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| **LESSON: My Motherland is Kazakhstan.** | | | **School: 82** | | |
| **Date: 15.10.2017** | | | **Teacher’s name: Komarova N.I.** | | |
| **CLASS: 10** | | | **Number present: 13** | **absent: 0** | |
| **Learning objectives(s) that this lesson is contributing to** | | 7.C3Respect different points of view  7.C6Organise and present information clearly to others  7.R2Undrestand specific information and details in text  7.UE1Use gerund on a limited range of familiar general and curricular topic | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | |
| * identify * recognize Teacher’s  instructions * know information about Kazakhstan * assess yourself using criteria | | | |
| **Most learners will be able to:** | | | |
| * define the topic and purpose of the lesson with the teacher * recognize Teacher’s  instructions * ask and answer questions about Kazakhstan * assess yourself using criteria | | | |
| **Some learners will be able to:** | | | |
| * recognize Teacher’s  instructions * tell about Kazakhstan * prove own point of view * assess yourself using criteria | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | **Resources** |
| **Beginning**  **5 minutes** | **Leading-in stage. “Names and qualities”.**  Goal: getting acquainted, creating a friendly atmosphere, work on the awareness of themselves as individuals. Each pupil thinks about any personal quality, character, etc., starting with the same letter as the name (for example, Larisa - love). | | | | smiles |
|  | **Grouping.** Divide class into 3 groups using cards.  **C:\Users\Пользователь\Desktop\10 КЛАСС\ооооi.jpgC:\Users\Пользователь\Desktop\10 КЛАСС\оооооооо.jpgC:\Users\Пользователь\Desktop\10 КЛАСС\оооооооооооо.jpg** | | | | cards |
| **Middle**  **30**  **minutes** | **Vocabulary.**  **“Alive dictionary”**  Move and find the translation of words at each other.  Stand up in the order of English alphabet letters. Read and translate them.  ***Assessment criteria*** *Demonstrate**the ability to use correct translation of words*  (to) build – строить  capital - столица  (to) celebrate – справлять  huge - огромный  (to) reach - достигать  steppe - степь  subway - метро  ***Descriptor***  *A learner*  *finds the translation of the word*  *reads and translates the word* | | | | sheets of paper |
|  | **Reading.**  **“7 facts about Kazakhstan”**  Watch the video. Say what will be the next.  Read the fact and write down them  ***Assessment criteria*** *Make a clear plan of writing*  Watch the video “7 facts about Kazakhstan” and write them.  1. A modern capital city  2. Happy New Years  3. As far as the eyes can see  4. The old capital  5. An eco – disaster  6. Almost a minority  7. The curious case of lake Balkhash  ***Descriptor***  *A learner*  *writes 7 facts of Kazakhstan*  **What is the theme of our lesson? (My Motherland is Kazakhstan.)** | | | | white board |
|  | **Speaking.**  **“Clever questions”**  Answer the questions.  ***Assessment criteria*** *Demonstrate the ability to express ideas clearly*  Answer the questions.  1. What does the eastern half of the Lake Balkhash consist of? (salt water)  2. What is the old capital city of Kazakhstan? (Almaty)  3. What is the capital of Kazakhstan? (Astana)  4. What temperature can Astana reach? (- 40 Celsius)  5. How many New Years does Kazakhstan celebrate? (3)  6. Is Kazakhstan huge? (Yes, it is.)  7. Has Lake Balkhash a confused personality? Yes, it is.  8. How many years did Almaty take to build subway? (26)  9. What lake is disappeared in Kazakhstan? (The Aral Sea)  10. Are Kazakhs more the masters of their land? (Yes, they are.)  11. What are the names of New Years in Kazakhstan? (The Normal one, the Nauryz, the Old one)  12. How long has Astana been the capital of Kazakhstan? (Since 1997)  13. Is Almaty beloved by all Kazakhstanis? (Yes, it is.)  ***Descriptor***  *A learner*  *answers the questions*  *chooses the right information* | | | | sheets of papers |
|  | **Grammar box.**  ***Assessment criteria*** *Apply Gerund in the context*  Skiing is my favourite sport. (subject)  2. He began reading this book yesterday. (object) 3. Seeing is believing. (subject) 4. I want him painting the wall. (object) 5. Her greatest pleasure is reading such books. (subject) 6. I remember having seen this match. (object) 7. Swimming is my hobby. (subject) 8. Writing is more difficult than reading. (subject) 9. I like cycling*.* (object) 10. I am pleased meeting you.(subject)  ***Descriptor***  *A learner*  *underlines Gerund in sentences*  *practices gerunds in functions of subject and object* | | | | cards |
|  | **Assessment.**  Complete the individual sheet Surname \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  |  | | --- | --- | --- | --- | | **Tasks** | **Max point** | **My point** | **My mark** | | 1. “Find the word” | 1 |  |  | | 2. “7 facts about Kazakhstan” | 7 |  | | 3. “Clever questions” | 1 |  | | 4. “Grammar box” | 12 |  |   21 – 20 points - 5  19 -18 points - 4  Less - 3 | | | | sheets of paper |
|  | To count points and to tell teacher. | | | |  |
|  | **Homework**  To make up crossword on theme: “Kazakhstan –my motherland” (less 20 words) | | | |  |
| **End**  5 minutes | **Reflection. “5 fingers”**  Write own opinion about the work on this lesson.  pinky – What did you know?  ring finger – What did you do ?  middle finger – What mood had you got?  index finger – How did you help others?  thumb – What state of health had you got?  Make up a circle with paper palms. | | | | paper palms |