**Lesson plan**

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| Lesson: Unit 3 Lesson 8  **Natural Wonders of the World.** | | School: Belogor Basic Secondary School | | | | |
| Date: | | Teacher name: Buranbayeva K.N | | | | |
| CLASS: 6 | | Number present: | | | absent: | |
| Learning objectives(s) that this lesson is contributing to | 6.1.2.1-understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.5.1-deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.32.1-ask simple questions to get information about a growing range of general topics;  6.3.8.1-recount some extended stories and events on a limited range of general and curricular topics;  6.1.10.1-use talk or writing as a means of reflecting on and exploring a range of perspectives on the world | | | | | |
| Lesson objectives | All learners will be able to: | | | | | |
| to read specific information ,to learn about silent letters | | | | | |
| Most learners will be able to: | | | | | |
| to act out a phone conversation | | | | | |
| Some learners will be able to: | | | | | |
| to write about place of natural beauty | | | | | |
| Level of thinking skills | Higher order thinking skills | |
| Assessment criteria | -talk about natural beauty of the world  -ask and answer questions and tell about natural beauty of their native place | | | | | |
| Value links | respect and proud by natural beauty of native place | | | | | |
| Cross-curricular links | Geography and History | | | | | |
| Previous learning | basic vocabulary for booking a holiday | | | | | |
| Plan | | | | | | |
| Planned timings | Planned activities | | | Resources | | Teacher  Notes |
| **Beginning the lesson**  6.4.2.1  6.4.5.1 | **Org.moment:** Greeting learners.  **Warm-up:** ”Fountain of copliments”  Today ,my dear students we are going to   * - talk about natural beauty of the world   -ask and answer questions and tell about natural beauty of one’s native place  **To listen and read for specific information.**  Direct Ss’ attention to the pictures and elicit what, if anything, they know about them. Read the sentences aloud one at a time and ask Ss to say if they think they are true or not.  **Play the recording. Ss listen and follow the text in their books to find out.**  Ask Ss use the Word List to look up the meanings of the words in the Check these words box. Allow Ss some time to complete the task. Check Ss’ answers.  **Descriptor: learners**  -read the texts carefully  -find out “true”or “false”  **“Hot chair”activity**  Play the video for Ss and elicit their comments. | | | A sheet of paper  Student’s Book  video    Class CD 1 | |  |

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|  | **Main Activities**  6.3.2.1  6.3.8.1    6.1.10.1 | To practise role playing  Explain the situation. Ss take roles and act out their telephone conversations in closed pairs. Suggest that Ss include an interesting fact from the text or from Did you know ? box  Monitor the activity around the class and then ask some more pairs to act out their conversations in front of the class.  **Descriptor: learners**  -imagine  -act out a telephone conversation  F.e.  A: Hello ,Islam! It’s me Aizada.I’m at Niagara Falls.Can you believe it ?  B: Wow.Who are you with ?  A: I’m with my family;my dad,my mum and my sister ,Assel.  B: Where are you staying?  A: We are staying in a local hotel.It’s very nice.  B:So,what Niagara Falls like ?  A: Well,it’s amazing. I can’t believe how big it is.Did you know it is the second largest waterfall in the world ?  B: No , I didn’t. So,are you enjoying it ?  A: I love it !  To personalise the topic and talk and write about a local place of natural beauty  Ask Ss to think of a place of natural beauty in Ss’ own country they are familiar with.  Allow Ss two or three minutes to make notes under the headings.  Allow Ss a further five minutes to use their answer to write a short paragraph about the place.  Ask various Ss to read out their piece of writing to the class.  **Descriptor: learners**  -collect information  -make notes  -write a short story  **F.e.**  **Name:** Toratbas Mountain  **Location:** in West Kazakhstan region  **Activities:** climbing, horse riding  Toratbas Mountain is in the West Kazakhstan region.It is a beautiful place near the village Marksizm. The mountain has a very beautiful and interesting legend.It is a great place for nature lovers.You can do climbing and horse riding in the summer.  Toratbas Mountain is one of the most outstanding places of natural beauty of Shyngyrlau district in Kazakhstan.  **The another student speaks about Sarkyrama.** | |  | |  |  |
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|  | **Ending the lesson** | To practise silent letters  Go through the Study Skills box with Ss. Ask Ss to go through the list of words and try to guess which the silent letters are.  Play the recording.Ss listen and check.  Play the recording again. Ss listen and repeat chorally or individually.  Answer key  East, walk, talk, lake, water,where,listen,clear,castle,two,often, know  Ask Ss to find other words with silent letters in the texts (e.g. sights, power,etc).  **Descriptor: learners**  -find words which contain silent letters in the text  **“Cinquain”(Бес жолды өлең)**  **Descriptor: learners**  -choose one noun  -write two adjectives  -write three verbs  -give a short sentence  -find a synonym  **Self-assessment:**   * So, on your desk you have self-assessment sheet,If you talk about natural beauty of the world,   ask and answer questions and tell about natural beauty of one’s native place you can put plus.  **Feedback**  Answer my question ”What can you do?”   * Everyone says,that he/she can talk about natural beauty of the world,   ask and answer questions and tell about  natural beauty of one’s native place | | Class CD 1 | | Cards  Word list |  |
|  | 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? | | Cross-curricular links  P.E., Social Studies, Languages | |
| to put in pair less able learners with more able learners in pair working tasks | | use thumbs up and down technique and follow-up questions to monitor comprehension of text | | Values links: Caring about places of natural beauty | |
|  |  | | monitor learners in presenting the place of natural beauty | |  | |  |

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| Reflection  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why? | Answer the most relevant questions from the box on the left about your lesson.  I think that the lesson objectives were realistic.  Yes, I sticked to timing.  I didn’t make any changes from my plan. |