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| **Teacher:** | **Aslanova Chinara Kanan** | **Date:** |
| **Unit: Reading for pleasure**  **Lesson:** |  |  |
| **Grade:** | **8 A, B, V** |  |

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| **Theme:** | **Books and films: features** |
| **Learn objectives** | 8.C7 develop and sustain a consistent argument when speaking or writing  8.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics  8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |
| **Lesson objectives:** | **All learners will be able to**:  -ask and answer the question  -can say about genres  **Most learners will be able to:**  -use most of new vocabulary in the speech without support  **Some students will be able to:**  - use most of new vocabulary in the speech without support  -complete most of tasks correctly with no support |
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| **Value links** | A secular society with high spirituality |
| **Cross curricular links** | Literature |
| **Previous learning** | Cinema |
| **Plan**  **Beginning the lesson** | The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  Teacher uses method: ***Brainstorm***  Teacher ask questions and students answer:  1 What is the title of the last book you read?  2 Who is your favourite book character?  3 Why is reading a book better than watching moving?  4 What kind of film or book genres do you know?  Teacher gives students pictures about films, books, cartoons and magazine; then students choose one of them. If the student takes picture of the book he/she is in the group of “Books”. If the student takes picture of film he/she is in the group “Films’. |
| **Middle**  **Writing and reading** | Read text and find specific information  **(T-S) Presentation of the new words**  Teacher presents new words that they need in whole lesson, then ask them by choral and individual drill  Teacher uses method: “Jigsaw reading”    Magazines  Cartoons  Books  Films  Task. 1 Reading task . “Books and films: genres”  Teacher gives worksheets with the text and students read and share their knowledge to other group through Jigsaw strategy  AFL “with fingers”  Students change their groups    Task 2 . Writing and Speaking task  Teacher uses method : Venn Diagram . Teacher gives paper with Venn Diagram, students write what are the different between book and film genres  AFL “with smiles”  Venn Diagram | DHH Resources for Teachers | UMN   |  |  | | --- | --- | | Assessment criteria | Descriptor | | Skim the text and identify the general information | A learner:  -Students read the text  -Make a Venn Diagram from given text  -Protect poster |   Task 3. Writing task  Teacher uses method: Bloom’s daisy  Teacher gives each groups of daises in which answer are written. Every student is taking only one leaf and write question. Example: What is your favourite genre of books? My favourite genre is science fiction. |
| **Reflection** | Reflection and feedback:  Traffic light  Red – I don’t understand  Yellow – I have some questions  Green – I understand |
| Home work | Learn new information |
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