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| **LESSON 26**  **Unit 4: Professions and ways of Communication** | | | **School: Secondary School named after V.I Patsaev** | | |
| **Date: December 9.2019** | | | **Teacher name: Iztleuova Assem** | | |
| **Grade: 4 B** | | | **Number present:** | **Number absent:** | |
| **Theme of the lesson:** | | ***Body language*** | | | |
| **Learning objectives** | | 4.L1 understand an increasing range of classroom instructions  4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics  4.R1 recognise, identify and sound with support a growing range of language at text level  4.W2 begin to use joined up handwriting in a limited range of written work  4.UE1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive  forms ‘s/s’ to name, describe and label things  4.UE6 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses | | | |
| **Lesson objectives** | | **All learners will be able to:**  talk about ways of communication using demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses  **Most learners will be able to:**  talk about ways of communication use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses. Describe the picture.  **Some learners will be able to:** talk about ways of communication use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses. Describe the picture and say why they use the gadgets. | | | |
| **Criteria** | | To talk about ways of communication. | | | |
| **Previous learning** | | Unit revision | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | **Resources** |
| Begining  5 min | GREETING. INTRODUCE THE LESSON OBJECTIVES.  **Warm up**  Learners in two groups complete the worksheet parts of the body: *head, face, eye, ear, nose, mouth, tooth/teeth, hair, body, shoulders, leg, foot/feet, arm, hand, finger.* Draw learners’ attention to the plural forms of *tooth* and *foot*: two. Pre-teach: *lips, thumb, knees.*    Then they watch the video in order to repeat some words of feelings and emotions. Then learners should guess what will be the theme of the lesson  L/o presented | | | |  |
| Middle  30 min | Explain body language shows what we think and feel.  Mime *happy* and *sad* for learners to guess. Point to the adjective and learners mime feelings.  Pre-teach *surprised, angry, sorry*, *afraid,* *tired* and write on board. Prepare adjective flash cards with *surprised, angry, afraid*, *tired* and *sorry*. Learners are given flash cards they should express the emotion and others should guess it  Guess the emotion  Learners take turns to show partner how they can communicate these feelings with faces, then whole bodies. Pairs demonstrate and others guess what they are communicating. Speak while enjoying the pictures–facial expressions.  Prepare function cards with:  *Yes, No, Sh, I can’t hear. Hello, Goodbye. You, Me, Him, Her, Over there. Take it.*  Pre-teach  nod hug bow kiss wink point beckon  *When do we hug each other? Etc.*  Then they match the pictures with gestures given on the right.  Students work in pairs.  One student says the gesture, e.g. *nod* *your head*, and the partner mimes or acts it out. Students can take turns. **For weaker learners**  Students make five-seven sentences that describe body language in their own country. **For stronger learners** | | | | **Answer key**  I have a tablet. I use it to watch videos online.  **Suggested answer key**  I like sending text messages to my friends. I text them every day  **Suggested answer key**  Pupil 1: (mimes 'Good luck!')  Pupil 2: Good luck! etc. |
| End  5 min | PLENARY  -What was really interesting for you?  -What do you want to do at the next lesson?  -What do you want to change or correct in your learning?  Home task: learn new vocabulary  **Saying goodbye** | | | |  |

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| **Grade: 4** | | | **Number present:** | **Number absent:** | |
| **Theme of the lesson:** | | ***Body language*** | | | |
| **Learning objectives** | | 4.L1 understand an increasing range of classroom instructions  4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics  4.R1 recognise, identify and sound with support a growing range of language at text level  4.UE1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive  forms ‘s/s’ to name, describe and label things  4.UE6 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses | | | |
| **Lesson objectives** | | **All learners will be able to**  Answer partner’s questions  Find instruction phrases in sentences with teacher support  **Most learners will be able to:**  Answer partner’s questions without support  Explain what non-verbal communication is  **Some learners will be able to:**  - Predict true answers of the body language test | | | |
| **Criteria** | | learn adjectives, phrases  revise the usage of singular and plural nouns | | | |
| **Previous learning** | | Body language | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | **Resources** |
| Begining  5 min | GREETING. INTRODUCE THE LESSON OBJECTIVES.  **Warm up**  Learners in two groups complete the worksheet parts of the body: *head, face, eye, ear, nose, mouth, tooth/teeth, hair, body, shoulders, leg, foot/feet, arm, hand, finger.* Draw learners’ attention to the plural forms of *tooth* and *foot*: two. Pre-teach: *lips, thumb, knees.*    Then they watch the video in order to repeat some words of feelings and emotions. Then learners should guess what will be the theme of the lesson  L/o presented | | | |  |
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| End  5 min | PLENARY  -What was really interesting for you?  -What do you want to do at the next lesson?  -What do you want to change or correct in your learning?  Home task: learn new vocabulary  **Saying goodbye** | | | |  |