**Lesson plan 11**

Plenary lesson on Reading for Pleasure.

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| **7.3A: Reading for Pleasure** | **School:**  |
| **Date: 30.01** | **Teacher’s name: Malyukova G. Sh.** |
| **Grade 7** | **Number present:** | **absent:** |
| **Learning objectives that this lesson is contributing to** | **7.C9** use imagination to express thoughts, ideas, experiences and feelings**7.R4** read independently a limited range of short simple fiction and non-fiction texts |
| **Lesson objectives**  | **All learners will be able to:** |
| * read and understand the main idea of the text.
* learn new vocabulary words
* demonstrates the ability to work in a group
 |
| **Most learners will be able to:** |
| * Identify the most important parts of the story for summarization with vocabulary support;
* Retell a story using illustrations independently;
 |
| **Some learners will be able to:**  |
| * Retell a story through a song or a poem;
* Express their own opinion
 |
| **Language objectives** | Vocabulary – enriching vocabulary with words for telling stories |
| **Value links** | Civil liability **-** The student evaluates the specific situation of the social and environmental point of view |
| **Cross curricular links** | Literature – students read short stories, Environment – the problem tackled in one of the stories is related to pollution, Self-study – one of the stories moral is to take care of oneself and benefits of being industrious |
| **Previous learning** | Students have already read several stories and are familiar with the stages of the story. |
| **Use of ICT** | PowerPoint Presentation |
| **Intercultural awareness** | Accept diversity of other cultures |
| **Kazakh culture** |  The topics raised in the story are common for all nations |
| **Pastoral Care** | Assure the needs of all learners are met |
| **Health and Safety** | Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords |
| **Planned timings****ngs** | **Planned activities** | **Resources** |
| 3 min4 min3min5 min10mins3mins | **Greetings**T: *Good morning, students! I’m glad to see you! How are you? Are you well today? Are you ready to start our lesson? OK.*Then I ask students to make a circle and say wishes to each other, to create a friendly atmosphere in class. e.g: S1: Dilnaz, I wish you good day! S2: Thanks! I wish you health! ....**(W) Warm-up Activity 1** **Listening and speaking** (watch the video)T: -*What can you say about video****?****- What kind of books do you like to read?*  *- What is your favourite writer?* *- What is your last book which you have read?* *-OK! As you see, today we are going to continue speaking about the theme “Reading for pleasure”* **I. (W) Pre-reading . Activity 2**T*:* Label the words to the pictures on the blackboard and say the theme of the lesson* W. Shakespeare “Romeo and Juliet”

(Learners are divided into two groups)1. 1st group - W. Shakespeare 2. 2nd group - Romeo and Juliet**Discussing lesson objectives:*** You will focus on the parts\ stages of the plot
* Read and summarize the stories in groups
* Learn new words through reading a story

Both groups were given the texts and the students have looked through the texts. They find out the unknown words and give the meaning or translation**II.** **Differentiation by tasks** (**G) While - Reading. Activity 3** There are two texts on two different tasks. Both groups work on their texts. Within the groups they can work in pairs. **The first group** – read the text, choose one of the tasks  **WILLIAM SHAKESPEARE****(1564-1616)****angliiskie-pisateli** Stratford-on-Avon is not a large English town, but the whole world knows it, because it is the birthplace of William Shakespeare, one of the greatest writers in the world. When Shakespeare was a young man, there were no theatres in England. Groups of actors traveled from town to town and played in different places, usually outdoors. Sometimes actors came to Stratford. Young William went to see all their shows and liked them very much. He wanted to become an actor. Sometimes he wrote little plays himself and staged them with his friends.  Life in Stratford-on-Avon was hard, and when Shakespeare was twenty-one years old, he went to London. In London he joined a group of actors. At first he only helped the actors. By and by he began to play himself. Later he began to write play for the theatre. Soon he became the greatest writer of plays in his time. It was a very long time ago, but everybody remembers Shakespeare’s name. His plays are translated into many languages, and many theatres in the world show them.  Shakespeare’s famous books are: “King Lear”, “Hamlet”, “Othello”, “Romeo and Juliet” and etc.**Tasks**:I. Pay attention to the pronunciation of the following words: William Shakespeare [ wiljәm ‘∫eikspiә ] –Вильям ШекспирStratford-on-Avon [‘strætfα:αd αn ‘eivәn ] Эйвондағы Стратфорд King Lear [ kiŋ liә] – Лир патшаJoin a group of actors – актерлар тобына қосылуII. Answer the questions:* *When and where was W. Shakespeare born?*
* *What his famous books do you like?*
* *What influenced him to become an actor?*
* *Where did he join a group of actors?*
* *Then what did he begin to write for the theatre?*
* *Were his plays published into many languages?*

