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**Пән:** Ағылшын тілі

**Сынып:** 7-сынып

**Бөлім:** Space and Earth

**Тақырып:** Prepositions: movement

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning objectives(s) that this lesson is contributing to | 7.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics<br>7.C3 respect differing points of view 7.C4 evaluate and respond constructively to feedback from others<br>7.L1 understand longer sequences of supported classroom instructions<br>7.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics<br>7.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics |
| Lesson objectives                                          | All learners will be able to:<br>Pupils can read and use an adjectives<br>Most learners will be able to:<br>- understands a text about the history of a famous place<br>Some learners will be able to:<br>ask and answer interview questions;<br>-can make sentences understand and can talk about amazing experiences<br>use an adjectives before a noun and depends on their meanings                                                                                                                                                                                                                                               |
| Language objective                                         | Specific vocabulary and grammar points related to the topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Value links                                                | Respect, cooperation, functional literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Cross curricular links                                     | Social, personal Education, ICT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Use of ICT                                                 | Acquisition of ICT specific vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Intercultural awareness                                    | Preferences in using different types of technology by teenagers in Kazakhstan and western countries                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Kazakh culture                                             | Investigation of using new technologies in Kazakhstan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Pastoral Care                                              | Assure you met all learners' needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Health and Safety                                          | Make sure power cords are not a tripping hazard<br>Everyday classroom precautions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

### Сабақ барысы

| Сабақ кезеңдері         | Жоспарланған іс-әрекет                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Ресурстар |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Beginning of the lesson | Warm-up<br>With books closed, write the words dare and daredevil on the board. Elicit the meaning of dare (be brave enough to do something dangerous).<br>Ask students to name some activities that are dangerous, then ask students if they would dare to do these things. Elicit or explain the meaning of daredevil.<br>Ex1. Match pictures 1-9 with the prepositions in the box<br>Across, around, down, into, off, over, through, under, up<br>Ex2. Read the Daredevils quiz and choose the correct prepositions.<br>Ex3.. Do the quiz. Then listen and check your answers. | Worksheet |

| Сабақкезеңдері  | Жоспарланған іс-әрекет                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Ресурстар   |               |               |              |              |               |                |             |                |  |  |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------|---------------|--------------|--------------|---------------|----------------|-------------|----------------|--|--|
| Main activities | <p>Ex4. Work in pairs. Describe the pictures in exercise 1 using the verbs in the box and a preposition.</p> <table><tr><td>1. Climb up</td><td>6. Run around</td></tr><tr><td>2. climb down</td><td>7. Jump over</td></tr><tr><td>3. jump into</td><td>8. Walk under</td></tr><tr><td>4. swim across</td><td>9. Fall off</td></tr><tr><td colspan="2">5. cycle throw</td></tr></table> <p>Ex5. Complete the sentences with the prepositions in exercise1</p> <p>1. fell off    2. Skiing down    3. Climb up    4. Ran into    5. Sailing around<br/>6. Cycled through</p> | 1. Climb up | 6. Run around | 2. climb down | 7. Jump over | 3. jump into | 8. Walk under | 4. swim across | 9. Fall off | 5. cycle throw |  |  |
| 1. Climb up     | 6. Run around                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |               |               |              |              |               |                |             |                |  |  |
| 2. climb down   | 7. Jump over                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |               |               |              |              |               |                |             |                |  |  |
| 3. jump into    | 8. Walk under                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |               |               |              |              |               |                |             |                |  |  |
| 4. swim across  | 9. Fall off                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |             |               |               |              |              |               |                |             |                |  |  |
| 5. cycle throw  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |               |               |              |              |               |                |             |                |  |  |
| End             | <p>Reflection</p> <p>Learners write :</p> <p>What did you learn today?</p> <p>What parts of the lesson were easy?</p> <p>What parts of the lesson were difficult?</p>                                                                                                                                                                                                                                                                                                                                                                                                       |             |               |               |              |              |               |                |             |                |  |  |