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**И.Журба атындағы жалпы білім беретін мектебінің**

**ағылшын тілі пәні мұғалімі.**

**Түркістан облысы, Арыс қаласы**

**SEEING STARS**

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| --- | --- |
| **Learning objectives** | 7. 2. 3. 1 understand some part of an argument in an extended conversation in a general and learning-restricted environment with little help;  7. 3. 2. 1 asking complex questions to obtain information within a number of general and educational topics;  7. 4. 1. 1 to understand the main idea of ​​texts in the context of unfamiliar general and educational topics; |
| **Lesson objectives**  **(assessment criteria)** | **Learners will be able to:**  - Learn expressions for housework.  - Do a questionnaire on being helpful at home.  - Listen to a conversation about the questionnaire. |
| Value links | The value based on the integrated educational program is to educate students for justice and responsibility  Learning when to say sorry  Part of learning about responsibility is knowing when to apologize for the negative consequences of our actions. |

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| --- | --- | --- | --- | --- |
| Stages/  Time | Teachers actions | Students actions | Assessment | Resources |
| Beginning  5 min | **Greeting. (Whole class, Individually)**  T tells the class to make groups of 2.  Warm up:  Write the word housework on the board.  • Elicit or explain the meaning, and ask students what things they do to help at home. They can discuss this in their own language.  Lead – in  people doing housework. 4273472 Vector Art at Vecteezy | Learners read the given sentences on the board and guess the topic and share with their ideas.  Remember and recognize the main vocabulary. | Teacher controles the process, gives feedback and asks additional questions if it’s nessasery.  Teacher evaluate pupils with phrases like:  “Good job!  Well done!”  *Formative Assessment* | Premium Vector | Emoji smile realistic. Yellow Glossy 3d Smiley Happy face.  Background A bunch of emoticons joyful and lovers. Vector illustration |
| Middle  35 min | **Task. I (Wh, I) (pair dicsussion)**  **Ex:1 P:26**  Read through the table with the class and make sure students understand the verbs in the headings.  Students check the meaning of the words in the box, then use them to complete the table.  **Differentiation:**  **A learner with individual needs**:  check understanding, for example, by asking them to translate the adjectives into their own language | Learners check the meaning of the words in the box and complete the table. You can use some words more than once. Then listen and check.  **ANSWERS**  **clear:** the table  **make:** your bed, breakfast, lunch, dinner **do:** the ironing, the shopping, the vacuuming, the washing up  **tidy:** your room  **clean:** the car, the floor, your room  **take:** the dog for a walk, out the rubbish | **Feedback:**  ***“Thumbs up, thumbs down”***  After correct answer teacher shows thumbs up, if there are some mistakes thumbs down with comments  **Descriptor:**  **-** check the meaning of the words  - use words in the box  Total: 2 point | Student’s book  Method  Halloween sweets |
| 5 min | **Task. IV**  **(Task for understanding)**  **Ex: 4 P: 26**  • Allow students time to read the questions and all the options.  • Play the CD again and ask students to answer the questions individually, then compare their answers in pairs  **Answer the questions about Housework**  Read the title of the questionnaire and the questions under the title with the class.  • If students do not understand the word helpful, refer them back to the housework phrases and ask if they think these help other people at home. Ask some individual students if they think they are very helpful or not very helpful. | Learners listen again and choose the correct answers  **ANSWERS**  1 b 2 c 3 c 4 a  5 b 6 c  Learners work in pairs. Do the questionnaire and compare your scores. Do you agree?  **ANSWERS**  Students own answer. | **Descriptor:**  - read the questions  - choose the correct answers  Total: 2 point  **Descriptor:**  - read the questions  - find correct translations  Total: 2 point  **Descriptor:**  - read the questions  - choose the correct answers  Total: 2 point | Download Plickers App - IncluEdu - Where learning is Inclusive  Method light    Method  [**https://wordwall.net/resource/8339891**](https://wordwall.net/resource/8339891)  **method**  **tarsya**    **method**  [**https://wordwall.net/resource/18656926**](https://wordwall.net/resource/18656926) |
| End  5 min | FEEDBACK  Learners provide feedback on what they have learned at the lesson.  Ex: P:  Home task: | What worked well for you in today’s class?  What could we have done differently to make today’s class better for you?  What are you wondering about after today’s lesson?  What did you find difficult about today’s lesson? | | Poster education tree |