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| **LESSON: Transport/ Means of transport** | | **School:** | |
| **Date:** | | **Teacher name: Meirbekova Yerkezhan** | |
| **CLASS: 6** | | **Number present:** | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | 6.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  6.S.7.- 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:** understand specific information in text and talk about transport with support  **Most learners will be able to:** understand specific information in text and talk about transport with minimum support  **Some learners will be able to:** understand specific information in text and talk about transport without support | | |
| **Assessment criteria** | * Use new words * Understand specific information in text * Talk about transport | | |
| **Cross-curriculum links** | Geography, Social Studies | | |
| **Value links** | Economic growth based on industrialization and innovation | | |
| **Level of thinking skills** | Knowledge, Comprehension, Application | | |

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| **Plan** | | | | |
| **Planned timings** | **Planned activities** | | **Resources** | |
| Beginning  5 minutes  Middle | **1.Pre-learning (W)**  Teacher greets learners  Teacher asks learners:  Students listen to the sounds of different means of transport and guess which sound they hear.  Then students guess the topic.  **Teacher tells the learners the objectives of the lesson**   * Use new words * Understand specific information in text * Talk about transport   **Teacher presents new vocabulary** using the video with the pictures of transportation  **Activity “What’s missing?”**  Teacher sticks the flashcards on the board. Get the students to repeat the words (means of transport). Ask the children to close their eyes and cover their hands. Remove one of the flashcards from the board and hide it behind your back. Ask the students open your eyes and say **What’s missing**?  **4. Focus on reading**  **Pre-reading:**  Teacher asks learners the eliciting questions:   * What means of transport do you know? * What means of transport do you prefer and why? * How would you like to get to school?   **Vocabulary**  Match words with the definitions or pictures.   |  |  | | --- | --- | | 1provide | A.physical harm that impairs the value | | 2 traffic jam | B. make available for use; supply. | | 3 accident | C. ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ pollution | | 4 pollution | D. ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ accident | | 5 damage | E. ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ traffic jam |   Answers.   1. B 2. E 3. D 4. C 5. A   **While reading .**  **Differentiation: More able learners** read the text and fill in the gaps. (accident, pollution, car, faster, listen)    Answers:   1. Car 2. Faster 3. Listen 4. Pollution 5. Accident   **Less able learners** read the text and choose True or False.   1. Nada’s means of transport is car. 2. The car is slower than bus. 3. Car causes pollution and damages the environment. 4. Nada doesn’t enjoy using the car. 5. Car is more comfortable than the bike.   Answers:   1. T 2. F 3. T 4. F 5. T   **Descriptor :**   * Work individually * Read the text * Fill in the gaps/ Choose True or False.     **Self assessment** (given right answers)  No mistakes – excellent  1-2 mistakes – try again  **Post-reading (Speaking)**  Learners discuss with the partners about transport in their home town/ village. These questions will be helpful for the partners:   * What’s the most popular means of transport in your town/village? * What type of transport do you use – car, bike, bus or train? * What’s your favorite means of transport? Why?   **Descriptor**  **-** work in pairs  - Discuss with the partner about transport using active vocabulary  **Differentiation:** More advanced learners can provide their answers with the extended explanation for their choice**.**  **Peer-assessment.** Learners work in pairs and assess each other.   |  |  |  | | --- | --- | --- | | Criteria | Excellent | Try again | | Pronunciation |  |  | | Logical order |  |  | | Grammar accuracy |  |  | | | <https://www.youtube.com/watch?v=-CilXCFVwBg>  Flashcards  PPP  PPP  <http://miss-hayet.eklablog.com/my-favourite-means-of-transport-a3644805>  PPP  Handout 1  Handout 2  Handout 3  PPP  Assessment sheet | |
| **End** | **Reflection:**  **5-5-1**  Learners write 5 sentences about what they have learnt during the lesson. Next they reduce their 5 sentences to 5 words. Finally they reduce their 5 words to one word. Learners share their key word with the whole class. | | PPP | |
| **Additional information** | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Learners’ Assessment – how are you planning to check learn learning?** | | **Health and safety check** |
| **Differentiation by task**  Reading task  Less able students choose True or False  More able students fill in the gaps  Speaking task  More advanced learners can provide their answers with the extended explanation for their choice**.** | | Reading task  Self assessment  No mistakes – excellent  1,2 mistakes – try again  Speaking task  Peer-assessment  Learners assess each other   |  |  |  | | --- | --- | --- | | Criteria | Excellent | Try again | | Pronunciation |  |  | | Logical order |  |  | | Grammar accuracy |  |  | | | Teachers will keep a close eye on safe learner activity |