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| **Unit 7.2: Holidays and Travel** | **School: Lebyazhye secondary school** |
| **Date:**  | **Teacher name: Khamzina Zh.M.** |
| **Grade: 7** | **Number present:**  | **absent: -----** |
| **Theme of the lesson** | **Festivals in Kazakhstan and around the world** |
| **Learning objectives(s) that this lesson is contributing to** | 7.C8 Develop intercultural awareness through reading and discussion;7.R2 Understand specific information and details in texts on a range of familiar general and curricular topics;7.W8 Spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics;7.S6 Begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges. |
| **Lesson objectives** | **All learners will be able to:*** realise particular facts and parts in reading passage;
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| **Most learners will be able to:*** interact in a pair, group and a whole class work presenting logically connected information with ideas of other people
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| **Some learners will be able to:*** raise awareness about cultural diversity through reading and discussion;
* write topic related words correctly
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| **Language objectives**  | Revise topical vocabulary |
| **Value links** | Patience, respect |
| **Cross curricular links** | Geography, History |
| **ICT skills** | ICT Board |
| **Previous learning** | Festivals |
| **Intercultural awareness** | Learners will be able to understand that every person, family and country has their own values.  |
| **Kazakh culture** | Learners will be able to differentiate kinds of festivals people celebrate in Kazakh culture  |
| **Pastoral Care** | Learners aware about the importance of festivals |
| **Health and Safety** | Everyday classroom instructions will ensure that safety measures are provided to prevent from the accidents in a classroom. The classroom is aired before the lesson. |
| **Glossary** | **I-**individual work**,P-**peer work, **W –**whole class discussion |
|  |  **PLAN** |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning 5 minutes5 minutes15 minutes5 minutes5-7 minutes 2-3 minutes | **Greetings**: Teacher presents Learning objectives.**Сhecking of home work**. Learners predict the topic of the lesson**The main part.****Regrouping:** Teacher divides learners into 2 groups and does it with the help of 2 different pictures related to the topic.Learners choose the pictures and who get the same pictures will have to sit together in one group. The group represents one type of festivals they read about. They are: 1. Shakespeare’s Birthday2. The Festival of Nomadic Civilisation**Pre-reading:**Teacher asks a question to the class*What festivals do they show?**What do you know about these festivals?*Open class discussion.**While-reading:**Teacher explains learning objectives for the tasks.Learners do **Task** –*Read the text and answer the questions***.( I,P)**(New vocabulary for each text is given before )

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| **Assessment criteria** | **Descriptor** |
| *Learners achieve learning objective* ***7.R2*** *if they* -realise particular facts and parts in reading passage | A learner -gives full answers (6/6) |

**Post –reading:** Each group draws the table on papers given by Teacher which they have to complete by identifying differences and similarities of the festivals. Learners should share the information Teacher observes and makes notes.**Speaking - Presentation:**Each team presents the table.Teacher reminds learners to be attentive during presentation as they will be asked the questions.***(More able learners can put questions for comprehension)***. Teacher elicits whether the learners agree or disagree with proposed information about different festivals.Teacher provides whole class discussion.**Activity “Running dictation”****Plenary**: * *What have we learned about today?*
* *What skills have you improved?*
* *What another festivals are there in our country?*

**Home task:** Write a short text about festivals in your country . | Presentationslide 1slide 2Handout 1\_Reading Text 1Handout2\_ Reading Text 2Handout 3\_Reading Text 3Handout4/papersVienne diagram slide 4  |
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| **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 checkICT links** |
| ***Differentiation can be by task, by outcome, by individual support, by selection of teaching materials and resources taking into account individual abilities of learners (Theory of Multiple Intelligences by Gardner).******Differentiation can be used at any stage of the lessonkeeping time management in mind*** | ***Assessmentcriteria for reading in pairs and in whole class*** | ***Health promoting techniques******Breaks and physical activities used.******Points from Safety rules used at this lesson.******Classroom rules***  |
| **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.** The lesson objectives were realistic. All learners achieve LO. Planned differentiation work well. Timing was followed.  |
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| **Summary evaluation****What two things went really well (consider both teaching and learning)?****1*: regrouping******2: Activity “Running dictation”*****What two things would have improved the lesson (consider both teaching and learning)?****1***: Vocabulary work**2: Presentation (speaking)***What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?** |