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| **Unit:** | | | **Our Countryside** | | | |
| **Teacher’s name:** | | | Kozybagarova Zhanyl Dzhumabaevna | | | |
| **School:** | | | Kogershin village, T.Ryskulov district, Zhambyl region. General secondary school: Aktogan | | | |
| **Grade: 6** | | | Number present: |  | Number absent: |  |
| **6А** | **6Ә** | **6Б** |
|  |  |  |  | |  | |
| **Theme of the lesson:** | | | Language Focus.  *Can* for ability and permission. | | | |
| **Learning objectives(s) that this lesson is contributing to** | | | 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups  6.6.13.1 use *might may could* to express possibility on a limited range of familiar general and curricular topics  6.3.2.1 ask simple questions to get information about a limited range of general topics  6.5.8.1 spell most high-frequency words accurately for a limited range of general topics | | | |
| **Lesson objectives** | | | Learners will be able to:  • Learn the form and use of can for ability and permission.  • Write sentences about your abilities using can.  • Learn how to request, give and refuse permission.  • Practise a dialogue in which you ask for permission | | | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Learner`s actions** | **Assessment** | **Resources** |
| 5-7 minutes | **Organization moment:**  Teacher greets students; students respond to greeting and take their places.  Learners are introduced the LOs.  Check homework  **Warm up**  *• Ask individual students questions using can, for example:*  *Can you swim? Can you play the guitar?*  *• Ask students to find examples of can in the text on page 50.*  *• Discuss the examples with the class and elicit that we use*  *can to talk about abilities or permission* | Students respond to greeting and answer the questions.  Students listen to teacher’s instructions attentively. | **Formative assessment technique:** Oral feedback | Students Book |
| 30-35 minutes | Exercise 1  • Ask students to read the sentences carefully, then answer  the questions.  • Make sure that students understand the meaning, for  example by asking them to translate the sentences into  their own language.  ANSWERS  1 a and d 3 can’t  2 b, c and e 4 No, we don’t.  LANGUAGE NOTE We use canwith the infinitive without to:  I can swim. NOT I can to swim.  We do not use do/don’tin negatives and questions with  can:I can’t swim. NOT I don’t can swim.  Exercise 2  • Students identify the use of canin the sentences  individually. In a weaker class, check understanding by  doing the first item together as an example.  • Ask students to compare their answers in pairs before you  check with the class.  ANSWERS  1 A 2 P 3 A 4 P 5 P 6 A | Students listen to teacher’s instructions attentively.  Students write their sentences, then compare their answers in pairs.  Students listen to teacher’s instructions attentively.  Students write their sentences, then compare their answers in pairs. | **Descriptor:** A learner  \* Look at the sentences  \* Answer the questions.  **Descriptor:** A learner  \* Look at the sentences  \* Write P (permission)  \* or Write A (ability) | Students Book p.59  Ex.1  Students Book p.59  Ex.2 |
| 5-8 minutes | **ENDING THE LESSON:** Reflection “Traffic lights”Evaluation of the lesson.Give the home task.WB Ех 1-2 p.41 | Students hold up the coloured circle that corresponds to how confident they feel in answering. | **Formative assessment technique:** Oral feedback  Презентация по английскому Which room do you like | Red, yellow, and green coloured circles |