**Short-term plan**

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| **LESSON: School rules around the world/must/mustn’t, need, should** | | | **School: Bolashak** | | | | |
| **Date:20.09.2022** | | | **Teacher name: Nazym Turebayeva** | | | | |
| **CLASS:6** | | | **Number present:** | | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | 6.2.1.1 - understand a longer sequence of supported classroom instructions; understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  6.13.1 use *must/mustn't/need/should* to express possibility on a limited range of familiar general and curricular topics  6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  identify some specific information in texts and research and write short organised text using some of their own words | | | | | |
| **Most learners will be able to:**  identify most specific information in texts and research and write short organised text using a range of their own words | | | | | |
| **Some learners will be able to:**  identify all specific information in texts and research and write more extended organised text using a range of their own words | | | | | |
| **Previous learning** | | *school areas / prepositions of direction/movement* | | | | | |
| **Plan** | | | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | | **Student’s activity** | **Assessment** | | **Resources** |
| **Beginning of the lesson**  Warming-up  Team work  **3 min.** | **Organization moment:**  1.Greeting.  Ask about the weather. Open the envelop and ask students to take the cards with numbers. They should find their team according to the number:1 First 2. Second 3.Third  **In differentiation** part **«Magic cards»** method was used to encourage them to identify the numbers. And find his/her team. | | | ***“I wish….****” method helps to start the lesson with telling supporting words to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By telling the wishes they show their appreciations . | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | CD player  Microphone  cards |
| **MAIN PART**  **37 min** | **To introduce the topic and predict thecontent of a text**  Initiate a class discussion about school rulesandelicit Ss’ opinions about other rules aroundtheworld.  Play the recording. Ss listen and follow the texts intheir books and check. | | | **To read for specific information**  Allow Ss some time to read the text and complete thetask. Ask Ss to use the Word List to look up the meanings of the words in the *Check these words*. Check Ss’answers.  Play the video for Ss and elicit their comments at the end. | T praise active Ss with phrases such as: “Good job!  Well done!” “One more time, please” | | Whiteboard  Pupils Book  Poster  Video  Audio |
|  | **To write a comment to post to a blog**  Explain the task and allow Ss time to complete it in class.  Ask various Ss around the class to read out their  comments to the class. | | | **To present and practise must/mustn't, need, should**  Read out the theory box and explain how we can express  obligation, prohibition, necessity and advice, and provide  further examples where necessary.  Ask Ss to read the sentences (1-4) and replace the phrases  in bold with the words in the list.  Check Ss' answers around the class. | T praise active Ss with phrases such as: “Good job!  Well done!” “One more time, please” | | Whiteboard  Pupils Book  Poster |
|  | **To introduce the topic and predict the content of the**  **Text** Read out the definition and explain/elicit the meanings of any unknown words.  Direct Ss’ attention to the pictures and read out the  situations. Initiate a class discussion about shyness and how someone can overcome their shyness.  Play the recording. Ss listen and follow the text in their  books and find out the answers to the questions in the rubric. | | | **To read for specific information**  Give Ss time to read the text and answer the questions.  Check Ss’ answers around the class. | T praise active Ss with phrases such as: “Good job!  Well done!” “One more time, please” | | Whiteboard  Pupils Book  Poster |
|  | **To identify regular and irregular adverbs in a text**  Remind Ss that adverbs describe verbs or other adverbs.  Give Ss time to scan the text and find the adverbs. Then  ask them to look them up in their dictionaries.  Elicit answer from Ss around the class. | | | **To consolidate information in a text and give advice** Explain the situation and ask Ss in pairs to take turns and give advice on how to overcome shyness.  Monitor the activity around the class and then ask some pairs to report back to the class | T praise active Ss with phrases such as: “Good job!  Well done!” “One more time, please” | | Whiteboard  Pupils Book  Poster |
| End of the lesson.  Reflection  Individual work:  **5 min.** | The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder. | | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | **Descriptor:**  Speak on the theme “My day”,  -can describe classroom with prepositions of place  -can use ordinal numbers - 2points.  Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book Poster: Success Ladder. |