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| **Unit 6. Holidays and travel**  | **School: A.Zhangeldin** |
| **Date:**  | **Teacher’s name: N.Kobensheyeva** |
| **Class: 6** | **Number present:** | **absent:**  |
| **Theme of the Lesson:** | **CLIL. Nature science: Weather and climate** |
| **Learning objective(s) that this lesson is contributing to**  | **6.C3** respect differing points of view**6.C5**  use feedback to set personal learning objectives**6.3.7.1** organize and present information clearly to others**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.L6** deduce meaning from context in short, supported talk on an increasing range of general**6.W1** plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics |
| **Lesson objectives** | * Learn vocabulary for talking about the weather.
* Read a text about the water cycle.
* Read about climate, and study two weather charts.
* Practise drawing weather charts.
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| **Assessment criteria** | * A learner can understand most of the conversation answer at least 4-5 questions of each task
* A learner can use topic-related vocabulary in speaking
* A learner can provide feedback
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| **Value links** | Cooperation, respect to each other, collaborative work, lifelong learning  |
| **Cross curricular links** | Geography, Travelling  |
| **Previous learning** | An adventure holiday |
| **Plan** |
| **Planned timings** | **Planned timings** | **Resources** |
| **Beginning**3 min2 min5 min | **Organizational moment**Greeting students. Students discuss learning objectives. Teacher focuses students on the main goal of the lesson. Dividing into 3 groups: 1st group- Rain 2nd group – Snow 3rd group – Wind**Warm –up.** Ask learners to watch **a video** and say what they see. * What about is this video?
* Name the words which connected with the weather?

Doing exercises – Practise 1 (Choose one pictrure) Practise 2 (True/False exercise)  |  Slide 1**bilimland.kz**Interactive course, year 6, lesson 017PresentationPractise |
| **Middle**5 min3 min2 min2 min10 min3 min | **Focus on vocabulary** Work with the new wordsevaporation [ivæpəreiʃən] - буға айналуtranspiration [trænspireiʃәn] - транспирацияprecipitation [prisipiteiʃәn] - жауын-шашын мөлшері,  ылғалдылық condensation [kͻndәnseiʃәn] - конденсация, қойылтуvapour [veipә] - бу**Focus on reading and listening****Working with the text.** The water cycleExercise 1. Read the text and choose the correct words. Then listen and check your answers.ANSWERS:1.sunny 4.colder2.water vapour 5.clouds3.air 6.Wind**Working with the picture**Exercise 2. Read the text again and match the words in the box with labels 1-4 in the picture.ANSWERS:1.evaporation 3.precipitation2.transpiration 4.condensation**Relaxation time**. Let’s listen to the song and sing the song.***Group work*****For the 1st group** – Read the text and complete the tables.**For the 2nd group** – Look at the weather charts for the  average precipitation and temperature  in Almaty and read the text. Find three  mistakes in the text. **ANSWERS:**1. There is more rain in April than in other months (not May)
2. The coldest months are December to February (not March)
3. The hottest months are July and August (not September and August)

**For the 3rd group** – Read the text again and complete the  sentences with the correct answers.1. When it is sunny, water in rivers and oceans becomes warmer, and some of it \_\_\_\_\_ .
2. Water from plants goes into the air in a \_\_\_\_ called transpiration.
3. As the water vapour travels \_\_\_\_\_ it gets colder.
4. Clouds are formed when water vapour \_\_\_\_ .

**ANSWERS**: 1. evaporates 2. process 3. higher 4. condenses ***Assessment criterion*** | Slide 2[www.oup.com/elt](http://www.oup.com/elt) Class Audio CD2 Track 20Slide 3Slide 4**bilimland.kz** interactive course, year 6, lesson 019Slide 5  Slide 6  |
| End5 min | ReflectionAt the end of the lesson, learners reflect on their learning:* What new words have you learnt?
* Where can you use these words?
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| **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 rules**  |
| Learners are provided with differentiated tasks for listening, reading  | Monitoring learners’ while doing different activities during the lesson and providing different types of feedback. Less-able learners answer at least 4 questions correctly and More-able learners answer at least 5 questions correctly  | Make sure power cords are not a tripping hazardEverydayclassroomprecautions |



