**Lesson plan**

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| **LESSON: Module 5 Lesson7****Theme: Germs** | **School: The secondary school of Bukenchi** |
| **Date: 02.02.2022** | **Teacher name: Nashkenova Aigul Khabyzovna** |
| **CLASS: 6** | **Number present: 9** | **absent: -** |
| **Learning objectives(s) that this lesson is contributing to** | 6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts;6.6.13.1- use modal forms including, mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics;6.4.6.1- recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;6.2.7.1- recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics6.6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics;6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics;  |
| **Lesson objectives** | **All learners will be able to:** |
| To listen and read for specific information, to predict the content of the text To understand the use of must / mustn`t |
| **Most learners will be able to:** |
|  To practise using must / mustn’t, to give examples |
| **Some learners will be able to:** |
|  to give presentation on germs  |
| **Previous learning** | *Health services* |
| **Plan** |
| **Planned timings** | **Planned activities** |  **Student activity** |  **Time**  |
| **Beginning the lesson**6.4.4.16.4.6.16.2.7.1 | **To introduce the topic and predict the content of the text** **C:\Users\admin2\Desktop\BiaKpxzBT.jpg**Read the statements (1-4) aloud and ask Ss to decide with their partner which ones they think are true about germs.  **Listening**Play the recording. Direct Ss to the Word List to look up the meanings of the words in the Check these words box. | 1.T 2 T 3.T 4FSs listen and follow the text in their books and check if their guesses were correct.Sick,fight,germ,soup,pot,pan,dishcloth,raw, chopping board | 542 |
| **Main activities**6.2.5.16.3.3.16.2.5.1 | **To understand the use of must/mustn’t** Watch the presentation and read the Note box aloud and explain that must/ mustn’t comes before the verb and is used to express necessity or prohibition. Read out the example and give Ss time to complete the task. Check Ss’ answers.**To practise using must/mustn’t** Explain the task and ask Ss to write the headings into their notebooks. **READING** Allow Ss time to read the text again and complete the task and check Ss’ answers around the class. | 2. You must eat a lot of fruit and vegetables3. You mustn’t go swimming.4.You must drink a lot of water5.You mustn’t put lots of salt in the soup. **Dos :** You must clean your hands with soap before cooking.You must clean all kitchen surfaces . **Don`ts:** You mustn’t leave food out of the fridge for more than 2 hours.You mustn’t use the same knife to cut raw meat and cooked food. | 5104 |

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| **Ending the lesson**6.1.10.16.5.6.1 | To give a presentation on germs Ask Ss to look up information on the Internet using the key word *‘Germs’* in the search bar or in encyclopaedias/other reference books. Ss can use the website suggested at the Express Publishing website. Assign the task as HW and Ss make their presentations in the next lesson.**Feedback**: Teacher asks students what task was difficult to them and which pair worked well. | There are 4 types of germs: bacteria, viruses,fungi and protozoa.They can make us sick.Bacteria are one-cell creatures that can cause infections.When viruses get inside peoples bodies they can spread ,makepeople sick.Fungi are plant like organisms made of many cells.Protozoa are one-cell organisms that often spread diseases through water C:\Users\admin2\Desktop\dc4LAn9ce.jpg |  105 |
| **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? | Cross-curricular linksHealth and safety checkICT linksValues links |
| Challenge more and less able learners to make a dialogue regarding the germs  | Monitor the learner’s comprehension of the new information | Values links: health |
| ReflectionWere the lesson objectives/learning objectives realistic? Did I stick to timings?What changes did I make from my plan and why? | Answer the most relevant questions from the box on the left about your lesson. |