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| Short-term plan:  Unit 1: Kazakhstan in the world of Sport  Lesson : 4 | | **School:**  **English** | | | |
| **Date:** | | **Teacher’s name: Kurmanalieva Moldir** | | | |
| **Grade 4** | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | **4.S4** - respond to questions on a limited range of general and some curricular topics  **4.L3** – understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics  **4.UE5 -** use interrogative pronouns including: *which, what, where, whose, how many, what kind of…* on a limited range of familiar topics  **4.UE12** - begin to use simple adverbs of manner e.g., *well, badly* | | | |
| **Lesson objectives** | | **All learners will be able to:**   * Ask and answer the questions with some support * Listen and answer 2 questions correctly   **Most learners will be able to:**   * Ask and answer the questions with little support * Listen and answer 2 questions correctly   **Some learners will be able to:**   * Help others to ask and answer the questions * Listen and answer 4 questions correctly | | | |
| **Language objectives** | | Interrogative pronouns including: *which, what, where, whose, how many, what kind of.* | | | |
| **Previous learning** | | Knowledge of the Olympics in their home language | | | |
| **Values links** | | Competition, functional literacy | | | |
| **Cross-Curricular Link** | | Geography, Physical Education | | | |
| **Use of ICT** | | PPT teacher uses | | | |
| **Intercultural awareness** | | Global citizenship through exploration of the Olympics | | | |
| **Kazakh culture** | | Kazakhstani contribution to the Olympics | | | |
| **Pastoral Care** | | Assure you met all learners’ needs | | | |
| **Health and Safety** | | Make sure power cords are not a tripping hazard  Everyday classroom precautions | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |
| **Start**  **5 min**  **(W)** | **Greeting.** Greet the learners and inform them about the lesson objectives.  Play “Simon says” with the class to review vocabulary. The teacher will act as Simon and call out commands. Learners are to act them out. The teacher must preface the command with “Simon says” and if the teacher doesn’t, the learners should not follow the command.  **Possible commands:**  Stand up  Sit down  Play tennis  Play basketball  Jump as an athlete  Play football  Boxing  Swim  Thank the learners for playing well and ask them to take their seats. | | | |  |
| **Middle**  **8 min**  **(W/P)** | Show Slide 1. Have learners copy the date, topic and “will learn” sentence into their copybooks.  **Memory challenge**. Put the students into pairs or small groups. Give them a time limit (3 minutes) and ask them to write down as many words as they can from the previous lessons on topic “Olympic Games”. The pair or group that can remember and write down the most items wins.  Variation: Add a spelling accuracy component, teams can also earn an extra point for each correctly spelt item. | | | | Slide 1 |
| **5 min**  **(I/P)** | **Listening activity**  Distribute the listening worksheet. Explain that learners should tick the correct box. Give learners some time to read the questions and make sure they understand them. Play the recording two times. Ask learners to swap their papers for peer assessment. Show the correct answers on Slide 2.  Answer key  1 A  2 B  3 A  4 B | | | | Slide 2 |
| **5 min**  **(I/W)** | **Language practice**  Learners practice interrogative pronouns including: *which, what, where, how many, what kind of..*  Learners look at the Slide 3-6 and answer the questions.  **Differentiation\*.** Do not show the clues while learners are answering questions, let them create sentences themselves. | | | | Slide 3-6 |
| **5 min**  **(W)** | Draw learners’ attention to Slide 7. Explain the meanings of adverbs “well and badly”. Have learners repeat the sample sentences with these adverbs chorally. | | | | Slide 7 |
| **7 min**  **(P)** | **Speaking**  Divide learners into pairs. Explain that they need to ask and answer three questions given on Worksheet 2. Distribute Worksheet 2. Make sure learners understand the questions. Afterwards, ask some learners to give a short oral report on the results of the survey.  **Differentiation\***. Learners are free to make up their own questions.  *Example of a report*  Zhanna’s favourite sport is tennis.  She plays tennis well, but she plays volleyball badly. | | | | Worksheet 2, slide 8 |
| **End**  **5 min**  **(I/W)** | **Revisit lesson objectives**  Draw learners’ attention to the “I learnt” slide and ask learners to make up questions. | | | | Slide 9 |
| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | | |  |
| **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?** | | |
| **More support:**   * Peer support * Teacher’s support through the whole lesson. | | | Formative assessment  Teacher assesses learners’ progress by observing their work during the class | | |
| **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? | | | | | |