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А.Макаренко атындағы № 41 мектеп-лицейінің

ағылшын тілі пәні мұғалімі.

**HOBBIES AND LEISURE**

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| **Learning objectives** | 7.C4 evaluate and respond constructively to feedback from others  7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics  7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics | | | | |
| **Lesson objectives** | **All learners will be able to:**  **-** learn types of leisure activities names.  **Most learners will be able to:**  -talk about how they like to spend their free time.  **Some learners will be able to:**  - describe the benefits of hobbies and why people need to have a hobby. | | | | |
| **Plan** | | | | | |
| **Planned timings** | | **Planned activities** | **Learners’ activities** | **Evaluation** | **Resources** |
| Beginning  5 min | | **Organization moment.**  **Brainstorming.** Write free time on the board. Say one true sentence about your free-time activities,e.g,I read a lot in my free time. or, In my free time I watch films on DVD. Write the names of the activity on the board: reading or films, or whatever you said. Ask: Who else likes reading/films;' .. ? Add two or three more simple names of popular activities which you think some of your students may like : football, walking, dancing, drawing. For each of them ask: Who likes... ?Then add the word activities (and the hyphen in free-time) to the board to complete the title of the lesson: *free time activitis*. Say: Today we're going to talk about free-time activities. | Greeting  Learners follow the instructions | *Verbal evaluation* | Board, copybooks |
| Middle  30 min | | **Vocabulary teaching.**  Students are provided with eight pictures to each and match 8 words to photos (from the box).  **Peer assessment**.  Encourage them to compare answers in pairs before checking as a class. As they finish they pronounce them with the help of the teacher  **Pair work. Learners tell about which sports and hobbies can they do:**   1. At home? 2. Outside? 3. On your own? 4. Team?   **His partner may express his opinion if he disagrees with him.**  **Listening task.**  **Less able and more able students** listen to four teenagers and tick to the names of teenagers which sport or hobby is each person interested in.  **Most able students give recommendations to teenagers using phrases below:**  **Your hobby …**  **•** helps you deal with stress.  • relaxes you. • challenges me.  • means you can meet new people.  • keeps you fit. • gets you out of the house.  • helps you forget about my worries.  • makes you feel free. | Learners match with the pictures correctly.  Learners can use modal verbs correctly.  They can differentiate types of hobby.  Learners do the task | *Individual avaluation*  *Mutual avaluation*  *Verbal evaluation* | Handout with pictures  Handout with pictures.  Sheets with tasks |
| End  5 min | | **Concluding the lesson**  Assessment Peer and self assessment chart  Home task: *Write a short article for the English school magazine about your hobby. Write: name of hobby, how you do, play it, why you like it.*  **Saying goodbye** |  | *Self-assessment* | Copybooks  Peer and self assessment charts |