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| **Unit: 3 HOLIDAYS AND TRAVEL** | **School: № 38**  |
| **Date**:20.11.2019 | **Teacher’s name: Makhay S.A.** |
| **CLASS**: 7 | **Number present**: | **absent:** |
| **Theme of the lesson:**New Zealand |  |  |
| **Learning objectives** | 7.4.2.1 - understand specific information and detail in texts on a range of familiar general and curricular topics7.3.3.1- give an opinion at discourse level on a growing range of general and curricular topics |
| **Lesson objectives** | * recognize the information about customs and cultures in New Zealand
* express an opinion about New Zealand’s nature and culture with some support
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| **Assessment criteria** | * identify details in a text with little support
* provide a point of view and discussions about New Zealand
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| **Value links** | Kazakh patriotism and civil responsibility |
| **Cross-curricular links** | History, geography |
| **Previous learning** | Present Perfect with *since* and *for* |
| **Plan** |
| **Stages of the lesson** | **Planned activities**  | **Resources** |
| **Greeting****3 min** | The teacher greets students; students respond to greeting and take their places.*Hello, boys and girls! How are you?*Checking for their attendance and hometask. |  |
| **Warm up****5 min** | **Pre-reading****Task 1 “Find the photos”**Books closed. Teacher writes New Zealand on the board. Elicits what students know about that country. Teacher gives the photos, students must find the photos related to New Zealand. | Photos |
| **Practice****5 min** | **While-reading <Peer work>****Task 2** Teacher asks students read the presentation about New Zealand. Students match the headings with the correct paragraphs. **Formative assessment: “Matching activities”** Teacher provides group of students with a set of cards. On one set of cards and their corresponding paragraphs on another set of cards. | Textbook cards |
| **10 min** | **Post-reading <Group work>****Task 3 “FACT or OPINION”** Students read the text again and identify fact (F) or opinion (O). Students analyze the statements and decide whether they are fact or opinion. Students consider the justifications for their choice and present these to the class during a whole-class feedback session.**Descriptor: students*** read the given statements;
* find out fact or opinion;
* consider the justifications;
* present these to the class.

**Formative assessment:“Inside-outside circle”** Teacher divides students into two groups. One group is the inside circle and the other group forms the outside circle. Students pair up with other students in the opposing circle and face one another. The inside circle begins by responding to a question or statement provided by the teacher. After a set amount of time--perhaps a minute or two, students reverse roles and the outside partners respond.  | Cards |
| **5 min** | **Task 4**  Teacher asks students to answer the questions about New Zealand.**More able students:*** Answer the questions about New Zealand and reflect on their learning.

**Less able students:*** Answer the questions that focus on the facts and general information about a topic

**Differentiation: by outcome****Formative assessment:“Questioning”** Teacher asks students lower level questions that focus on the facts and general information about a topic. Then uses higher level questions to encourage students to think about and reflect on their learning. | Cards |
| **Reflection****10 min** | **Task 5 “Rangers method”** Each student of the group takes a piece of drawing and finds students with the remaining particles.Students prepare a poster and give the information about pictures.

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| nature | culture |

**Descriptor:*** Take a piece of drawing;
* Find the rest of the particles;
* Share opinion about pictures;
* Present a poster and defend it.

**Formative assessment: “Two stars and one wish”** Students identify two positive aspects of the work of a other group and then express a wish about what they might do next time in order to improve another aspect of the work. | Photos,stickers, sheet of paper. |
| **Homework****2 min** | Exercise 6 on page 26 of the Workbook for homework.  |  |
| **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 |
| **More able students:****Differentiation by outcome:*** Answer the questions about New Zealand and reflect on their learning.

**Less able students:****Differentiation by outcome:*** Answer the questions that focus on the facts and general information about a topic
 |  -group, peer assessment will use by formative assessment and descriptor“Matching activities”“Two stars and one wish”“Inside-outside circle” | -Health promoting techniques-Breaks and physical activities used.-Points from Safety rules used at this lesson. |