



**Автор:** ВЛАДЫКИНА ЕКАТЕРИНА ВИКТОРОВНА

**Предмет:** Английский язык

**Класс:** 5 класс

**Раздел:** Reading for Pleasure

**Тема:** The pearl of Kazakhstan

|   |  |
|---|--|
| Learning objectives   | 5.C9 -use imagination to express thoughts, ideas, experiences and feelings<br>5.R5 - deduce meaning from context in short texts on a limited range of familiar general and curricular topics<br>5.R6 - recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  |
| Lesson objectives   | <i>All learners will be able to:<br/>Understand main information in the text "The Pearl of Kazakhstan", define basic ideas, learn 8 new words;<br/>Most learners will be able to:<br/>Understand topic main information in the text "The Pearl of Kazakhstan", define more ideas from the text , learn 12 new words;<br/>Some learners will be able to:<br/>understand the text "The Pearl of Kazakhstan", define all ideas from the text, learn 15 new words.</i> |
| Assessment criteria   | <i>Learners can<br/>understand the text "The Pearl of Kazakhstan",<br/>define all ideas from the text,<br/>learn 15 new words.</i>   |
| Values links  | <i>Common history, culture and languages</i>   |
| Cross-curricular links  | <i>Literature</i>  |
| Previous learning<br>Learners read books<br>Kazakh, English, Russian<br>languages | Learners read books Kazakh, English, Russian languages   |

### Ход урока

| Этапы урока      | Запланированная деятельность на уроке   | Ресурсы |
|------------------|---|---------|
| Start<br>(4 min) | Greeting<br>Task 1. Warm up with ball.<br>T: Stand in a circle. What is your favorite mythological creature?<br>Ask and answer the questions.<br>L1: My mythological creature is an unicorn.<br>L2: My mythological creature is a ..... |         |

