




СЫДУ Надира Ерболқызы,
Зейнолла Қабдолов атындағы №40 орта мектебінің
ағылшын тілі пәні мұғалімі.
Атырау қаласы.

ANIMALS





Learning objectives	6.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 6.5.8.1 spell most high-frequency words accurately for a limited range of general topics
Lesson objectives	Learners will be able to: <ul style="list-style-type: none"> • Learn vocabulary for animals. • Learn key phrases for speculating about what you see and hear. • Practise identifying animals. • Ask and answer questions about animals.

Plan


Stages / Time	Teachers actions	Students actions	Assessment criteria	Resources
Beginning of the lesson 5 min	<p>Organization moment</p> <p>1. Greeting.</p> <p>Ask about the weather. -Who am I ? Yes, stewardess. Are you ready to fly? But we have got some problems. If you help me, we are getting on this plane! Refer the pupils to the pictures and have a picture discussion. - We will fly when we do all the tasks. First, pay attention to my suitcase Please, guess, what are we talking at the lesson today? Excellent, you are right! What is the title of our lesson? How do you think what are we speaking and learning about today? - Animals!</p>	<p>The wish flower” method helps to start the lesson with good wishes to each other.</p> <p>The aim: To develop Ss speaking skills and create friendly atmosphere Efficiency: By telling the wishes they show their appreciations.</p>	<p>At the organization moment T tries to award active Ss. «The praise» method is used to evaluate Ss with phrases like: “Good job! Well done!”</p>	<p>CD 1</p> <p>Pictures</p> <p>PPT</p>  
Pre-learning 7 min	<p>Divide students into 2 groups by the method “Scanner”.</p> <p>Children books open. Encourage students to talk about what they see in the page and elicit any vocabulary that might be useful for following activities Aim: pronounce the topic vocabulary words correctly.</p>	<p>Describe and imagine the pictures Students say different words from the picture</p>	<p>Feedback: You are excellent! You can pronounce the words correctly.</p>	



	<p>Efficiency: Ss learn new words before starting new theme. And practice during the exercise. This method helps Ss to reflect the spelling of new words.</p>	<p>Pupils' books closed. Put the flashcards up on the suitcase. Point to the flashcards, one at a time, and say the corresponding phrases. The pupils repeat, chorally and/or individually. Point to them in random order. Ask individual pupils to name them. Ask the rest of the class for verification. Pupils' books open. Play the CD. The pupils listen, point to the words and repeat. If you wish, play the CD again pausing after each phrase. The pupils repeat, chorally and/or individually.</p>	<p>Please, be more attentively when you work on pronunciation! You name all words correctly!</p>	
<p>Middle of the lesson 25 min.</p> <p>Individual work</p>	<p>Individual work by the method “ Step forward” Ex: 1 P: 32</p> <ul style="list-style-type: none"> In a weaker class, allow students to match the animals with the photos in pairs. Elicit the answer to the question, but do not check answers to the matching task at this stage. <p>“Froggy jumps” This is the classic game, where we must help a cute frog to reach his home. When the frog stops, children look at the pictures connected to the word, topic of the lesson and answer one by one. The pictures: -frog -owl -falcon etc.</p>	<p>Students match the animals in the box with photos. Ss answer the questions as possible and write down the unknown vocabulary to the copybook.</p> <p>ANSWERS: Photo 14 is not an eye. It's a butterfly wing.</p> <p>Students compare their answers in exercise 1 ANSWERS: 1 whale 2 spider 3 owl 4 shark 5 human 6 snake 7 fly 8 seal 9 falcon 10 parrot 11 frog 12 elephant 13 chameleon 14 butterfly 15 crocodile 16 bear</p>	<p>Assessment criteria - Learn vocabulary for animals. Descriptor: A learner -reads the words without mistakes-1p; - matches the animals in the box with photos 1p. Total: 2p.</p> <p>Peer assessment: answer key</p>	<p>Educaplay “Froggy jumps” https://www.educaplay.com/learning-resources/16736401-animals_eye_to_eye_quiz.html</p> <p>Pupil's book , cards</p>

	<p>Differentiation: «Verbal support» method is used to help Students use new words in the text. Teacher: -Our plane is landing in another city. What is city? Let's see together. - It is Bear's city.</p>			 
Pair work	<p>Pair works “Share with your pair” Ex: 4 P: 32</p> <ul style="list-style-type: none"> • Explain to students that they are going to hear some animal sounds and they must discuss what animals they think they are hearing, using the key phrases. Students make a dialogue with key phrases. • Play the CD, pausing after each animal sound  <p>T: The next city – Crocodiles city. Welcome to!</p>	<p>Students look and identify the animals. ANSWERS: 1 an owl 5 a seal 2 a fly 6 a whale 3 a frog 7 a bear 4 a falcon 8 a snake</p> <p>Aim: develop speaking and critical thinking skills. Efficiency: Ss practice the describing tasks to improve speaking skills and expressing clear ideas.</p>	<p>Assessment criteria: - Practise identifying animals. «Thumbs up, Thumbs down» method to evaluate Ss. like: “Good job! Well done!”</p> <p>Descriptor: -identifies the animals 1p. -uses the key phrases 1p. -says the words correctly 1p Total:3p.</p>	 CD player
Team work	<p>Team work by the method “Team – answer – write ” method Ex: 5 P: 32 Students choose an animal in exercise 1 and answer questions 1-8. Ask students to write answer in the paper. Then show it together. I describe a seal. Questions: Does it eat meat? Does it swim? Does it fly? Has it got more than four legs?</p> <p>Differentiation:Support; learners are arranged to interact in mixed groups. Topic vocabulary is used while responding to the given questions</p>	<p>Aim: develop speaking and critical thinking skills. Efficiency: Ss practice the describing tasks to improve speaking skills and expressing clear ideas. ANSWERS: 1. No, it doesn't. 2. Yes, it does. Seal can swim. 3. No, it doesn't 4. No, it doesn't</p>	<p>Make CCQ questions</p> <p>Descriptor: -writes without any mistakes 1p. -pronounces the words correctly 1p. -answers the questions 1p. Total:3p.</p>	Student's book



<p>Let's play</p>	<p>“Butterfly” game. Teacher will call out a word. The student will find the picture on the board. Say the word loud and with their butterfly net hit the picture. So by adding some movement and energy into the lesson students will be able to recognize their new word concepts. Teacher: They have crests or horns on the backs of their skulls. Old world lizards best known for their ability to change body colour.</p>	<p>Students take a butterfly net. They listen carefully and answer the questions. Say the word louder and with butterfly net hit the picture. Student: It's a chameleon. They have crests or horns.</p>	<p>Descriptor: -finds the picture on the board 1p. - says the words without mistakes 1p. Total: 2p.</p>	<p>Blackboard</p> 
<p>End 8 min</p>	<p>Feedback “Smiles” is used to find out was the lesson clear or not. Home task: Ex: 1 P: 24 WB</p>	<p>Aim: know how many Ss got the theme. Efficiency: learn to comment somebody using simple sentence.</p>	<p>New Collection - New screen (class-roomscreen.com)</p>	

