**Short term plan: term 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 groups  6.6.13.1 use *might may could* to express possibility on a limited range of familiar general and curricular topics  6.3.7.1 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** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 lesson  Presentation 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 A  Students write sentences about your ability  **ANSWERS:**  Students’ own answers  I can play chess.  I can speak three languages  I 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 әдісі  Cards  Student’s book  Workshets |
| End of the lesson  5 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 |