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| **Module 2. Values in Myths and Legends** | | | **School: № 8** | | |
| **Lesson 13** | | | **The Theme: People and places** | | |
| **Date**: **17.10.2018** | | | **Teacher’s name: Semeikanova A.E.** | | |
| **CLASS**: **4** | | | **present**: | | **absent:** |
| **Learning objective (s) that this lesson is contributing to** | | 4.1.5.1 identify initial, middle and final phonemes and blends;  4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues;  4.4.2.1 begin to use joined-up handwriting in a limited range of written work;  4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two- syllable adjectives [comparative and superlative] to make comparisons. | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | |
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| * read and translate the statements.   **Most learners will be able to:**   * read and translate the statements. Make own sentences using comparative and superlative degrees of adjectives.   **Some learners will be able to:**   * read and translate the statements. Make own sentences using comparative and superlative degrees of adjectives. Make comparisons of the places. | | | |
| **Assessment criteria** | | To talk about places | | | |
| **Language focus** | | Structures: possessive adjectives; to- infinitive; ing-form  Language in use: I want to go to the market to buy some fresh fruit. I like eating fruit. Can you go to the market to buy some fruit, please? | | | |
| **Target vocabulary** | | People and places: library, theatre, swimming pool, funfair, shopping centre, café, museum | | | |
| **ICT skills** | | Using videos& pictures, working with URLs (Internet) | | | |
| **Extra materials** | | Flashcards (20-27). | | | |
| **Cross - curricular**  **links** | | Literature | | | |
| **Plan** | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** | |
| BEGINNING THE LESSON | Ask a few pupils to stand up and stand in a row. Ask the rest of the class questions to revise the ordinals.  **• Greeting.**  Good afternoon, boys and girls! I am glad to see you and hope you are ready for our lesson. Today we have guests. Say hello to them. Sit down, please. Let’s begin of our lesson.  Listen to me and answer my questions.  -What date is it today? P1: Today is the 17th of October.  -What day of the week is today? P2: Today is Thursday.  - What season is it now? P4: It is autumn.  - What do you do in your free time?  - Where do you go on your weekends?  - What entertainment places do you like?  **• Definition of the topic and the objectives of lesson.**  -How do you think what is our theme of the lesson? What are we going to  speak about during our lesson?  - Yes, you`ve answered right. We are going to speak about «People and places».  - What do you think is the objectives of our lesson? (The answers of children: to talk about people and to learn about places). Well done, today at the lesson we will learn about places. | | | Presenta  tion | |
| MIDDLE | **• Phonetic drill.**  Now, let’s practice our tongues. Look at the blackboard, please. Listen, then repeat.  I go to the library  I go to the theatre  I go to the swimming pool  I go to the funfair  I go to the shopping centre  I go to the café  I go to the museum  Good, we practiced our tongues.  **• Listen, point and repeat.**  Look at the slide and repeat the new words after me.  The pupils repeat, chorally and/or individually. Point to each word in random order. Ask individual pupils to name them. Once more repeat, please.  **•Where are they?** We get acquainted with the new words. Now, let’s work on. Work with the pictures. Estimate your work.  • **Physical training**.  Well, I think you are a bit tired. Let’s do some exercises.  We have a rest, let's work on.  **• Study Spot**  **(**Activities to present and practice –ing form and to - infinitive).  **Pupil’s books closed.** Say and write on the board: I want to go to the library. I enjoy going to the library. Underline the words in bold. Explain to the pupils, in L1 if necessary, that after certain verbs (e.g. want, hope, etc.) we use the infinitive, while after other verbs we use the –ing form. We usually use the – ing form after verbs that show feelings (e.g. enjoy, like, hate, etc.) Then write on the board: I hope… to the library. Underline the word in bold. Ask the pupils to complete the sentence by putting the verb to go in the correct form (infinitive or -ing). Substitute the verb hope with other verbs (e.g. like, start, love, hate, etc.) and repeat.  Then, write on the board: I want to go to the library to borrow a book. Underline the words in bold. Ask the pupils: Why do I want to go to the library? To borrow a book. Explain to the pupils, in Ll if necessary, that we use the infinitive to show purpose.  **• Pupils' books open.** Go through the Study spot section briefly. Ask the pupils: What do you want to do? What do you like doing? Elicit answers. (I want to go to funfair. I like going to the swimming pool) Suggest to the pupils to use activities from Ex. 17.  Read the instructions and the example and explain the activity. Go through the sentences and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers. Estimate your work.  Answer key  2 listening 4 to feel 6 to read  3 to visit 5 juggling  **• Speaking**  Now, let’s work in groups. I give you cards. You should fill in the blanks with the correct words and then match them with their right descriptions. You should estimate each other.  Good, you did it.  **• Reading. Work in pair: Act out the dialogue.**  **Dave:** Excuse me, waiter! Could I have the bill, please?  **Waiter:** I’ll bring it to you in a second. Here you go.  **Dave:** Thank you.  **Waiter:** Did you enjoy your meal?  **Dave:** A lot! We will certainly come back here.  **Waiter:** Glad to hear.  If they read well, clap your hands three times. If they read bad, stomp your feet. | | | poem  Presenta  tion  Presenta  tion, pictures  video  Pupil’s book  Presenta  tion  Pupil’s book  Cards  cards  Dialogue | |
| ENDING THE LESSON | **• Reflection.**  •Questions and answers about the lesson:  1) What did we learn today?  2) What did we do today?  3) What did you like on this lesson?  4) Was something difficult for you?  •If the lesson was interesting pupils should put into the chest a emerald / If the lesson was boring, pupils should put into the chest a stone.  Today you were active. I’ll give ‘5’- ‘4’- ‘3’-  **• Homework: PUPIL’S BOOK (ex-18, p-25).** | | | Basket and monkeys | |