**Short term plan**

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| **LESSON: English Theme: Free time** | | | | | **School: Ulykbek** | | | |
| **Date: 29.01.2019** | | | | | **Teacher’s name: Amirkhon** | | | |
| **CLASS: 4 Z** | | | | |  | | |  |
| **Learning objectives(s) that this lesson is contributing to** | | | 4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics  4.S6 take turns when speaking with others in a growing range of short, basic exchanges  4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics | | | | | |
| **Lesson objectives** | | | **Learners will be able to:** | | | | | |
| Some students need to leam more | | | | | |
| **Previous learning** | | | **Fussy Freddy** | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** | |
| 3 min  1 min  5 min  7 min | **Organization moment:**  **Good morning, good morning**  **Good morning to you**  **Good morning, good morning,**  **We are glad to see you.**  **The students will wish their best wishes to each other.**  **Checking the homework.**  **Divide into two groups by using <<snowlflake>>.**  **I-groups II-groups**  **Sunday: Saturday:**  **Lead in:**  **1 What do you during the holidays?**  **2 What a rest?**  **Leaners guess the new theme from the video**  **What do you see in this video?**  **Let’s watch the video about free time**  New words  Swimming|swimmin|- жүзу/купаться  Make |ˈmeɪk|- жасау/ изготовление  Go |ɡaʊ| - бару/ идти  Collect |kəˈlekt|- жинау/ собирать  Draw |drɔː|- сурет салу/ рисовать  Listen |ˈlɪs(ə)n| - тыңдау/ слушать  Write |rʌɪt| - жазу/ писать  Watch |wɒtʃ| - көру/ смотреть  Ride |raɪd| - тебу/ кататься  Reading-[ridin]-оқу/читать  Warm up. Match the sentences with pictures and answer the questions: What do Iza and Boris do in their free time?  Who does what?  1. I take my dog for a walk.  2. I play computer games. .  3. I collect badges.  4. I draw cartoons.  5. I listen to music.  6. I ride my bike.  7. I watch TV.  8. I read books  9. I go swimming.  10. I make model planes.   Exercise 4 Can you remember who does these things? Say the name. Who makes model planes? Boris makes model planes. Who writes a diary? (Iza) Iza writes a diary. Etc. Who collects badges? (Boris)  Who takes a dog for a walk? (Iza)  Who reads books? (Boris) Who draws cartoons? (Iza) Who goes swimming? (Iza) Who rides a bike? (Boris) Who plays computer games? (Boris) Who goes ice – skating? (Boris) Who watches TV? (Iza) | | | | | | Answer the questions  Slide  Video material  ppt  book | |
| 2 min    2 min  8 min  2 min    5 min  4 min    1 min | **Exercise 5 Pronunciation.** Now pupils let’s practice the – (e)s sounds. /s/ makes, collects, writes, takes, skates /z/ listens, draws, goes, reads, rides, plays /iz/ watches   **Physical training. Super Mario. Watch the video and do it like that.**   Grammar  The simple present tense in English is used to describe an action that is regular, true or normal.  We use the present tense:  **1. For repeated or regular actions in the present time period.**   * I **take** the train to the office. * The train to Berlin **leaves** every hour. * John **sleeps** eight hours every night during the week.   **2. For facts.**   * The President of The USA **lives** in The White House. * A dog **has** four legs. * We **come** from Switzerland.   **3. For habits.**   * I **get up** early every day. * Carol **brushes** her teeth twice a day. * They **travel** to their country house every weekend.   **4. For things that are always / generally true.**   * It **rains** a lot in winter. * The Queen of England **lives** in Buckingham Palace. * They **speak** English at work.   C:\Users\User\Desktop\irregular verbs\TO LIVE - present simple - wiki.JPG  **Let’s watch the video and find out the verbs**  **Make a poster.**  Children should make a poster. And write about their free time.  **Exercise 6 Choose the correct words and make sentences.** Boris doesn’t go horse riding. 1. Boris doesn’t go/goes horse riding. 2. I listen/listens to music. 3. My best friend collect/collects badges. 4. We play/plays football. 5. Iza doesn’t make/makes model planes. 6. She take/takes her dog for a walk. 7. We read/reads Harry Potter books 8. I don’t like\likes swimming.  **Homework**  Learn by heart new words Exercise 8. Check your English. Complete with a suitable verb. 1. I don’t write diary. 1. I don’t \_\_\_\_\_\_\_\_\_\_\_\_ a diary. 2. My best friend \_\_\_\_\_\_\_\_\_\_\_\_ magazines. 3. We \_\_\_\_\_\_\_\_\_\_ swimming. 4. My best friend doesn’t \_\_\_\_\_\_\_\_\_\_\_ to music. 5. My sister \_\_\_\_\_\_\_\_\_\_\_ model houses. 6. They don’t \_\_\_\_\_\_\_\_\_\_\_their dog for a walk. 7. My brother\_\_\_\_\_\_\_\_\_\_ his bike to school. | | | | | | Book and ppt  Video material  Ppt, pictures and board  Video material  poster  Ppt and book  book | |
| **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 links Health and safety check ICT links Values links** | | |
| **More support:**  **Weaker pupils**  **More-able learners:** | | | |  | | Kazakh language  Russian language | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.**  **Yes, the objectives were realistic**  **How to spend their free time.** | | | | | | |
| Yes, it raises expectations | | | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?    Pupils answers were good  Using visual aids was successful  What two things would have improved the lesson (consider both teaching and learning)?  One of my people had known more words than other , If I gave him another tasks, it would be better  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | | |

Teacher: Abdumavlanov Amirkhon

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