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| **Module 4: Professions and ways of Communication**  **Theme: Communicating around the world** | | **School named after S. Seifullin** | |
| **Date: 11.02.2021у** | | **Teacher’s name: Abzalbekova A.N.** | |
| **CLASS: 4** | | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.1.1 understand an increasing range of classroom instructions;  4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics;  4.1.10.1 recognise words similar to words in student native language;  4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics; | | |
| **Lesson objectives** | **All learners will be able to:** understand the main points of short supported talk and match the phrases, talk about different jobs | | |
| **Most learners will be able to:** understand the main points of short supported talk and match the phrases, find one extra word; talk about different jobs | | |
| **Some learners will be able to:**understand the main points of short supported talk and match the phrases, find one extra word; talk about different jobs; tell about their job which they would like to do | | |
| **Assessment criteria** | To talk about jobs. | | |
| **Language focus** | **Structures:** superlative form.  **Language in use:** *Mr Black is the tallest ofthe three. Dr Green is the youngest in thehospital.* | | |
| **Target vocabulary** | **Jobs:** *computer programmer, mechanic,nurse, electrician, shop assistant, news reporter, waitress, photographer, dentist, architect, fix, work, design, village, neighbour, sick,* tasty | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | **Smiles Resources** |
| **warmer** | To ask pupils to come to the front of the classroom and do the warmer “Double this, double that”. | |  |
| Opening  4..1.1.1 | *(An activity to revise the language of the previous lesson.)*  a) To repeat the previous lesson (Ex. 15) b) To do the “Phonetic drill”. | |  |
| Middle  4.1.1.0.1  4.2.1.1  4.2.1.1  4.1.10.1  4.1.3.1  4.1.3.1 | **PRESENTATION AND PRACTICE**  *(Activities to present and activate the new language.)*  a) To write the theme on the board, but with a few letters are missing. To ask individual pupils to come to the board and complete the missing letters.”Profession”  b) Listen and repeat the new words of the lesson  c) **Pupils' books open.** Put the *Jobs* poster up on the board. Point to the jobs, one at a time, and say the corresponding words, The pupils repeat, chorally and/or individually.  **Answer key**   1. i 4c 6 f 8g 10 b 2. h 5 d 7 e 9 j   d) Then they complete the activity.  **e) Pupils' books closed.**  **Read and complete.**  **Listen and match. There is one extra job.**  Play the CD, twice, if necessary. The pupils listen and complete the activity. Check their answers.  **Answer key**  **IB 2D 3 E 4 A 5 F**  **AUDIOSCRIPT**  Teacher: OK, everyone. Let's talk about different jobs. Simon, what would you like to be when you grow up? Simon: A dentist. Miss.  Teacher: That's great, Simon. How about you, Tina? I know that your dad is a mechanic. Would you like to be a mechanic, too?  Tina: No, Miss. I want to be an architect. I like the idea of designing houses.  Teacher: Good for you, Tina. Bob?  Bob: My brother wants to be a computer programmer, but I would like to be a photographer. I love taking pictures.  Kelly: I would like to be a computer programmer, Miss. I love computers.  Teacher: That's great, Kelly. And how about you, Nick? Nick: A news reporter, Miss. I'd like to work at a TV station one day  F) To do physical exercise.  **G) Grammar: STUDY SPOT**  (Activities to present and practise the superlative form.)    **Pupils' books open**. Go through the Study spot section briefly. Explain the activity. Go through the texts and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers.  **Answer key** 2 the slowest 4 the tastiest  3 the kindest 5 the biggest  H) To match the words with pictures | | Letters  Ex 16  Ex 17  **(Track 46 CD1)**  Ex 18    Ex 19 |
| End  4.1.1.1 | *(An activity to consolidate the language of the lesson.)*  Divide the class into two teams, Comparative degree and superlative degree. Work with poster. Each group complete the sentences. Then each group assess their work.  To watch the professions with mimes.  To give homework  Pupil’s feedback | | Group work |

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| **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?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **Reflection**  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why? | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson** | |

**Lesson plan**

**Theme: Communicating around the world**

**Grade: 4**

Teacher: Abzalbekova A.N.

2019-2020 year