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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
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| **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 29-30Remember have got and has got. And students to sing a song.• <https://www.youtube.com/watch?v=cx8g9yrEy3g>  | Involve to the lesson |
| PracticeWork 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 memberBreak 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 points3 sentences – 5 points2 sentences – 3 points1 sentence – 2 points |
| Work in pair | • Read out the question and then ask students to work inpairs 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-evaluation1-5 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 videoCollective reading work |
| Conclusion | Describing peopleSo 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. | AnswersI’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 anadjective 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!) |