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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 5.R5 – deduce meaning from context in short texts on a limited range of familiar general and curricular topics 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:</i> <i>Understand main information in the text "The Pearl of Kazakhstan", define basic ideas, learn 8 new words;</i> <i>Most learners will be able to:</i> <i>Understand topic main information in the text "The Pearl of Kazakhstan", define more ideas from the text , learn 12 new words;</i> <i>Some learners will be able to:</i> <i>understand the text "The Pearl of Kazakhstan", define all ideas from the text, learn 15 new words.</i>
Assessment criteria	<i>Learners can</i> <i>understand the text "The Pearl of Kazakhstan",</i> <i>define all ideas from the text,</i> <i>learn 15 new words.</i>
Values links	<i>Common history, culture and languages</i>
Cross-curricular links	<i>Literature</i>
Previous learning Learners read books Kazakh, English, Russian languages	Learners read books Kazakh, English, Russian languages

Ход урока

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

Этапы урока	Запланированная деятельность на уроке	Ресурсы
<p>Middle (34 min)</p>	<p>Task 2. Input strategy T: Solve the crossword puzzle and guess the topic of the lesson.</p> <p>1. S T E P P E</p> <p>2. R I V E R</p> <p>3. L A K E</p> <p>4. F O R E S T</p> <p>5. P E O P L E</p> <p>1.</p> <p>2.</p>	<p>ICT Excel 5 Module 6c Page 80-81</p>

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