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КГУ «Егиндыкольская средняя школа №2» акимата Егиндыкольского района

Первая квалификационная категория, педагогический стаж 20 лет

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| **7.unite 6/56 Animals like** | | | | **School: ESS2**  **Grade 1 “b”** | | |
| **Date:** | | | | **Teacher’s name:** Savitskaya N.A. . | | |
| **Learning objectives(s) that this lesson is contributing to** | | 1.L4 recognise with support short basic questions about what something is  1.S1 make basic personal statements about people, objects and classroom routines  1.S2 ask questions in basic exchanges about food, drinks and animals  1.S3 pronounce familiar words and expressions intelligibly  1.S5 use words in short exchanges  1.UE9 use common present simple forms [positive, negative and question] to give basic personal information | | | | |
| **Lesson objectives** | | **All learners will be able to:**   1. pronounce basic words denoting animals, food and drinks 2. use the words in sentences I would like…. 3. Role play the dialogue | | | | |
| **Most learners will be able to:**   1. produce words in response to basic prompts   2 recognise basic intonation distinguishing questions from statements  3. understand the meaning of new words | | | | |
| **Some learners will be able to:**  1. respond appropriately to some questions  2. use some short answer forms correctly | | | | |
| **Language objective** | | use would like for describing the wishes | | | | |
| **Value links** | | Respect, Cooperation | | | | |
| **Cross curricular links** | | Biology. Kazakh | | | | |
| **ICT skills** | | Projector or Smart board for presenting a video and PPT | | | | |
| **Previous learning** | | colours, animals, food, numbers | | | | |
|  | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Lesson 1** | | | | | | |
| 2 min  3 min  5 min | **1.Greeting**  **2. Warm up** (How are you?)  Naming the words from previous unit. Teacher’s instruction:  *-Hello. How are you?*  *(Pupils answers) I’m super, I’m OK, I’m fine, I’m so-so*  *ask my pupils to look at the window, than to give answer “What can you see?”*  **2.Guessing the topic of the lesson**  - Look at the pictures and name the theme of the lesson. (animals, food, drinks)  - We are going to the zoo today. We’ll feed some animals there.  **3. The situation of successful**  - I’ll give one leaf after each task.   * What colour are they? (orange, green, blue) * Let’s count them. (one, two, three)   **4. Revision the words**  - Let’s remember the words. Name the word in English, Kazakh and Russian. (food and drinks)  - Let’s guess an animal. Listen and name the word in English, Kazakh and Russian. (animals)  **Listening**  to animal noises and guess this animals. W | | | | | 1. PPT 2. [www.findsounds](http://www.findsounds).   PPT |
| 2 min  5 min  16 min | **5. Physical training “Let’s go to the zoo”**  SS repeat movements according to the video.  **6. Role-play**  - Let’s feed animals in a café for animals  (TD) Image, please I’m a waiter. You’re an animal.   * Hello. * Hello. * Would you like some coffee? * Yes, please. * Would you like some carrots? * No, thank you. * OK   **(P-Ps)**  **7. Practice**  1) Match the pictures animals with their food  2) Spiking skills  Do as in the example above | | | | | 1. ***“Let’s go to the zoo”*** <https://www.youtube.com/watch?v=OwRmivbNgQk>  2.Masks of animals *(monkey, cat, tiger, bear, mouse, rabbit )*   1. *Worksheets*   [*https://en.islcollective.com/resources/printables/worksheets\_doc\_docx/animals\_and\_their\_food/animals-beginner-prea1/5707*](https://en.islcollective.com/resources/printables/worksheets_doc_docx/animals_and_their_food/animals-beginner-prea1/5707) |
| 5 min | **8. Testing (Working in pares)**  choose the right word  PW  **Ps do test. Then check themselves and say what animals like** | | | | | PPT  mini whiteboards |
| 2 min | **Feedback**  **EXPO 2017**   * **Who has three leaves, take a magnet like a present** | | | | | **magnets “EXPO-2017”** |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | | **Learners ‘Assessment – how are you planning to check learn learning?** | | **Cross-curricular links** | |
| * more support can be given during elicitation, instruction and questioning phases of the lesson by nominating learners to answer items relating to more high frequency vocabulary to build confidence through participation. * more able learners will be challenged by prompting their groups to develop more elaborate types of animals to narrate. | | | * through questioning and the redirecting of questioning in feedback activities * through theworksheets with animals * through observation in group and final performance activities | | **Cross-curricular links**   * performance arts: use gestures and movements imitating animals * ICT: slide presentation * Science: habitats of animals * Drama: role play * the world around us   **Health and safety check**   * white board is used no more than 20 minutes * use water based markers * use mucilage glue   **Values links**   * when students work in groups, they will learn to be polite and respectful to each other | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |