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**Түркістан қаласы**

**MY COUNTRY. TRADITIONS AND LANGUAGE**

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| **Learning objectives** | **9.**2.**6.1** deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics  **9.3.1.1** use formal and informal language registers in their talk on a range of general and curricular topics  **9.4.2.1** understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics |
| **Lesson objectives** | **Learners will be able to:**  - find out specific information concerning theme  - use topic vocabulary appropriately in their speech |
| **Value links** | "Creativity and Innovation"  Use of various cognitive tools, knowledge about the world be able to collect (linguistic, reading culture, information, service in the digital environment) |
| **Plan** | |

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| --- | --- | --- | --- | --- |
| Stages/Time | Teachers’ actions | Students’ actions | Assessment criteria | Resources |
| Beginning of the lesson  5 min. | Organization moment  1.Greeting.  Ask about the weather.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Pre-listening:**  **Warm-up**  Bring in pictures of weddings and pin them on the board. Invite students to describe what is happening.  Ask students if they have attended any weddings and what they enjoyed about the celebrations  **Ex: 1 P: 76**  Give out dictionaries to pairs of students, if necessary. Tell students to find out what the words mean.  If you want to speed this up, give different pairs different words. | Students of the class are listed.  Students’ attention is drawn to the lesson.  Students nalyse the given pictures in pairs.  Determines the topic and purpose of the lesson  Students check the meaning of these words in a dictionary. Complete the text with the correct form of the words. Then listen and check. | At the organization moment teacher tries to award active pupils.  **«The praise»** method is used to evaluate pupils with phrases like:  “Good job!  Well done!”  **Descriptor:**  - check the meaning of these words  -complete the text with the correct form of the words | Pictures  Student’s book |
| Middle of the lesson  Presentation part  35 min. | If students are only looking up a few words make sure they write down the definitions of the words other students have found.  Students then work individually to complete the text.  **Differentiation:**  **«Verbal support»** method is used to help Students use new words in the text.  **Ex: 2 P:76**  Students work individually to decide who did what.  Check answers as a class  **Ex: 3 P:76**  Ask students to identify the tenses in blue  Draw attention to the first tense and ask when we use the present continuous (for temporary activities). Ask if students think Siobhan thinks she’s going to live in Kazakhstan permanently (probably not).  Point out that in the first sentence the activity started in the past and continues to the present as a continuous action.  Make students aware that when we talk about results or how often we have done something we always use the simple form: I’ve written ten blogs this week NOT **~~I’ve been writing 10 blogs this week.~~**  Make sure students are clear that the action in the third sentence finished before the wedding  **Ex: 4 P:76**  Continue to look at the reasons why we use one tense not another. Spent time on this and use questions such as Is the activity finished? Did it happen before another action? To elicit answers and help with understanding | **ANSWERS:**  newly-wed – married a few days or weeks ago  veil – material which covers the face  guest – people invited to something  bride – the woman who is getting married  ceremony – a formal occasion with a set of actions, often to celebrate a change or achievement eg a wedding, a graduation envelope – something you put letters and cards in reception – the party after a wedding  relative – a family member  contest – a competition present – something you give someone else  Students read and listen to the text. Complete the sentences with the names of the people  **ANSWERS:**  1 Kuanysh  2 Aisulu  3 Zukhra y  4 Aisulu  5 Siobhan  6 Kuanysh  Students look at the verbs in blue in sentences. What tenses are these? When do we use them?  **ANSWERS:**  Student’s own answer  Students read the pairs of sentences and explain the difference in meaning.  **ANSWERS:**  1 a He has finished writing the book.  1 b He is still writing the book, and that’s what he’s been spending time doing.  2 a Someone’s eaten all the chocolates.  B Someone has eaten some of the chocolates and might eat more.  3 a She has never been to a wedding.  3 b She has been to at least one wedding. We are looking at when she went to her first. 4 a The person has finished trying to call.  B The person is continuing to try to call.  5 a At a particular point in the past they were married for 35 years. They may not be married anymore or they may have been married for more than 35 years.  B They married 35 years ago | **Descriptor:**  - look at the verbs in blue in sentences  - What tenses are these? When do we use them?  Make CCQ questions  Yes / No  **Descriptor:**  - defines tenses  - completes the rules  **Descriptor:**  - uses correct tenses of verbs  - finds difference between tenses | Описание: Описание: Картинки по запросу бас бармақ әдісі  Cards  Worksheets |
| End of the lesson  5 min. | **FEEDBACK**  Learners provide feedback on what they have learned at the lesson.  The exit ticket  This is a way for students to self-reflect on their progress in the lesson. | Students evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Poster  Описание: ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐ°Ð¿Ð°Ð»Ð°Ò ÑÐ¾ÑÐ¾ |