Учитель английского языка

 КГУ «Чермошнянская СШ»

Мусина М.Ш.

**Short term plan**

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| **Term 2** **Unit 3 : Buidings** | **School: Chermoshnjanskaya secondary school** |
| **Date 06.12.2019** | **Teacher’s name: Musina M.Sh.** |
| **Grade 3** | **Number present:9** | **Number absent:0** |
| **Theme of the lesson: Four walls.** | **Vocabulary and language focus buildings** |
| **Learning objectives(s) that this lesson is contributing to** | 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics.3.L1 Understand short supported classroom instructions in an increasing range of classroom routines 3.S3 Give short, basic description of people and objects; begin to describe past experiences on a limited range of general and some curricular topics 3.R5 Understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues   |
| **Lesson objectives**  | **All learners will be able to:** |
| * Pronounce and name buildings.
* Recognize the buildings.
* Usage of prepositions of place
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| **Most learners will be able to:** |
| * Answer the questions about buildings.
* Do exercises using vocabulary.
* Can recognize the prepositions of place in the text.
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| **Some learners will be able to:**  |
| * Speak fluently about buildings.
* Can make up sentences ,using the prepositions of place.
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| **Value links** | Being careful/friendly. Respect each other. |
| **Assessment criteria** | Learners have met the learning objectives if they can: Talk about places and location; practice giving directions Checking the grammar by making sentences.Describe people and objects in short basic sentences Identify the main points of short texts using contextual clues on familiar topics Feedback, peer assessment, peer correction incomplete sentence.The usage of Fishbone technique «Three things» strategy.The tasks of the lesson are suitable to the lesson objectivesFormative assessment task : basketball questioning. |
| **Language focus** | **Structures:** Prepositions of place (opposite, next to, between, behind)**Language in use:** You can get bread from the baker’s. Excuse me! Where’s thesupermarket? It’s next to the butcher’s. |
| **Target vocabulary** | **Places:** butcher’s, greengrocer’s, bank, post office, hospital, baker’s, supermarket, sweet shop**Prepositions:** opposite, next to, between, behind |
| **Cross curricular links** | Geography. |
| **Previous learning** | Previously learned vocabulary on the topic "buildings". |
| **Use of ICT** | Smart board for showing a presentation, getting additional information, playing the audio files. |
| **Intercultural awareness** | Accept the diversity of the things that people use, eat and drink among the people as well as all over the world.  |
| **Health and Safety** | Breaks and physical activities used.  |
| **Plan** |
| **Planned timings** | **Planned activities** | **Resources** |
| Beginning the lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.Warm up. Start thinking.**Listen and Repeat**1. What do you see on the picture?Give the names to the pictures**Think and Complete**Some letters are lost. Fill in….So\_a, fri\_g\_, bo\_\_c\_s\_, mir\_or | PictureCards with words |
| Main Activities | **Look and Answer**“ What is there in the room”?**Read and Guess** Description of the roomA game:“ Basketball questioning”The 1 st :What is there in the room?The 2 nd: Name the furniture of the room**Listen, repeat and match**Ex.4 p.50 Ex.5 p.5. **Read and match**.Let’s play**Presentation**“ Prepositions of place “Read, Look and ChooseEx.7p.51**Study Spot**• **Look, read and choose.**Pupils’ books closed. Put your pencil behind a book,show it to the class and ask: Where is the pencil?Answer: It’s behind the book. Write the exchange onthe board and underline the word in bold. The pupilsrepeat, chorally and/or individually. Follow the sameprocedure and present the prepositions next to, oppositeand between.Drill your pupils:e.g. Teacher: (putting a pencil case between two books)Pupil 1: Between. etcPupils’ books open. Go through the Study spot sectionbriefly. Read the instructions and explain the activity.Allow the pupils some time to complete the activity. | CDslidesgame |
| Ending the lesson | Giving the hometask. Ex.8 P.51 **Self-assessment.**Strategy:” **Three things”** involve Ss.to represent three things they have learned at the lesson through words or drawing.  |  |
|  End1min | 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** **Less able S**:work in pairs and answer to the simple questions, name the cities by scaffolding map, picture, and worksheets.**Most able** talk about plans, holiday time, with help of visuals and map.Read the text and search for detailed information.Pair with weak students, open questions, without support getting key words.**lnnllearnerslearners?** | **Assessment –****how are you planning to check learners ’learning?** Show pictures that will help formulate a rule.To find the prepositions of location of the buildings in the picture.Checking the grammar by making sentences.The usage of Fishbone technique |  |