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| **Long-term plan unit: 3 VALUES** | | | | **School: School №24**  **Ust-Kamenogorsk** | | |
| **Lesson 5** | | | |  | | |
| **Date**: 25.11.2020 | | | | **Teacher’s name: Manapova Zh.M.** | | |
| **GRADE**: 5 “b” | | | | **Number present**: | | **absent:** |
| **Theme of the lesson:** Describing people Practice | | | | | | |
| **Learning objective (s) that this lesson is contributing to** | | | 5.2.2.1 - understand an increasing range of unsupported basic questions which ask for personal information;  5.2.6.1 - deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;  5.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | |
| **Most learners will be able to:**  • use words to describe people.  • write a description of your friend’s avatar. | | | |
| **Some learners will be able to:** | | | |
| **Success criteria** | | | * Recognize basic personal questions without support * Figure out the content of a short conversation with some support * Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | |
| **Value links** | | | Respect, openness | | | |
| **Cross curricular links** | | | Kazakh, Russian | | | |
| **ICT links** | | | Youtube, Interactive boards- Wordwall, liveworksheet,iscollective.com | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and join to the lesson.  *Hello, boys and girls! How are you? I’m really glad to see you again!* | | | | Preparation  • **A conversation**  **Background**  Dear boys and girl, today we will practice a lot! We remember have got/has got, vocabulary – family and friends. So at the lesson we will practice more using grammar and vocabulary. | |
| Warm up  sing a song | • Books opened. Page 29-30  Remember have got and has got. And students to sing a song.  • <https://www.youtube.com/watch?v=cx8g9yrEy3g> | | | | Involve to the lesson | |
| Practice  Work individually | • Ask students to open their books at page 30  • Remember vocabulary about describing people “Mind Map”  and using vocabulary to play game the “Random wheel”  <https://wordwall.net/resource/3877660/family>  (individually work)  Descriptor: the students describe one of the family member  Break time 30 sec. Train student’s eyes. Close your eyes and open your eyes! | | | | Suggested answers:  My mum is tall. She has got long straight hair.  Total score: 5 points  3 sentences – 5 points  2 sentences – 3 points  1 sentence – 2 points | |
| Work in pair | • Read out the question and then ask students to work in  pairs to answer it.  • Put students in pairs to tell one another to ask about picture.  • According to the pictures on the presentation the students have to make a dialogue.  **What does he/she look like?**  • Students ask and answer to each other.  • Students can compare answers in pairs before you check answers with the class.  Descriptor: make a dialogue using appropriate vocabulary | | | | Questions and Answers:   * Is she tall? * I think, she isn’t, she is short.   Self-evaluation  1-5 points | |
| Collective Work | • Students work collectively to correct the sentences.  • Check answers.  •Give weaker students the to read the sentence as they watch in the cartoons  <https://en.islcollective.com/video-lessons/have-got-has-got> (work in class)  Students read describing people and find “Who is who?”  <https://www.liveworksheets.com/fn525387vm> (work in class) | | | | Assessment is according to the completing tasks in the video  Collective reading work | |
| Conclusion | Describing people  So dear students, today you have practiced a lot using grammar and vocabulary.  Let’s assess to each other, look to the table -  **Self-assessment table**  • Read out the words in the box and under the pictures.  • Can you describe yourself?  • Students describe yourself.  **Fast finishers**  Students can turn to the Vocabulary bank on page 118 and do the Describing people activities. | | | | Answers  I’m tall. I have got brown eyes and short straight hair. | |
| **Language note**  Fun is a noun meaning ‘something that provides amusement or entertainment’, e.g. We had fun at the party. Funny is an  adjective meaning ‘causing laughter or amusement’, e.g. It’s a very funny fi lm. In informal English, fun is also used as an adjective meaning ‘enjoyable’ or ‘amusing’, e.g. We had a fun time. Pretty is used to describe women and girls who are attractive in appearance, whereas good-looking can be used to describe both sexes. | | | | | | |
| Your turn | • Give students five minutes to write their descriptions.  • Students read their description to a partner, who draws a picture of the avatar being described. | | | |  | |
| Homework | 1.Exercises 2, on page 19 of the Workbook for homework.  2. Describe your best friend (writing) | | | |  | |
| **Additional Information** | | | | | | |
| **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 check ICT links** | |
| More support will be given to weaker learners by giving them a modified worksheets in some tasks with greater support | | -through questioning and the redirecting of questioning in feedback activities  -through observation in group and end performance activities  -through formative task | | | -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Four fingers- “I’m an expert! (I can help another person)  Three fingers – I understand! (I don’t need help)  Two fingers - I kind of understand! (but I need some help)  One finger – I don’t understand! ( I need help!) | | | | |