**Short term plan: term 3**

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| **Unit of a long term plan: Our health** | **Lesson 51** |
| **Teacher name:** | **Karabaeva S** |
| **Date:**  | **14.01** |
| **Grade: 6** | **Number present:**  | **absent:** |
| **Lesson title** | **Language Focus. *Can* for ability and permission.** |
| **Learning objectives** | 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups6.6.13.1 use *might may could* to express possibility on a limited range of familiar general and curricular topics6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics |
| **Lesson objectives** | **Learners will be able to:**• Learn the form and use of can for ability and permission. • Write sentences about your abilities using can. • Learn how to request, give and refuse permission. • Practise a dialogue in which you ask for permission. |
| Value links | Fairness – If you value fairness, you might be highly sensitive to situations at school or in the workplace where a teacher or a peer has exhibited favoritism or allowed someone to get away with living by a different set of rules to everyone else. |
|  **Plan** |

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| Stages / Time | Teachers actions | Students actions | Assessment criteria | Resources |
| Beginning of the lesson*5 min* | *Organization moment* 1.Greeting.Ask about the weather.***Warm-up*** • Ask individual students questions using can, for example: Can you swim? Can you play the guitar? • Ask students to find examples of can in the text on page 50. • Discuss the examples with the class and elicit that we use can to talk about abilities or permission***Lead - In***Can" or "May" | ***The wish flower****” method helps to start the lesson with good wishes to each other.***The aim:** To develop Ss speaking skills and create friendly atmosphere **Efficiency:** By telling the wishes they show their appreciations .Describe and imagine the pictures*Students say different words from the picture* | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:“Good job!Well done!”*Formative Assessment* *C:\Users\Evrika\Desktop\Без названия.jpg**Good job!* | *CD 1**Pictures* *PPT* |
| Middle of the lessonPresentation part.35 min | **Ex: 1 P: 59**• Ask students to read the sentences carefully, then answer the questions. • Make sure that students understand the meaning, for example by asking them to translate the sentences into their own language**Differentiation:** ***«*Verbal support*»*** method is used to help Students use new words in the text. **Ex: 2 P: 59**• Students identify the use of can in the sentences individually. In a weaker class, check understanding by doing the first item together as an example. • Ask students to compare their answers in pairs before you check with the class**Ex: 23 P: 59**• Read the example with the class and elicit one or two more examples of sentences using can for ability. • Go through the ideas in the box and check understanding. In a stronger class ask students to write more sentences, using their own ideas. • Students write their sentences individually. In a weaker class, check students’ answers at this point before they go on to ask and answer. | Students look at the sentence and answer the question**ANSWERS:** 1 a and d 3 can’t 2 b, c and e 4 No, we don’t.Students look at the sentences and write P (permission) or A (ability)**ANSWERS:**1 A 2 P 3 A 4 P 5 P 6 AStudents write sentences about your ability**ANSWERS:** Students’ own answersI can play chess.I can speak three languagesI can run one killometre | **Assessment criteria**- Learn the form and use of can for ability and permission.**Descriptor:**- look at the sentence and answer the question**Peer assessment:** answer key**Assessment criteria:**- Write sentences about your abilities using can. **Descriptor:**-write sentences about your ability-Make CCQ questions Yes / No | Описание: Картинки по запросу бас бармақ әдісіCardsStudent’s bookWorkshets  |
| End of the lesson5 min | Home task:Ex: 2 P: 41 WB |  | Poster Success ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐ°Ð¿Ð°Ð»Ð°Ò ÑÐ¾ÑÐ¾ |