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| **Unit 3:** | | | **Our Countryside** | | | | |
| **Teacher name:** | | | **Kupriyanchik V.I.** | | | | |
| **Date:** | | |  | | | | |
| **Grade: 6** | | | **Number present:** | | | **Number absent:** | |
| **Theme of the lesson:** | | Learning about the fauna of Kazakhstan (This relates to Biology and Geography) | | | | | |
| **Learning objectives** | | 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics  6.4.2.1 самостоятельно понимать конкретную информацию и детали в коротких простых текстах по ограниченному кругу общих и учебных тем. | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  -read the text, complete the table partly and ask/answer some 6Wquestions;  **Most learners will be able to:**  -read the text, complete the table and ask/answer most 6W questions;  **Some learners will be able to:**  -read the text, complete the table correctly and ask/answer all the 6W questions  **Все учащиеся смогут:**  -прочитают текст, частично заполнят таблицу и составят/ответят на 6W вопросов;  **Большинство учащихся смогут:**  -прочитают текст, заполнят таблицу и составят/ответят на большинство 6W вопросов;  **Некоторые учащиеся смогут:**  -прочитать текст, правильно заполнить таблицу и составят/ответят на все 6W вопросы; | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | **Learners’ activities** | **Evaluation** | | **Resources** |
| Begining  5 min | ORGANISATION MOMENT.  Greeting students.  Introduction of Lesson Objectives   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Success criteria | Very well  (очень хорошо) | Well  (хорошо) | With some mistakes  (с некоторыми ошибками) | | *1* | Could read  (смог прочитать) |  |  |  | | *2* | Could translate  (смог перевести) |  |  |  | | *3* | Could learn new words  (смог выучить новые слова) |  |  |  | | *4* | Could complete the table (смог заполнить таблицу) |  |  |  | | *5* | Could ask the questions  (смог задать вопросы) |  |  |  | | *6* | Could answer the questions  (смог ответить на вопросы) |  |  |  |   **Warm-up:**  Teacher demonstrates the pictures of animals. May be crocodile game?  **Lead-in:**  Teacher turns on the sounds of animals. Then teacher asks learners “What we are going to study about today?” | | | Ss say “Hello”, get acquitted LO  Ss name animals  Ss guess animals and say the theme of the lesson | Verbal evaluation | | PPP, posters  <https://www.youtube.com/watch?v=LnjWNM6MevU>  <https://www.youtube.com/watch?v=6gU00-Nng9U&t=29s> |
| Middle  35 min | Teacher introduces new words  Zoologist – зоолог  Mammal – млекопитающее  Forest – лес  Mountain - гора  Hunt – охотиться  Cute – милый  Hide – прятать  Fluffy – пушистый  Eyesight – зрение  Grass – трава  Sharp - острый  **Pre-reading: vocabulary work**  Their task is to find the words in the text and underline/ highlight them, matching and create collocations. Teacher asks for the meaning and drills pronunciation.   |  |  |  | | --- | --- | --- | | forest |  | зрение | | hunt | пушистый | | hide | милый | | cute | млекопитающее | | mammal | прятать | | fluffy | лес | | eyesight | охотиться |   **Differentiation**:  2) teacher may provide learners with additional time to work with a dictionary.  Teacher monitors, checks understanding of the words’ meaning and pronunciation  **While – reading:**  Our planet is a home to a vast collection of animals. They live everywhere - in the forests, steppes and in the mountains. They can be different size – big, medium or small. Zoologist studies animals.  Some animals have fur or feather, others have shell or scales. Animals often have eyes, ears and legs.  Some animals are meat-eating mammals. Grey wolves, red foxes, snow leopards are in Kazakhstan. Other animals are grass-eating mammals. They eat herbs, roots and plants. Squirrels, hares and saigas can be found in our country.  Grey wolf is the largest member of the dog family. They need to hunt for food what is why they are – strong, fast. They have got sharp teeth, long legs and good eyesight. They share their food – first eat larger and older animals eat first, then younger ones eat.  Squirrels are the cutest animals in the world. They are nice, with big fluffy tails. Squirrels hide nuts to eat them later, but often forget about their food.    Complete the table – work in groups   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | animals | colour | size | habitat | characteristics | food | | a wolf |  |  |  |  |  | | a squirrel |  |  |  |  |  |   **Post – reading:**  Make up 2 questions   1. Who …? - 1 point 2. What …? -1 point 3. Where …? -2 points 4. When …? - 3 points 5. Which of…? - 2 points 6. Why …? - 3 points   **Differentiation**:  1) Less able learners may ask their peers/teacher about the questions;  2) teacher may provide learners with additional time to work with a dictionary;  3) more able Ss may be asked to make up questions with unused W questions.  4) teacher provides ready questions for less able students  1. Who is zoologist?  2. Who studies animals?  3. What size is wolf?  4. What colour is wolf?  5. Where do foxes live?  6. Where do saigas live?  **Scaffolding**: | | | Learners repeat, translate and do tasks  A students - find the words in the text and underline/ highlight them  B students – match words  C students – create collocations  Learners read the text individually.  Ss complete the table in groups. | Verbal evaluation  Mutual avaluation  PluMIn (plus, minus, interesting ) | |  |
| End  5 min | REFLECTION  **The tree of knowledge**  **Apple**- It was very useful information. I have known much information.  **Flower -** I have understood much information.  **Leaf**- Today some questions were not clear for me.  **Saying goodbye** | | | Learners choose one | Self-assessment | |  |