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**My most precious possession**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Classes:** | | | **8«A»** | | **8«B»** | **8«V»** | | **8«G»** |
| Present: | | |  | |  |  | |  |
| Absent: | | |  | |  |  | |  |
| **Learning objectives(s) that this lesson is contributing to** | | 8.C7 develop and sustain a consistent argument when speaking or writing;  8.L6deduce meaning from context with little or no support in extended talk on a wide range of general and curricular topics;  8.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;  8.R2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  8.UE7 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics | | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | | |
| know the difference between *for* and *since*;  know words for personal possessions | | | | | | |
| **Most learners will be able to:** | | | | | | |
| use present perfect with *for* and *since*;  use degrees of comparison of adjectives | | | | | | |
| **Some learners will be able to:** | | | | | | |
| use superlative adjectives with present perfect;  describe important things and events | | | | | | |
| **Language objectives** | | **Learners can:** | | | | | | |
| talk about things in the present that started in the past;  give details about your background;  talk about your possessions | | | | | | |
| **Key words and phrases:** | | | | | | |
| relative, recently, for ages, brush, comb, earrings, purse, wallet, valuable, precious, possession | | | | | | |
| **Useful classroom language for dialogue/writing:** | | | | | | |
| **Discussion points:** | | | | | | |
| personal possessions | | | | | | |
| **Can you say why…?** | | | | | | |
| 1. Why do we use for and since in present perfect tense?  2. Why are possessions important to the person?  3. How do you give details about your background? | | | | | | |
| **Writing prompts:** | | using time expressions, making questions | | | | |
| **Speaking prompts:** | | making situations, ask about background | | | | |
| **Reading prompts:** | | dialogue ex 2 p.58, texts ex 3 p.60 | | | | |
| **Previous learning:** | | Control work | | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | | **Planned activities (replace the notes below with your planned activities)** | | | | | **Resources** | |
| **Beginning** | 1 min  3 min  1 min  3 min | **Organization moment. Greeting**  **Ice breaker. «Catch the Ball»**  Give the first person the soft foam ball. He/she must reveal some new words and throw the ball to the second person. He/she also reveals some new words and throws it on to the next person.  **Dividing into groups. «Proverb puzzles»**  Laminate 2 proverbs and cut into 4 or more pieces. The students with the matching pieces must find each other.  **Checking up the home task. «Tree`s leaves».**  Revise the last lessons` materials. Draw tree`s leaves revising passed materials. | | | | | Ball  Proverbs  Student`s book | |
| **Middle** | 3 min  5min  4 min  4 min  4min  4 min | **New lesson**  **Warm up. Pairs work. «Hot seat».**  One pair member closes their eyes while the leader shows the word to the other pair members. The first pair to get the word right gets a point.  **Reading. Group work.**  Read the dialogue. For each of the sentences write true, false or the text doesn’t say. Correct the false ones.  1. Nadia`s family has recently arrived in England -False  **Present Perfect with for and since.**  We use for to show a period of time.  We use since to say when the period of time started. **Practice.**Write sentences with for and since.  1. Karim has lived in Liverpool for twenty years.  He has lived there since 1996.  **Time expressions. Group work.**  Replace the underlined words. Use:*for, since, ago, during.*  1. We’ve had a flat in London since April.  2. The film started two hours ago.  3. Danny left an hour ago.  **Reading. «Jigsaw» My most precious possession.**  Read the small texts and tell about them, their possessions.  What would you do if you were instead of those people?  **Grammar. Present perfect with superlative adjectives + ever**  We often use the present perfect +ever after the superlatives.  For ex: It was the **hardest** thing I’ve **ever** done.  **Practice. Pairs work. Make questions with *you have ever …***  1. What / bad film / see?  What is the worst film you have ever seen?  2. Who / nice person / meet?  Who is the nicest person you have ever met? | | | | | Conversation / Cards  Slides  Cards  Cards  Pictures / Student`s book  Slides  Cards | |
| **End** | 3 min  2 min  1 min  2 min | **Concluding the lesson. «60 seconds»**  Choose a few students and give each 60 seconds to speak about something you’ve covered that day.  **Assessment.**  Self-assessment chart  **Giving the home task.**  ex 7 p. 61. Make sentences with *Can yougive ..?*  **Feedback.«MinutePaper»**  3 keypointsoftheday,indicatepointsthey don’tunderstand | | | | | Questions  Chart  Student`s book  Stickers | |