**Lesson plan for the 5th Grades**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 6 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Arthur Conan Doyle’s biography** | | | | | |
| Objectives according to the Curriculum | | 5.1.9.1- use imagination to express thoughts, ideas, experiences and feelings  5.3.3.1- give an opinion at sentence level on a limited range of general and curricular topics;  5.4.4.1- read with some support a limited range of short fiction and non-fiction texts; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read a biography of Arthur Conan Doyle.  •speak about Arthur Conan Doyle.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify the main information of a talk using supporting Information  Recognize the meaning of a story and extended talk with some support  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books closed. Ask: *What things can we read?* Elicit students’ answers, e.g. *books, ebooks, blogs, text messages, social media* *posts, emails, websites, newspapers, magazines.*  • Ask students to open their books at page 64.  • Refer students to the photograph and ask them to describe what they can see.  • Put students into pairs and give them a couple of minutes to answer the three questions.  • Ask two or three students to report back to the class on what their partner said about their reading habits, e.g. *Yana likes reading alone in her room. She reads for an hour before she goes to sleep. Her favourite book is The Little Prince by Antoine de Saint-Exupйry.* | | students respond to greeting and take their places.  Students answer the questions and share ideas with each other | students respond to greeting and take their places.  Students answer the questions and share ideas with each other | | 1 point for each correct answer | Book, slide |
| **The middle of the lesson – 35 min** | • Books closed. Write *Arthur Conan Doyle* on the board.  • Elicit anything students know about the man. If students do not recognise the name, say that Doyle was a writer who is remembered for having created two characters who remain popular around the world.1  • Ask students to open their books at page 65. Focus their attention on the illustration and the photograph of Arthur Conan Doyle.  • Ask students to read the biography quickly to find out which characters Doyle created.  • Check students’ understanding of the biography by asking some comprehension questions about it, e.g. *When was* *Doyle born?* (1859.) *Where was Doyle born?* (Edinburgh.), *What did he study at university?* (Medicine – he wanted to be a doctor.) *When did he write his first story about Holmes and Watson?* (1886.) *How many stories did he write about these characters?* (56.) *When did Doyle die?* (1930.) | | Students read about writer and find out the information  Students read the biography and answer the questions | Students read about writer and find out the information  Students read the biography and answer the questions | | 1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to do some more research into Arthur Conan Doyle and his stories | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 6 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **The hound of the Baskervilles. Part 1** | | | | | |
| Objectives according to the Curriculum | | 5.4.1.1- understand the main points in a limited range of short simple texts on general and curricular topics;  5.4.2.1- understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  5.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an extract from the *The Hound of the Baskervilles*.  • practise reading for gist (also called skim reading).  • write a description of a scene from a film or book.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify the main information of a talk using supporting Information  Recognize the meaning of a story and extended talk with some support  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  1 • Write *The Hound of the Baskervilles* on the board. Tell students that this is one of Doyle’s most famous stories.  • Explain that a *hound* is a type of dog used for hunting. Drill the pronunciation of the word: /haʊnd/. Explain that *the* *Baskervilles* are a family, and they are characters in the story.  Drill the pronunciation: /ˈbaskəvɪlz/. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | • Before students read the extract from the story, read out the information in the Get reading box. Tell students that reading quickly to get a general sense of the meaning of a text is called *skim reading* or *reading for gist*. Elicit why it is such an important skill – because we do not always have time to read slowly; being able to skim read well is particularly useful in exams.  • Read out the types of story in the box. Make sure students understand the differences. You can check students’ understanding by eliciting examples of each type of story.  • Students work alone to read the extract quickly to determine the type of story it is. Check answers.  2 • Read out the questions. Check students’ understanding of the word *huts*. Note that there is a translation of this word underneath the extract on page 65.  • Ask students to work alone to answer the questions.  • They can compare answers in pairs before you check answers with the class.  • When you check answers, ask students to say which part of the text gave them the answers.  3 • Read out the three questions. Check students’ understanding of *moor* and *enemy*. Note that there is a translation of *moor* underneath the extract on page 65.  Your *enemy* is someone you dislike, who is on a different side to you in a conflict, competition or battle of some kind.  • Give students a few minutes to discuss the questions in pairs.  • Elicit answers to the questions, but do not confirm any ideas at this stage. | | Students read the information and answer the questions/  Students share their understandings and read the text story.  Students work individually and answer the questions.  Students answer the questions and discuss the ideas | Students read the information and answer the questions/  Students share their understandings and read the text story.  Students work individually and answer the questions.  Students answer the questions and discuss the ideas | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Write a description of a scene from a film or book. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 6 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **The hound of the Baskervilles. Part 2** | | | | | |
