**Short term plan**

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| ***Lesson****:* ***6***  ***Unit 2. My school***  ***Classroom routines*** | | ***School:*** T.Tokhtarov | | |
| ***Date:* 21.04.2017** | | ***Teacher:K.Shetebaeva*** | | |
| ***Class: 1*** | | ***Number present: 10*** | ***absent:0*** | |
| **Learning objectives:** | 1.UE8 use imperative forms of common verbs related to classroom routines  1.S3 pronounce basic words and expressions intelligibly  1.L1 recognise short instructions for basic classroom routines spoken slowly and distinctly  1.L3 recognise with support simple greetings  recognise the spoken form of a limited range of basic and everyday classroom words  1.UE3 use basic adjectives and colours to say what someone/something is or has | | | |
| **Lesson objectives:** | All learners will be able to:   * Pronounce new words with teachers support. * Perform instructions   Most learners will be able to:   * Listen and follow instructions   Some learners will be able to:   * Perform instructions without teachers support. | | | |
| **Cross curricular links** | Kazakh | | | |
| **ICT skills** | Slide share | | | |
| **Previous learning** | Learners will have prior knowledge of some of the vocabulary associated with classroom objects | | | |
| **Plan** | | | | |
| **Planned timings** | **Planned activities** | | | **Resources** |
| *Beginning*  3 min  10 min | Warm-up activity:  **(W)** Showing flashcards, Teacher asks: “What's this? Pupils answer: “It’s a book.” | | | Flashcards  <https://www.youtube.com/watch?v=g7kK989HiRQ> |
| Start up activity:  **(D)** Teacher pre-teaches and models following action verbs with simple mime gesture  *listen read write sing say look*  Mime each phrase and say it out loud. Ask children to do the same activity. Say all the phrases as a class. CB: Ex.1 | | | Flashcards: actions.  Class book |
| *Middle*  5 min  7 min  1 min | **(P)** Learners in two lines facing their partner. One learner has set of flashcards above and says action verbs for the other learner to mime action. Learners then change roles.  **Differentiated task** talk about object.use adjective: yellow,green,blue,big.  Example: The bus is yellow.  **(G)** In groups of 3 or 4 learners play ‘go fish’ with sets of jumbled ‘action’ flashcards. Each learner takes turns to turn over two cards. Learners win cards if they match and correctly name action: *open close sit stand listen read write sing say look go find point*  As cards are turned over, learners build up an idea of where a matching item might be. Learners can only win cards if they correctly say the action.  **Differentiated task .** Work in a pair. Give instructions to each other. Follow them.  Examples:  1. Bring me a pen, please!  2. Come, please!  3. Give your books, please!  4. Count from 1 to 10, please!  5. Draw a balloon, please!  6. Write letter G, please!  7. Read this word, please!  8. Sit down, please!  9. Stand up, please!  10. Show me the picture, please!  **(W)** Energizer: “Jelly-bear”. | | | set of flashcards  Jumbled flashcards: actions.  [www.youtube.com/watch?v=5hn61z3FlMQ](http://www.youtube.com/watch?v=5hn61z3FlMQ) |
| *End*  10 min  8 min | **Work in activity book.**  **Task** Listen and do. Repeat after your teacher.  Make your right hand clap, clap, clap.  Make your left hand clap, clap, clap.  Turn around 1,2,3.  It is easy, you can see !  Make your right foot tap, tap, tap.  Make your left foot tap, tap, tap.  Turn around 1,2,3.  It is easy, you can see !  Descriptor: A learner | | | Activity book |
| Wrap-up.  **(W) (f)** Two teams at board in lines. Learner at the head of the line has to be first to perform action Teacher says. Score a point for the winner of each round. | | | *open close sit stand listen read write sing say look go find point* |
| 1 min | FEEDBACK  Perform an action you like.  Perform an action you don’t like. | | |  |