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**Шымент қаласы**

**SAVE OUR ANIMALS 1**

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| **Learning objectives** | 4.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics4.​3.​2.​1 read and understand with some support short simple fiction and non-fiction texts; |
| **Lesson objectives** | **Learners will be able to:**To explore other subject areas (Geography); to talk about endangered animals; to make a poster for the protection of the rainforests |
| **Plan** |

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| --- | --- | --- | --- | --- |
| Stages/Time | Teachers actions | Students actions | Assessment criteria | Resources |
| Beginning of the lessonWarming-up3 min.Pre-learning«Brainstorming» method7 min. | **Organization moment :**1.Greeting.Ask about the weather.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Warming up**Where are you from?How old are you?What color is it?How many students are there in class?What day of the week today?Revise the language of the previous lesson.**Lead – In**https://assets.telegraphindia.com/telegraph/2021/Nov/1636002199_06.jpg | **The aim:** To develop pupils speaking skills and create friendly atmosphere**Efficiency:** By wishing each other they feel better and feel the support of othersStudents of the class are listed.Students' attention is drawn to the lesson.• Learners write the numbers from previous lessonDetermines the topic and purpose of the lessonStudents say different words from the picture | The teacher to assess learners for their ability.“Good job!Well done!”Formative Assessmenthttps://coolsen.ru/wp-content/uploads/2022/02/52-20220208_175523.pngGood job!**Descriptor:**-know key phrases- can make sentence- know vocabulary of previous lessonTotal: 3 point**Assessment criteria**- Learners have met the learning objectives if they can: To talk about healthy food | PicturesworksheetStudent’s book |
| Middle of the lessonPresentation part.30 min. | **Ex:28 P:88**• Explain the activity. The pupils look at the pictures, read the sentences and say the names of the animals. Allow the pupils some time to complete the activity. Check their answers.**Ex: 29 P: 89**• Refer the pupils to the dialogue. Play the CD. The pupils listen and follow along. Pause the CD for the pupils to repeat, chorally and/or individually. Refer the pupils to the pictures and elicit the names of the animals and what the pupils know about them. Read aloud the fact files. The pupils, in pairs, act out similar dialogues using the information in the fact files. Go around the classroom providing any necessary help. Ask some pairs to come to the front of the classroom and act out their dialogues. If you wish, write the following on the board so the pupils can refer to it while they are completing the activity**Conclusion** during the lesson some tasks differentiated by outcomes of the students and by their abilities. | Pupils read and write**ANSWERS**1 rhino2 gorilla3 dolphin4 polar bear5 pandahttps://i.pinimg.com/originals/6b/4c/92/6b4c925f0327483f4750a82fe275b5a5.jpgPupils listen and read. Then act out similar dialogues.**ANSWERS**A: Look at these amazing chimpanzees. Where do chimpanzees live?B: They live in the jungle. Did you know they are in danger?A: Really? Why?B: Because people hunt them or sell them as pets.A: That's a shame. We must do something to protect them! | **Descriptor:**- read and write- say the names of the animals.Total: 3 pointC:\Users\Evrika\Downloads\WhatsApp Image 2023-12-30 at 13.05.20.jpeg**self assessment****Descriptor:****-** listen and read.- act out similar dialogues.Total: 4 point-Make CCQ questions Yes / No | Описание: Описание: Картинки по запросу бас бармақ әдісіCardWorksheetStudents book |
| End of the lesson5 min. | **FEEDBACK**Learners provide feedback on what they have learned at the lesson.**Ex:**Home task: | https://fsd.kopilkaurokov.ru/up/html/2018/01/24/k_5a68a7cd00443/img_user_file_5a68a7cd805f9_10.jpg | Poster SuccessОписание: ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐ°Ð¿Ð°Ð»Ð°Ò ÑÐ¾ÑÐ¾ |