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| Form | 10  |
| The theme | Reality TV. |
| The main aim | Studying and practicing new vocabulary, grammar let, make, be allowed to, reading and listening the information about popular Reality show, speaking about Reality shows. |
| The tasks | -practice vocabulary and grammar-to educate pupils to be polite and respect each other-to develop pupils’ logical thinking and writing skills |
| Types of the lesson | Forming abilities and skills |
| Methods of teaching | Reading, listening, speaking |
| Expected results | At the end of the lesson pupils will be able to use new vocabulary and grammar and speak about reality shows |
| The main ideas of the lesson | Using new vocabulary and grammar |
| Resources | Student’s book, cd, grammar tables |
| Procedure of the lesson |

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| stages of the lesson | time:40 minutes | the climate in the classroom | Actions of |
| The teacher | The pupils |
| Greeting | 1 min | benevolent | greets pupils in English, checks readiness for the lesson  | greet the teacher, get ready for the lesson |
| Checking up homework | 2 min | favorable | asks pupils to tell what tenses they reviewed last lesson, then suggests volunteers to read hometask, others listen and correct if there are any mistakes | tell what tenses they reviewed last lesson, then suggests volunteers to read hometask, others listen and correct if there are any mistakes |
| Warm up | 10 min | active and lively | asks pupils to take a piece of puzzle and make a name of reality show to divided into groups.1-group is X-Factor2-group is Holidays in Mexico 3-group is Fear FactorAsks to answer the questions1.How much television do you watch a week?2.Which are your favourite /least favourite types of programmes?Asks to make a claster to Reality Show. | -take a piece of puzzle and make a name of reality show to divided into groups.1-group is X-Factor2-group is Holidays in Mexico 3-group is Fear Factor- answer the questions1.How much television do you watch a week?2.Which are your favourite /least favourite types of programmes?-make a claster to Reality Show. |
| Reading and listening | 14 min | active and interested | Asks to listen to and read the text ex.1c p.40 and answer the questions ex.1d p.401.Which of these are not mentioned as prizes?2.Which of these activities do participants in the “Amazing race” not do?3.Which of these isn’t a reason of popularity of the “Amazing race”Asks to complete the table

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| Who? |  |
| What? |  |
| Where? |  |
| When? |  |
| Why? |  |

 | listen to and read the text ex.1c p.40 and answer the questions ex.1d p.401.Which of these are not mentioned as prizes? A big house2.Which of these activities do participants in the “Amazing race” not do? dance3.Which of these isn’t a reason of popularity of the “Amazing race”?The team members don’t know each other well

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| Who? |  |
| What? |  |
| Where? |  |
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| Why? |  |

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| Speaking Work in pairs and groups | 10 min | active | Asks to express their opinion about the text -I think that … -I didn’t know that …-In my opinion …-It is new for me that …-I don’t understand why…Asks to discuss the questions at p.40 and make a poster1.What is good/bad about reality shows? 2.Would you like to be a contestant on a reality TV show? Why/why not? | express their opinion about the text -I think that … -I didn’t know that …-In my opinion …-It is new for me that …-I don’t understand why…Discuss the questionsWeaker students choose one question to discussStronger students discuss all questions1.What is good/bad about reality shows? Why do you think reality shows have been so popular?2.Would you like to be a contestant on a reality TV show? Why/why not? |
| Reflection, Giving feedback and assessment | 3 min | favourable and benevolent | Asks to make a cinquain to word Reality Show.asks pupils to express their opinions about today’s lesson by answering the questions | make a cinquain to word Reality Show.express their opinions about today’s lesson by answering the questions |
| As a whole | 40 min |
| Giving hometask | To present their own reality show. |