**Short term plan**

**School № \_\_\_**

**Lesson 62**

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| **Term: 4** | **Unit 8. My holidays** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Description of people** | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support;  3.2.3.1 respond to basic questions with single words or short responses;  3.3.3.2 find out the main points in short simple descriptions with visual support;  3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support. | |
| **Lesson objectives** | **By the end of the lesson the students will be able to:**  learn how to describe people using has got/ hasn’t got;  write familiar words correctly and make sentences with them to make a story;  to express personal attitude toward a topic discussing a topic. | |

**Lesson procedure:**

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| **Stages of the lesson/ Time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/ materials** |
| **Greeting.**  **Organisation moment.**  **2 min.** | Good morning, dear pupils. I’m glad to see you. How are you today? | The students greet the teacher.  Good morning, good morning to you,  We are glad to see you too.  Топ Mischievous Smile стикеры для Android и iOS | Gfycat  How are you? |  | Whiteboard |
| **Warm up: 3 min.** | The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.    **How to describe people!** | Sts. guess the theme of the lesson: **People!**  Sts. give words on the theme.  Adjectives to describe people.  Students find flashcards around the classroom. | Self – Assessment  **Descriptor:**  3.1.4.2 understand simple descriptions of people, actions, and objects with visual support.  Observe learners when participating in use of English activities.  Record what they considered they had learned from the lesson. Could they express what they had learned about content and language?  Could they express which skills they had developed? | Whiteboard  Worksheets |
| **Main activities:**  **19 min.** | A teacher asks Sts. to listen to the story and say the words about people in a poster 8.  Story actions:  Picture 1: Rosy holds up a photo. Tim looks at it.  Picture 2: Tim looks around.  Picture 3: Grandma looks around. She and a friend talk on the phone.  Picture 4: The children point and wave at each other. The children mime laughing.  **How can you describe people?**  **We use a structure: have got/ has got.**  **We use adjectives.**  Look at each other and describe your partner using a structure. | Sts. listen and then act a story in groups of 4.  Ex.2 p.63 Look and say.  He’s got (He has got) short hair. He hasn’t got straight hair.  Sts. use positive and negative forms of a structure: has got/ hasn’t got.  This is my friend/ partner. He /She has got long black hair. It is straight. She hasn’t got curly hair.  The best story got a prize | Self – Assessment  **Descriptor:**  A learner:   * Demonstrate an ability to organize and express ideas clearly.   Formative assessment is held through observation/  monitoring.  Pair - Assessment  Descriptor: A learner  uses common adjectives in descriptions of people and things and simple feelings with support correctly.  **Give a sticker for a right answer to encourage Sts**.  The three states of the Traffic-Light System and the Smiley Faces |  Download Scientific Diagram | **CD.84**  Whiteboard  Student Book “Family and friends 3. Kazakhstan edition”. (Oxford University Press)  p.63  Worksheet |
| **Physical training exercise – 3 min.** | A break for physical activity.  Teacher plays the video with physical exercises **https://youtu.be/YxiY3JS880U** | Students watch and do physical exercises and sing a song. |  | Music |
| **Main activities:**  **15 min.** | A teacher asks Sts. to open their workbooks and do the exercises Ex.1 -2 individually. The quickest and the best student/students will get a prize. | Sts. do the tasks attentively. They present pictures to the class. | Pair - Assessment  **Descriptor:**  3.2.3.1 respond to basic questions with single words or short responses correctly. | **St. Book p.63**  **Flashcards**  **Workbook p.63** |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **PB p.63. Ex.4(w).** | SS write their homework for the next lesson.  Sts. give a mark to themselves for working at the lesson.  Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas. | Pupils evaluate themselves using evaluation lists.  Reflection.  Self- Assessment. | Whiteboard |



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