Short term lesson plan

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| Unit of a long term plan: **Unit 6 Travel and holidays Lesson plan 59** | **School: 23** |
| **Date: 10.02.22** | **Teacher's name: Serebryakova** |
| **CLASS:** 6V | **Number present:** | **absent:** |
| **Lesson title** | **Travel equipment** |
| **Learning objectives(s)** | **6.C9** use speaking and listening skills to provide sensitive feedback to peers**6.L1** understand most specific information and detail of supported, extended talk on a range general and curricular topics**6.S1** recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics**6.S6** 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:*** memorize the vocabulary.
* practice listening for specific information.

**Most learners will be able to:*** use topic-specific words and phrases when speaking.
* make up a dialogue.

**Some learners will be able to:*** provide basic information about themselves and others at sentence level on an increasing range of the travel equipment.
* express own opinion.
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| **Plan** |
| **Planned****timings** | **Teacher’s activities** | **Pupil’s****activities** | **Marks** | **Resource** |
| Beginning the lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Warm up.**Greeting learners. Learners discuss learning objectives. Teacher focuses learners on the main goal of the lesson.Phonetic Drill It`s time to think It`s time to speak It`s time to showReady, steady and go.*Cheking hometask-posters.***Brainstorming** | Students respond to greetingSs answer the questionsgo to the blackboar d;give 2 adj-s about school.Write the | Formative assessment is held through observation/monitorin g.Emoticon | InternetPresentati onPPT Slide 1PPT Slide 2htts://yout u.bevideo korea |

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|  | Learners identify the title of the lesson through the pictures. Teacher asks learners to guess what the lesson will be about and elicits answers. What are the name of famous travelers? Such as Marco Polo,Chokan Valikhanov, and James Kook. | date, the theme |  | Unit 6 Travel and holidays |
| **Main part** | LISTENING TASK:Focus on vocabulary: listening audio, work with pronunciation.Teacher asks learners if they know any camping equipment in English. Learners look at the pictures and read through the words underneath them. Teacher helps learners deduce the meaning of any unknown words by relating them to the content of the corresponding pictures. | Student: selects an appropriat e answer | Formative assessment is held through observation/monitorin g. | Video and images, pictures |
|  | Ex.1 p. 68 orally with № of photos p. 69 Match the equipment with photos 1-12. Which 4 things are not in the photos?Answer: rope, sunglasses, gloves, helmet. Learners work individually. |  | Comments |  |
|  | **Descriptor*** listen
* match the photos with pictures
* write the objects **Teacher’s oral assessment:** Well done! You are super! *Work in pairs write*
 |  | Fast or slow? |  |
|  | 1.A small house, people sleep inside it 2.Insects don`t like this 1. This is a very long, it helps you go up a mountain
2. Use this to talk to your family 5.When it rains, these help you to stay dry 6.Theses protect your hands 7.This hat protects your head
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|  | **Hot chair** |  | High level pupil |  |
|  | Grammar presentation. Imperative mood– watch the video.The introduction of grammar. Imperatives. Ex.3 -4 p.68. Sentence completion task.**Affirmative: Negative:**Go back Don’t worrySwim Don’t swim |  | Formative assessmen t is held through observatio n/monitori ng. | Handouts with task |

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|  | Practice group work: 3 teams write the instructions in Imperative mood – affirmative, negative sentenceExample1. Go back | Don’t worry | Work in groups |  |  |
| Team 1 Sea Team 2 MountainsTeam 3 Forest |  |
| Presentations near the blackboard. |  |
| Speaking dialogue: work in pairs.Ex 6 p 68: use these phrases, expressions, words) Most learners will make up a dialogue about travelling using these10 words1. First aid kit
2. Map |mæp|
3. Compass |ˈkʌmpəs|
4. Sleeping bag |ˈsliːpɪŋ bæɡ|
5. Sunglasses |ˈsʌnɡlɑːsɪz|
6. Sunscreen |ˈsʌnskriːn|
7. Torch |tɔːtʃ|
8. Tent |tent|
9. Insect Repellent |ˈɪnsɛkt rɪˈpɛl(ə)nt|
10. Waterproof clothes |ˈwɔːtəpruːf kləʊ(ð)z|
 | Work in pairsSpeaking activity |
| **End** | FeedbackAt the lesson I’ve have known…I’ve have understood… I liked…I need to repeat…I want to know more about... Home task Ex. 4 p 68 (wr), quiz p 69 orraly | Write the cheats of paper |  |  |
|  | Write in the recorder books |
|  | Differentiation1. According the level of informative activity work in pairs: think, analyze, share of your opinion. Bloom’s taxonomy
2. According the level of difficulties of the tasks (from simple to complex: words-expressions- questions-dialogs) skill-hot chair
3. Ways of work: writing, orally, individual, brainstorm, group work, creative work (posters)
4. Levels of marking: (self checking, each other, by teacher).
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