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| **Long-term plan unit: 1 Home and away** | | | | **School:** | | |
| **Lesson 1** | | | |  | | |
| **Date**: | | | | **Teacher name: Bekzhan Sh.** | | |
| **CLASS: 5** | | | | **Number present**: | | **absent:** |
| **Theme of the lesson: Home and away** | | | |  | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 5.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups  5.1.2.1 -use speaking and listening skills to provide sensitive feedback to peers | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | |
| **Most learners will be able to:**  great each other and ask how they are, count from 1 to 50  use greetings, the alphabet, numbers 1–50, time in speech correctly | | | |
| **Some learners will be able to:** | | | |
| **Success criteria** | | | * Read and identify the main idea in the text * Identify details in a text with little support | | | |
| **Value links** | | | Respect, cooperation, transparency | | | |
| **Cross curricular links** | | | Maths | | | |
| **ICT skills** | | | CD, DVD | | | |
| **Previous learning** | | | Review: About myself | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Beginning | Say *hello* to the students and then ask students to say *hello* to each other.  • Elicit other phrases that we use when meeting and greeting people and write them on the board, e.g. *Good morning, How are you?*  • Students can work in pairs to complete gapped conversation. Play the recording for students to check their answers.  • Put students in pairs so they can practise reading the conversation. | | | |  | |
|  | **Optional activity**  • Students can write a short conversation based on the one in Exercise 1, using their own names. | | | |  | |
| Middle | **The alphabet**  Say *A, B, C, D* and then ask: *What is this?* Elicit *the alphabet* and write the phrase on the board.  • Tell students they are going to listen to the alphabet in English. If any students are confident enough to say it before you play the recording, ask them to do so.  • Play the recording for students to repeat the alphabet.  Ask two students to read out the example and then spell your name out for the class.  • Put students in small groups to ask and answer the question.  • To **extend** this exercise, you could then ask students to work in pairs and test each other on the spelling of some basic words in English, e.g. *cat, name.* | | | |  | |
| **Numbers**  • Before students do the exercise, revise numbers 1–20 and check students’ understanding of the following vocabulary: *plus* (+), *minus* (-), *divided by* (÷) and *multiplied by* (×).  • Students can then work in pairs to do the calculations and write the numbers as words.  **Fast finishers**  Students can write four calculations like the ones in Exercise 5. Collect these and then put them on the board for further practice after students have checked their answers to Exercise 5.  Play the recording for students to check their answers to Exercise 5. | | | | **Answers**  **b** four + six = ten **c** eight - five = three  **d** seven - three = four **e** nine x two = eighteen  **f** ten ÷ five = two | |
| Students work alone to order the results of their calculations in  Exercise 5.  Play the recording for students to check their answers to Exercise 7. | | | | **Answers**  two/2 three/3 four/4 nine/9 ten/10 eighteen/18 | |
| Read out the question and ask students to repeat it after you.  • Put students in pairs to ask and answer the question.  • Ask two or three students to report back to the class on what their partner said, e.g. *Mario is 12 years old.*  **Time**  • Draw a clock on the board, point to it, and ask: *What time is it?*  • Refer students to the clocks in Exercise 10. Do the first one as an example and then ask students to work in small groups to complete the exercise.  • Check answers, then remind students of the difference in meaning between *clock* and *watch*. | | | | **Answers**  **a** 2 **b** 4 **c** 5 **d** 7 **e** 1 **f** 3 **g** 6 | |
| End | Put students into groups of three (A, B and C).  • Student A draws a clock face in their notebook showing a particular time. Student B then asks Student C: *What’s the time?*  • Student C says the time he or she can see.  • Students continue like this until every member of the group has had a chance to draw a clock face, ask a question and answer a question at least once. | | | |  | |
| Homework | Set Exercises 1, 2, on page 3 of the **Workbook** for homework. | | | |  | |
| **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 | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | |

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| **Long-term plan unit: 1Home and away** | | | | **School:** | | |
| **Lesson 2** | | | |  | | |
| **Date**: | | | | **Teacher name: Bekzhan Sh.** | | |
| **CLASS: 5** | | | | **Number present**: | | **absent:** |
