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| **School-lyceum #56** |
| **Teacher’s name: Adilbaeva A.Zh** |
| **Class:** | **8 «Б»** | **8 «Г»** |
| **Date:** |  |  |
| **The theme:** | Prom or Morp  |
| **Learning objectives(s) that this lesson is contributing to** | 8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics8.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding |
| **Lesson objectives** | **All learners will be able to:** |
| * Read an article about proms and morps
 |
| **Most learners will be able to:** |
| * Learn verbs and prepositions
 |
| **Some learners will be able to:** |
| * Talk about school parties
 |
| **Value links** | Respect, Support, Trust, Cooperation |
| **The procedure of the lesson** |
| **Tasks** | **Teacher’s activities** | **Students’ activities** | **Resources** |
| **Organizational moment** | Greet the students. Talk to the duty. Wish each other good wishes.  |  |
| **Home assignment Check-up** | Check up the homework WB p 3 ex 1-2 | WB  |
| **Beginning** | Ask:What’s the best party you’ve ever been to and why? Ask some learners to report back to the class.  | **St 1 –St 2**  |
| **Middle** | 1. **Pre-reading**

 Put learners into pairs and ask them to look at photos and describe the kind of celebrations the photos show. Descriptor: Learners work in pairs to describe the kind of celebrations the photos show.1. **While-reading**

Ask learners to read the article to find out what the difference between a prom and a morp is. Descriptor: Learners read the article to find out what the difference between a prom and a morp is.1. **Post-reading**

Put learners into pairs to decide which sentences are true and which false. Descriptor: Learners should correct the false sentences. **Verbs and prepositions** Refer learners to the verbs in the box. Ask them to find the verbs in the article and to note down which prepositions follow them. Check answers. Descriptor: Learners complete the remaining sentences.  | Textbook Copy books  |
| **End** | **Speaking**Ask learners to work with a partner and answer the questions. Encourage stronger learners to develop conversations beyond the questions by asking one another questions that arise in the course of their discussion.  | Textbook  |
| **Home assignment**  | WB p.3 ex 3-5 | Diaries  |
| **FEEDBACK** | At the end of the lesson, learners reflect on their learning. Teacher asks the learners to finish the sentences and write their ideas on the stickers. ✓ The most interesting part of the lesson was….✓ I really didn’t understand ….✓ I learn best when….✓ I need to ask for more help about…✓ In the future I would like to…✓ I hope I can learn to... | Stickers  |
| **Reflection**Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well?  | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.**  |
| **Summary evaluation**What two things went really well (consider both teaching and learning)?What two things would have improved the lesson (consider both teaching and learning)? What have I learned from this lesson about the class or individuals that will inform my next lesson? |