**Lesson plan**

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| **Unit 5 Reading for pleasure** | | | | **School**: TOSHG | | | |
| **Data:** | | | | **Teacher name**: Dzhakisheva B.A. | | | |
| **Class:**8 Grade | | | | **Number present**: | | | **Absent**: |
| **Lesson title** | | Books and films: features | | | | | |
| **Learning objectives** | | 8.L.2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics  8.R.2 understand specific information and detail in texts on a growing range of familiar general and curricular topics including some extended texts  8.C.8 develop intercultural awareness through reading and discussion | | | | | |
| **Lesson objectives** | | **All learners will be able to**: -Recall information from the text about names of the book;   * Translate the names of the book given in the text ‘Book world’   **Most learners will be able to**:- demonstrate the knowledge of the books content given in the text ‘Book world’ in 5 sentence   * Compare plot, main idea and genre of books given in the text ‘Book world’ in 5 sentences   **Some learners will be able to**: - prove opinion about meaning of the books in 7 sentences   * Predict the necessity of books in the future using the text ‘The digital revolution and you’ in 7 sentences. | | | | | |
| **Assessment criteria** | | -Recall specific information in extended talk with support  - Give examples of different book genres in different countries | | | | | |
| **Values links** | | Respect , openness and civil responsibility. | | | | | |
| **Cross-curricular links** | | History | | | | | |
| **Previous lesson** | | Sport, Health and Exercise | | | | | |
| **Plan** | | | | | | | |
| **Planed timings** | **Planned activities** | | | | | **Resources** | |
| **Start**  **5min** | Greeting.  **Lead in. Brainstorming.(W)**  Learners work in 4 groups discussing 3 questions.  T: What is the topic of our lesson?  Ls: 1.Pleasure of reading  2. Books and films  T: Well, today’s topic is ‘Book and films: features’.  And you should recall information from the text about books and name the titles of the books. | | | | | [Question card.docx](Question%20card.docx) | |
| **Middle**  **13min**  **5min**  **4 min**  **5min**  **4min** | **Pre-listening** . (I, P)  **Activity 1. Key words**. Ls look at the list of words and make their own expressions or sentences.  T: Listen to the text attentively and after listening you should tell me the titles of the books.  Then Ls listen to the text ‘Book world’.  T: Can you translate the names of the books into Russian?  **While listening**.  (P) Ls listen to the text ‘Book world’ once then name the titles of the books.  (I) Ls listen to the text once more and complete the note using the words mentioned above.  **Post listening.**  **Activity** 2. **Travelling around the world (Gr).**  4 groups. Ls choose the name of the book randomly.  Every group has a president. Ls remember the content of the book and make 5 sentences by table ‘Information about a book’. Then president goes to another groups and present their book by the table. Then president returns to the native group.  **Activity3. Mingle (P)** Compare a plot, main idea and genre of the books in 5 sentences.  Extended reading. Text ‘The digital revolution and you’  **Activity4. Jigsaw reading (Gr**)  Learners are divided into 4 groups which consist of 4 members. Each learner has a number 1,2,3,4. Then Numbers 1, Numbers 2, Numbers 3, Numbers4 gather together separately. The text ‘The digital revolution and you’ is divided into 4 parts and the first part is given to №1, part 2 is given to №2 etc. Learners read and try to understand the text. They prepare the retelling of the text. Then learners go back to the native groups and retell own part.  Then they read the text again and every group expresses opinion about meaning of the books in 7 sentences.  **Activity5. Gallery**(**FA) (I,W)**  **Question**:  **Will you need books in the future? Prove it.**  Use structures: 1.We’ll need books in the future, because… .  2.We won’t need books in the future, because… .  **Descriptor**: A learner   * makes 7 sentences using ready constructions | | | | | Track2.15 from CD for Student’s book 8th Grade  Track2.16 from CD for Student’s book English Plus 8th Grade  [names of books.docx](names%20of%20books.docx)  [Information about book.docx](Information%20about%20book.docx)  Ex 1 p 44  Workbook for 8th Grade English Plus  [Unit 5 assessment criteria.docx](Unit%205%20assessment%20criteria.docx) | |
| **End**  **4min** | **Plenary. Five fingers.** | | | | | [five fingers.docx](five%20fingers.docx) | |
| **Additional information** | | | | | | | |
| Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?  Brainstorming through differentiating questions  Activity 1 by out come | | | Assessment – how are you planning to check learners’ learning?  Activity5 Mingle peer assessment FA  Learnes assess each other with given comments | | Health and safety check | | |