| **Theme of the lesson: Diagnostic test** | | | |  | |  |
| **Learning objective (s) that this lesson is contributing to** | | | • identification of levels for later work  • reinforcement of learning and pupil motivation  • identification of problem areas | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | |
| **Most learners will be able to:** | | | |
| **Some learners will be able to:** | | | |
| **Success criteria** | | | 5.1.9.1- use imagination to express thoughts, ideas, experiences and feelings  5.6.1.1- use some abstract nouns and complex noun phrases on a limited range of familiar general and curricular topics | | | |
| **Value links** | | | Labour and creativity | | | |
| **Cross curricular links** | | |  | | | |
| **ICT skills** | | |  | | | |
| **Previous learning** | | | Review “maths” | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Beginning | Say *hello* to the students and then ask students to say *hello*  to each other.  • Elicit other phrases that we use when meeting and greeting  people and write them on the board, e.g. *Good morning,*  *How are you?*  • Students can work in pairs to complete gapped conversation. | | | |  | |
| Diagnostic test | For identification of levels for later work, reinforcement of learning and pupil motivation, identification of problem areas students have a 10 minute diagnostic test. | | | |  | |
| End | Set Exercises 3, 4 and 5 on page 3 of the Workbookfor homework. | | | |  | |
| **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 | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | |

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| **Long-term plan unit: 1 Home and away** | | | | **School:** | | |
| **Lesson 3** | | | |  | | |
| **Date**: | | | | **Teacher name: Bekzhan Sh.** | | |
| **CLASS: 5** | | | | **Number present**: | | **absent:** |
| **Theme of the lesson: Prepositions** | | | |  | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 5.5.3.1- write with support factual descriptions at text level which describe people, places and objects  5.5.8.1-spell most high-frequency words accurately for a limited range of general topics | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | |
| **Most learners will be able to:** ask questions about classroom objects name classroom objects, use *this, that, these* and *those*. | | | |
| **Some learners will be able to:** | | | |
| **Success criteria** | | | write with support factual descriptions at text level  spell most high-frequency words accurately | | | |
| **Value links** | | | Labour and creativity, cooperation | | | |
| **Cross curricular links** | | | Kazakh, Russian | | | |
| **ICT skills** | | |  | | | |
| **Previous learning** | | | Home and away | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Beginning | 1 Using objects in the classroom, e.g. a book or a pen, elicit the prepositions in the box. Put the object in various places around the room and then ask: *Where is it?* Students say *it’s on the floor, it’s in the bag, it’s next to the window,* etc.  • Students work in pairs to do the matching exercise.  • Check answers. | | | | **Answers**  **2** in front of **3** in **4** on **5** next to **6** behind | |
| Middle | **Classroom objects**  2 • Read out the words in the box. Ask students to repeat them  after you.  • Check that students understand the words.  • Ask students to identify the board in the picture and then ask them to work alone to find the remaining objects. (All the words in the box can be found in the picture.)  • Students can compare answers in pairs before you check answers with the class. Check answers by pointing to the objects and asking: *What is this?*  **Game**  • Play *Could you spell that, please?* using the words in Exercise 2.  • See **Games Bank** on page 28.  3 • Read out the example question and answer.  • Students can work alone to complete the exercise. You could give **weaker students** the questions and ask them to write the answers.  • Check answers.  Refer students to the example and then ask them to work in pairs to do the activity.  • To **extend** this exercise, you could ask students to work in pairs to take it in turns to put objects in different places in the classroom and ask where the objects are. ***this*, *that*, *these* and *those***  5 • Write *this*, *that*, *these* and *those* on the board.  • Using objects in the classroom, illustrate the difference between the four words. For example, hold up a pencil and say: *This is my pencil*. Point to a student’s pencil and say:  *That is Danuta’s pencil*. Hold up some books and say: *These are my books*. Point to some books belonging to a student and say: *Those are Gabriel’s books.*  • Complete the first sentence with the class as an example and write the sentence on the board.  • Model more sentences using *this, that, these* and *those* by holding up and pointing to objects in the classroom.  • To **extend** this exercise, you could ask students to work in pairs and take it in turns to point to and describe objects that are both near to and far away from them.  • Monitor while students do this. Check they are using the words correctly. | | | | **Suggested answers**  **2** Where’s the white rubber? It’s next to the ruler.  **3** Where’s the red pencil? It’s next to the notebook.  **4** Where’s the board? It’s on the wall.  **5** Where are the books? They’re on the bookshelf.  **6** Where’s the laptop? It’s in front of the board.  **7** Where’s the bag? It’s behind the desk. | |
