



Автор: Байзылова Лаура Тасқынбайқызы
Пән: Ағылшын тілі
Сынып: 4-сынып
Бөлім: Professions and ways of Communication
Тақырып: Transport

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; 4.3.1.1 recognise, identify and sound with support a growing range of language at text level; 4.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences when writing independently
------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Сабақ барысы

Сабақ кезеңдері	Жоспарланған іс-әрекет	Ресурстар
-----------------	------------------------	-----------

<p>New lesson (40 min)</p>	<p>Opening (5 min) 1) Greeting(Hello! Hello!) (An activity to revise the language of the previous lesson.) Write on the board the names of different gadgets and ask the pupils to tell you what we can use them for (e.g. mobile phone: send text messages). Ask one of the pupils to come to the front of the classroom and use body language to express one of the phrases from the previous lesson. The rest of the class say aloud the correct phrase. Repeat with as many pupils as necessary. PRESENTATION AND PRACTICE (Activities to present and activate the new language.) 2) Warm up (If you happy and know it...) Middle (30 min) 3)New lesson write the new word from active board. Then students work in group, individual and work in pairs. Pupils' books open. Play the CD. The pupils listen, point and repeat. If you wish, play the CD again pausing after each word. The pupils repeat, chorally and/or individually. Then they talk about how they usually travel every day. Suggested answer key I usually travel by tram every day. Exercise 6 thinking: Find the means of transport. More than one can be correct. Write on the board: / have to do my homework every day. Underline the words in bold. Explain that the verb have to expresses necessity and obligation. Explain the task. Allow the pupils some time to complete the activity. Check their answers. Answer key : 2. tram, underground 3. helicopter, hot-air balloon, plane, tram, minibus, underground, ferry, ship 4. underground, minibus 5. helicopter, plane, van 6. tram, minibus Exercise :7 Match the opposites. Then rearrange the letters to complete the texts. 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 2 a 3 f 4 e 5 d 6 c 2 safe 4 fast 6 noisy 3 expensive 5 cheap 7 dirty Good bye students our lesson is over! STUDY SPOT (Activities to present and practise the comparative form.) 8. Say and write. Pupils' books closed. Say, then write: Cars are faster than scooters. Underline the words in bold. The pupils repeat chorally and/or individually. Elicit the spelling rules for the comparative. Explain the irregular adjectives. Pupils' books open. Go through the Study spot section briefly. Explain the activity and allow the pupils some time to complete it. Check their answers. Answer key: 2 better 4 smaller 6 noisier 3 funnier 5 fatter 10 Let's Play Divide the class into two teams, A and B. Ask one pupil from each team to come to the front of the classroom. One pupil chooses 2 flashcards showing means of transport and shows them to the second pupil. The second pupil has to make a sentence comparing the two means of transport and using the adjectives in Ex.7. Then, the second pupil chooses two flashcards and the first pupil makes a sentence. Repeat with the remaining pupils. Each correct sentence wins a point. The team with the most point wins the game End (5 min): An activity to consolidate the language of the lesson Divide the class into two teams, X and O. Draw a 3 X grid on the board. Ask a pupil from each team to come to the board. One pupil writes an adjective from Ex. 3 in a cell in the grid and makes a sentence with it. The other pupil writes the opposite of that adjective in another cell and also makes a sentence. If the sentences are correct, they get to mark the cells accordingly, with an X and O. Repeat with the remaining pupils. The winner is the team that has three marks horizontally, vertically or diagonally. If you have a large class, you may play the game in pairs. 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.</p>	<p>https://youtu.be/l4WNrvVjiTw</p> <p>Active board</p> <p>Pictures</p> <p>Cards</p>
--------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------