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| **LESSON 6**  **Unit 1: Hobbies and Leisure** | | **School: 26** | |
| **Date:** | | **Teacher name: Naimanbay A.** | |
| **Grade: 7 Л** | | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | 6.Hobbies are good | | |
| **Learning objectives** | **7.4.1.1** understand the main points in texts on a limited range of unfamiliar general and curricular topics;  **7.4.8.1** use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding  **7.5.8.1** spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics; | | |
| **Lesson objectives** | **Learners will be able to:**  Solve the rebus and guess the topic of the lesson;  Understand most specific information and detail while watching video;  Give an opinion at sentence level on classmates’ presentation;  Understand what fiction and non-fiction literature is. | | |
| **Criteria** | **Learners can:**  - understand the meaning of the text, recognize the active vocabulary  - reflect and discuss the text, using the active vocabulary  -recount a story using the active vocabularies from the text | | |
| **Previous learning** | Characters. The Hound of the Baskervilles 1 | | |

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| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | **Learners’ activities** | **Evaluation** | | **Resources** | |
| Begining  10 min | GREETINGS  Teacher greets learners and congratulates the class. Then, teacher hands out stickers and asks learners to write a compliment to a peer.  **Lead-in:**  Learners look at the slide and in pairs try to solve the rebus in order to guess the topic of the lesson. Learners will solve the rebus and find out the theme of the lesson.  Then teacher asks learners what they are going to learn today. Then teacher and learners set the lesson objectives together. | Learners will guess that they will read and discuss different books, learn about famous authors. | *Mutual avaluatio* | | Stickers  PPP | |
| Middle  30 min | **Fiction or Non-fiction?**  Teacher displays pictures of fiction and non-fiction books / journals of Kazakh, Russian and English literature. Learners should look at the pictures and analyse the difference between them. This activity is aimed at developing learners’ critical thinking skills since learners are expected to analyse the pictures and understand which books refer to fiction and non-fiction literature.  At this stage learners might not know the terms “fiction” and “non-fiction”.  **Group project “You are the Teacher”,**  When learners have guessed the difference between the suggested books, divide the class into 2 groups.  Teacher hands out parts of puzzles to learners. When the puzzles are ready, two groups are formed *(Teacher should cut the pictures to make puzzles beforehand.)*  Group A focuses on fiction literature and should make a presentation to explain it to their classmates.  Group B investigates non-fiction literature. | Learners should say that these are different books, but the role of teacher is to encourage them to understand what fiction and non-fiction literature is.  Learners walk around the classroom and collect puzzle pieces. | *Verbal evaluation*  *Individual avaluation* | | Pictures for puzzle group division  Appendix 1 | |
| End  5 min | REFLECTION  If necessary, teacher explains to learners the structure of a cinquain and gives a sample  Home task: Learners need to bring a favourite book in Kazakh, Russian or English and be ready to describe it.  **Saying goodbye** | Learners create a cinquain poem with the word “reading” or “book” or any word related to the topic of the lesson | | *Self-assessment* | |  |