

БӨЛІМ: АҒЫЛШЫН ТІЛІ

Past Simple

ЖАРИЯЛАНДЫ
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СІЛТЕМЕ
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Алматы қаласы Алмалы ауданы КММ «№34 гимназия»

директорының оқу ісі жөніндегі орынбасары , ағылшын тілі мұғалімі:

Абдукаримова Гульшат Кенесовна

Урок английского языка в 6 классе на тему «Past Simple»

Short term plan

Term 1 Unit 2 Theme:	School: №34	
Date:	Teacher's name: Абдукаримова Гульшат Кенесовна	
Grade: 6	Number present:	Number absent:
Learning objectives that this lesson is contributing to	6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics 6.1.8.1- develop intercultural awareness through reading and discussion 6.4.1.1 — understand the main points in a growing range of short, simple texts on general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.6.12.1 — use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics; 6.2.6.1- deduce meaning from context in supported extended talk on a range of 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; 6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges; 6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.4.1 — read independently a limited range of short simple fiction and non-fiction texts; 6.1.3.1- respect differing points of view;	
Lesson objectives	All learners will be able to: identify some specific information in reading text and use some target vocabulary accurately in production tasks with support Most learners will be able to: identify most specific information in reading text and use most target vocabulary accurately in production tasks with support Some learners will be able to: identify all specific information in reading text and use most target vocabulary accurately in production tasks with little support	

Language objectives	<i>Subject specific vocabulary; Past Simple interrogative / time expressions / prepositions of movement</i>	
Value links	Respect, Support, Tolerance	
Cross curricular links	Social Studies, Languages	
Previous learning		
Use of ICT	Tape-recorder	
Intercultural awareness	Accept the diversity of greetings among different people	
Kazakh culture	Discuss the diversity of greetings in Kazakhstan	
Pastoral Care	<ul style="list-style-type: none"> · Student centered teaching: respect, support and scaffolding; · To create a friendly atmosphere for collaborative work. · Promote a sense of self-esteem and self-respect and respect for others among all the learners. 	
Health and Safety	Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords.	
Planned timings	Planned activities	Resources
Introduction	<p>Warm-up</p> <p>To start a lesson teacher asks learners questions: <i>what date is it today?/ what month is it now?/ what is the weather like today?/ how many season words go under which headings from Ss around the class. Ss copy the completed table into their note books are there in a year?/ how many months are there in a year?/ what are they?</i></p>	

<p>Main part</p>	<p>To introduce the topic Initiate a class discussion about giants and elicit any tales about giants Ss know of.</p> <p>To read and listen for specific information Play the recording. Ss listen and follow the text in their books. Give Ss time to answer the questions. Ss compare their answers with their partner's. Check Ss' answers.</p> <p>To consolidate new vocabulary Ask Ss to use the Word List to look up the meanings of the words in the <i>Check these words</i> box. Explain the task and give Ss some time to complete it. Check Ss' answers.</p> <p>Background information <u>Ireland</u> is a country to the west of Britain. Including Northern Ireland, it is the third biggest island in Europe. The capital is Dublin and 6.1 million people live there. <u>Scotland</u> is a country in the UK. It is to the north of England. The capital is Edinburgh and around 5 million people live there.</p> <p>To present and practise adverbs of degree and too/enough Explain that adverbs of degree are used before an adjective to express to what degree something is done. Read the table aloud and explain that the ticks show the degree with (✓) being mild and (✓✓✓) being strong. Say, then write on board: <i>That dress is very/really beautiful.</i> Explain to Ss that we use <i>very/really</i> + adjective to make an adjective stronger. Say, then write on board: <i>He's too old to drive.</i> and <i>He is old enough to drive.</i> Tell Ss that in the first example the person is old and can't drive whereas, in the second example the person is of a suitable age to drive. Explain that we use <i>too</i> + adjective to show that something is more than we want (negative meaning) whereas, we use adjective + <i>enough</i> to show that there is as much as needed. (positive meaning) NOTE: Tell Ss that we put <i>enough</i> before nouns. (e.g. <i>I've got enough money to buy that necklace.</i>) Explain the task and give Ss time to complete it. Check Ss' answers.</p>	<p>SB, p.22 ex.1 S.B p 22ex 2</p> <p>SB, p.22 ex 3</p> <p>S.B p 22</p> <p>S.B p 23 ex4</p> <p>S.B p 23 ex5</p> <p>S.B p23ex 5(B)</p> <p>S.B p 23 ex 6(B)</p> <p>S.B p 23 ex 7</p>
<p>Ending the lesson</p>	<p>To predict missing information in a listening task Draw Ss' attention to the advert and elicit what part of speech is missing in each gap.</p> <p>To listen for specific information Play the recording. Ss listen and complete the gaps. Check Ss' answers on the board. To make notes from a text Draw Ss' attention to the notes box and ask them to copy the headings and the subheadings into their notebooks and complete the task. Check Ss' answers on the board.</p> <p>To tell a story in the past simple using notes Set the scene and explain the task. Read aloud the <i>Study Skills</i> box and point out that this advice will help Ss complete the task successfully. Ask various Ss to tell the story of Finn MacCool, using their notes from Ex. 6a</p> <p>To write an email about a visit to the Giant's Causeway Explain the task and give Ss some time to complete it. Remind Ss to include all the points in the rubric. Check Ss' answers. Alternatively, assign as HW and check Ss' answers in the next lesson.</p>	
<p>Reflection</p>	<p>Home task: WB, p.16 exc.1,2 Assessment: Teacher evaluates Ss according to the criteria on the board. Feedback: Teacher throws the dice and Ss answer the questions.</p>	<p>Posters and sticky papers</p>
<p>Additional information</p>		
<p>Differentiation - how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>Assessment - how are you planning to check learners' learning?</p>	<p>Critical thinking</p>

<p>More support:</p> <ul style="list-style-type: none"> · Provide less able learners with the names of numbers, colours and days of the week, and their translations. · Allow thinking time. <p>More-able learners:</p> <ul style="list-style-type: none"> · Encourage students to use previously learned vocabulary. · Give freedom while role-playing. 	<p>Oral formative assessment use thumbs up and down technique and follow up questions to check monitor presentation and feedback on grammar errors, cohesion, pace, rapport with audience.</p>	<p>Critical thinking on this lesson lies in acting out the situation of daily communication.</p>
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>What have I learned from the lesson about this class or individuals that will inform my next lesson?</p> <p>1::</p>		

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