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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 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 | | | | | |
| **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 following  1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     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, marker  Sheets 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 environment  Teacher 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 1  Peer-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 2  Handout 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? | | | | | | | |