*Сабақ № 36 Тексерілді \_\_\_\_\_\_\_\_\_\_*

***Сынып 11 «Б»Күні 11.03.2017***

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| **Сабақтың тақырыбы:** | | | Additional reading “Abai” by M. Auezov | | | | |
| **Сабақтың мақсаты:** | | | Оқушылар Абай Құнанбаев туралы білімдерін толықтырады; оқушылардың сыни тұрғыдан ойлауын қалыптастырады; әдеби шығармаларды ағылшын тілінде оқуға қызығушылығы артады. сұрақ қоя білуге, әңгіме құрастыруға жағдай жасау. Оқушыларды жұптық, жеке жұмыс істеуге бағыттау, | | | | |
| **Нәтижесі:** | | | Оқушылар сөздердің аудармаларын біледі , сөйлемдер құрастыра алады, сұрақтарға жауап бере алады, берілген тақырып туралы әңгімелей алады | | | | |
| **Әдіс-тәсілдер:** | | | Жұптық жұмыс, жеке жұмыс. | | | | |
| **Пән аралық байланыс:** | | | орыс тілі, қазақ тілі | | | | |
| **Әдебиеттер:** | | | Ayapova, Essential grammar, dictionary, “Abai” by M. Auezov | | | | |
| **Көрнекілігі:** | | | Teacher’s resource pack, CDs, flashcards | | | | |
| Lesson procedure | | | | | | | |
|  | Teacher’s actions | | | | Student’s actions | | | | |
| **I. Org. moment**  **1) warm up** | Good morning, my dear friends! I’m glad to see you! You are looking great! How are you?  Let’s start our lesson  Please, listen to the melody.  Black of my eye Frame of my mind Drink never dry Love of my Life Parting is winter, your absence is sorrow I wish to stay until the morrow Between your fair arms when the nightingale sings, 'Terrow'  The corners of your eyes sparkle and they glisten when you speak your solid words everyone will listen  Black of my eye Frame of my mind Drink never dry Love of my Life  **Answer the questions:** Whose song is this? | | | | | The students greet the teacher and listen to him.  The students listen to Abai’s melody.  Abai’s | |
| **II. Lead in:** | Today we are going to talk about a great Kazakh writer and poet Abai Kunanbaev. We have read the fragment of the book ‘Abai’ by M. Auesov. We can enrich our knowledge about Abai Kunanbaev. We do the lexical and grammatical exercises on the theme and use it in our speech correctly. | | | | |  | |
| **III. The main stage**  **1) Lexical exercises**  **2) Comprehension check**  **3) Grammar Practice**  **4) Speech practice**  7**) Homework.** | **1. Broken sentences. Join column "A" with column "B":**  A. The boy spurred his horse on  B. he galloped on  A. Although his companions were  B. to reach again the nearly out of sight weapon  A. The stranger gave his victim  B. and pushed his hat no time back with trem­bling hands  A. Zhumabai sat up cautiously  B. said the boy  A. There, on the horse before him  B. he's just like his father  A. "What a little devil"  B. as familiar to him as his native village  A. Handsome Baitas was known  B. in order to keep an for his song arrow's flight ahead on his companions  A. Sentry Hill, Secret Gaily, and  B. and Abai regarded all these places were him with frank admiration.  **2. Fill in with appropriate prepositions: for, about, on, by, out, up, at**  1. Abai looked \_\_\_\_\_ him with a loving eyeat the limitless steppes.  2. He was overwhelmed \_\_\_\_\_\_ the giganticexpanses, and not in the least afraid of them.  3. And the two men urged their horses, trying to catch \_\_\_\_\_\_ with the boy.  4. Although his companions were nealy \_\_\_\_\_\_ of sight, he galloped on.  5. Baitas, \_\_\_\_\_\_ the other hand, began tojoke with Abai.  6. Last year I was away the whole summer,staying \_\_\_\_\_ all the auls and having a gay timewith the girls.  7. Baitas was known \_\_\_\_\_\_ his song, andAbai regarded him with frank admiration.  **1."true" or "false". Develop your idea:**   1. "Poor boy! He must have been dying of boredom in that madrasah all winter!" 2. "You may ride on alone," - he called. 'There are no robbers in Esembai Gully." 3. The stranger gave his victim enough time to reach again for the weapon. 4. Zhumabai sat up cautiously and his hatback with trembling hands. 5. Abai was well aware of his father's es­teem for this old man. 6. Abai asked to forgive him. 7. Baitas was known for his jokes. 8. The heart of a poor woman couldn't resista song, pleading for forgiveness.   **2. Answer the questions;**   1. Was the boy anxious to get home? Prove it. 2. Where did Zhumabai carry an old weap­on? 3. What did the companies ask Abai to do? 4. What did Zhumabai suddenly hear fromthe direction of Esembai Gully? 5. What was the face of the pursuer covered with? 6. Did Zhumabai decide to fight alone? 7. What had happened then? 8. What had happened with Naiman-Kok? 9. Who was on the horse like a real bandit?   10. What did Abai do with the bald spot of his bay?  11. Did Abai apologize to Zhumabai?  12. What did Baitas tell about himself?  13. Why Abai didn't afraid of EsembaiGully?  14. Were Sentry Hill, Secret Gully and otherplaces familiar to him?  15. Did Abai love his own steppes?  **1. Put these commands into reported speech. Use the verbs *told, asked, ordered***  1. "Don't ride on alone," - he called.  2. "Close your eyes!" - said a rasping voice.  3. "Let's finish the work tomorrow," – my friend told me.  4. "Don't be a fool and go away," - the man cried.  5. "Try to remember the pass words," – the boy told his friends.   1. **2. Write out sentences with verbs in Past Simple and Past Perfect**   **Past Simple Past Perfect**  1.­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_ 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. \_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **3. Put questions to the words in bold type**   1. But **the old man** was accustomed to com­manding respect. 2. They were laughing **at the boy**. 3. Handsome Baitas was known **for hissong**. 4. It was from this **very spot**, from Esem­bai, that he had been sent to the madrasah lastyear. 5. **Describe:** 6. Zhumabai's meeting with the pursuer. 7. Abai's thoughts about steppes. 8. Express your opinion about Abai'sbehav­iour to Zhumabai.   **Just for fun**  **Make up a crossword out of these words:**  Hill, dash, trick, exasperate, mound, even, kerchief, night, horse, lash   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1 |  |  |  | 2 |  |  | 3 |  |  | 4 |  |  | 5 | |  |  |  | 6 |  |  |  |  |  |  |  |  | 7 |  | |  | 7 |  |  |  | 8 |  |  |  | 10 |  |  |  |  | |  |  |  | | | | | | Pupils join column "A" with column "B".  Pupils understand the meaning and give their examples  Pupils do the exercises Ex –s. See the Grammar reference, additional literature  Pupils complete the sentences, do the tasks  Pupils understand the text and answer the questions, complete the sentences, do the tasks  Pupils write the exercise with adjectives and synonyms  Do the exercises in written form  Pupils understand the meaning and give their mining  Pupils speak up  Pupilsmake up a crossword | |
| **Conclusion**: | What have we learned today? What can you do now? | | | | | | |
| **Additional information** | | | | | | | |
| **Stronger pupils** | | **Weaker pupils** | | **Marking** | | | **Work in groups and in pairs** | |
| * In a stronger class, encourage students to use their own ideas. | | In a weaker class, answer the questions | | Formative  Assessment for learning | | |  | |