| Objectives according to the Curriculum | | 5.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics;  5.4.4.1- read with some support a limited range of short fiction and non-fiction texts;  5.2.8.1- understand supported narratives, including some extended talk, on an increasing range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an extract from the *The Hound of the Baskervilles*.  • practise reading for gist (also called skim reading).  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify the main information of a talk using supporting Information  Recognize the meaning of a story and extended talk with some support  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Read out the two questions, then ask students to read the next part of the story.  • Students can compare their answers in pairs, before you check answers with the class as a whole. | | students respond to greeting and take their places.  Students answer the questions and compare with other students | students respond to greeting and take their places.  Students answer the questions and compare with other students | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | 5 • Refer students to sentences a)–g). Explain that they are out of order. To help **weaker students**, you could show that f) is the first sentence and a) the second.  • Students can work on this ordering exercise in small groups of three or four.  • When you check answers, write the sentences up on the board in the correct order.  **Your turn**  6 • Ask students to describe the photographs, both of which show a moor. Put vocabulary on the board that will be useful in this exercise, e.g. *building, snowy, grass, rocks,horses.*  • Read out the four items in the list, then ask students to work in pairs to make notes on how the two photos are similar to and differ from the descriptions of the moor in the text.  • Check answers. Suggested answers are given below for the four points in Exercise 6, but students may identify further similarities and differences (e.g. time of day, hills, rocks, water, towers, smoke).  7 • Refer students to the true/false exercise.  • Help **weaker students** by showing them how to determine whether or not a statement is false. For example, we know that the first statement is false because a sentence in paragraph A tells us that he was alone apart from a bird: ‘He and I seemed to be the only living things between the blue sky and the empty land’.  • Ask students to work in pairs to do the true/false task.  Encourage them to read the text carefully to find the answers and remind them to correct the false sentences.  • When you check the answers, ask students to point out the part of the text which led them to say that each of the statements was either true or false.  8 • Refer students to the definitions in 1–6.  • Ask students to work alone to choose the correct definition for the underlined words in the story.  • Students can compare their answers in pairs before you check answers with the class.  • You can **extend** this activity by asking students to use these words in sentences of their own. This is a way of checking students’ understanding of the vocabulary. Either elicit sentences from the class as a whole or ask students to work in pairs to come up with sentences. | | Students order the sentences and check answers  Students work in small groups and check the answers  Students describe the photos and work with vocabulary.  Students work in pairs and make notes on a topic.  Students check the answers in groups and discuss  Students make sentences true/false and check their answers.  Students check the answers  Students choose the correct definition for the underlined words in the story. | Weaker students may use prompt.  Students work in small groups and check the answers  Students describe the photos and work with vocabulary.  Students work in pairs and make notes on a topic.  Students check the answers in groups and discuss  Students make sentences true/false and check their answers.  Students check the answers  Students choose the correct definition for the underlined words in the story. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book  Book, slide  Book, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to do some more research into Arthur Conan Doyle and his stories of Holmes and Watson. Encourage students to read or listen to some of Doyle’s stories. Some simplified versions exist, some of which may be found online. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 6 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A description of the scene** | | | | | |
| Objectives according to the Curriculum | | 5.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics;  5.3.8.1- recount basic stories and events on a range of general and curricular topics  5.4.6.1- recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  write about an exciting scene.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify the main information of a talk using supporting Information  Recognize the meaning of a story and extended talk with some support  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Tell students they are going to write a description of a scene from a film or book. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | **PLAN**  • Give students a couple of minutes to choose a scene they like.  • Once students have made their choice, refer them to the list in Exercise 9.  • Students make some notes on the things in the list. Monitor while students do this, helping with vocabulary as necessary.  10 • Put students into small groups to discuss the scene they choose in Exercise 9.  • Encourage students to give reasons for their choice, e.g. *I want to write about this scene because it is really exciting. / I love the special effects in this scene. / This is a really funny scene – it always makes me laugh.*  • Ask two or three students to tell the class briefly about which scenes some other members of their group are going to write about.  **WRITE**  11 • Students can either do the writing task in class or at home.  • If students do the task in class, give them ten to fifteen minutes to complete it. Monitor while students are writing, helping with grammar and vocabulary as necessary.  • If students have access to computers at school or at home, ask them to write their descriptions on the computer rather than in their notebooks as it will allow them to change the text more easily.  • Encourage students to produce at least two drafts of their description.  • Collect students’ descriptions and mark them.  Use students’ written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to the student who made the mistake). | | Students make notes on the topic and make choice.  Students work in groups and discuss the topic.  Students complete writing task and share their ideas | Students make notes on the topic and make choice.  Weaker students may use vocabulary to complete the task  Students work in groups and discuss the topic.  Students complete writing task and share their ideas | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Encourage students to read or listen to some of Doyle’s stories. Some simplified versions exist, some of which may be found online.  Set Exercises 1, 2 and 3 on page 47 and Exercises 4, 5, 6 and 7 on page 48 of the **Workbook** for homework. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 6 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **My favourite writer’s biography** | | | | | |
| Objectives according to the Curriculum | | 5.5.1.1- plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics;  5.5.2.1- write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics;  5.5.3.1- write with support factual descriptions at text level which describe people, places and objects; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  write about a favourite writer, learn vocabulary for describing important periods during lifetime, talk about people in the family, talk about the author’s life  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify the main information of a talk using supporting Information  Recognize the meaning of a story and extended talk with some support  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Write name on the board and describe their appearance or draw a picture on the board. Spend a few minutes telling the class about this person and why you like them, then invite the class to ask you questions about them. Explain to the class that this lesson will involve talking about ‘favourites’. First there is a bit of vocabulary to learn. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | Write on the board: *My favourite singer, My favourite actor/actress, My favourite artist, My favourite film director, My favourite writer*. (‘Band’ has been omitted because ‘he’ and ‘she’ cannot be used to describe a band; for the speaking activity it is important to keep the questions as simple as possible.) Ask each student to choose one of these.  Hand out one copy of the My Favourites Questionnaire to each student. Everybody writes the name of the ‘favourite’ they have chosen on the questionnaire. Students work in pairs and swap questionnaires with their partners. Each student looks at the name of the ‘favourite’ their partner has chosen and the questions. Ask each student to choose up to six of the questions that they would like to ask their partner and to add up to three original questions if they so wish. If students are unsure about the meaning of the questions or how to answer them, the My Favourites Questionnaire Answer Key has some example answers. When the questions have been chosen/written, students swap back their questionnaires and spend a few minutes preparing what they would like to say in response to the questions their partner chose/wrote. Students should spend this time thinking about how to phrase what they want to say in English and if necessary looking up words they might need in a dictionary or consulting the teacher. Students now take it in turns to talk about the person they chose, focusing on their partner’s questions. Rearrange students into new pairs and repeat the activity, this time with a new ‘favourite’ person. | | Students answer the questions and check their ideas  Students make notes and answer the questions.  Students complete the questionnaire and check their answers in pairs | Students answer the questions and check their ideas  Students make notes and answer the questions.  Students complete the questionnaire and check their answers in pairs | | 1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students | Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Put students into new pairs one more time and ask everyone to tell their partner everything that they have learned in this lesson. This could include the vocabulary from the first part of the lesson, something they have learned about a classmate or anything else. | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 6 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **My favourite book** | | | | | |
| Objectives according to the Curriculum | | 5.5.4.1- write with support a sequence of extended sentences in a paragraph to give basic personal information;  5.5.5.1- link without support sentences using basic coordinating connectors; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  write about a favourite book, read an extract from your favourite book and talk about it  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify the main information of a talk using supporting Information  Recognize the meaning of a story and extended talk with some support  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  Books play an important role in our life because they are our teachers and advisers. They teach us how to take the next step when we are in a difficult situation. They help to shape our life.Take a look at what famous people have said about books and reading, try to use them in your speech. Reading makes a full man. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | (Francis Bakon)History books which contain no lies are extremely dull. (Anatole France)All books are divisible into two classes: the book of hour, and the book of all time. (John Ruskin)Reading is to the mind what exercise is to the body. (Richard Steele)Today we will speak about your favourite books. But before that make me wise about the following: explain in English:  What is a historical novel?  What is a horror story?  What is a romance?  What is a thriller?  What is science fiction?  What is an adventure story?  What is a fairy-tale?  What is a biography?  What is a western? Let’s speak about the books of Kazakh writers The famous Kazakh writer Berdybek Sokpakbayev was born on October 13 in 1924 in Almaty oblast, Narynkol district in the Kostobe village, and graduated from school also here. He began to write poems from the age of 14-15.  He graduated from the Kazakh Abai pedagodical Istitute in 1949, came back to his village and worked as a teacher. He worked in magazines titled «Zhuldyz», «Baldyrgan» and in the Union of Kazakhstan’s writers as well.  Berdybek Sokpakbayev wrote many different stories, scenarios for the children’s movies. His first book was published in 1950. His famous works are «The road to happiness», «In the distant village», «Travelling to the childhood», «The star of the steppe», «Ayazhan», «On my way», «My name is Kozha», «The dead do not come back», «Where are you Gaukhar?» and many other stories. Berdybek Sokpakbayev is the children’s favourite writer.  One of the best stories of Berdybek Sokpakbayev is «My name is Kozha» was published for the first time in Moskow in the printing house «Detskaya literatura» in Russian language. For the second time it was translated in French. «Мy name is Kozha» was translated then into 30 languages and so it was widespread all over the world.  In 1963 «Kazakhfilm» studio wrote the scenario on this story and produced a film. The film producer is Abdolla Karsakbayev. The film «Мy name is Kozha» won the special prize in the International Cannes Film Ferstival.  The film «Мy name is Kozha» is popular with the children as well as with adults.  Make a plan of essay “My favourite writer” | | Students read the information about books and share ideas with each other  Students work in small groups and answer the questions  Students talk about books and famous poets.  Students read the text and make notes. | Students read the information about books and share ideas with each other  Students work in small groups and answer the questions  Students talk about books and famous poets.  Students read the text and make notes | | 1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Let students write an essay “My favourite writer” | |  |  | |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module 6 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **My favourite character** | | | | | |
| Objectives according to the Curriculum | | 5.5.6.1- link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics;  5.5.7.1- use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  talk and write about a favourite charakter.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify the main information of a talk using supporting Information  Recognize the meaning of a story and extended talk with some support  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  What kinds of books do you know? (fiction, history books, books about animals, novels, fairy-tales…)  What books do you like best?  What do you like best reading or watching TV? What is more useful, interesting, boring, useless, cognitive, exciting?  Why?  What is more useful reading or watching TV? Why? (we can take care of our eyes, we can use our imagination when we read, we can only read some stories because we haven’t got films about them). | | students respond to greeting and take their places.  Students response the questions and discuss the topic | students respond to greeting and take their places.  Students response the questions and discuss the topic | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | 1. Have you got a library at home? Are there many books in it?  What books have you got? Have you read all of them? Do you always read books up to the end? What is your favourite book?  **2.** There are a lot of characters in different books.  **3.** Now look at the plan of your story about your favourite charakter. Read it . Ask me any questions. I give you five minutes to prepare your stories using this plan.   * My favourite book is “…..” by …… * It’s a ……(kind of book). * The main characters are…. (wicked, kind, beautiful, ugly, brave, friendly, rich, poor, cowardly). * I like …. most, because…. * After I have got familiar with the plot…. * I like the scenes of describing nature best. * It shows the realistic scenes of battles (love, fidelity). * I am fascinated by….. * This book is easy (difficult) to read (to understand). * I read it up to the end because it is  interesting (exciting, cognitive, useful, easy, difficult).   I want you to use these phrases:  \* Personally I think…  \* If you ask me…  \* Speaking for myself…  \* As far as I’m concerned…  \* In my opinion…  **9.** Let’s listen to some stories, please, use the plan.  What kind of books do you like best? What is your opinion about reading?  I want you to find out if your friend likes to read, what his or her favourite book is, what kind of books your friend likes. | | Students practice their speaking skills and discuss the topic  Students work on the given clichés and make examples  Students answer the questions and make notes | Students practice their speaking skills and discuss the topic  Students work on the given clichés and make examples  Students answer the questions and make notes | | 1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students | Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Make a project about your favourite character | |  |  | |  |  |