**Lesson plan:**

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| **Lesson: London** | **School: № 19** |
| **Date: 21.02.17** | **Teacher name: Sarmurzina Zhadra Sundetbaevna** |
| **Class: 4** | **Number present: 12** | **Absent: -** |
| **Learning objectives(s) that this lesson is contributing to** | 1.S3 pronounce basic words and expressions intelligibly1.L3 recognize with support the spoken form of a limited range of basic words  |
| **Lesson objectives** | All learners will be able to: |
| * Recognize and use a variety of simple English words, phrases and names
* Produce some prove/disapprove some words connected with the given theme
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| Most learners will be able to: |
| * Use some short form answers correctly
* Understand some factual questions about London
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| Some learners will be able to: |
| * Practice telling their information about London
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| **Previous learning** | Degrees of Comparison |
| **Plan**  |
| **Planned timings** (minutes) | **Planned activities (replace the notes below with your planned activities)** | **Resources** |
| Org.moment | 1.Get students ready to the class by greeting them.2.Duty’s report |  |
| Warm up:English sounds | 3.Phonetic warm-upRevise the letters “gh”Ex.1 p.86 Read the following words correctly. Which letters are silent?Night, eight, daughter, right, sightseeing, knightEx.2 p.86 Read and find the words with the silent letters “gh” | Sounds |
| New words | New theme:Across [ǝ’krͻs] –арқылы, бойыменBehind [bi’haind] - соңындаCoronation [kͻrǝneiʃǝn] – тәж кигізуDouble-decker bus [dɅbl dekǝ bɅs] – екі қабатты автобусIn front of [in frɅnt ǝv] - алдынанOpposite [ͻpǝzit] – қарама-қарсыParliament [pa:lǝmǝnt] - парламентTraditional [trǝdiʃǝnǝl] – дәстүрлі Do the tasks:a)Match the words with the pictures.b)Complete the words | PictureSounds |
| Listening and reading | Ex.3 p.87 Look at the pictures and learn the prepositions.Ex. 4 p.87 Look at the pictures and answer the questions. Then listen and read.1.What city is this?2.What do you know about this city? | PPT |
| Physical warm up | -I see that you are tired, children. Let’s have a rest. | Video |
| Reading checkSpeaking | Ex. 5 p.88 Read the sentences and say if they are true or false.1.t2.f3.f4.f5.t6.tEx. 6 p.88 Complete the sentences with these prepositions: across, behind, opposite, in front of.1.behind2.across3.behind4.opposite5.in front of | WorksheetsPicturesPPT  |
| Grammar | Degrees of comparison. Do the cards.  | Tables. Cards |
| Conclusion*Feedback (stairs)* | Did you like our lesson? What did you like the best? Was there any difficulties? Give your marks for today’s lesson!Good-bye! | smiles |
| **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 can be given during instruction and questioning phases of the lesson  | Through questioning and the redirecting of questioning in feedback activities through observation in group and end performance activities  | Performance arts: making of animal shadow puppets as part of a story environmental science: animal food chains  |
| Reflection | Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.  |
| Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings?  |  |