize what students have learnt about content and language</p>	<p>Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords</p>

<p>Reflection</p> <p><i>Were the lesson objectives/learning objectives realistic? Did all the learners achieve the lesson objectives/ learning objectives? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?</i></p>	<p>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</p>
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from this lesson about the class or individuals that will inform my next lesson?</p>	

Formative assessment

Unit3 Earth and our Place on it

Lesson title Silk through Sauran

Learning objective

9.5.2.1write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics

Assessment criteria

- use subject-specific vocabulary and verbs in the Past tense in oral and written tasks

Level of thinking: Application

Game: “If this is the answer, what’s the question?”

Task 1. Work in groups.

Group 1: Write answersto questionsin worksheets 2A. (3min)

Group2: Get worksheets2Bwith statements related to the text “Silk through Sauran” and write appropriate questions. (3min)

Task 2. A learner from Group2: Read the 1st question.

A learner from Group1: Check using the key.

A learner from Group 1: Read the answer to the question.

A learner from Group2: Check using the key.

Descriptors:

- Leaders of the groups distribute learners’ duties
- Learners from Group A write the answers to 5 given questions (Worksheet 2A)
- Learners from Group B write 5 questions that suit given statements (Worksheet 2B)
- Groups check and evaluate each other’s task

Worksheet 1**Names** _____

Task: Read the text "Silk through Sauran" again and find the verbs in past tense active and passive forms, write their infinitives.

№	Verb	Infinitive
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

Worksheet 2A

Names: _____

Task: Read the text “Silk through Sauran” again and write the answers to 5 given questions

1. Which route of the Silk Road went through the southern part of Kazakhstan?

2. What could travellers do in Sauran?

3. Why was Sauran used as a capital for the White Horde?

4. What have archaeologists found?

5. Why was Sauran abandoned?

Worksheet 2B

Names: _____

Task: Read the text “Silk through Sauran” again and write 5 questions that will suit 5 given statements

1. Which _____ ?

- The northern route of the Silk Road went through the southern part of Kazakhstan.

2. What _____?

- They could stop to rest and replenish their supplies of food and water.

3. Why _____?

- Because it was influential and cosmopolitan city.

4. What _____?

- They have found evidence of a mosque, a marketplace.

5. Why _____?

- Because people stopped using the Silk Road and started trading by sea routes.

ҚМ АА Куәлік нөмірі: **KZ45VPY00102718** — ҚР Мәдениет және Ақпарат министрлігі

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