**Descriptor A learner** * **Finds correct answers**
* **Pronounces the name words**

T: Give the assessment to each other. The students show thumbs. ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ thumb**The second group** – read the text, choose one of the tasks **Romeo and Juliet**Похожее изображениеÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ thumb**I**n the town of Verona, in Italy, there were two rich families, the Capulets and the Montagues. There was an old quarrel between these two families and when a Capulet met a Montague, they always fought. There was a daughter Juliet, in the Capulet family, who was fourteen years old at the time of the story, and a son, Romeo, in the Montague family, who was sixteen. **O**ne day old Capulet made a great supper and invited many people to it but no one of the house of the Montague. At that time Romeo liked a girl whose name was Rosaline. He knew that she was invited to the Capulets, so he went there with his friend Mercutio. The young men wore masks on their faces. **W**hen dancing began, Romeo saw a young and very beautiful girl whom he did not know. That was Juliet and Romeo fell in love with her and forgot all about Rosaline. He came up to the girl and began to speak to her, but Juliet’s cousin, Tybalt, recognized Romeo and wanted to fight with him: there was a Montague in the house of the Capulet. The fight did not take place because old Capulet did not give Tybalt his permission, but Romeo had to leave the house. **H**e did not go home, he went into the Capulet’s garden. Juliet could not sleep that night, she fell in love with Romeo too. She went up to the window of her room and from there she saw Romeo in the garden. They talked about their love and about the quarrel between their families. Romeo asked Juliet to marry him the next day. They decided that nobody must know about their love or about their plan to marry.**True or False?**1. The Capulets and the Montaques were friendly families2. The Montagues invited them to their party.3. Before Romeo met the Juliet he had loved Rosaline4. Tybalt was Romeo’s cousin5. Lord Capulet gave permission Romeo to marry to his daughter 6. They met in the garden**Descriptor A learner** * **Matches the statements**
* **Realizes main details**

T: Give the assessment to each other. The students show thumbs. **Post-reading: (G)****Speaking**The learners present their work in front of the class. ***The 1st –group: Give summary for the text using the expressions***In my opinion...I believe, that ...My personal view is that ...To my mind ...As far as I know ...I tend to think ...***The 2nd –group: Give the descriptions to some characters by the picture***Romeo-Juliet-The Nurse-Tybalt-Lady Montague-Lady Capulet-Lord Capulet-Lord Montague-Assessment criteria:* using one of the forms of presenting the story (a mind map, a sketch, a poem or a song);
* describing the story’s main events (setting, rising action, climax, falling action, resolution) and supporting ideas.
* using new words from the vocabulary work (4-5 words);

**Plenary (W)**-What is the poetry name of Shakespeare? ("Bard of Avon")-What is his famous theatre? (Globe in London)- How many books and sonnets and poems did he write? (154 sonnets 2 poems 39 plays )- What popular sayings do you know of Shakespeare? (to be, or not to be)- Where did Romeo and Juliet met at the first time? (at the Capulets’ supper)- What was the difficulty between their love?- Was the book ended happily? Why?-To which Kazakh poet is similar Shakespeare (A Kazakh great poet ABAI K, which we celebrate 175 anniversary)( Pupils read sonnet 18 in three languages)**https://im0-tub-kz.yandex.net/i?id=a4f2cff0ee2aac8ad5d5e6d761d297f8&n=13&exp=1(F) Feedback “Microphone” “Colour words”**  **Yellow– *“ I have known that ...”***http://res.cloudinary.com/dm8ly2rci/image/upload/v1530692797/chupachups.ru/2018-07/LOLLI%20Strawberry_1.png **Red *- “I knew that ....”*** **Blue – *“ I want to recommend you ...”*****Descriptor A learner** -speaks with a sufficient vocabulary;- gives one’s opinion clearly;- focuses one’s knowledge on the unit theme**Evaluation Final** Self-Assessment: I give the cards with the following phrases and the students underlined the verbs in order to show what have they learnt at the lesson. **Generates** **Selects**  **I Outlines** **can**  **Determines** **Reviews** **Memorizes** **https://wholesalebuddy.net/wp-content/uploads/CHCMB40-1-720x686.jpgH/w:** 1.WB ex.6 p.90 read  2. Monologue : “The classic Shakespearean tragedy” 3. Mini-role-play “Romeo and Juliet” | <https://www.youtube.com/watch?v=ocrgDc6W7Es> |
|  End1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well.  |  |
| **Additional information** |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Critical thinking** |
| Scaffolding:Before the reading students do vocabulary work;Differentiation:According to multiple intelligences of Gardner the learners are suggested to do different activities; | They are assessed according to the criteria | Group work;Mind maps;Poems;sketch |
| **Summary evaluation**What two things went really well (consider both teaching and learning)?1: the students liked the idea of drawing a sketch.2: the students could deduce the meaning of new words from the context.What two things would have improved the lesson (consider both teaching and learning)?1: the students still need practice for a better understanding of the main and supporting ideas.2: the teacher should allocate more time to some studentsWhat have I learned from the lesson about this class or individuals that will inform my next lesson? |



















