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Пән: Ағылшын тілі
Сынып: 4-сынып
Бөлім: Kazakhstan in the World of Sport
Тақырып: Children’s games 1

Learning objectives(s) that this lesson is contributing to	4.1.2.1 understand an increasing range of supported questions which ask for personal information; 4.2.4.1 respond to questions on an increasing range of general and some curricular topics; 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly; 4.5.17.1 use me, too and I don’t to give short answers, use when clauses to describe simple present and past actions on personal and familiar topics
Lesson objectives	**All learners will be able to:** understand an increasing range of supported questions which ask for personal information; respond to questions on an increasing range of general and some curricular topics using me, too and I don’t. Write with support a sequence of short sentences in a paragraph to give basic personal information; **Most learners will be able to:** understand an increasing range of supported questions which ask for personal information; respond to questions on an increasing range of general and some curricular topics using me, too and I don’t. Write without support a sequence of short sentences in a paragraph to give basic personal information; find some funny sport stories using adverbs of time and frequency **Some learners will be able to:** understand an increasing range of supported questions which ask for personal information; respond to questions on an increasing range of general and some curricular topics using me, too and I don’t. Write without support a sequence of short sentences in a paragraph to give basic personal information; find and tell some funny sport stories using adverbs of time and frequency
Assessment criteria	Learners can talk about sport and games; express preferences; describe your daily routine; make suggestions
Language focus	Adverbs of time, Present Simple, interrogative pronouns, possessive adjectives
Target vocabulary	Types of Sport, children’s game
Cross - curricular links	PE
ICT skills	Using videos& pictures, working with URLs (Internet)

Сабақ барысы

Сабақ кезеңдері	**Жоспарланған іс-әрекет**	**Ресурстар**
BEGINNING THE LESSON	(Activities to present and activate the new language.) Ex 1 p 5. T: Look at the pictures. Which is a team sport? Which is an individual sport? Is there a sport you can play really well? Pupils’ book open. Explain, in L1 if necessary what is a team sport and what is an individual sport. Ask the pupils to look at the picture on p.4 and elicit the names of the sports (football, tennis). Ask the pupils: What type of sport is tennis? Elicit: It is an individual sport. Then ask: What type of sport is football? Elicit: It is a team sport. Ask the pupils to name other individual and team sports they know. Then ask the pupils to tell the class if there is a sport they can play really well. P1: I can play bandy really well.	

Сабақкезеңдері	Жоспарланған іс-әрекет	Ресурстар
Middle	POSTER Ex.2 p. 5 Pupils' book closed. Put the Children's games poster up on the board. Point to the children's games, one at a time, and say the corresponding words. The pupils repeat chorally and/ or individually. Point to the games in random order and ask individual pupils to name them. Ask the rest of the class for verification. Pupils' book open. Point to children's games. Play the CD. The pupils listen, point and repeat the words. If you wish, play the recording again with pauses for the pupils to repeat chorally or individually. Ex 3 p 5 Refer the pupils to the picture and the dialogue. First, read out the dialogue and then act out a similar dialogue with one of the pupils. Ask the pupils to act out, in pairs, similar dialogues about themselves. Go around the classroom monitoring the activity and providing any necessary help. Ask some pairs to come to the front of the classroom and act out the dialogue. Answer key: Dana: I sometimes play hide-and-seek with my friends. Aidar: I don't. I play leap frog with my friends. Ex 4 p 5 Refer the pupils to the Funny Sports Facts box and read aloud the first fact. Initiate a discussion, in L1 if necessary, about it. If you wish, you can show the pupils a picture of Alan Shephard playing golf on the moon. (Background information: Alan Shephard was the Commander of Apollo 14, a space mission that landed on the moon in 1971.) Then read aloud the second fact. Ask the pupils to use the internet or other sources and find some more funny sports facts. They can include a drawing or a picture. Have the pupils, one at a time, come to the front of the classroom and present their funny fact. Alternatively, you can assign the activity for home work and have the pupils present their assignment to the class during the next lesson. Answer: A chef won the first Olympic Games in Ancient Greece. Note: Once you have collected their assignments, guide your pupils on how to file them in their Language Portfolios. Present Simple ex 1, 2 Adverbs of frequency ex 3	Track 2 CD 1 Vocabulary and grammar practice p.39-42
End	(An activity to consolidate the language of the lesson) Divide the class into two teams, A and B. Invite a pupil from each team to the board. The pupils think of a sport or children's game and draw clues on the board for their team to guess the sport/game. They are not allowed to speak, write words or use gestures. Each correct answer wins a point. The team with the most points wins the game. 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.	