|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 6: Travel and holidays.** | | | | **School:** | | | | |
| **Date:** | | | | **Teacher’s name:** | | | | |
| **Grade:** 6 | | | | **Number present:** | | **Number absent:** | | |
| **Theme of the lesson:** | | | | Weather conditions | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | **6.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups  **6.C2** use speaking and listening skills to provide sensitive feedback to peers  **6.C5** use feedback to set personal learning objectives  **6.L1** understand a sequence of supported classroom instructions  **6.L5** understand most specific information and detail of short, supported talk on a wide range of familiar topics  **6.S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  **6.S3** give an opinion at sentence level on a limited range of general and curricular topics | | | | | | |
| **Lesson objectives** | | **All learners will be able to:**   * Identify the theme, new words and use them as the basis for discussion. * Demonstrate knowledge for usage of the structures: to be going to and Future Simple Tense. Transfer information from the given information into a graphic organizer.   **Most learners will be able to:**   * Select, compile, and synthesize information for an oral presentation * Provide a point of view in conversations and discussions; speak about weather conditions. * **Some learners will be able to:** * Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. * Make a presentation about the weather in Almaty. Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills. | | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** | | **Student’s activities** | |
| Beginning of the lesson  **10 min.** | **Org. moment**  **- Greeting.**  **- Answer the questions:** I will give you the cards with the questions on them. Your task is to read the question and give the answer. (Учащиеся выбирают полоску с вопросом, читают его и отвечают. За правильный ответ получают смайлики).  1) What is your name?  2) How old are you?  3) Where are you from?  4) What is your favourite subject?  5) What are your values?  6) What is the weather like today?  7) Who is your best friend?  8) What do you prefer doing in your free time?  9) How are you?  10) What is your favourite season? | | | | Slide (useful phrases)  Cards | | Students answer the questions. | |
| Main  Activities  **30 min.** | **Eliciting:**  - Look at the screen. There are the pictures. What can you see on them? What are we going to speak about at today’s lesson? (We will talk about weather).  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  - You are right. We will talk about “Weather”. Today we’ll revise the material of previous lesson, speak about what weather do you like, find out new information and make up the dialogues.  1) Look at the pictures. Let’s remember the words of weather (учащиеся называют виды погоды по картинкам).  2) Play the game **“What is the weather?”** (in oral form):   * **udyclo** * **gfogy** * **lecar** * **nnysu** * **torsmy** * **irany** * **nowys** * **dywin**   3) Look at the screen. Your task is to guess the weather answering the questions:  - **What is the weather like today?**  - **It’s ….**  **What was the weather like yesterday?**  - **It was ….**  Учащиеся отгадывают по картинкам погоду, отвечая на вопросы.  - Write down your own dialogue using this model of dialogue. (Учащиеся записывают свой диалог).  4) Let’s remember the words of seasons.  **- What seasons do you know? (Winter, spring, summer, autumn).**  - Your task is to guess the season with help of riddle. (учащиеся отгадывают времена года).  **1)** This is the season  When fruit is sweet,  This is the season  When school-friends meet. *(Autumn)*  **2)** This is the season  When nights are short  And children have plenty  Of fun and sport.  Boating, swimming  All the day  With a merry song  On a sunny day. *(Summer)*  **3)** This the season  When children can ski,  Play snowballs  And dance round the New Year Tree. *(Winter)*  **4)** This is the season  When snowdrops bloom  When nobody likes  To stay in the room.  This is the season  When birds make their nests,  This is the season  We all like best. *(Spring)*  5) Let’s remember the poem **“Seasons”**.  (Учащиеся рассказывают стих).  6) Answer my questions, please:  **- What do you do in winter?**  **- What do you do in summer?**  - Write down the words of activities. (Записать слова, отработать произношение).  - Look at the board, you can see seasons “Winter” and “Summer”. I’ll show you different activities. Your task is to match the activity with the season.  **Winter activities:** Skate Ski Go sleigh riding  Go down the slide Play snowballs Make a snowman Play hockey Go skateboarding.  **Summer activities:** Swim Play football Play volleyball Play basketball Ride a bike Roller skate Play tennis Sunbathe [ˈsʌnbeɪð]  7) Make the sentence and write down it:  **I like winter because I can … in winter.**  8) Let’s remember the words of months.  **- What are the winter/ spring/ summer/ autumn months?**  - Look at the screen. You can see words of months. Let’s find the winter/ spring/ summer/ autumn months.  9) Make the dialogue:  **- What is the weather usually like in November?**  **- It’s usually cold and windy.**  10) Play the game **“Planning holiday trip”.**  Teacher gives some students the pictures with different countries. Students have to know where classmates are going to travel and what weather is there, using the model of dialogue:   * **Where are going to travel?** * **I am going to travel to ….** * **What is the season there?** * **It is ….** * **What is the weather like in ....?** * **It’s …. and ….**   11) Look at the screen. You can see the map with cities and different kinds of weather on it. Let’s play the game **“Weather forecast”**. Your task is to choose any 3 cities and tell us about the weather in these cities (1 - for example; 3 students choose three cities).  **- Now it’s time for the world weather with ….. There is a lot of different weather around the world. In ….(country) is ….**  12) **Formative Assessment (10 points):**  Teacher reads the text “Weather forecast”. Students write the word in the sentence they hear (2 points for each correct written word).  - Now it’s time for the world weather with Peter.  - Hello, Peter.  - Hello, Sam. There is a lot of different weather around the world.  - Look! In England is **rainy** all periods.  - But in Australia is **sunny** and **very** **hot** all day.  - The weather in Japan is **foggy**.  - The strong winds blow in China, that’s why it is **windy** in this country.  - And in Egypt is **cloudy** and foggy in the morning.  1. In England it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  2. In Australia it is \_\_\_\_\_\_\_\_\_\_\_\_and very hot.  3. In Japan it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  4. In China it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  5. In Egypt it is \_\_\_\_\_\_\_\_\_\_\_\_\_and foggy.  13) **Pair-work**: Make up the dialogue using closed and opened questions **“Dialogue”**:  - **What is the weather like today?**  - **It’s ….**  - **What season do you prefer? Why?**  **- I prefer summer because I can …. in summer.**  **-What is the weather usually like in November?**  **- It’s usually cold and windy.**  **- Where are you from?**  **- I am from Kazakhstan.**  **-What is the weather usually like in Kazakhstan in summer?**  **- It is usually hot in summer.**  - Учащиеся в парах готовят диалог (3 пары учеников).  **- Reflection:** “Smiles”. (Учащиеся дают смайлики тем парам, которые хорошо воспроизвели диалог, и говорят одно пожелание той паре, которая выступила хуже).  14) Play the game **“Snowflake”**. You can see some “rays” with the words on them. Your task is to choose only those which are devoted to out theme “Weather”: **skate,** travelling, **season**, **rain, snow and ice,** happy song**, weather forecast,** breakfast, **cloudy**, holiday. | | | | Pictures  PPT  PPT  PPT  PPT  PPT  Cards  Cards  Cards  Cards | | Students guess the theme of the lesson.  Students name the kinds of weather using the pictures.  Students make the dialogue.  Students guess the seasons.  Students repeat the poem.  Students write down the activities.  Students match the activities with the seasons.  Students make the sentence.  Students name the months.  Students find the months.  Students make the dialogue.  Students make the dialogue using pictures.  Students tell about the weather in the cities.  Students write the word in the sentence they hear.  Students make the dialogue in pairs.  Students choose the words devoted to out theme “Weather” and put them to the snowflake. | |
| Ending the lesson  **5 min.** | - Look at the blackboard. You can see the “**train**”. I will give you smiles. You need to put down the smiles into cars with the tasks. (Ученикам раздаются смайлики: веселый и грустый. Нужно опустить веселый смайлик в вагончик с тем заданием, которое понравилось, и грустый – в тот, задание, которое не понравилось. Можно использовать только один смайлик).  *1) At the end of the lesson, students reflect on:*  *- what they learned*  *- what remained unclear for them*  *- what they need to continue working on*  *2) H/t: learn the dialogue and words of activities.* | | | | | | | |
| **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?** | | | | | **Critical thinking** |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | | | **Assessment criteria:**   1. Identify the main idea in extended talks with little support. 2. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. 3. Demonstrate the ability to participate in a conversation.   **Descriptor:**  A learner:   * selects an appropriate answer. * completes the task. * uses appropriate subject-specific vocabulary while speaking. * discusses questions and answers the questions within the group. * Observation * Feedback on the work * Peer-assessment | | | | | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas |