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| **Long-term plan unit: 2 Living things** | **School: № 24** |
| **Date**: 14.10.2019 | **Teacher’s name**: Rakhimzhanova A.K. |
| **CLASS**: 5Z | **Number present**:  | **absent:** |
| **Theme of the lesson: Huskies. The Inuit’s helper** |  |
| **Learning objective (s) that this lesson is contributing to** | 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics |
| **Lesson objectives** | **All learners will be able to:*** read a text about husky dogs and the Inuit people of the Arctic.
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| **Most learners will be able to:** • learn how to form nouns with the suffix *-er*. |
| **Some learners will be able to:**• speak about what work animals do in my country. |
| **Success criteria** | * Organize information logically. Express ideas clearly
* Recognize detailed information in a short conversation with some support
* Provide unprepared speech to answer a variety of questions at sentence level with limited flexibility
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| **Value links** | Respect, cooperation and transparency |
| **ICT skills** | Use an interactive board to show the pictures and to do some exercises |
| **Previous learning** | Discover culture |
| **Plan** |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | **Teacher’s notes** |
| Beginning 5 min | • Ask students: What kind of dogs do you know?Show the pictures of the famous types of dogs* Ask students: What do you know about huskies?
* Tell the students that they’re going to talk about huskies
 | **Suggested answers**Poodle, Boxer, Retriever, Pitbull, Huskie, Hotdog |
| Middle30 min | Reading practice• Put students into two groups * Ask them to open their books at page 19.ex 1

• Read out the title and refer students to the map and the photo.Where do the dogs live?What is the weather like?• Elicit answers to the questions.* Introduce to the students the new vocabulary before the reading and try to say these words in a group and a mini-group
* Check students’ understanding of the following: *seal*, *reindeer* and *sledge.*
 | **Suggested answers**They live in the Arctic (e.g. Alaska and Greenland). It’s very cold there. |
| * Give students the text for reading (for the 1st group - 1st part, for the 2nd group - the 2nd part)
* Ask each student of the both group to tell the main information from their texts
* Ask each group to answer the questions:

Why do Inuit people use huskies?How do Inuit people use huskies?Where do the dogs live?What is the weather like? • Check answers 1.Are the native people of the Arctic called the Inuit? **Yes|**\No 2. Do they live in Asia or New Zealand?Yes\No3. Can huskies live in very cold climates?Yes\No4. Do the huskies help them to hunt? **Yes\**No5. Do the Inuit eat many vegetables or fruit? Yes\**No**6. Can these dogs pull heavy sledges and go very fast? **Yes**\No | **Suggested answers**The huskies pull the sledges. The Inuit eat meat and fish. They hunt seals, polar bears and reindeer. They make sledges with animal bones and skin. |
| • Read out the four sentences from the interactive board.* Tell students that these sentences are false and they need to correct the mistakes

• Check answers.• Give students a couple of minutes to find and underline the words in the text that end in *-er.*• Put the three categories on the board and ask students to say which categories the words they underlined belong in. | **Answers****1** The Inuit use huskies to pull their sledges.**2** They make sledges with animal bones and skin.**3** They eat meat and fish.**4** They hunt seals, polar bears and reindeer. |
| • Rub out the -*er* at the end of each of the words on the board and ask students to say what type of word is left (verbs).* Ask students to make –er words from the following words: dance, drive, sing, teach

• Ask students to work alone to write the noun forms of the words.• Check answers. | **Answers**workers, hunters, helperThey are nouns. |
| End5 min | **Homework**Tell students to write about animals that people use in our country. What work do they do?e.g. The police sometimes use dogs to help them. |
| REFLECTION5 min | Answer the most relevant questions to reflect on your lesson.What did the pupils learn? What did/didn’t you like? What was difficult? |