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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 min3 min1 min3 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 ProverbsStudent`s book |
| **Middle** | 3 min5min4 min4 min4min4 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 / CardsSlidesCards CardsPictures / Student`s bookSlidesCards |
| **End** | 3 min2 min1 min2 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 | QuestionsChartStudent`s bookStickers |