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**Абай атындағы №31 жалпы білім беретін мектебінің ағылшын тілі пәні мұғалімі.**

**Түркістан қаласы**

**READING: MARRIAGE**

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| **Learning objectives(s) that this lesson is contributing to** | | 9.1.8.1 develop intercultural awareness through reading and discussion;  9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics;  9.3.2.1 ask complex questions to get information on a range of general and curricular topics;  9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;  9.6.9.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics; | | | |
| **Lesson objectives** | | **All learners will be able to:**  Identify the theme, new words and use them as the basis for discussion.  Demonstrate knowledge for usage of the Present Simple for retelling a story about arranged marriage.Transfer information from the given information into a graphic organizer.  **Most learners will be able to:**  Select, compile, and synthesize information for an oral presentation   * Provide a point of view in conversations and discussions; speak about arranged marriages using active vocabulary.   **Some learners will be able to:**  Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.  Make a presentation about marriages in Kazakhstan.Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. | | | |
| **Plan** | | | | | |
| **Planned timings** | **Teacher’s activities** | | **Student’s activities** | **Marks** | **Resources** |
| **Beginning of the lesson**  **5 min**  **5 min** | Greeting.  Organizational moment: Establishes proper order in the classroom and greeting students. Then he takes a roll call and notes those who are absent.  The creative beginning of the lesson with the game "Fonts". With the help of ciphers, both groups guess the “coded” word.  https://konspekta.net/studopediaorg/baza13/290796790239.files/image057.png  https://fsd.kopilkaurokov.ru/uploads/user_file_5704ce14afaac/issliedovatielskaiarabotapoanghliiskomuiazykuporosiachialatynilitainyiiazykanglichan_5.jpeg  Checking homework:   * Orally question each student in order. * Check whether you completed the task correctly: check the correct matching of the words “Already”, “Just”, “Still”, “Yet” for each sentence.   For each correctly completed task, one point for each student. | | Students warm greet teacher  **Each group guesses the words**  **Students read the written assignment with the correct answer.** | 1 sticker for every correct answer  https://coolsen.ru/wp-content/uploads/2022/02/52-20220208_175523.png  1 sticker for every correct answer | Slide (useful phrases)  Pictures  PPT  Slide |
| **5 min** | Guess a new topic using pictures.  Image result for kazakh wedding traditions picturesImage result for ÐºÑÐ· Ð¶Ð¸Ð±ÐµÐº ÐºÐ°ÑÑÐ¸Ð½ÐºÐ¸Image result for marriage pictures  Image result for marriage picturesImage result for marriage pictures  **Warm up.** Free talk.  Look at the pictures. What do you think is our topic today?  **Mini game.** Students throw the ball to each other while saying their associations with the word Marriage.  On the board you can see the word: Marriage  What do you imagine when you hear this word?  Please tell me your associations with this word. | | **Students answer the question** | Описание: Описание: Картинки по запросу бас бармақ әдісі | Student Book p.70  Pictures |
| **Main**  **Activities**  **5 min**  **10 min**  **5 min** | LISTENING TASK:  Listen to the text and express what you understand.  Read and translate the text for clear understanding.  **Assessment criteria:**  Identify the main idea in extended talks with little support.  **Descriptor:**  A learner:   * Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. * Demonstrate the ability to participate in a conversation.   **Reflection**  Ex.2 p.70 True - false sentences.  **Grammar**  Explanation of the grammar of present perfect with since and for. Give examples.  **Reflection**  Ex. Fill in the missing places in the sentences since or for.  **Assessment criteria:**  Applying grammar while completing a task.  **Descriptor:**  Using the correct forms of preposition.  Insert correctly since and for into sentences  **Creative exercise**  Each group is given white posters and given a topic on which students should create a poster. The topic for the first group is “Facts about Indian marriage”, the topic for the second group is “Facts about Arab marriage”.  **Assessment criteria:**  Students create a poster on the theme of Indian-Arab marriage and perform with the poster.  **Descriptor:**  Students show their creative ideas  Telling facts about Indian/Arab marriage  All group members participate | | **Students listen, read and translate text into Kazakh**  **Students, based on the information received from the text, determine the veracity of the sentences.**  **Students have to listen carefully to the teacher and understand the grammar.**  **Then insert correctly since and for into sentences**  **Students perform with the poster** | Peer assessment  Formative assessment  Описание: Описание: Картинки по запросу бас бармақ әдісі  Formative assessment  Oral Comments and Peer assessment | Student Book p.70  **CD2.22**  Slide on the board  Writing  Worksheet |
| **Ending the lesson**  **10 min** | **Giving the home task:** W.B. p.50  Students express their attitude to the lesson and give self-assessment by answering the following questions:  1. During the lesson I was Active/ passive  2. I am Satisfied/ not satisfied with my work  3. The lesson seemed to be Long/short  4. I am Tired/not tired  5. I feel Interested/bored  6. I think Got/didn't get the idea  7. The homework seems to be Easy/difficult  **Gifts for students.**  **Thank you for your attention and participation in my lesson.** | | | | |