**900524402664**

**САРСЕНОВА Замира Нургалиевна,**

**№70 С.Бекбосынов атындағы жалпы білім беретін орта мектебінің ағылшын тілі пәні мұғалімі.**

**Шымкент қаласы**

**WEATHER**

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| 4.S1 make basic statements which provide information on an increasing range of general and some curricular topics  4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues |
| **By the end all learners will be able to:**talk about the weather, to talk about summer and winter activities |

**Plan:**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning objectives(s) that this lesson is contributing to:** | | **Part of the lesson/**  **Time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Student task R.S.K** | **Resources** |
| **Lesson objectives:** | **Beginning of the lesson**  **Warming-up**  **2 min.**  **Team work**  **3 min.**  **Division into groups**  **«Random sort»**  **2 min.** | | I. Organization moment:  The lesson greeting.  **Warm up** “Yes, No”, “Stands up”  1. Tell the students that answering “Yes” means “Stan up” and answer “No” means sit down.  2. Do you like chocolate?  Do you like to run?  Is 2+2=5?  II. Checking up the home task.  T asks from pupils about Transports. T uses worksheets in checking home task.  Teacher distributes cards of the cards randomly.  First group name called “a” and second group name called “b”. Choose one card and divide. | **“Yes, No, Stand up**” method helps students to understand the new theme.  **Efficiency:**By asking questions students know a lot information about their friends.  **The aim:** develop students speaking skills and helps to break down their shy habits.  Ss look through new words and divide them into 2 groups. | At the organization moment T tries to award active Ss.  «The THUMBS»method is used to evaluate Ss with phrases like:  “Good job!  Well done!”  **Descriptors: a leaners**  -review the vocabulary;  -work in group. | T asking good words, wishes and student should continue to say best wishes with **teacher support.**Afterwishes to play a game.  Student does the task by matching pictures. | PPT slides  Pictures  Word wall  Cards |
|  | **«Brainstorming» method**  **3 min.**  **“Predicting”** | | III. Presentation of new lesson.  Inform learners that they are going to look a picture and then they must tell what this picture is about.  a) What do you think about these pictures?  b) What we can see in these pictures?  After learners saying teacher says that this is today’s theme. Then teacher writes on the blackboard date and theme of the lesson. Teacher introduces with the theme of the lesson, with learning objectives and assessment criterion. Show the slide and put brainstorming questions about the pictures as following.  Can you guess today’s theme? Today’s theme is “Weather”. | Ss look at the word and try to share ideas.  After writing T tries to answer all the questions and appreciate their work saying  “well done”, “Excellent”  **In differentiation** part **«Discussion»** method was used to check up student’s vocabulary knowledge  **Efficiency:**Ss refresh their mind before starting new theme. | **Descriptor:**  -identify the meaning  - name activities  - know vocabulary for the topic.  Praise S who has more cards and could name the cards.  By the method of THUMBS  C:\Users\FLOX\Downloads\images (3).jpg | Student looks at the slides or cards and say actions with teacher support. | Blackboard  PPT  Cards  Pupil’s book |
|  | **Edutainment**  **Listening task**  **5 min.**  **Group work**  **5 min.**  **Orally task** | | IV. Education time  **Explain new theme.**  **Weather**  Teacher gives short information about **Weather** andexplains Ps how to ask day and how tell the weather.  **LEARN TO TALK WEATHER ASK THE DAYS IN ENGLISH**  Work with worksheet  T gives cards to each student.  Students look at the card and make a sentence.  **Efficiency:**  To develop Ps writing skills  Answer the questions  Ask some pairs to act out their exchanges.  **Aim**: to practice weather.  Exercise 1  Look at the picture. Answer the questions.  T explains the activity. Go through the questions and elicit /explain any unknown vocabulary. Allow the pupil’s some time to answer the questions. Check their answers.  **Aim:** learn to express the opinions intelligibly.  **Efficiency:**develop speaking skills and pronounce the new vocabulary correctly. | Learners write grammar rules and pay attention to the screen and repeat after the teacher and try to learn by heart of the today’s lesson  Students look and make about present simples.  Ps give their own examples using the correct forms of the times.  **Differentiation:** «Verbal support» method is used to help Ps use “weather” and “days of the week”.  Refer the pupils to the picture and have a picture discussion. Elicit what season it is, what is the weather like, what the children are doing and what they are wearing.  **Answers:**  It’s winter.  It’s cold  They’re wearing jackets, helmets and gloves.  New Year. | **Descriptor:**  -can listen and repeat  - can make a sentences  **-**can answers the questions  Assessment by the method of  Stickers    ‘excellent’  ‘well done’  ‘good job’ | Student listens rules and use practice. Teacher gives worksheets about **be going to** and explains how does task. | Whiteboard  PPT  Pupil’s book  Copybook |
