|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module 3: **Holidays and Travel**  Theme: ***Amazing Travels in Kazakhstan.*** | | **School #36, Astana** | | |
| **Date:** | | **Teacher‘s name: Nadezhda Sidoruk** | | |
| **Grade 7** | | **Number of Ss present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | 7.L1 Understand longer sequences of supported classroom instructions  7.C8 develop intercultural awareness through reading and discussion  7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  7.R2 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:** | | |
| * match the words in the lexical game | | |
| **Most learners will be able to:** | | |
| * pronounce and use the new words from the video & the text **“My Amazing Travels”** | | |
| **Some learners will be able to:**   * apply adjectives & compound nouns on the topic adverting their posters about travels in Kazakhstan | | |
| **Language objectives** | | * To apply at least 4 new expressions related to amazing travels | | |
| **Previous learning** | | Free time activities, leisure; comparatives of adjectives, very, much, compound nouns | | |
| **Values links** | | Respect each other, respect different cultural traditions/customs | | |
| **Cross-Curricular Link** | | Geography | | |
| **Use of ICT** | | PPT, video | | |
| **Intercultural awareness** | | Accept diversity of other cultures (Kazakhstan and Australia) | | |
| **Planned timings** | **Planned activities** | | | **Resources** |
| **Beginning** 2 minutes  5 minutes  1 minute  **Middle**  4 minutes  3 minutes  2 minutes  4 minutes  2 minutes  2 minutes  10minutes  **Feedback**  5 minutes | * **Greetings.**   Setting positive atmosphere by asking some ice breaking questions.   * **Warm – up. Lexical game on the topic “Holiday activities”**   -Ss play in teams/rows. They match words in columns A & B to form phrases or compound nouns on the topic. Then, they say a sentence using the phrase/compound noun. Each correct sentence gets 1 point. The team with the most points is the winner.   * **Teacher elicits the topic of the lesson** “**Amazing Travels” and introduces the learning objectives of the lesson.** * **Pre-listening**   Teacher directs Ss attention to the pictures in the blog on p.37 SB with a *Cockroach race & a Kumis alu* competition. T. asks Ss to think of 3 questions they would like to know about these activities. After eliciting a variety of questions, T. writes 3 of them on the board.   * **While-listening**   Then students **listen** and **follow** the text in their SB, check if they can answer their questions.   * **Post-listening.**   **-**Ss give their answers: *(Brisbane. Kazakhstan. No answer/The man who grabbed the most handkerchiefs).*  -Ss read the text again **for specific information** & mark the statements of ***ex. 2***. Ss use the *Check these words box* to look up the new words.  - T. checks the answers & then elicit corrections for the false statements from Ss around the class.   * **Formative assessment**   T. provides Ss with *a handout table* where they have to fill in short answers according to the text. Ss work individually. The half of the Ss fill in the information about *Kumis alu competition*. The other half about *Cockroach race* in Australia. **T. picks up the answers to check them later.**     * **Pair work “Where to go in Kazakhstan”. Aim: to develop speaking and creative skills).**   -T. explains the task: Ss have to make a poster illustrating it with chosen pictures and give a short advert to this place.  -Ss in pairs choose places **(pictures**) for visiting in Kazakhstan.  -T. with Ss make *an assessment checklist for peer* *assessment*. Displays it on the board.  *(e.g., criteria: new adjectives / using grammar correctly / compound nouns on the topic/emotional acting. Each column can be assessed from 1-5 points.)*  *-****Suggested answer.*** *Visit Turkistan! It’s a place where the Mausoleum of Khoja Ahmed Yassawi is located. It’s a beautiful ancient building. It’s better to visit Turkistan in all seasons besides summer. In summer it’s too hot there.)*  T. asks Ss to give their feedback on the lesson using the beginnings:   * **I know** *(e.g.5 words about holiday activities& travels)* * **I can** tell (*about Kumis alu competition/ Cockroach race in Australia)* * **I know how** **to use *(****compound nouns on the topic and new topical expressions)* * **I’m sure I …**   **H/W**: to write an informal e-mail giving news about Ss’ travels in Kazakhstan. | | | **PPT /Words for matching**  Travel climbing  Bungee abroad  Rock a flight  Miss jumping  Feel sick  Extreme balloon  Hot-air sport etc.  PPT  **Questions:** Where do people have Cockroach races?  What country is a Kumis alu played in? What is the prize for the winners?  **Video** “My Amazing Travels” from DVD video pal.  *FA/Questions for the table:*  1.Where?  2.When?  3.Why?  4.What the participants do?  5.Other information  **Illustrations** of Baiterek in Astana, Turkistan, the Charyn Canyon, sites of Almaty etc.  *An assessment checklist*  *Paper sheets for posters, glue* |
| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | |  |

**ADDITIONAL INFORMATION**

|  |  |  |
| --- | --- | --- |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the less able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Developing critical thinking skills/creative skills** |
| Less able learners may consult dictionaries while working with the new vocabulary or instead of presenting a poster they may write down 1-2 things about 1 of the suggested pictures & read the sentences to the class.  . | * FA after working with the video & the text * Monitor learners while they participate in pair work. | Learners try to do a short advert to a place for visiting making a poster. |