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Тема урока: «City»

Класс: 5

Цели урока:

1. Формирование лексических навыков по теме «Город»
2. Закрепление грамматических навыков: there is/there are
3. Развитие навыков чтения и говорения по теме «Город»

**Lesson Plan**

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| Unit 7: Fantasy world | School: №2 |
| Teacher’s name: | Remsha T.E. |
| Date: |  |
| Grade: 5 | Number present: 12 absent: |
| Theme of the lesson: | **City** |
| Learning objectives(s) that this lesson is contributing to: | **5.C4**evaluate and respond constructively to feedback from others  **5.S6**communicate meaning clearly at sentence level during, pair, group and whole class exchanges  **5.S7**use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics |
| Lesson objectives: | **All learners will be able to:** use there is/there are with some support  **Most learners will be able to:** define the constructions correctly to use in sentences  **Some learners will be able to:** construct the sentences with the right steps. |
| Assessment criteria | Complete the sentences using there is/there are |
| Value links | Respect and Cooperation |
| Cross curricular links | Real life |
| ICT skills | PPT, Video, the use of whiteboard |
| Previous learning | City |

**Plan:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Part of the lesson/Time** | **Teacher’s activity** | | **Student’s activity** | **Assessment** | | **Resources** |
| **Beginning of the lesson**  Warming-up  **5 min.** | **Organization moment:**  1.Greeting.  2. Organization moment.  Energizer dancing  T asks Ss to stand up and follow the video. | | Ss greet the teacher, answer the questions, dance following the video.  **Aim:** refresh brain after other lessons.  **Efficiency:**  students be engaged in the class | **Feedback:**  ***«The praise»*** method to evaluate Ss. like:  “Good job!  Well done!” | | White board  PPT  <https://youtu.be/JoF_d5sgGgc> |
| ***Pre-learning***  **10 min.** | *T shows the video to explain the theme of the lesson.*  1. Write the following categories on the board: free time, shopping, education  2. Put students in pairs. Set a time limit of 2 minutes for students to brainstorm places in the city for each of the  categories.  3. When time is up, elicit the answers from each pair and write the places on the board.  Suggested answers:  Free time: cinema, café, restaurant, park, etc.  Shopping: supermarket, shopping center, etc.  Education: school, university, etc.  **Vocabulary**  **Teacher distributes cards** ***"Places of the city".***  Teacher encourages Ss to choose the words and write them under the pictures.  ***House, museum, restaurant, bank, theatre, school, shop, cinema, fountain, hotel*** | | Ss guess the theme of the lesson  Ss write the suitable words  **Aim:**.develop writing skills.  **Efficiency:** helps Ss be more focused and efficient.  Ss divided into 3 groups and match the pictures and the words | **Feedback:**  ***«The praise»***  **Descriptor:**  -answer the question  -say about city lives | | Cards |
| **Middle of the lesson**  **5 min**    **8 min**  pairs, whole class | Give out Worksheet 1 to each student and explain task  1. Focus on the list of the places and read them as an open class. Drill the difficult words making sure all  students pronounce the words correctly.  3. Individually, students read sentences and say where the people need to go**.** Set a time limit of 2 minutes for students to guess the places. Check answers.  **Grammar presentation**  Give out Worksheet 2 and focus on the dialogue Nominate students to read the dialogue aloud.  After they have finished, ask them which construction is used to talk about the places in cities (there is / are). Get  students to find and underline all the examples of ‘there is/are’ in the dialogue. Ask them what follows after ‘is’  and after ‘are’. Elicit answers.  Ask some CCQs to clarify the meaning of grammar:  - Can we use ‘there is’ for more than one thing or place? (no)  - Do I need to use ‘a’ after there is? (yes)  - Can I use ‘any’ in positive sentences? (no)  Answers: There are; there aren’t; there is; there are; is there; there isn’t; is there | | Ss read the words, then  **read sentences and say where the people need to go.**  **Aim:** improve critical thinking skills and logically thinking skills.  **Efficiency:** develop speaking skills and view points of Ss.  Ss to read the dialogue aloud. Say which construction is used to talk about the places in cities  to find and underline all the examples of ‘there is/are’ in the dialogue.  Ss answer some CCQs to clarify the meaning of grammar: | **Feedback:**  ***«The praise»*** method to evaluate Ss. like:  “Good job!  Well done!” | | cards  Printed Worsheet  Worsheet |
| **Practice**  individual work, whole class  **5 min.**  **3 min.**  pair work    **Production**  group work  **7 min** | Focus on Task 4. Individually, students complete the sentences with the correct form of ‘there is/are’ according  to the given instructions in brackets (positive, negative or questions). Check answers. Correct any mistake that  might occur at this point.  Task 5. Set a tie limit for students to find and correct the mistakes in the given sentences.  Check answers .  1. There is a library round the corner.  2. There are two cats under the tree.  3. There is a flowerpot on the floor.  4. There are many flowers in the room.  5. There are three cars in the yard.  6. There are two birds on the tree.  **Play the ‘Boasting game’**. In groups, students boast about how good their neighbourhood is.  2. Give students some time to think of the places they have in their neighbourhood and prepare their sentences.  **For example,**  My neighbourhood is really cool. There are a lot of shops near my house. There is also a big cinema and a  swimming pool… | | Ss complete the sentences with the correct form of ‘there is/are’ according  to the given instructions in brackets (positive, negative or questions).  ***Aim:*** develop Ss ideas and thoughts and writing skills. Learn to construct correct sentences..  **Efficiency:** improve correctly using there is/there areinto the sentences. | **Feedback:**  ***«The praise»*** method to evaluate Ss. like:  “Good job!  Well done!” | | Whiteboard    Worksheet |
| **End of the lesson.**  Reflection  Individual work:  **2 min.** | To reflect the lesson T asks questions.  What was the most difficult thing? What was the easiest thing? | | Ss answer the questions.  ***Aim:*** define how much they understand the new lesson.  **Efficiency:** ensure with the basic information. | **Feedback:**  ***«The praise»*** method to evaluate Ss. like:  “Good job!  Well done!” | | Whiteboard |
| **DIFFERENTIATION – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **ASSESSMENT – how are you planning to check learners’ learning?** | | | **Health and safety rules** | |
| **During the lesson some tasks differentiated by outcomes of the students and by their abilities.**  **All learners** use there is/there are with some support  **Most learners** define there is/there are correctly to use in sentences  **Some learners** say about how good their neighbourhood is | | Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives.  ***«The praise»*** method to evaluate Ss. like:  “Good job!  Well done!” | | | Provide some physical exercises for learners | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  Did all learners achieve the LO?  If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | |  | | | | |
| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  1:  2:  **What two things would have improved the lesson (consider both teaching and learning)?**  1:  2:  **What have I learned from this lesson about the class orachievements/difficulties of individuals that will inform my next lesson?** | | | | | | |

Приложение.

Pictures

         

**Task 3. Read the dialogue. Which construction do we use to describe places in the city?**

**Mike** : Do you live in a big city?

**Bella** : No, but there are a lot of beautiful places in my city.

**Mike** : Is there an airport?

**Bella** : No, there isn’t. But there is a big train station.

**Mike** : Are there any parks in your city?

**Bella** : Yes, there are some. Actually, there is a beautiful park near my house. What about your city? Is it big?

**Mike** : Yes, my city is very big. There is an international airport, 2 bus stations and a train station in my city.

**Bella** : Are there many cafes and restaurants?

**Mike** : Yes, lots of! There are some great coffee shops near my University. I hope you can visit my city someday.

**Task 4. Complete the sentences with the correct form of THERE IS / ARE.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ five shops near my house. (+)

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ many restaurants in my city. (-)

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a tall building in front of my office. (+)

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ some parks near here. (+)

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a library near your school?

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a bus station in my city. (-)

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a sports centre in this building?

**Task 5. Correct the mistakes in the sentences.**

1. There are a library round the corner.

2. There is two cats under the tree.

3. There are a flowerpot on the floor.

4. There are many flower in the room.

5. There is three cars in the yard.

6. There is two birds on the tree.