

БӨЛІМ: АҒЫЛШЫН ТІЛІ

A description of a wildlife photo

ЖАРИЯЛАНДЫ
01.11.2020СІЛТЕМЕ
<https://bilimger.kz/84181/>

Check up:

Unit of a long term plan:

Unit 3 Our Countryside. Lesson plan 31

School: Kolashy secondry

Date: 20.11.2019 Teacher's name: Kutlimuratova Guzal

CLASS: 6 «Ә» Number present: absent:

Lesson title A description of a wildlife photo.

Learning objectives(s)

That this lesson is contributing to 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics

6.W6 link independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics

6.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics

6.S7 жалпы тақырыптар мен кейбір оқу тақырыптары туралы айту үшін тиісті тақырыптық лексика мен синтаксисті пайдаланыңыз

6.W6 жалпы тақырыптар мен кейбір оқу тақырыптары таныстарының қатары бойынша әртүрлі базалық қосқыштарды пайдалана отырып, байланысты абзацтарға ұсыныстар байланысады

6.W1 жалпы және оқу тақырыптары бойынша шағын қолдаумен мәтін деңгейінде жұмысты жоспарлау, жазу, редакциялау және түзету

Lesson objectives All learners will be able to:

- Identify the theme, study a model article about an animal, new words in the reading passage and use them as the basis for discussion.
- Transfer information from the reading passage into a newspaper article.
- Offer constructive peer-feedback using rubric.

Most learners will be able to:

- Select, compile, and synthesize information from the reading passage for an oral presentation.

Some learners will be able to:

- Respond to and discuss the reading using interpretive, evaluative and creative thinking skills and write an article about an animal.

Language objectives Key words: Orcas, squid, calf, extinct, fishing net, habitat

Questions: How many animals can you identify?

Assessment criteria • Read the given passage and identify the general information.

- Demonstrate skills of organizing and expressing ideas accurately.
- Illustrate a viewpoint in a discussion.

Values links Appreciating the love to animals and the ability to write articles about animals. According to “Mangilik Yel”.

Cross-curricular links Kazakh language, Russian language, Social Science, Biology

Previous learning Vocabulary related to people’s activities

Plan

Planned timings Planned activities (replace the notes below with your planned activities)

Resources

Start

0-5 minutes The lesson greeting.

Warm-up

Teacher suggests singing a fun song for the start of the lesson. (A song «Popitto»).

Learners are informed about the lesson objectives

Teacher informs that they are going to write an article about animals. Slide (objectives)

1.

Main part

0-25 minutes

Task 1. Speaking about animals.

Skill: Reading

Collabrative learners: group work

Activity: Recasting

Action: Red list animals: The orca.

The killer whale or orca (*Orcinus orca*) is a toothed whale belonging to the oceanic dolphin family, of which it is the largest member.

Speaking about Red list animals: The orca(Косатка)

The animals in this photo are orcas or “killer whales”. In fact, an orca is not whale, but a type of dolphin. Here they are swimming

In a group near the shore. Maybe they are hunting

for seals. Orcas live in all of the worlds oceans.

They hunt and play in groups. They are aggressive
And they usually eat fish, squid, seals and turtles.
Females have one baby, called a calf, every two
Or three years.

FA: Teacher and students give feedback to the students using “by smiles”.

Task:2 Read the model text and answer the questions.

Read the article about the orcas and do Ex.1 — 2 p.39.

Skill: writing

Collabrative learners: group work

Activity: Who is the faster?

Action: The teacher gave the students a chance to work. Students should describe the animals.
Students must answer the questions.

Show slideshow with right answers.

- 1.Which paragraph describes the life and habitat of the orca? Which describes a problem?
2. Do orcas live in groups?
- 3.What do orcas live in groups?
4. How often do females have calves?
5. Why are they becoming extinct?

The killer whale or orca (*Orcinus orca*) is a toothed whale belonging to the oceanic dolphin family, of which it is the largest member.

Linking words: because, and, also, but, or.

Put a right linking word:

- 1.These animals are orcas___ «killer whales».
- 2.An orca is not a whale,_____ a type of dolphin.
- 3.They are aggressive___ they eat fish.
- 4.They are in danger___ there is a pollution in the sea.
- 5.They ___ die in fishing nets.

Answers:

1. or 2.but 3.and 4. because 5. Also

FA: Assess self-assessment

Task 3 Answer the questions.

Skill: speaking

Collabrate learners: whome class

Activity: Get interview

Action: The teacher gives pupils questions for animals, and these tasks are hidden in toys.
One student pushes students to use the microphone

Whiteboard

A presentation

» Wild Animals».

Writing

Worksheets

A picture

Student's Book p.39

Writing

Worksheets

Student's Book p.39

End

Home task: learn the new words

WB p.29 Ex . 2

Tasks Criteria assessment Description Mark

Task-1

Should speaking He/she can understand key words 4

He/she can differ the meaning of the key words

4

Task-2 Should complete sentences He/she can speaking 3

He/she can use complete sentences 3

He/she can use key words 3

Task-3 Should use key words He/she can answer the questions 2

He/she can speaking 2

Total mark: 21

REFLECTION: Answer the most relevant questions to reflect on your lesson.

Were the lesson objectives/learning objectives realistic?

What did the learners learn? What did/didn't you like? What was difficult?

WB p.29 (Homework)

Method: » Traffic light »

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 check

Differentiation can be achieved through content (Based on the theory of Multiple Intelligences different tasks are used with the same text).

By support:

Less able learners will be supported through step-be-step instructions, glossaries, thinking time.

By task:

For more able learners additional leveled tasks are offered.

Assessment criteria:

- Read the given passage and identify the general information.
- Demonstrate skills of organizing and expressing ideas accurately.
- Illustrate a viewpoint in a discussion.

Descriptors:

A learner

- reads the text for global understanding;
- selects meaningful information, constructs the answer;
- presents information in the group discussion.
- evaluates the peers' answers.

Teacher's observation

Self-assessment.

Health saving technologies.

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