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| Unit:6 | **Holidays and Travel**  |
| Teacher’s name: | **NAkhipova A** |
| Date: |  |
| Grade: 6 | Number present: absent: |
| Theme of the lesson: | Around Parks |
| Learning objectives(s) that this lesson is contributing to: | 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics |
| Lesson objectives: | **All learners will be able to:** say the name of places correctly**Most learners will be able to:** collect information to post to others clearly**Some learners will be able to:**present own thoughts clearly to describe the places. |

**Plan:**

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| **Part of the lesson/Time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources** |
| **Beginning of the lesson**Warming-up**5 мин.** | **Organization moment :**1.Greeting.2. Organization moment.**Look at the pictures and read the title. What is special about these parks?** | Ss read the title and looking at the picture describe the name of parks as possible.**The aim:**discuss and respond to content of a reading or listening passage.**Efficiency:** define the main idea of the text using prediction. | **Feedback** :***“Two stars, a wish”***Well done, you predict the lesson, and name the places but can’t define, try to think deeply. | Excel 6. Student’s book.Page 73 Ex. 1PPP-2 |
| ***Pre-learning***Individual work.**10 min.****“*Reading*”** | **Listen and read to find out.** **Teacher asks Ss to read the “Babbacombe Model Village” and “Almaty central park”**What are the differences between two places?What are the similarities between two parks?**Differentiation:**All Ss read the text and understand, name the places, most Ss define the differences and similarities. Some of them compare the two places.  | Ss read the text and find out the answer of the question. After reading the text Ss say differences and similarities.**Aim:** skim for main idea(s) and scan for details .**Efficiency:** develop reading speed and build academic vocabulary and speaking skills. | **Descriptor:**-read the text-define the differences/similarities.**1 point.****Feedback** with the method: **“The Praise”.** “You are right”“Great!”“Good”. | Excel 6. Student’s book.Page 72, Ex. 1PPP-3 |
| **Middle of the lesson**Individual work.“Presenting”**10 min.** | **Think of a park in your country. Where is it?****What is there in it?****What can someone do/see there?****Collect information, then post your comments to Travelwhizz’s blog.****Differentiation:**Less able Ss collect information using interner resources and more able Ss present the collected information. | Each student choose one park, collect information and present to the class.**Aim:** deliver an effective oral presentation.**Efficiency:** select, compile, and synthesize information for an oral presentation. | Descriptor;-choose one park-collect information-present to the class. 1 point. **“The Praise”.** “You are right”“Great!”“Good”. |  Excel 6.Student’s book.Page 72, Ex. 4 |
| Individual work.***“Practice”*****8 min.** | **Imagine you have created a miniature model park. What attractions from your country does it include? Why? Present your park to the class.***Our park is in …**It has …. .**There are also … .* | Ss create own park, draw the picture of the park and describe to the class.***Aim:***  develop imagination and ideas.**Efficiency:** can model the own dream park to be comfortable for people.   | **Feedback:*****“Thumbs up, thumbs down”***Who describe the own park teacher shows thumbs up, who should develop the own park T shows thumbs down with comments. |  Whiteboard Student’s book Excel,6.Exercise 53 page 73PPP-4 |
| Individual work.***“Drilling”*****5 min** | **Check these words***Hidden**Treasure**Miniature**Landmark**Tiny**Light up**Amusement park**Attraction**Fairground ride**Arrangement* Teacher asks Ss to check these words and if there unknown words using the dictionary translate them.Teacher drills the pronunciation of the words to Ss. | Ss check the words, write down to their copybook with translation.**Aim:** build the correct pronunciation.**Efficiency:** practice several times and learn the intonation of the each words. | **Feedback** with the method: **“The Praise”.** “You are right”“Great!”“Good”. | Whiteboard  Student’s book Excel,6.page 73PPP-5 |
| **End of the lesson.**Individual work:**2 min.** | **Reflection:**Learners give reflection for today’s lesson by answering the teachers question to oral form:1. *During the lesson I was …… active/ passive*
2. *The lesson was …. -interesting/boring*

*-easy/difficult -long/short**3.My mood became… - better/worse**4.I’ve learnt …. -new words/ new information/ -different exercises*  | Ss answer the questions.***Aim:*** reflect the knowledge at the end of the lesson and analyze the lesson.**Efficiency:** revise the lesson to build correct thoughts. | **Feedback:** All of you work excellent, because each of you tried participate actively! Some of you have mistakes in pronunciation , please repeat and remember words at home. The lesson is over. Good bye! | Whiteboard  PPP-6,7 |
| ***Additional information*** |
| **DIFFERENTIATION – how do you plan to give more support? How do you plan to challenge the more able learners?** | **ASSESSMENT – how are you planning to check learners’ learning?** | **Health and safety rules**  |
| During the lesson some tasks differentiated by outcomes of the students and by their abilities.**All learners** say the name of places correctly**Most learners** collect information to post to others clearly**Some learners** present own thoughts clearly to describe the places. | Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives.During the activity teacher after each right answer gives feedback with the method: During the activity teacher after each right answer gives feedback with the method: **“The Praise”.** “You are right”“Great!”“Good”.**“Thumbs up, thumbs down”**Who says with correct pronunciation the question teacher shows thumbs up, who should develop the intonation T shows thumbs down with comments.**“Two stars, a wish”**Well done, you predict the lesson, but can’t define, try to think deeply. | Provide some physical exercises for learners  |
| **Reflection**Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why?Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why? |  |