**Short term plan**

**School № \_\_\_**

**Lesson 59**

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| **Term: 4** | **Unit 7. Buildings** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Places in the city** | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;  3.2.3.1 respond to basic questions with single words or short responses;  3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);  3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics;  3.5.1.12 use basic adverbs of place here/there to say where things are. | |
| **Lesson objectives** | **By the end of the lesson the students will be able to:**  learn how to describe places in the city and speak about its locations;  make short dialogues on the topic;  write familiar words correctly and make sentences with them using there is/ there are;  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. Look:      What cities can you see? Prove your ideas. | Sts. guess the theme of the lesson: **City!**  **Places in the city!** | 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?  **Formative assessment is held through observation/**  **monitoring.** | Whiteboard |
| **Main activities:**  **19 min.** | A teacher shows flashcards of the places in the city and asks Sts. to name them.  Which of you can remember more places?  A teacher asks Sts. to make a book or a cluster about the city and its places.      What are these places?  Is it Medeo? Is it our school?  Guess a place. A game. | Sts. name the places in the city: airport, cinema, park, library…..  Sts. do it in groups.  A book about Almaty:      Sts. play a game. | Self – Assessment  **Descriptor:**  A learner:   * Demonstrate an ability to organize and express ideas clearly; * uses appropriate subject-specific vocabulary while speaking.   **Descriptor: A learner**  Use and follow with considerable support simple words, phrases, sentences in reading familiar topics.  **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  Self – Assessment or pair – assessment | Flashcards  Worksheet  “Family and friends 3. Kazakhstan edition”. (Oxford University Press)  p.60 |
| **Physical training exercise – 3 min.** | A break for physical activity.  Teacher plays the video with physical exercises.  **https://youtu.be/3\_oIssULEk0** | Students watch and do physical exercises and sing a song. |  | Music  https://youtu.be/3\_oIssULEk0 |
| **Main activities:**  **15 min.** | Do exercises in a workbook p.60.  A teacher asks Sts. to choose a theme and speak about it. The winner gets a prize.  **My city.**  **The place I live in.**  **My favourite places to see.**  What can you find you in the city and the countryside? Write the words in the correct group:   |  |  | | --- | --- | | City | Countryside | |  |  | |  |  | |  |  | |  |  |   a museum/ fields/ a farm/ an art gallery/  a stadium/ a shopping centre/ a forest/ animals/airport/ market/ park/ cafe. | Sts. look at the pictures and speak about the topic.    My city is a home for my family. I live with my parents in the city. My city has good places to see: shops, parks, cafes, hospitals, cinemas. I love my city! | Pair - Assessment  **Descriptor:** respond to basic supported questions giving  personal and factual information  Self – Assessment  **Descriptor:**  A learner:  uses appropriate subject-specific vocabulary while speaking;  uses short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges  **Assessment criteria:**  Use and follow with considerable support simple words, phrases, sentences in reading familiar topics.    **Peer-assessment.**  **Two stars and a wish.**  **• You did a really good job on ...**  **• I really like how you …**  **• Maybe you could ...** | worksheet  Whiteboard |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **PB p.60. Ex.3(w) a dialogue.** | 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 |