| Этапы урока                             | Запланированная деятельность на уроке   | Ресурсы    |    |              |              |                                  |                                     |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
|---|---|------------|----|--------------|--------------|----------------------------------|-------------------------------------|-------|---|---|---|----|---|---|---|---|---|--|--|--|--|--|----|---|---|---|---|--|--|--|----|---|---|---|---|---|---|----|---|---|---|---|---|---|--|--|--|----|--|--|--|--|--|--|--|--|----|--|--|--|--|--|--|--|--|--|--|----|--|--|--|--|--|--|--|----|--|--|--|--|--|--|----|--|--|--|--|--|--|--|--|---|
| Middle<br>(34 min)                      | <p>Task 2. Input strategy<br/>T: Solve the crossword puzzle and guess the topic of the lesson.</p> <table border="1" data-bbox="312 215 1281 367"> <tr><td></td><td>1.</td><td>S</td><td>T</td><td>E</td><td>P</td><td>P</td><td>E</td><td></td></tr> <tr><td></td><td>2.</td><td>R</td><td>I</td><td>V</td><td>E</td><td>R</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td>3.</td><td>L</td><td>A</td><td>K</td><td>E</td><td></td></tr> <tr><td></td><td></td><td>4.</td><td>F</td><td>O</td><td>R</td><td>E</td><td>S</td><td>T</td></tr> <tr><td>5.</td><td>P</td><td>E</td><td>O</td><td>P</td><td>L</td><td>E</td><td></td><td></td></tr> </table><br><table border="1" data-bbox="312 427 1281 582"> <tr><td></td><td>1.</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>2.</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td>3.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td>4.</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5.</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>  |            | 1. | S            | T            | E                                | P                                   | P     | E |   |   | 2. | R | I | V | E | R |  |  |  |  |  | 3. | L | A | K | E |  |  |  | 4. | F | O | R | E | S | T | 5. | P | E | O | P | L | E |  |  |  | 1. |  |  |  |  |  |  |  |  | 2. |  |  |  |  |  |  |  |  |  |  | 3. |  |  |  |  |  |  |  | 4. |  |  |  |  |  |  | 5. |  |  |  |  |  |  |  |  | ICT<br>Excel 5<br>Module 6c<br>Page 80-81 |
|   | 1.  | S          | T  | E            | P            | P                                | E                                   |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
|   | 2.  | R          | I  | V            | E            | R                                |                                     |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
|   |   |            | 3. | L            | A            | K                                | E                                   |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
|   |   | 4.         | F  | O            | R            | E                                | S                                   | T     |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
| 5.                                      | P   | E          | O  | P            | L            | E                                |                                     |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
|   | 1.  |            |    |              |              |                                  |                                     |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
|   | 2.  |            |    |              |              |                                  |                                     |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
|   |   |            | 3. |              |              |                                  |                                     |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
|   |   | 4.         |    |              |              |                                  |                                     |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
| 5.                                      |   |            |    |              |              |                                  |                                     |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
|   | <p>Teacher: What is the main word in crossword?</p> <p>Learners: (PEARL).</p> <p>Teacher: The topic of our lesson is “The pearl of Kazakhstan?”</p> <p>How do you think, what the task of the lesson are. So, the tasks of the lesson are the following:<br/><i>understand the text "The Pearl of Kazakhstan",<br/>define ideas from the text,<br/>learn 15 new words.</i></p> <p>Task 3. Work with vocabulary<br/>P 80 “Check these words ”</p> <ul style="list-style-type: none"> <li>- What is a myth? What are myths about? Read the text to find out Ex 1 p 80<br/>Key- Myths are stories that contain the traditional beliefs of diferent cultures</li> </ul> <p>Ex 2 p 80</p> <ul style="list-style-type: none"> <li>- What is the Pearl of Kazakhstan? How did it come to be?</li> </ul> <p>Task 4. Listen and read to find out information<br/>Key: “The Pearl of Kazakhstan” is Burabai National Park. It came to be because Aldar – Kosse made a hole in the Creator’s sack and the mountains, lakes, forests, rivers, fish and wild animals all fell out there.</p> <p>Task 4. Answer the questions.<br/>Teacher`s formative assessment<br/>Ex 3 p 81<br/>Key:</p> <ol style="list-style-type: none"> <li>1. They were sad because they had no mountains, lakes, forests, etc</li> <li>2. Aldar – Kosse was very kind and didn’t like to see the Kazakhstani people so miserable ( жалкие)</li> <li>3. He asked for some mountains.</li> <li>4. The Creator kept his treasures in a sack.</li> <li>5. He made a hole in the sack.</li> </ol> <p>Task 5. Complete the sentences. Ex 4 p81<br/>Use: STREATCHED, WATCHED, KEPT,MADE, LANDED, FELL<br/>Key: 1. Watched 2. Stretched<br/>3. fell, landed 4. Kept 5. Made</p> <p>Ex 5 p 81<br/>Complete the graphic organiser below with the adjectives the writer uses in the story (oral)</p> <table border="1" data-bbox="347 1783 1281 2069"> <thead> <tr> <th colspan="2">characters</th> </tr> </thead> <tbody> <tr> <td>Aldar –Kosse</td> <td>Cheeky, kind</td> </tr> <tr> <td>The Creator<br/>The Kazakh people</td> <td>Wise<br/>Sad, miserable, good, happy</td> </tr> <tr> <th colspan="2">Place</th> </tr> <tr> <td>The steppe<br/>the mountain<br/>the lakes</td> <td>Huge, beautiful, empty<br/>High<br/>clear</td> </tr> </tbody> </table> <p>Ex 6 p 81<br/>A)Match the word in hold in the text to their synonyms<br/>Very big – huge    naughty – cheeky<br/>Glad – happy      tall – high</p> | characters |    | Aldar –Kosse | Cheeky, kind | The Creator<br>The Kazakh people | Wise<br>Sad, miserable, good, happy | Place |   | The steppe<br>the mountain<br>the lakes | Huge, beautiful, empty<br>High<br>clear |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
| characters                              |   |            |    |              |              |                                  |                                     |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
| Aldar –Kosse                            | Cheeky, kind  |            |    |              |              |                                  |                                     |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
| The Creator<br>The Kazakh people        | Wise<br>Sad, miserable, good, happy   |            |    |              |              |                                  |                                     |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
| Place                                   |   |            |    |              |              |                                  |                                     |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |
| The steppe<br>the mountain<br>the lakes | Huge, beautiful, empty<br>High<br>clear   |            |    |              |              |                                  |                                     |       |   |   |   |    |   |   |   |   |   |  |  |  |  |  |    |   |   |   |   |  |  |  |    |   |   |   |   |   |   |    |   |   |   |   |   |   |  |  |  |    |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |  |  |    |  |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |  |  |   |

| <b>Этапы урока</b> | <b>Запланированная деятельность на уроке</b>  | <b>Ресурсы</b> |
|--------------------|---|----------------|
| End<br>(2 min)     | Feedback<br>Writing his opinion on sheets of paper and stick on the board.<br>A criteria-based assessment is presented on the board.<br>After each task learners are asked to evaluate with a big finger-thumb. |                |