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| ***My amazing travels*** | | | | | **School: No. 35** | | | | |
| **Date:** | | | | | **Teacher’s name: Beissembayeva K.T.** | | | | |
| **Grade: 7** | | | | | **Number present:** | | | **absent:** | |
| **L3** Speaking about travel and holidays. Travel and holiday vocabulary. | | | | | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | **7.C8** develop intercultural awareness through reading and discussion  **7.C9** use imagination to express thoughts, ideas, experiences and feelings  **7.S3** give an opinion at sentence and discourse level on an increasing range of general and curricular topics  **7.S4** respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics | | | | | | | |
| **Lesson objectives**  SWBAT | | **All\ Most:**   * give short answers about travelling and tourism in Kazakhstan, * show the cities and countries on the map with the teacher’s help; * Match the activities and places with some teacher’s support; complete the dialogues.   **Some:**   * give extended answers about travelling and tourism in Kazakhstan; show the cities and countries on the map independently; * match the activities and places on their own; complete the dialogue correctly; | | | | | | | |
| **Language objectives** | | The lesson will focus on the development of speaking skill | | | | | | | |
| **Value links** | | Respect diversity of opinions | | | | | | | |
| **Cross curricular links** | | IT, Geography | | | | | | | |
| **ICT skills** | | Smart board | | | | | | | |
| **Kazakh culture** | | Tourism developed places in Kazakhstan | | | | | | | |
| **Previous learning** | | Pre-Learning: The use of maps. The Use of English: Prepositions (time, place). Map vocabulary. Map reading; giving directions. | | | | | | | |
| **Plan** | | | | | | | | | |
| **Planned timings** | **Teacher’s activities** | | | | | **Student’s activities** | | | **Resources** |
| Introduction  2' | T greets learners, introduces to the learning objectives and asks to find out the topic of the lesson looking at the picture.  After that T asks the following questions:   * *Where are the best places to go on holiday in Kazakhstan?* * *Where would you advise tourists to visit in your area? Why?* | | | | | Ss greet the teacher and guess thetopic.  **(G)** Ss discuss and answer the given questions. | | | The picture on travelling  Interactive board |
| Main part  5’  15’  15’ | T shows on the map and Ss need to tell the places they have been to.  T pre-teaches the unknown vocabulary to the students.  T explains the lesson vocabulary on PPT to the students. T gives the definitions of the words and Ss try to translate them into their native language.  T divides Ss in pairs and they need to match the activities and places.  T tells Ss to fill in the blank spaces in the dialogue with the appropriate words. Then Ss read it and check as a whole class.  T divides Ss into three groups and they make a poster about their dream vacation .  **Differentiation by support:**  T supports less able learners by giving support: explaining some words.  **Group feedback.**  T provides feedback to each group looking at their notes. If necessary, she/he gives comments on the job done by learners. | | | | | **(I)**Ss need to show on the map the places they have been to.  Ss listen to the teacher and try to translate them into their native language.    **(P)**Students in pairs match the activities and places.  **(I)**Ss are to fill in the blank spaces in the dialogue with the appropriate words. Then they read it and check as a whole class.  **(G)** Ss work into three groups and make a poster about their dream vacation .Ss should describe their dream vacation:   Where are you?   What are you doing?   Who are you with?   What season is it?  Reflection. Ss give feedback on the activities and express their ideas. | | | World map  PPT  Worksheet  Poster |
| Conclusion  3’ | **Reflection**  Ss are given stickers to write 3 sentences about what they have learnt today.  **Homework**  T assigns Ss to write about the best place for travelling in Kazakhstan. | | | | | | | | Stickers |
| **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** | | |
| Differentiation:  Provide some phrases for less able learners | | | Assess students’ speaking skill according to success criteria. | | | | Tell the rules of classroom rules to provide safety | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | | |
| **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 achievements/difficulties of individuals that will inform my next lesson?** | | | | | | | | | |