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| **LESSON 12: Unit8. Our Neighbourhood** | **School: K. Boranbaev** |
| **Date: 4 term****Theme: Writing a paragraph. Revision** | **Teacher’s names: B.N.Zaidullina** |
| **Grade 6** | **Number present:** | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | **6.1.7.1** develop and sustain a consistent argument when speaking or writing**6.5.2.1** write with some support about real and imaginary future events, activities and experiences on a limited range of familiar general topics and some curricular topics**6.5.6.1** link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics**6.6.10.1** use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics |
| **Lesson objectives** | **All learners will be able to:**-Write a paragraph describing the ideal place for living, including 6-7 sentences-Organise your writing with logical sentences, using Present Simple and Present Continuous Tenses with some support**-**Give corrective feedback to a peer’s first draft |
| **Most learners will be able to:**-Write a paragraph describing the ideal place for living, including 7-8 sentences with some support-Organise your writing with logical sentences, using Present Simple and Present Continuous Tenses with minimal support- Give corrective feedback to a peer’s first draft |
| **Some learners will be able to:**-Write a paragraph describing the ideal place for living, including 6-7 sentences without support-Organise your writing with logical, using Present Simple and Present Continuous Tenses without support-Give corrective and extended feedback to a peer’s first draft |
| **Assessment Criteria** | Subject specific vocabularySpell the words correctlyWrite affirmative and negative sentences in the Present Simple, Past Simple and Past Continuous tensesNo more than 2 vocabulary, spelling and grammar errors are allowed in the corresponding rubrics |
| **Value links**  | Respect, cooperation |
| **Cross curriculum links**  | Geography, Social Studies |
| **Previous learning** | Vocabulary related to the topic |
| **Planned timings** | **Planned activities** | **Resources** |
| **Lesson Part I** |
| **Start**0-5 minutes | **1.Leading-in stage (W)**Teacher greets learners and asks them:Did you manage to make friends with your neighbours?**2.Interactive Starter (W)**Teacher suggests learners to identify typical features for their families**Family fortunes** *Example topic: Kazakh customs and culture / stereotypes*Create a fake family fortunes style question:“We asked 100 people from different parts of Kazakhstan– which things make you a typical Kazakhstani person?”Board the following1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     2 \_\_\_\_\_\_\_\_\_\_\_\_  3\_\_\_\_\_\_\_\_\_\_\_\_\_  4\_\_\_\_\_\_\_\_\_\_\_\_ 5\_\_\_\_\_\_\_\_\_\_\_\_Learners work in groups to prepare answers. *Five possible answers for the above: helping people, drinking tea, looking after elderly people, hospitable with neighbours, ignorant to neighbours.***3.Teacher tells the learners the objectives of the lesson**Understand what magazine article is, how to write it-Describe the place using adjectives with some support-Write a paragraph describing the ideal place for living, including 6-7 sentences-Organise your writing with logicalsentences, using Present Simple and Present Continuous Tenses with some support | Whiteboard, markerSheets of paper |
| 5-20 minutes | **4. Writing a magazine article**Learners continue writing an article taking into consideration the assessment criteria.The topics for their articles might be the following:-I have the problems with my neighbours-Tolerant relationship between neighbours creates friendly environmentTeacher encourages learners to think about some other topics for learners to write an article based on the previous learning of the unit**Peer-assessment**Learners in pairs check the articles according to the assessment criteria and give feedback mentioning 1 most liked things and 1 thing that is advised to be improved.Peer assessment: Learners assess their classmates’ writing in accordance with the following criteria * Subject specific vocabulary
* Spell the words correctly
* Write affirmative and negative sentences in the Present Simple, Past Simple and Past Continuous tenses
* No more than 2 vocabulary, spelling and grammar errors are allowed in the corresponding rubrics
 | Handout 1Peer-assessment sheet |
| 20-40 minutes | **Grammar revision**1. Complete the sentences with the verbs in Present Simple or Present Continuous Tenses
* Tom usually (play) football but today he (play) tennis.
* What language they (speak) in Holland? What language he (speak) now?
* The professor (speak) five foreign languages. Right now he (speak) Dutch.
* My friend always (tell) me the truth.
* I usually (drive) to my work. Be careful! You (drive) too fast.
* She always (wear) smart hats. But today she (wear) a funny-looking one.
1. Complete with **am**, **is** or **are**.

I \_\_\_\_\_\_\_\_\_ from Brazil.Tango \_\_\_\_\_\_\_ from Argentina.Where \_\_\_\_\_\_\_ you from?It \_\_\_\_\_ a pencil.They \_\_\_\_\_\_\_ teachers.Sally \_\_\_\_\_\_\_\_ a girl.My mother \_\_\_\_\_ Ângela. | Handout 2Handout 3 |
| 40-45 min(I) | **Reflection**Learners provide feedback on what they have learned at the lesson. Learners will continue the following sentences:In this lesson I have practiced the following grammar structures……….I still have some problems with……. |  |
| **Additional information** |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Learners’ Assessment – how are you planning to check learn learning?** | **Health and safety check** |
| The teacher should circulate the room constantly offering support to weaker learners and encouraging stronger learners to write more complex, abstract thoughts.  | Following each pair or individual activity, ask questions that check for comprehension and understanding | Teachers will keep a close eye on safe student activity |
| **Summary evaluation**What two things went really well (consider both teaching and learning)?1:2:What two things would have improved the lesson (consider both teaching and learning)?1: 2:What have I learned from this lesson about the class or individuals that will inform my next lesson? |