**2022-2023 EDUCATIONAL YEAR   
ENGLISH LESSON PLAN FOR 4th GRADES**

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| **DATE / TIME** | 12 - 16 September / 40 min. + 40 min. |
| **UNIT** | Unit 1 CLASSROOM RULES |
| **TOPIC PATTERN** | Asking for permission  Making simple requests  Telling someone what to do  Naming numbers |

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| **LEARNING OUTCOMES AND TARGET BEHAVIOURS** | **Listening**  **E4.1.L1.** Students will be able to understand short and clear utterances about requests.  **E4.1.L2.** Students will be able to understand short and clear utterances about permission.  **E4.1.L3.** Students will be able to recognize simple classroom instructions.  **E4.1.L4.** Students will be able to recognize numbers from one to fifty.  **Speaking**  **E4.1.S1.** Students will be able to interact with their classmates through asking for and giving permission in short utterances.  **E4.1.S2.** Students will be able to make requests by using simple utterances.  **E4.1.S3.** Students will be able to give and respond to simple instructions verbally.  **E4.1.S4.** Students will be able to count up to fifty. | |
| **TEACHING METHODS AND TECHNIQUES** | Communicative approach, TPR, Audio-lingual method, MI | |
| **TOOLS AND RESOURCES** | - Course book - Interactive Board  - Pictures -Activity Book  - Flashcards -Cram And Wordwall Games | |
| **FUNCTIONS AND LANGUAGES** | Can/May I come in/go out?  — Yes, you can.  — Sure/Of course.  — Sorry, not right now.  Give me the book, please.  — Sure/Of course.  — Here you are.  — Say that again, please.,  Be quiet, please.  Clean/Look at the board, please.  Go back your place, please.  Open the window, please.  Open/close the door, please.  Please come in.  The pencil, please. | Numbers from 1 to 50.  eraser,-s  join  leave  pencil case, -s  pencil sharpener, -s  ruler, -s  stay  take  turn on/off |
| **TEACHING LEARNING ACTIVITIES** | **1. Listen and find: Who’s late?**  • Explain the task. Play the CD. Students listen to the recording and find who is late.  **2. Listen again and match.**  • Explain the task. Play the CD again. Students listen to the recording again match the pictures with the sentences given. Monitor your students. Check the answers.  **3. Work in groups. Role play the dialogue in activities 1 and 2.**  • Draw your students' attention to the dialogues in activities 1 and 2 again. Ask your students to work in groups and role play the dialogue. Give them some time to do the activity. Encourage your students to act out their dialogues in front of their friends.  **4. Circle the correct words. Ask and answer.**  Explain the task. Tell your students to look at the pictures and the words, then circle the correct words. Give enough time. Monitor the students. Elicit the answers.  **5. Listen and tick the dialogues you hear.**  • Explain the task. Play the CD. Students listen and tick the dialogues they hear.  • Play the CD again. Pause after each dialogue. Elicit the answers.  **6.** Look at the pictures below and discuss: Are they good people?  • Explain the task. Direct students’ attention to the pictures. Elicit the answers.  **7.** Do you help your friends or your parents?  • Ask the question and elicit their answers.  **8.** How do you feel when you help people?  • Ask the question and elicit their answers. | |
| **TASKS AND ACTIVITIES** | Tables  Labeling  Making puppets  Matching | |
| **ASSIGNMENT** | Students will make 3 simple requests. | |
| **ASSESSMENT AND EVALUATION** | Drama  Games  Guessing  Information/Opinion Gap  Information Transfer  Labeling  Matching  Questions and Answers  True/False | |

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**English Language Teacher**

**APPROVED**

**12/09/2022**

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**Headmaster**