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| **Term 4**  **Unit 9** "Time and youth” | | | **School: Martuk secondary school № 4** | | | |
| **Date:** 10. 04. 2019 | | | **Teacher’s name: Unalbayeva D.B.** | | | |
| **Grade 10 “Ә”** | | | **Number present:** | **Number absent:** | | |
| **Theme of the lesson:** | | | My hobby | | | |
| **Learning objectives(s) that this lesson is contributing to** | | Learners know the lexical material of the theme ”My hobby”; they can use it in monologue and dialogical speech, understand questions and can work in groups; | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * understand and pronounce new words; * say a few sentences about their hobbies; | | | | |
| **Most learners will be able to:** | | | | |
| * understand new words in different contexts; * understand the grammar theme “Present Participle”; * describe different groups of holidays; | | | | |
| **Some learners will be able to:** | | | | |
| * analyze, use critical thinking, express their opinion on the theme, using new words; * talk about different groups of holidays in free way; | | | | |
| **Value links** | | Being environmentally conscious/friendly, actively providing solutions to global problems. | | | | |
| **Cross curricular links** | | Culture | | | | |
| **Previous learning** | | Previously learned vocabulary on the topic | | | | |
| **Use of ICT** | | Smart board for showing a presentation, getting additional information, playing the audio files. | | | | |
| **Intercultural awareness** | | Accept the diversity of the things that people use, eat and drink among the students of the group as well as all over the world. | | | | |
| **Health and Safety** | | Breaks and physical activities used. | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| Beginning the lesson | The lesson greeting.  Teacher asks the learners “How are you?” (OK, so-so, not so good).   1. **Warm up.**   Carl Collector collected colorful coins.  Colorful coins were collected by Carl  T-Cl-P1-P2-P3   1. **Checking home task** 2. **Opening the lesson theme**  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **M** | o | r | n | i | n | g | | **Y** | o | u | n | g | | **H** | o | l | i | d | a | y | | **O** | t | t | a | w | a | | **B** | i | g | B | e | n | | **B** | r | o | t | h | e | r | | **Y** | e | l | l | o | w |   How do you think what will we do in our today’s lesson?  Learners fix the theme and phrase the aims of the lesson. | | | | | Phonetic work  Doing the crossword |
| Main Activities | **Doing crossword:**   1. We have lessons at this part of the day 2. The antonym “ young” 3. Christmas, New year, Nauryz and so on 4. The capital of Canada 5. The famous clock 6. A member of your family 7. What color is banana? 8. **Choose the cards from the box and arrange in groups**   Now, we must choose the leader of the group. On your table there is a self - assessment paper. At the end of the lesson the leaders should give the marks to their group - mates. Try to be fair   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Name** |  |  |  |  |  | | Associations |  |  |  |  |  | | Working with text |  |  |  |  |  | | 3 questions |  |  |  |  |  | | Rotation |  |  |  |  |  |  1. **New Vocabulary** 2. **Give some associations to the word “Hobby”** 3. **Read the text**   Working with text. Learners read to the text “My hobby"  **My hobby**  Different people have different hobbies. A hobby is something you very much like to do in you free time. It is something done for pleasure. Hobbies differ like tastes.  Hobbies are divided into four large classes: doing things, making things, collecting things and learning things. The most popular of all hobby groups is doing things. Almost everyone collects something at some period of his life, for example, stamps, coins, books, toys, etc. Some collections have no real value. Others become large and valuable.  My name is Omar, I was always fond of collecting stamps. Collecting stamps is easy and interesting. It is real fun. It helped me to learn a lot about other countries and animal world. At first I collected every kind of stamps. But soon I began to make special collection. Birds are my theme. Now I have 137 stamps and more than 70 of them are birds.  I think no matter what kind of hobby a person has. It is important that he always has the opportunity of learning from it. Learning things can be the most exciting aspect of a hobby. | | | | | Cards  (Dancing, Playing football, Collecting )  Slide 3  Dictionary  Associations strategy  Reading the text  Slide 4 |
| Ending the lesson | **VII.** Make up three questions from each group and ask your classmates.  **VIII.** Working with the book, exercises from the book  **IX.** Music pause . Bereket’s hobby is playing dombyra  **X.** Now,I’ll give you three papers with questions on it and you must answer to them in written form  Name hobbies which are refer to making things  Name hobbies which are refer to doing things  Name hobbies which are refer to learning  Giving the hometask.  **Assessment**  **Reflection** ( Writing letter for the teacher)   * You did a really good job on ... * I really like how you ...   Maybe you could ..  C:\Users\Acer\Desktop\mail_imag.jpg. | | | | | Three questions  Music pause  Rotation |
| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | | | |  |
| **Additional information** | | | | | | |
| **Differentiation –**  **how do you plan to give more support? How do you plan to challenge the more able learners?** | | | **Assessment –**  **how are you planning to check learners’ learning?** | | **Critical thinking** | |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | | | **Assessment criteria:**   1. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences;   2. Apply the correct quantifiers including much, many, a lot of, some, any for countable and uncountable nouns in the context.  **Descriptor:**  A learner:   * uses the topical vocabulary while talking about quantities of things people use; * completes the task with proper quantifiers. * Observation * Feedback on the work * Self-assessment | | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas | |

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