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**ӘЛЖАНОВА Алмира Уалиханқызы,**

**№49 жалпы орта білім беретін мектебінің ағылшын тілі пәні мұғалімі.**

**Шымкент қаласы**

**TRADITIONAL STORIES 1**

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| **Learning objectives(s) that this lesson is contributing to** | 4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics;4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics;4.4.7.1 spell most familiar high-frequency words accurately when writing independently;4.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let’s + verb, verbs go enjoy like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings. |
| **Lesson objectives** | **All learners will be able to:** understand an increasing range of short supported questions on general and some curricular topics. Tell about their favourite tale. |
| **Most learners will be able to:** understand an increasing range of short supported questions on general and some curricular topics. Tell about their favourite tale, name main heroes. |
| **Some learners will be able to:** understand an increasing range of short supported questions on general and some curricular topics. Tell about their favourite tale, name main heroes and present their favourite tale. |
| **Assessment criteria** | To talk about fairy tales. |
| **Language focus** | * **Structures: -ing** form; to-infinitive (to express purpose) what a + adjective + noun.
* **Language in use:** I enjoy reading fairy tales. My favorite fairy tale is Cinderella. I read fairy tales to have a good time. Would you like to read Goldilocks and the Three Bears? Yes, Id love to./ No, not really. Lets read Aldar Kosse’s Coat.
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| **Target vocabulary** | * **Traditional stories:** value, myth, legend, traditional story, fairy tale, have a good time, right, wrong, visit, fantasy world.
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| **Cross - curricular****links** | Literature |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) |
| **Plan** |  |
| **Part of the lesson/Time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources** |
| **Beginning of the lesson****Warming-up****Team work****3 min.** | **Organization moment:**1.Greeting.Ask about the weather.Prepare worksheets with tasks and organize Ss places.**In differentiation** part **«Refreshing»** method was used to encourage them to revise previous materials. | Prepare to write Check point.“T’s wish”method to encourage Ss**The aim:** To develop Ss speaking skills and create friendly atmosphere**Efficiency:** By telling the compliments they show their appreciations. | 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!” | CD playerMicrophonecards |
|  | Hand out the completed Progress Report Cards for the previous module and ask the pupils to file them in their Language Portfolios.PRESENTATION AND PRACTICE(Activities to present and activate the new language) | **1 Look at the picture. Can you name the fairy tale? Do you enjoy reading fairy tales? What\s your favourite fairy tale?**Pupil’s book open. Ask to pupils to look at the picture on p.18 and have a picture discussion. Elicit the name of the fairy tale (Snow white and the 7 Dwarfs). Then ask the pupils: Do you enjoy reading fairy tales? What is your favourite fairy tale? Elicit answers from individual pupils.Suggested answer keyI enjoy reading fairy tales. My favourite fairy tale is Cinderella. | T praise active Ss with phrases such as: “Good job!Well done!” “One more time, please” | WhiteboardPupils Book |
|  | **2 Thinking: Choose.**Read the instructions and explain the activity. Go through the activity and elicit any unknown words. Allow the pupils some time to read and complete the activity. Elicit answers from individual pupils.**Suggested answer key**I read fairy tales to visit a fantasy world. | **3 Read and choose.**Refer the pupils to the covers of the two books and read aloud the titles. Ask the pupils if they have read these fairy tales and initiate a discussion, in L1 if necessary, about what happens in each story. Then, read aloud the two sentences and ask the pupils to choose which fairy tale these sentences are taken from.**Answer key** Little Red Riding Hood | T praise active Ss with phrases such as: “Good job!Well done!” “One more time, please” | WhiteboardPupils Book |
|  | **(An activity to consolidate the language of the lesson.)**Ask the pupils to draw a picture of their favourite fairy tale. Allow the pupils some time to draw their pictures. Ask individual pupils to come to the front of the classroom and present their picture to the class.Suggested answer keyMy favourite fairy tale is Little Red Riding Hood. | **ACTIVITY BOOK (optional)**If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class. | T praise active Ss with phrases such as: “Good job!Well done!” “One more time, please” | WhiteboardPupils Book |
| **End of the lesson.****Reflection****Individual work:****5 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | Ss use their stickers to show their knowledge according to the lessonGreen- I understoodYellow-I have some questionsRed-I need a help.**Aim:** To know how many Ss got the theme.**Efficiency:**Ss can use colors to show how much do they remember**.****Differentiation:** **«Conclusion»** method is used to finish the lesson. | **Descriptor:**Know all the key words of this unit.Can use grammar material2points.Ss evaluate each other and encourage classmate with phrases like:Well done! Brilliant! Good job! I like it! | WhiteboardPupils BookPoster. |