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| **School № 10, Kostanay** | | **Long-term plan unit:** 7 The natural environment | | |
| **Date:** | | **Teacher name: Imasheva G.K.** | | |
| **Grade:** 2 | | **Number present:** | **Absent:** | |
| **Theme of the lesson:** Sea adventures | | | | |
| **Learning objectives that this lesson is contributing to** | | 2.S3 pronounce familiar words and expressions intelligibly  2.L3 recognize with support common names and names of the topic recognize the spoken form of a limited range of everyday and classroom words  2.UE10 use common present continuous form to talk about what is happening now | | |
| **Lesson objectives** | | **All learners will be able to:**  **-** understand and follow instructions (65-70%)  - make simple sentences to describe actions in Present Continuous in their speech with support  **Most learners will be able to:**  **-** pronounce words and expressions intelligibly (70-75%)  - construct more creative sentence in Present Continuous in their speech with little support  **Some learners will be able to:**  - complete all tasks quicker and correctly (80% and above)  **-** use Present Continuous in their speech without any support | | |
| **Success criteria** | | **Student achieved the LO (S3), (UE10) if he can:**   |  | | --- | | pronounce more than 7 words intelligibly,  use Present Continuous Tense in 1-2 sentences | | | |
| **Value links** | | Education throughout life | | |
| **Cross curricular links** | | The world around us | | |
| **ICT skills** | | Using SMART board, pictures and videos, working with URLs | | |
| **Previous learning** | | Learners need to be familiar simple present and present continuous forms, and basic vocabulary for talking about the weather and seasons | | |
| **Plan** | | | | |
| **Planned timings** | **Planned activities** | | | **Resources** |
| **Beginning**  3 min | **ORGANIZATIONAL MOMENT**  **Activity 1 Creation of positive atmosphere. (Morning circle)**  Teacher greets students; students respond to greeting and asks a couple of familiar questions to make sts think in English:   * How are you? * What day is it today? * What is the weather like today? | | | PPT |
| **Middle**  35 min | **Activity 1 Speaking**  **Task 1 (Guessing method)**  -Teacher demonstrates sts a picture which illustrates a sea scene as well as kids doing different things and asks sts to try to guess about the topic of the lesson  - sts share their ideas, which teacher puts on the board  - at the end teacher introduces the topic (Sea adventures) and finds out who was the closest to the correct answer and gives that student a praising sticker  **Task 2. Learning and lesson objectives are introduced.**  **Task 3.(Presentation)**  - using PPP, teacher introduces vocabulary on the topic; teacher reads words and sts repeat.  - when all words are introduced, teacher nominates a couple of students to read the whole list of words for the class.    **Task 4.(Scrambled words)**  - once all words have been read and drilled, teacher puts up jumbled words for learners to un-jumble and sound  What sea animal is it?  **Task 5.** Fill in the missing letters in the names of underwater animals. Read them.  *Example*: The shell is on the beach.  1. The o \_ \_ \_ \_ \_ \_ is very clever.  2. The s \_ \_ \_ \_ is very angry.  3. The w \_ \_ \_ \_ is very kind.  4. There are many s \_ \_ \_ \_ \_ on the beach.  5. The water in the sea is b \_ \_ \_ .  .  **Task 6. (Multimedia ICT technology)**  - **Fix the pronunciation of words by following the link and watching the video**  **Activity 2 Writing**  **Task 1. Read. Using the pictures put the cards in order**  1. Hello, my name is Leo. I am a fish. I am swimming right now in a blue ocean.  2. I am going to sleep, says Grandpa. Be a good boy, do not go far away.  3. Hello, says green Timmels, the turtle. Let’s go.  4. Oh, no! It’s a Black shark! It is going to eat us!  5. Dori, a big fish is coming to help her friends. Thank you, Beautiful Dori!    **Task 2. (Picture method)**  **Listen to the teacher, write the names**    - using the same scene card teacher explains the idea of using present continuous forms in speech in order to describe what is happening now and models a couple of examples on the board.  **Dynamic pause (Multimedia)**  **Task 2 Grammar. Forming.**  **Present Continuous Tense**   |  | | --- | | To be + V ing |   C:\Users\Пользователь\Downloads\Screenshot_2020-04-20-03-40-54-53.png  **Task 3 Write Verbs**.  **V+ing**  1 wear – wearing  2 eat – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3 play – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4 listen – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5 read – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6 climb – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7 jump – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  8 fly – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  9 sing – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  10 sleep – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Peer-assessment. Learners give their feedbacks by drawing smiles.  **Activity 3 Practice**  **Task 1 Read and translate.**   1. She is reading right now 2. He is sleeping now. 3. They are playing at the moment.     **Task 2**  **Fix the grammar by following the link**  Self-assessment. Learners check themselves by given keys.  **Activity 4.**  **Home work: New words learn by heart.**  **Complete the sentences**  1 Complete the sentences. Use am, is or are.  1 I am singing.  2 She \_\_\_\_\_\_\_\_ playing in the garden.  3 They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ drinking milk.  4 Dad \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sleeping.  5 I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ eating a pear.  6 It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ flying.  2 Make sentences.  1 wearing/yellow/I’m/dress./a  I’m wearing a yellow dress.  2 wearing/skirt./an/She’s/orange  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3 They’re/hats./blue/wearing  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4 T-shirt./green/wearing/I’m/a  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5 wearing/red/We’re/shorts. | | | A picture of a sea scene  PPP  A picture of a sea scene  <https://www.youtube.com/watch?v=Oxw6FoUNeT4>    <https://yandex.kz/video/preview/?filmId=3808140852530335770&reqid=1587359381243201-692075759429410832100110-man2-6233-V&suggest_reqid=917715581157000482893881626745084&text=maple+leaf+learning+sea+animals>  [**https://yandex.kz/video/search?text=maple%20leaf%20learning%20present%20continuous%20**](https://yandex.kz/video/search?text=maple%20leaf%20learning%20present%20continuous%20)  [**https://www.liveworksheets.com/worksheets/en/English\_as\_a\_Second\_Language\_(ESL)/Present\_continuous/Present\_continuous\_zn38395eq**](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_continuous/Present_continuous_zn38395eq)  **Cards** |
| **End**  2 min | **Reflection (Islands method)** Learners give their feedback and put the stickers into definite island. | | |  |
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