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| **Long term plan unit**  **LESSON:**Reading for pleasure | | |  | | |
| **Date: 23.01.2020** | | | **Teacher name: Maguazova Zh.B.** | | |
| **Grade: 7 V** | | | **Number present :** | **Absent : -** | |
| **Theme of the lesson:**  **‘’My favorite book’’** | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 7.L8 understand supported narratives on a wide range of general and curricular topics  7.C8 develop intercultural awareness through reading and discussion  7.S8 recount some extended stories and events on a growing range of general and curricular topics | | | |
| **Lesson objectives** | | **All learners will be able to:** understand the meaning of the topic, get acquainted with the active vocabularies. | | | |
| **Most learners will be able to:** understand and reflect on the essence of the topic, through discussion.  **Some learners will be able to** : expand the stories , by using imagination and active vocabulary | | | |
| **Criteria** | | **Learners can:**  - understand the meaning of the topic, recognize the active vocabulary  - reflect and discuss the topic, using the active vocabulary  -recount a story using the active vocabularies from the video film | | | |
| **Value skills** | | Lifelong learning | | | |
| **Cross curricular links** | | Literature | | | |
| **Level of thinking skills** | | comprehension, knowledge, analysis ,understanding, | | | |
| **Previous learning** | | Summarizing the chosen book | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |

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| **Beginning**  3 min.        5min    **Middle**  3min  3min  6min        3min  **10min**      **End**  7 min | **Organization moment.** Good morning! I’m very happy to see you. Welcome to our English lesson! So, I have 12 cards with smiles and I want to start our lesson with excellent mood, that’s why I give you cards. Okay, so everyone has got a card with smile. Before we start our lesson I want to do with you warm up. And task is very easy. Listen to me, and repeat the action after me.  It’s time to think  It’s time to speak  It’s time to show  Ready steady go!  Try to do it a bit faster. And now, let’s do it as fast as we can. Take your seats.   * Are you ready for the English lesson? * Yes, okay.   I would like you to know what we will do during the lesson. The task is very easy. So you have papers on your desks, open them. So, what we should do? We should match the pictures the cards with the action. Let’s do it one by one.  *\*speak English*  *\*listen*  *\*learn new words*  *\*create*  **Checking homework.**  Now, I’ll check your homework. What’s your homework? Your homework was to learn the kinds of literature by heart. And everybody look at the blackboard! I show you picture, you must tell me kind of story. Very well! You are right! Good answer. Look at the blackboard! Let’s revise! There are 2 kinds of literature.   |  |  | | --- | --- | | **Fiction** | **Non-fiction** | | Adventure | Art | | Fairytale | Biography | | Fantasy | Dictionary | | Horror | Science | | Mystery | Travel | | Detective | History |   **Conclusion of types of literature.**  *Descriptor:*  *- Find the right definition*  *- Read the answer*  ***The development of lexical and spelling skills (work with vocabulary definitions)***  Now I see that you understand that reading is important. Look at the blackboard, please. You see a book. Another wise man said: ***“Life without books is as a tree without leaves”.***  You have got 6 cards with kinds of books and 6 cards with definitions. And put our leaves on the tree, try to make up full sentences. Now, listen to me carefully. You have one minute to do it.   * Science * Historical * Fairytale * Adventure * Fantasy * Biography   **Answers:**  1. Science fiction is a book about actual or imagined scientific things or events.  2. A historical book is a book with an old story about great events and people in ancient times, which may not be true.  3. A fairy-tale is a story that teaches a lesson, a story in which animals or objects can speak.  4. Biography is a book about another person’s life.  5**.** Adventure fiction is fiction that usually presents danger, or gives the reader a sense of excitement.  6. Fantasy literature is literature set in an [imaginary universe](https://en.wikipedia.org/wiki/Imaginary_universe).  You gave me very good answers. Perfect! Now our tree looks beautiful!  **A new theme.** Teacher asks the questions about thepicture. Now, look at the blackboard! You can see the picture.  