

БӨЛІМ: ЖАЛПЫ РУБРИКА

Module 1: Kazakhstan in the world of sport LESSON: 2

Theme: Children's games 1

ЖАРИЯЛАНДЫ
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СІЛТЕМЕ
<https://bilimger.kz/132672/>

Module 1: Kazakhstan in the world of sport LESSON: 2 Theme: Children's games 1		School: Zhanatalap secondary school		
Date:		Teacher's name: Tkachenko T.N		
CLASS: 4		Number present:		absent:
Learning objectives(s) that this lesson is contributing to	4.1.2.1 understand an increasing range of supported questions which ask for personal information; 4.2.4.1 respond to questions on an increasing range of general and some curricular topics; 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly;			
Lesson objectives	<p>All learners will be able to: respond to questions on an increasing range of general and some curricular topics; write with support short sentences which describe people, places and objects;</p> <p>Most learners will be able to: use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics; use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics</p> <p>Some learners will be able to: use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics; use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics; ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics;</p>			
Assessment criteria	Learners can talk about children's games			
Language focus	Present Simple; interrogative pronouns			
Target vocabulary	Play board games, juggle, do a jigsaw puzzle, play video games, go bowling, play chess			
Cross — curricular links	PE			
ICT skills	CD			
Previous learning	adverbs of time and frequency, adverbs of manner			
Plan				
Part of the lesson/Time	Teacher's activity	Student's activity	Assessment	Resources

<p>Beginning of the lesson Warming-up Team work 5 min.</p>	<p>Organization moment: 1. Greeting. Ask about the weather. Open the envelope and ask students to take the cards with numbers. They should find their team according to the number: 1. First 2. Second 3. Third In differentiation part «Magic cards» method was used to encourage them to identify the numbers. And find his/her team.</p>	<p><i>“I wish....” method helps to start the lesson with telling supporting words to each other.</i> The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations .</p>	<p>At the organization moment T tries to award active Ss. «The praise» method is used to evaluate Ss with phrases like: “Good job! Well done!”</p>	<p>CD player Microphone cards</p>
	<p>(An activity to revise the language of the previous lesson.) Ask to pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 3). Repeat the activity with other pupils.</p>	<p>PRESENTATIONS AND PRACTICE (Activities to present and activate the new language.)</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p>	<p>Whiteboard Pupils Book</p>
	<p>POSTER 5. Listen, point and repeat. Then match. Pupils’ books closed. Put the Children’s games poster up on the board. Point to the activities, one at a time, and say the corresponding phrases. The pupils repeat chorally and/or individually. Point to each activity in random order. Ask individual pupils to name them.</p>	<p>Pupils’ books open. Play the CD. The pupils listen and repeat. If you wish, play the CD again pausing after each word. The pupils repeat chorally and/or individually. Then they complete the activity. Check their answers. Answers key 2 a 3 d 4 f 5 e 6 b</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p>	<p>Whiteboard Pupils Book</p>
	<p>6 Read and choose. Explain the activity and read the example aloud. Explain that the sentences are clues to find the correct answer. Go through the activity and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers.</p>	<p>Answer key 2 B 3 B 4 A 5 A</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p>	<p>Whiteboard Pupils Book</p>
	<p>7 Let’s play Read the example and explain the game. Divide the class into two teams, A and B. Invite a pupil from each team to the board. One pupil asks what a person from Ex.5 does in his/her free time. The other person has to say what activity the person does. Each correct answer wins a point. The team with the most points wins the game</p>	<p>Suggested answer key A: What does Bob do in his free time? B: He juggles. What does Ann do in her free time? A: She plays chess.etc</p>	<p>T praise active Ss with phrases such as: “Good job! Well done!” “One more time, please”</p>	<p>Whiteboard Pupils Book</p>

	<p>STUDY SPOT (Activities to present and practice the present simple and adverbs of frequency.) Pupils' books closed. Say and write on the board: I walk to school. Underline the word in bold. Present the other persons in the same way. Explain/Elicit the spelling rules of the third persons. Present the negative and interrogative forms. Say and write on the board: I always tidy my room. I am always busy on Saturday. Underline the words in bold. Elicit the adverbs of frequency. Explain that adverbs of frequency go before main verbs, but after the verb 'to be'. Follow the same procedure to present the remaining adverbs.</p>	<p>Pupils' books open. Go through the Study spot section briefly. Ask the pupils: What do you do every day? Elicit answers. (I play video games every day. I go to school every day. etc) Suggest to the pupils to use activities from Ex. 5.</p>	<p>T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"</p>	<p>Whiteboard Pupils Book</p>
	<p>8 Thinking cap: Complete the questions. Then answer them. Read the instructions and explain the activity. Read aloud the example and ask the pupils to answer the question (e.d. I live in Astana.) Go through the sentences and elicit any unknown words. Allow the pupils some time to complete the activity. Check their answers.</p>	<p>Answers key 2 does Bauyrzhan Islamkhan play He plays for Kairan. 3 do you have I have an English lesson twice a week/ every Monday/ 2 hours a week. Etc. (suggested answer) 4 does an ice hockey match last It lasts 60 minutes. 5 do you like I like team sports. (suggested answer)</p>	<p>T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"</p>	<p>Whiteboard Pupils Book</p>
	<p>9 What do they do every day? Match and say. Read the instructions and the example and explain the activity. Remind the pupils to look at the Study spot box for the adverbs of frequency key. If necessary, provide the pupils with another example. Allow the pupils some time to complete the activity. Check their answers.</p>	<p>Answer key 2 e Aizhan never juggles. 3 c Ulan always plays chess. 4 b Sultan never does a jigsaw puzzle. 5 f Berik sometimes goes bowling. 6 d Marzhan usually plays video games.</p>	<p>T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"</p>	<p>Whiteboard Pupils Book</p>
<p>ENDING THE LESSON 4.2.4.1 4.5.12.1</p>	<p>(An activity to consolidate the language of the lesson) Ask the pupils to say what they always/sometimes/never do in free time (e.g I sometimes play board games, etc).</p>	<p>ACTIVITY BOOK (Optional) If you wish, you can assign some or all of the corresponding activities from the Activities Book for homework. If this is the case, make sure you explain them first in class.</p>	<p>T praise active Ss with phrases such as: "Good job! Well done!" "One more time, please"</p>	<p>Whiteboard Pupils Book</p>