| End | Play **bingo** to test students on the /ɪ/ and /i:/ sounds.  • Ask students to draw a 3x3 square in their notebooks.  • Write the following list of words on the board: *this, these, ship, sheep, it, give, eat, leave, bin, hit, sit, seat, his, cheese.*  • Ask students to choose nine words to write in their square.  • Call out words from the list and make sure you keep a note of which words you call out.  • If students have their words in their square, they tick them off. A student says *Bingo!* if he or she thinks you have called out all nine words that he or she has in their square. | | | |  | |
| Homework | Set Exercise 6 on page 3 and Exercises 1 and 2 on page 4 of the **Workbook** for homework. | | | |  | |
| **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 | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | |

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| **Long-term plan unit: 1 Home and away** | | | | **School:** | | |
| **Lesson 4** | | | |  | | |
| **Date**: | | | | **Teacher name: Bekzhan Sh.** | | |
| **CLASS: 5** | | | | **Number present**: | | **absent:** |
| **Theme of the lesson: Possessive adjectives and pronouns** | | | | | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 5.6.6.1- use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics  5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | |
| **Most learners will be able to:**  use possessive adjectives and possessive pronouns, personal possessions and adjectives, possessive *’s* correctly | | | |
| **Some learners will be able to:** | | | |
| **Success criteria** | | | Differentiate between personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing, anything  Apply the rule for comparative and superlative adjectives | | | |
| **Value links** | | | Lifelong learning | | | |
| **Cross curricular links** | | | Russian, Kazakh | | | |
| **ICT skills** | | |  | | | |
| **Previous learning** | | | prepositions | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Beginning | Books closed. Pick up objects in the classroom belonging to both you and the students, and describe them in the following way: *This is my pencil. It’s mine. This is her bag. It’s hers. This is his notebook*. *It’s his.* Write these sentences on the board and highlight the possessive adjectives and possessive pronouns. Elicit or introduce the idea of possession (use L1 if necessary) and point out that we use the highlighted words to talk about possession.  • Ask students to open their books at page 6.  • Students can work in pairs to complete the chart.  • For further information and additional exercises, ask students to turn to page 108 of the **Grammar reference** section. | | | |  | |
| Middle | Read out the example.  • Do this exercise with the class as a whole, asking students to identify whether the correct words in each sentence are subject pronouns, possessive adjectives or possessive pronouns.  • Alternatively, ask students to work in small groups to complete the exercise. Encourage **weaker students** to check their answers against the information in the chart in Exercise 1.  • Check answers and then ask students to look at sentence 7.  Focus on the difference between *you’re* and *your*. Explain that native speakers regularly mistake the two forms when they write. Ask students to write four sentences, two with the subject pronoun *you* and two with the possessive adjective *your*. Match one thing in the box with a picture as an example.  • Students can then work alone to complete the exercise.  • Allow **weaker students** to check the meanings of the words by using their phones to look for images of the objects online. | | | | **Answers**  **2** her, It’s **3** your, mine **4** They, our  **5** his, hers **6** their **7** You’re | |
|  | **Possessive *’s***  • Read out the information in the box about the possessive ’*s.* Point to various objects belonging to the students.  Say something about the objects using the possessive *’s*, e.g. *This is Andres’s ruler.*  • Ask two or three students to volunteer similar sentences of their own.  • For further information and additional exercises, ask students to turn to page 108 of the **Grammar reference** section.  • Refer students to the pictures and sentences in Exercise 4. Ask students to describe the objects in the pictures, e.g. *a new bike*.  • Read out the example and then ask students to work in pairs to write the remaining sentences | | | |  | |