C:\Users\Сашка\Desktop\НЕ ТРОГАТЬ ЖАНСАЯ ДОКУМЕНТЫ\ОТКРЫТЫЙ УРОК\1168581489936572.jpg   * What can you see in this picture? * What items (subjects) do you see? * Describe the picture   You guess! Our new theme is *‘’My favorite book!’’*. And now, what do you know about book?  Even if you have read one good book in your life, you will know what reading gives.  **Watching the video.**  Look at the blackboard! While watching the video, you must be very attentively, because after watching the video, we will do tasks. Our aim to this video, listen to the video and find new words.  <https://www.learnathome.ru/learn-english/harry-potter-chamber-secrets-1445>  **Video(3min)**  ***Assessment criteria***  \*Answer for the questions  \*find new words  ***A*ctive learning.**  **Speaking**  And now, children! Please, answer these questions.   1. What do you say about this video? 2. Tell me the main idea of this video. 3. What to teach professor?   Now, let’s work with our new words. (Children work with a blackboard)  Listen and repeat after me!   1. I read myself 2. The children repeat after me 3. The control of the reading   New vocabulary:  *Transform-превращать*  *Chamber of secrets-тайная комната*  *Admit-признавать*  *Purebloods-чистокровные*  *Heir-наследник*  *Purge-чистка*  *Monster-монстр*  **Revision of grammar phrasal verbs ‘’look’’**  In this video we meet a lot of verbs, one of them are phrasal verbs, that’s why let’s revise these verbs.  Look at  Look into  Look out of  Look for  Look after  Look up  Look through  **The task: make sentences with phrasal verbs, according to the following pictures.**  F:\pleased-man-looking-journal-balcony-waist-up-portrait-satisfied-guy-reading-newspaper-calm-look-107754512.jpg**F:\look-up-2.jpg**  **E:\_\ОТКРЫТЫЙ УРОКф\картинки к презе\1.jpg**  **E:\_\ОТКРЫТЫЙ УРОКф\картинки к презе\clerk-big-magnifying-glass-look-something-6849596.jpg**  **Work in groups ( project work).**  ***Assessment criteria***   * Choose one book * Creative of the presentation * Using lesson’s vocabulary   The next stage of the lesson is ‘’Group work’’. All people have different reading habits: some can’t live without reading, others don’t read at all except TV programmes. And what about you?   1. How much time do you spend on reading? 2. What  kind of reading do you prefer: do you like reading books? Newspapers or magazines? 3. Do you collect books? 4. How many books do you have at home? 5. Is reading important in our life?   In order to do this task, I’ll divide you into 3groups. At the beginning, our lesson I give you smiles and please turn the card with smile. You can see the name of the book. Who has got ‘’ Oliver Twist’’ will be the first group. Who has got ‘’Harry Potter’’ will be the second group and who has got ‘’Robinson Cruso’’ will be the third group. Now, I give you a shirt of paper, you must choose one book and describe it. Every person in your group must takes part in presentation. You have 5 min for this task. Very good! Perfect!  **Homework**  Your home task is to prepare a topic about advantages and disadvantages of reading. Compose 5-7 sentences.  **Reflection.** Take your tablets, open massage and write down your emotions, which you receive from our lesson. Thank you!  **Conclusion**  I want to finish our lesson with the words of Charles Kingsley “Except a living man, there is nothing more wonderful than a book”.I hope that you understand that without books our life will be empty and boring. Read good books, enjoy them and think.  Your marks for today’s lessons are the following…  The lesson is over. Good luck and good bye! | | | | | **Cards with smiles**      **colorful pictures**  **interactive**  **board**  **‘’card with tasks’’**  **Video**  **Posters**  **colored pencils** |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?**  **Less able learners** - work with the support of a teacher, during the task teacher prompt some detail of the task.  **More able learners** – independent work on definite tasks without support from the teacher | | **Assessment – how are you planning to check learners’ learning?**  through observation, giving the colorful cards  descriptors | | | **Health and safety check  ICT links**  Health promoting techniques  Breaks and physical activities used.  Monitor classroom space when students start moving around | |
| **Reflection:**  What aims did I achieve today?  What points of the lesson was not clear to the learners?  Whether correctly I have picked up the differentiated tasks for the learners? | | |  |  | | |