|  | **Middle of the lesson**  **Individual work.**  **5 min.**  **Vocabulary**  **Group work**  **3 min.** | | T asks a question.  Listen and repeat. What are these words in your language?  V. New words  Teacher introduces new words:  Snowing  Cloudy  Sunny  Foggy.  Cold.  Hot.  Windy.  Raining.  Use the phrases to write or say sentences.  **Aim:** work with group  **Efficiency:**  To develop Ps critical thinking skills  After that vocabulary**“a memory game”** to learn the lexical material by heart, by cleaning out one word each time. | Leaners answer the question and complete sentences.  Learners write new words and pay attention to the screen and repeat after the teacher and try to learn by heart the new words of today’s lesson  Students look and think about meanings.  Writing the words and phrases into vocabularies with their transcription and definition.  **Differentiation:«Verbal support»** method is used to help Ps use “o’clock” instruction” in the sentences. | **Descriptor:**  **-**can listen and complete  **-**can spell the word  1 point.  **Stickers**  **‘excellent’**  **‘well done’**  **‘good job’**  **Descriptor:**  -can make a sentences  -can use active vocabulary  1 point.  By the method of “COINS” | T introduces the new words. S writes or repeats vocabulary. Matching new words with pictures. | PPT  Dictionary  Worksheets |
|  | **Group work**  **3 min.**  **Orally task** | | Exercise 2  T gives 3 minutes to answer the questions.Listen, point and repeat.  It’s snowing.  It’s cloudy.  It’s sunny.  It’s foggy.  It’s cold.  It’s hot.  It’s windy.  It’s raining.  Students can work in pair. Answers the questions.  **Aim**: pronounce the topic vocabulary words correctly.  **Efficiency**: Ps to learn new words before starting new theme. And practice during the exercise. This method helps Ps to reflect the spelling of new words. | Ps look at the exercise 2 during 3 min.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.  The pupils listen, point to the words and repeat.  If you wish, play again pausing after each phrase. The pupils repeat, chorally and/or individually.  **Differentiation:«pair support»** | **Descriptor:**  **-**answer the question  -work with dialogue  By the method of  ‘DOLLARS’ | Student reads the sentences and to find new words in the text. | Pupil’s book  Copybook |
|  | **Refreshment**  **3 min.**  **Listening task** | | IV. A refreshment moment  **Method:** “musical chairs”.  Play the music and have the players walk around the perimeter of the chair circle.  When the music stops, everyone must immediately sit in a chair.  The one person left standing it out.  Remove another chair and continue until only one person is left. | Ps listen to the teacher instruction. And play the game following the instruction.  **Aim:**To develop strategic thinking, listening to directions and social comfort.  **Differentiation:«teacher support»** | **Descriptor:**  -can play the music  -can sit chair, while the music stop.  ‘excellent’  ‘good job’  ‘very well’  ‘super’ | T explains instruction. S listens and dance. | Music  Chairs |
|  | | **Study spot**  **5 min.** | VI. Grammar  Teacher introduces the grammar –**ing.**  Pupils’ books closed. Put up the new vocabulary poster on the board. Point to paint, say and then write: I like painting! Underline the letters in bold and have the pupils repeat, chorally and/or individually. Then point to clean, frown, say and then write: I don’t like cleaning! Underline the letters in bold and have the pupils repeat, chorally and/or individually. Tell the pupils that the verb like is usually followed by the -ing form, when we want to say that we like/don’t like something. Then repeat with the other verbs. If you wish you can tell the pupils to make sentences with the other verbs using like/don’t like.  **Aim:** develop grammar knowledge | Pupils listen to the teacher carefully and try to understand the rules.  **Efficiency:**  Develop their writing skills  **Differentiation:**  practice method is used to assess Ps write rules. | **Descriptor:**  -cooperate as a team  -can complete the groups  Assessment by the method of “COINS” | T explains rules by heart. She say verb **–ing form**, pupil repeats individually. | Whiteboard  Pupils Book  Poster |
|  | | **Individual work**  **3 min** | VII. Work with worksheets  T gives cards to each student.  Students look at the card and make a sentence.  **Aim:** to check their knowledge  **Efficiency:**  To develop Ps writing skills  **Differentiation:«Verbal support»** method is used to help Ps use have got. | Ps make a sentences and use the time  Answer the questions  Students write correct form of sentences | **Descriptor:**  **-**can use grammar in the make a sentence  Assessment criteria By the method of “CANDY” |  | Worksheets |
|  | | **End of the lesson**  **3 min.**  **Reflection**  **Individual work** | Hometask. Write a topic.  VIII. Reflection  Teacher puts app’s cards with a LIKE, SHARE and COMMENT cards.  **Aim:** To know how many Ps got the theme.  **Efficiency:**  Ps can write the lesson understand to show how much do they remember**.**  **Differentiation:«Conclusion»** method is used to finish the lesson. | Students write to YOUTUBE paper about remember from on lesson.  - What has been learned  - What remained unclear  - What is necessary to work on thelesson. | **Descriptor:**  -can write a topic “May day”  Ps evaluate app’s assessment.  Share – I learned a lot today  Like – I like/ I don’t like  Comment – I still have questions |  | Whiteboard  Pupil’s Book  APP’S cards |