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| 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 instructions7.C8 develop intercultural awareness through reading and discussion7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.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 minutes5 minutes1 minute**Middle** 4 minutes3 minutes2 minutes4 minutes2 minutes2 minutes10minutes**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 climbingBungee abroadRock a flightMiss jumpingFeel sickExtreme balloonHot-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* |
|  End1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well.  |  |

**ADDITIONAL INFORMATION**

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| **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. |