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| **Unit3 : Holidays and travel** | | | | | **School: G.Muratbayev** | | | |
| **Date:** | | | | | **Teacher name: A.Rasul** | | | |
| **CLASS: 7** | | | | | **Number present:** | | **absent:** | |
| **Lesson title** | | The best places to visit in Kazakhstan | | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | 7. S3. Give an opinion at discourse level on a growing range of general and curricular topics  7R.2 Understand specific information and details in text on a range of familiar general and curricular topics  7UE17Use if/ unless in first conditional clauses, use defining relative clauses with which who that where on a wide range of familiar general and curricular topics | | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  - understand specific information and details in the text about “why do people Travel”  **Most learners will be able to:**  - determine the main idea of the text and talk to each other  **Some learners will be able to:**  -speak about sightseeing of Kazakhstan  -use first conditional sentences in speaking activities with support | | | | | | |
| **Assessment criteria** | | * give an opinion at discourse level on a growing range of general аnd understand specific information, use if/ unless in first conditional clauses. | | | | | | |
| **Values links** | | “Mangilik Yel”.The1st of value: Independence of Kazakhstan and Astana. | | | | | | |
| **Cross-curricular links** | | Geography. | | | | | | |
| **Previous learning** | | - know more information about sightseeings of Kazakhstan  - name the words about places of Kazakhstan | | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | | **Resources** |
| Start  10 min | **A)Greeting**  Teacher greets learners; learners respond to greeting and take their places  **B) Divided into two groups with smiles**  **C) Checking up homework. Activity “Hot chair”**  **D)** **Activity:** Brainstorming.  -Do you want to know where we are going to today? Let’s guess.  **Kk-**Which letter stands after Jj?  **Aa-** What is the first letter of my name?  **Zz-** Which animal is white and black?(zebra)  **Aa-** Which city is the situated on Caspian Sea? (Aktau)  **Kk-**What is our nationality?(Kazakh)  **Hh-**Which Kazakh domestic animal do you know?(horse)  **Ss-**What do you do when teacher come in class?(stand up)  **Tt-**What is it?(table)  **Aa-**Where is Baiterek ?(in Astana)  **Nn**- What is a name of our President?( Nursultan )  **Teacher offered to watch the video “Welcome to Kazakhstan”**  What can you give your opinion about this video ?  What places do you offer to the guests who comes to Kazakhstan for the first time?  Where will go if you have a chance?  Well, how do you think what about is our new lesson?  Today we talk about our Motherland.  -So, as you understood today we are going to travel around Kazakhstan. Our theme is “ The best places to visit in Kazakhstan” | | | | | | | Smiles  <https://youtu.be/3Rsi63kaMuc> |
| Middle  10 min  10 min  15 min  2 min | ***7R.2 Activity***:Unfinished text . The next task complete the unfinished text about travelling attractions. Choose the best phrase from A-H to fill in the gaps 1-8.   |  |  | | --- | --- | | A | Other countries, modern cities and the ruins of ancient towns | | B | They are eager to meet different people , to taste different food, to listen to different musical rhythms | | C | Visiting museums and art galleries, doing the shopping and dining at exotic restaurants | | D | Quiet place where they can relax, bathe in a river or lake and lie in the sun | | E | Mostly for the needs of trade | | F | Nature’s most spectacular attractions | | G | Food and travel are inseparable companions | | H | Search of beauty |   Why Do People Travel?  People have been travelling all over the world since ancient times. In those times they set off for a journey(1)\_\_\_\_\_\_ . Nowadays millions of people travel because they want to broaden their knowledge of the world. They are eager to see everything with their own eyes:(2)\_\_\_\_\_\_. Travelling is movement and change which people need. Some people travel in (3)\_\_\_\_\_\_, they marvel at (4)\_\_\_\_\_. They are looking for new impressions and thrilling experiences.  (5)\_\_\_\_\_\_\_\_\_\_\_.  Those, who live in the countryside,usually make trips to big cities, they spend their holidays(6)\_\_\_\_\_\_\_\_whereas city-dwellers prefer to go to (7)\_\_\_\_\_\_\_\_\_\_. (8)\_\_\_\_\_\_\_\_.You can make your travel a movable feast full of new unforgettable impressions.  Answer key   1. E 2)A 3)H 4)F 5) B 6) C 7)D 8)G   **Descriptor A learner**   * completes sentences with right phrases   **AFL: assessment with stickers**  **Task2 7.UE17**  Make up sentences using If/unless in first conditional sentences on topic. You can use these pictures to brainstorm ideas  *Example*: If I go hiking, I will have a rest in the forest where it is always calm and fresh. Unless I do not travel by plane, I will choose a train which is reliable        **Descriptor**  A learner   * writes sentences using first conditional clauses correctly   Uses If/Unless  **AFL**: assessment with stamp  **Speaking task.** Instruction: learners should cut the pictures and stick them to make up a story about sightseeing. Teacher’s possible speech: “ If you want to go somewhere you can go there by a bus, a car , a helicopter, or hot air balloon” . Tourists often go sightseeing. Visit some places: monument, theatres, bridges, parks ,museum. When on holidays tourists offer do different activities: take photos, do shopping, go sightseeing and buy souvenirs.  C:\Users\BNOE\Desktop\images (1).jpgC:\Users\BNOE\Desktop\images.jpg  C:\Users\BNOE\Desktop\скачанные файлы (1).jpg  **Descriptor: a learner**   * makes up the sentences with pictures * speaks than 5 sentences * remembers some information about sightseeings   **Differentiation by task:**  **-**High level learners make up a story and tell to the less able learners  -less able learners retell their story  **AFL: assessment learners each other** | | | | | | | From the collection of tasks for Formative Assessment  From the collection of tasks for Formative Assessment  From the collection of tasks for Formative Assessment  Posters, markers |
| End  3 min | For the feedback we will talk about achievement. Teacher gives feedback to learners and learners to teacher  *C:\Users\BNOE\Desktop\images (3).jpg*  **Home work: Make up a story about your holidays** | | | | | | |  |
| **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 check ICT links** | | |
| **Differentiation:**  More able students help to less able students with unfinished sentences and complete the text  **Differentiation:**  Teacher gives support for more able students, they give their own opinion.  More able students help to less able students with support, it may be the meaning of words or asking questions | | | | **AFL**: **assessment with stickers**  **AFL:** **assessment with stamp**  **AFL:** | | <https://youtu.be/3Rsi63kaMuc> | | |
| **Reflection**  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve the lesson objectives/ learning objectives? If not, why?*  *Did my planned differentiation work well?*  *Did I stick to timings?*  *What changes did I make from my plan and why?* | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | | |
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| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | | |