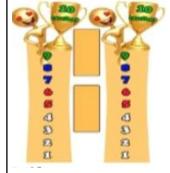
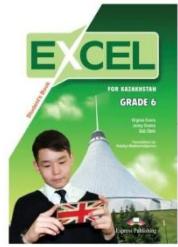
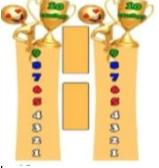
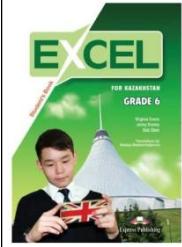


Unit 5: Our Health		School:		
Date:		Teacher name:		
Grade: 6		Number present:		
Theme of the lesson:		Vocabulary: illnesses / ailments		
Learning objectives		6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 6.2.1.1 understand a sequence of supported classroom instructions 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics		
Lesson objectives		Learners will be able to: - present illnesses/ailments - discuss illnesses/ailments		
Previous learning		Unit revision		
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning of the lesson Warming-up  3 Min	Organization moment: 1. Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warming up Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today? .. Vocabulary: ailments I have a...  sore throat  headache  runny nose  fever  stomachache  cough	The aim: To develop pupils speaking skills and create friendly atmosphere Efficiency: By wishing each other they feel better and feel the support of others Students of the class are listed. Students' attention is drawn to the lesson. Students say different words from the picture • Learners remember previous lesson vocabulary • Learners answer the questions	The teacher to assess learners for their ability. "Good job!" Well done!" Formative Assessment 	PRODUCER OF THE LESSON I. Organization moment <ul style="list-style-type: none"> • T: Good morning, pupil! • How are you? • What season is it now? • What is the date? • What is the weather like today? • What date is it today? • What day is it today? <p><i>Assessment criteria make basic statements related to personal information</i></p>

			, match places to continents	
Middle 30 min	<p>Ex:1 P:53</p> <ul style="list-style-type: none"> Draw Ss' attention to the pictures. Play the recording. Ss listen and repeat chorally or individually. Elicit the L1 equivalents. DR <p>Ex: 2 P: 53</p> <p>• Explain/Elicit the meanings of any unknown words and read out the example exchange, then Ss talk in pairs about the illnesses/ailments referring to the pictures and using the phrases.</p> <p>Monitor the activity around the class and then ask some pairs to report back to the class.</p> <p>Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities</p>	<p>Learners listen and repeat. Say these words in your language</p> <p>ANSWERS</p> <p>Students own answer</p> <ul style="list-style-type: none"> Learners discuss in pairs, as in the example. <p>Answer the question</p> <p>ANSWERS</p> <p>2 A: What's wrong with Damir? B: He's got a stomach ache.</p> <p>3 A: What's wrong with Sanzhar? B: He's got a cough.</p> <p>4 A: What's wrong with Nurgul? B: She's got a headache.</p> <p>5 A: What's wrong with Ulan? B: He's got a cold.</p> <p>A: What's with Akbota? B: She's got a temperature.</p> <p>7 A: What's wrong with Kenje? B: She's got a rash.</p> <p>8 A: What's wrong with Mira? B: She's got an earache.</p>	<p>Descriptor: -Listen and repeatSay the words in your language</p> <p>Total: 2 point</p>  <p>Self assessment</p> <p>Differentiation<Verbal support></p> <p>Method is used to help use new words in the sentence</p> <p>Descriptor: - discuss in pairs, Total: 6 point -Make CCQ questions Yes / No - complete the task</p> 	
End 5 min	<p>FEEDBACK</p> <p>Learners provide feedback on what they have learned at the lesson.</p> <p>Ex: P:</p> <p>Home task: Write the days</p>			<p><i>Self-assessment</i></p>

Unit 5: Our Health		School:		
Date:		Teacher name:		
Grade: 6	Number present:	Number absent:		
Theme of the lesson: <i>Home remedies</i>				
Learning objectives		6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 6.5.5.1 link without support sentences using basic coordinating connectors		
Lesson objectives		Learners will be able to: - introduce the topic, to listen and read for gist - read for specific information		
Previous learning		Unit revision		
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 3min	<p>Organization moment:</p> <p>1. Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warming up Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today? Lead-in</p> <p><u>Lead – In</u></p>	<p>The aim: To develop pupils speaking skills and create friendly atmosphere</p> <p>Efficiency: By wishing each other they feel better and feel the support of others</p> <p>Students of the class are listed.</p> <p>Students' attention is drawn to the lesson.</p> <p>Students say different</p>	<p>The teacher to assess learners for their ability. "Good job!" Well done!"</p> <p>Formative</p> <p> </p> <p>Assessment</p>	
Pre-learning «Brainstorming» method 7 min.				

		words from the picture <ul style="list-style-type: none"> Learners remember previous lesson vocabulary Learners answer the lesson 	The teacher to assess learners for their ability. "Good job! Well done!"	
Middle 30 min	<p>Ex:1 P:54</p> <ul style="list-style-type: none"> Direct Ss to the title of the article and the pictures. Elicit what remedies Ss think someone might find at home. <p>Play the recording. Ss listen and follow the text in their books to find out.</p> <p>Ex: 2 P: 54</p> <ul style="list-style-type: none"> Give Ss time to read the text again and complete the task. <p>Check Ss' answers. Tell Ss to check any words they are unsure of in their dictionaries.</p> <p>Ex: 3 P: 55</p> <ul style="list-style-type: none"> Explain the task. Ss complete it. <p>Check Ss' answers.</p> <p>Ex: 4 P: 55</p> <ul style="list-style-type: none"> Ask Ss to read the text again and make notes about the home remedies. <p>Give Ss time to use their notes to prepare a PowerPoint or other format of digital presentation with images and a short text about each one.</p> <p>Ask Ss to give their presentations in front of the class</p> <p>Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p>	<ul style="list-style-type: none"> Pupils read the title of the article and look at the pictures <p>ANSWERS People can find remedies for a headache, a toothache, a stomach ache, sore throats and a cough at home.</p> <ul style="list-style-type: none"> Pupils read again and choose the correct word. <p>ANSWERS 1 relieve 2 toothache 3 teaspoonful 4 ingredient</p> <ul style="list-style-type: none"> Pupils fill the gaps. <p>ANSWERS 1 cough 2 lemon 3 stomach 4 sore 5 good 6 nasty</p> <ul style="list-style-type: none"> Pupils create a digital presentation <p>ANSWERS Ss' own answers</p>	Descriptor: - read again - choose the correct Total: 2 point Differentiation: «Verbal support» method is used to help Ss use new words in the Descriptor: - fill the gaps Total: 1 point Descriptor: - read the text again - create a digital presentation Total: 2 point -Make CCQ questions Yes / No Total: 1 point Total 10point	

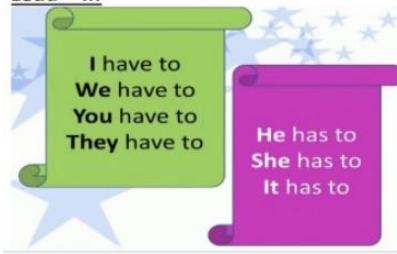
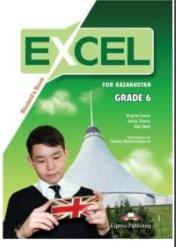
End 7 min	FEEDBACK Learners provide feedback on what they have learned at the lesson. Ex: P: Home task: Write the days Saying goodbye	Learners throw the dice to find out a random question they should answer	<i>Self-assessment</i>	 I like the lesson. I don't like the lesson.
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Unit 5: Our Health		School:		
Date:		Teacher name:		
Grade: 6		Number present:		
Theme of the lesson:		Health		
Learning objectives		6.6.13.1 use might may could to express possibility on a limited range of familiar general and curricular topics 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 6.5.8.1 spell most high-frequency words accurately for a limited range of general topics		
Lesson objectives		Learners will be able to: - prepare a digital presentation summarising the text - consolidate new vocabulary - listen and read for specific information		
Previous learning		Unit revision		
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 3min	Organization moment: 1. Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warming up Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today? Lead-in	The aim: To develop pupils speaking skills and create friendly atmosphere Efficiency: By wishing each other they feel better and feel the support of others Students of the class are listed. Students' attention is drawn to the lesson. • Learners remember previous lesson vocabulary Determines the topic and purpose of the lesson Students say different words from the picture	<i>The teacher to assess learners for their ability.</i> <i>"Good job! Well done!"</i> <i>Formative Assessment</i>	 
Pre-learning «Brainstorming» method 7 min.				

Middle 30 min	<p>Ex: 6 P: 55 • Explain the task and give Ss time to complete it. Check Ss' answers.</p> <p>Ex7 a P: 55 • Read out the questions in the rubric. Play the recording. Ss listen and read the dialogue to find out the answers. Check Ss' answers.</p> <p>Ex: 7 b P: 55 • Explain the task. Remind Ss that they can use the dialogue in Ex. 7a as a model. Ss complete the task in closed pairs. Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.</p> <p>Ex: 8 P: 55 • Explain the task and give Ss time to complete it. Remind Ss to include the points in the list and then check Ss' answers around the class. Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p>	<p>• Pupils complete the text message ANSWERS 1 cold 2 hot 3 get rid 4 sore 5 help 6 drink 7 better</p> <p>• Pupils listen and read to find out. Answer the question ANSWERS Sam has a headache. Ann advises him to drink some lemon juice with warm water.</p> <p>• Pupils in pairs use the ideas below to act out. ANSWERS</p> <ol style="list-style-type: none"> 1. Hi, Nurlan. Are you OK? 2. Hello, Dina. I don't feel very 1. What's wrong? 2. I have a terrible cough. <p>A: Poor you! Why don't you take some cough syrup?</p> <ol style="list-style-type: none"> 1. Hi, Nurlan. Are you OK? 2. Hello, Dina. I don't feel very well. 	<p><i>Descriptor:</i> - read again - choose the correct Total: 2 point</p> <p><i>Differentiation:</i> «Verbal support» method is used to help Ss use new words in the</p> <p><i>Descriptor:</i> - fill the gaps Total: 1 point</p> <p><i>Descriptor:</i> - read the text again - create a digital presentation</p> <p>Total: 2 point</p> <p>-Make CCQ questions Yes / No</p> <p>Total: 1 point</p> <p>Total 10point</p>	 Poster Success

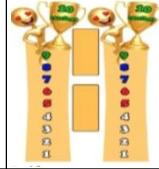
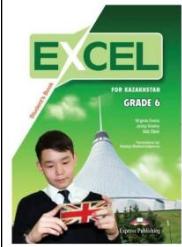
		<p>1. What's wrong? 2. I have a terrible sore throat.</p> <p>•Pupils write a message to your English friend</p> <p>ANSWERS</p> <p>Hi Dilnaz, I'm sorry to hear that you have a stomach ache. Why don't you try drinking some ginger tea?</p>		
End 7 min	FEEDBACK Learners provide feedback on what they have learned at the lesson. Ex: P: Home task: Write the days Saying goodbye	Learners throw the dice to find out a random question they should answer	<i>Self-assessment</i>	

Unit 5: Our Health		School:		
Date:		Teacher name:		
Grade: 6	Number present:	Number absent:		
Theme of the lesson:	Use of English: have to / don't have to			
Learning objectives	<p>6.6.13.1 use might may could to express possibility on a limited range of familiar general and curricular topics</p> <p>6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics</p> <p>6.5.8.1 spell most high-frequency words accurately for a limited range of general topics</p>			
Lesson objectives	<ul style="list-style-type: none"> - present the modal verb have to - practise the affirmative and negative forms of have to - present the interrogative form of have to and short answers 			
Previous learning	Unit revision			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 3min	Organization moment: 1. Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warming up Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today? Lead-in	The aim: To develop pupils speaking skills and create friendly atmosphere Efficiency: By wishing each other they feel better and feel the support of others Students of the class are listed. Students' attention is drawn to the lesson. • Learners remember	<i>The teacher to assess learners for their ability.</i> <i>"Good job! Well done!"</i> <i>Formative Assessment</i>	
Pre-learning «Brainstorming» method				

7 min.	<p>Lead - In</p> 	<p>previous lesson vocabulary Determines the topic and purpose of the lesson Students say different words from the picture</p>		
Middle 30 min	<p>Ex:1 P:56</p> <ul style="list-style-type: none"> Ss close their books. Present have to. <p>Say, then write on the board: I have to go early today. Explain that this modal verb is in the affirmative. Point to a S and say: You have to wear a uniform at school. Point to a male S and say: He has to wear a uniform at school.</p> <p>Present all persons in the same way.</p> <p>Say then write on the board: I don't have to work on Sundays. Explain that this is the negative form. Point to a S and say: You don't have to go to school on Sundays. Present all persons in the same way.</p> <p>Ex: 2 P: 56</p> <ul style="list-style-type: none"> Explain the task. Ss complete the task. Check Ss' answers, <p>Ex: 3 P: 56</p> <ul style="list-style-type: none"> Ss close their books. Say then write on the board: Do I have to work? Yes, I do./ Do you have to work? No, you don't./ Does he have to work? No, he doesn't. Explain that we use Do I/you we/you/they and Does he/she/it to form questions with have to. <p>Focus Ss' attention on the position of Do/Does (before the personal pronoun). We answer in the short form with Yes/No, I/you/we/they/do/don't and Yes/No, he/she/it/does/doesn't.</p>	<ul style="list-style-type: none"> Pupils put the verbs in brackets into the correct form <p>ANSWERS</p> <p>2 don't have to meet 3 have to eat 4 doesn't have to go 5 have to cook</p> <ul style="list-style-type: none"> Pupils read the table. <p>Answer the question</p> <p>ANSWERS</p> <p>T: Do you have to make your bed every morning? S1: Yes, I do./No, I don't. T: Does your mum have to go to work? S2: Yes, she does./ No she doesn't. etc</p> <ul style="list-style-type: none"> Pupils ask and answer. <p>Use the prompts.</p> <p>ANSWERS</p> <ol style="list-style-type: none"> Do you have to tidy your room? Yes, I 	<p>Descriptor: <ul style="list-style-type: none"> - read again - choose the correct Total: 2 point Differentiation: <p>«Verbal support» method is used to help Ss use new words in the</p> <p>Descriptor: <ul style="list-style-type: none"> - fill the gaps Total: 1 point Descriptor: <ul style="list-style-type: none"> - read the text again - create a digital presentation Total: 2 point -Make CCQ questions <p>Yes / No</p> Total: 1 point Total 10point</p> </p>	 <p>Poster Success</p> 

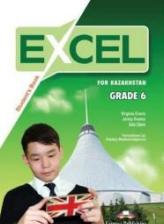
	<p>Ask questions to check Ss' understanding.</p> <p>Ex: 4 P: 56</p> <ul style="list-style-type: none"> • Explain the task and read out the prompts and the example <p>Ss complete the task in pairs.</p> <p>Monitor the activity around the class.</p> <p>Ex: 6 P: 56</p> <ul style="list-style-type: none"> • Explain the task. Ss complete the task. Check Ss' answers, <p>Ex: 7 P: 56</p> <ul style="list-style-type: none"> • Explain the task. Ss complete the task. Check Ss' answers 	<p>do./No, I don't.</p> <p>1. Do you have to cook dinner?</p> <p>2. Yes, I do./No, I don't.</p> <p>1. Do you have to iron the clothes?</p> <p>2. Yes, I do./No, I don't.</p> <p>• Pupils complete with must or mustn't</p> <p>ANSWERS</p> <p>1 mustn't 2 mustn't 3 must 4 must 5 must</p> <p>• Pupils choose the correct item</p> <p>ANSWERS</p> <p>1 have to 2 must 3 have to 4 must</p>		
End 7 min	<p>FEEDBACK</p> <p>Learners provide feedback on what they have learned at the lesson.</p> <p>Ex: P:</p> <p>Home task:</p> <p>Write the days</p> <p>Saying goodbye</p>	<p>Learners throw the dice to find out a random question they should answer</p>	<i>Self-assessment</i>	

Unit 5: Our Health		School:		
Date:		Teacher name:		
Grade: 6		Number present:		
Theme of the lesson:		countable and uncountable nouns		
Learning objectives		<p>6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>6.6.2.1 use quantifiers many, much, a lot of ,a few on a limited range of familiar general and curricular topics</p> <p>6.3.2.1 ask simple questions to get information about a limited range of general topics</p>		
Lesson objectives		<p>To present can/can't/could, may/might, should/shouldn't, ought to/oughtn't to and consolidate through translation</p> <p>To present countable/uncountable nouns and quantifiers</p> <p>To identify countable/uncountable nouns</p>		
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 3min	<p>Organization moment:</p> <p>1. Greeting.</p> <p>Ask about the weather.</p> <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warming up</p> <p>Warming up</p> <p>Where are you from?</p> <p>How old are you?</p> <p>What color is it?</p> <p>Pre-learning «Brainstorming» method</p> <p>How many students are there in class?</p> <p>What day of the week today</p>	<p>The aim: To develop pupils speaking skills and create friendly atmosphere</p> <p>Efficiency: By wishing each other they feel better and feel the support of others</p> <p>Students of the class are listed.</p> <p>Students' attention is drawn to the lesson.</p> <ul style="list-style-type: none"> Learners remember previous lesson vocabulary <p>Determines the topic and purpose of the</p>	<p><i>The teacher to assess learners for their ability. "Good job! Well done!" Formative</i></p>  <p><i>Assessment</i></p>	

7 min.		lesson Students say different words from the picture		
Middle 30 min	<p>Ex:8 P:57</p> <ul style="list-style-type: none"> Ask various Ss around the class to read out an example and give the L1 equivalent. (Ss' own answers) <p>Elicit examples from the text on p.54.</p> <p>Ex: 9 P: 57</p> <ul style="list-style-type: none"> To practise modal verbs Explain the task. Ss complete the task. Check Ss answers. <p>Ex: 10 P: 57</p> <ul style="list-style-type: none"> Ss' books closed. Explain that some nouns can be counted (e.g. egg, car, apple etc) and these are countable and some nouns can't be counted (e.g. milk, water, coffee etc). These are uncountable nouns. <p>Explain that we use a/an with countable nouns and some with uncountable nouns.</p> <p>Ss' books open. Go through the table with Ss and elicit the L1 equivalents for the examples</p> <p>Ex: 11 P: 57</p> <ul style="list-style-type: none"> To identify countable/uncountable nouns Explain the task and elicit answers from Ss around the class. <p>Ex: 12 P: 57</p> <ul style="list-style-type: none"> Explain the task and give Ss time to complete it. Check Ss' answers around the class. <p>Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p>	<p>Pupils read the examples. Find examples in the text.</p> <p>ANSWERS</p> <p>it might help with the pain, you should drink some ginger, honey may help sore throats</p> <ul style="list-style-type: none"> Pupils rewrite the sentences using appropriate modal verbs. <p>ANSWERS</p> <ol style="list-style-type: none"> You can't swim after you have eaten lunch. You shouldn't/oughtn't to eat too much junk food. Can I bring you some hot tea? Can/May I go home early? I don't feel well. We might order takeaway later <ul style="list-style-type: none"> Pupils read the table. Say the examples in your language. <p>ANSWERS</p> <p>Students own answer.</p> <ul style="list-style-type: none"> Pupils fill in a/an or some. Then mark the nouns C (countable) and U (uncountable). <p>ANSWERS</p> <p>1 an C 2 some U 3 some U 4a C</p>	<p>Descriptor: <ul style="list-style-type: none"> - read again - choose the correct Total: 2 point</p> <p>Differentiation: <ul style="list-style-type: none"> «Verbal support» method is used to help Ss use new words in the </p> <p>Descriptor: <ul style="list-style-type: none"> - fill the gaps Total: 1 point</p> <p>Descriptor: <ul style="list-style-type: none"> - read the text again - create a digital presentation Total: 2 point</p> <p>-Make CCQ questions Yes / No Total: 1 point</p> <p>Total 10point</p>  	

	<ul style="list-style-type: none"> Pupils choose the correct item. <p>ANSWERS</p> <p>1 a few 1. How many 2. Not many</p> <p>4 some 5 a little 6 How much</p>		<table border="1"> <thead> <tr> <th>COUNTABLE</th><th>UNCOUNTABLE</th></tr> </thead> <tbody> <tr> <td>burger</td><td>apple</td></tr> <tr> <td>fries</td><td>water</td></tr> <tr> <td>sandwich</td><td>milk</td></tr> <tr> <td>eggs</td><td>bread</td></tr> <tr> <td>tacos</td><td>rice</td></tr> <tr> <td>candy</td><td>fruit</td></tr> <tr> <td>grapes</td><td>cheese</td></tr> <tr> <td>salad</td><td>tea</td></tr> <tr> <td>carrot</td><td>meat</td></tr> <tr> <td>pizza</td><td>honey</td></tr> <tr> <td>olive</td><td>flour</td></tr> <tr> <td>hot dog</td><td>sugar</td></tr> <tr> <td>cookies</td><td>cereal</td></tr> <tr> <td>cake</td><td>butter</td></tr> <tr> <td>jam</td><td></td></tr> </tbody> </table> <p>vocaberry.com</p>	COUNTABLE	UNCOUNTABLE	burger	apple	fries	water	sandwich	milk	eggs	bread	tacos	rice	candy	fruit	grapes	cheese	salad	tea	carrot	meat	pizza	honey	olive	flour	hot dog	sugar	cookies	cereal	cake	butter	jam	
COUNTABLE	UNCOUNTABLE																																		
burger	apple																																		
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candy	fruit																																		
grapes	cheese																																		
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End 7 min	<p>FEEDBACK</p> <p>Learners provide feedback on what they have learned at the lesson.</p> <p>Ex: P: Home task: Write the days Saying goodbye</p>	<p>Learners throw the dice to find out a random question they should answer</p>	<i>Self-assessment</i> <div style="text-align: right;">  </div>																																

Unit 5: Our Health		School:		
Date:		Teacher name:		
Grade: 6	Number present:	Number absent:		
Theme of the lesson:		Paul's menu		
Learning objectives				
6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.6.2.1 use quantifiers many, much, a lot of ,a few on a limited range of familiar general and curricular topics 6.3.2.1 ask simple questions to get information about a limited range of general topics				
Lesson objectives				
Previous learning				
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginnin g 3min	Organization moment: 1. Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warming up	The aim: To develop pupils speaking skills and create friendly atmosphere Efficiency: By wishing each other they feel better and feel the support of others Students of the class are	<i>The teacher to assess learners for their ability.</i> <i>"Good job! Well done!"</i> <i>Formative</i>	
Pre-learning «Brainstorming» method			 <i>Assessment</i>	

7 min.	<p>Warming up Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today</p>	<p>listed. Students' attention is drawn to the lesson. <ul style="list-style-type: none"> Learners remember previous lesson vocabulary Determines the topic and purpose of the lesson Students say different words from the picture </p>		
Middle 30 min	<p>Play the recording. Ss listen and repeat chorally and/or individually. Elicit the L1 equivalent for each word. (Ss' own answers)</p> <p>Ex: 2 P: 58 <ul style="list-style-type: none"> To consolidate new vocabulary Ask various Ss around the class to choose items from the menu according to their taste. </p> <p>Ex: 3 P: 58 <ul style="list-style-type: none"> To listen and read for gist Play the recording. Ss listen and follow the text in their books to find out about typical British takeaways. </p> <p>Ex: 4 P: 59 <ul style="list-style-type: none"> To read for specific information Give Ss time to read the text again and complete the sentences. </p> <p>Check Ss' answers.</p> <p>Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p>	<p>ANSWERS Students own answer. question</p> <p>ANSWERS I'd have kebab for a main meal. I'd have chicken salad as a side dish. I'd have ice cream as a dessert. I'd have cola as a drink. Pupils read and listen to find out. Answer the question.</p> <p>ANSWERS Typical British takeaways are Chinese food, Indian food and kebabs Pupils read again and complete the sentences</p>	<p><i>Descriptor:</i> <ul style="list-style-type: none"> - read again - choose the correct Total: 2 point <i>Differentiation:</i> «Verbal support» method is used to help Ss use new words in the <p><i>Descriptor:</i> <ul style="list-style-type: none"> - fill the gaps Total: 1 point <i>Descriptor:</i> <ul style="list-style-type: none"> - read the text again - create a digital presentation Total: 2 point -Make CCQ questions Yes / No Total: 1 point</p> </p>	 <p>Poster Success</p> 

		ANSWERS 1 a hundred years ago 2 noodles with bean sprouts 3 boiled rice 4 nightti	Total 10point	
End 7 min	<p>FEEDBACK Learners provide feedback on what they have learned at the lesson. Ex: P: Home task: Write the days Saying goodbye</p>	Learners throw the dice to find out a random question they should answer	<i>Self-assessment</i>	

EXCEL

Student's Book

FOR KAZAKHSTAN

GRADE 6

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