|  | • Check answers by pointing to the pictures in turn and saying: What’s this? | | | | **Answers**  2 a new skateboard 3 an old mobile phone 4 a big bike 5 a small bike 6 a nice car | |
| End | This is a good activity to do with **stronger students**.  • Write some sentences on the board, e.g. *Liam’s my best friend. That’s Liam’s new skateboard.*  • Ask students if all three *’s* are possessive *’s*.  • Point out that the third one is the possessive *’s*, but that the first two are a contracted form of the verb *be*.  • Ask students to work in pairs to write four sentences including both possessive *’s* and the contracted form of *is*.  • Students swap sentences with another pair for peer checking. | | | |  | |
| Homework | Set Exercises 3 and 4 on page 4 and Exercises 1 and 2 on page 5 of the **Workbook** for homework. | | | |  | |
| **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 | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | |

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| **Long-term plan unit: 1 Home and away** | | | | **School:** | | | |
| **Lesson 5** | | | |  | | | |
| **Date**: | | | | **Teacher name: Bekzhan Sh.** | | | |
| **CLASS: 5** | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: The verb *to be*** | | | |  | | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 5.1.4.1-evaluate and respond constructively to feedback from others  5.1.7.1-develop and sustain a consistent argument when speaking or writing  5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics | | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | | |
| **Most learners will be able to:** revise *be*: affirmative, negative and questions, days of the week, months and dates. | | | | |
| **Some learners will be able to:** | | | | |
| **Success criteria** | | | Analyze given feedback and give constructive answers to feedback  Make an argument and reason it  Give basic information about themselves and others at sentence level | | | | |
| **Value links** | | | Lifelong learning | | | | |
| **Cross curricular links** | | | Kazakh, Russian | | | | |
| **ICT skills** | | |  | | | | |
| **Previous learning** | | | Possessive adjectives and pronouns | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Beginning | Books closed. Put students into small groups and give them 30 seconds to write down as many present forms (affirmative, negative and question) of *be* as they can.  • Say *Stop!* when the time is up and then find out how many forms each group came up with. | | | | |  | |
|  | • Ask students to open their books on page 7 and work in pairs to complete the chart with the correct forms of *be*.  • For further information and exercises, ask students to turn to page 108 of the **Grammar reference** section. | | | | **Answers**  **+ –**  I am ’m not  He/She/It **is** isn’t 12.  We/You/They are aren’t  **? + –**  **Am** I 12?  Yes, I am. No, I’m not. Is he/she/it Yes, he/she/it is.  No, he/she/it isn’t.  **Are** we/you/they Yes, we/you/ they are.  No, we/you/ they aren’t. | | |
| Middle | Read out the example and then ask students to work alone to complete the remaining sentences.  • Check answers. | | | | | **Answers**  **2** ’s **3** ’re **4** ’re **5** ’re **6** ’s **7** ’re **8** ’s | |
|  | **Game**  • Play *Fill the Blanks* using the affirmative forms of *be*.  • See **Games Bank** on page 28.  3 • Refer students to the example and then ask them to work in  pairs to make the sentences in Exercise 2 negative.  • Check answers. | | | | | **Answers**  **2** She isn’t Sara. **3** We aren’t friends.  **4** You aren’t Tim. **5** They aren’t Pete and Suzie.  **6** He isn’t a teacher. **7** You aren’t the students in my class.  **8** It isn’t a dictionary. | |
|  | • Ask a student to read out the example sentence.  • Ask students to work alone to complete the questions.  Encourage **weaker students** to check their answers against  the box on page 108 of the **Grammar reference** section. | | | | | **Answers**  **2** Are we in an English class? **3** Is it cold today?  **4** Is the school big? **5** Are you eleven?  **6** Are the teachers children? | |
|  | Put students in pairs to do this activity.  • Monitor and check that students are both forming questions and using the short answers correctly. | | | | |  | |
| End | Read out the four questions.  • Put students into pairs to ask and answer the questions. | | | | |  | |
| Homework | Set Exercises 3, 4 and 5 on page 5 and Exercises 1, 2, 3 and 4 on page 6 of the **Workbook** for homework. | | | | |  | |
| **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 | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | | |

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| **Long-term plan unit:1 Home and away** | | | | **School:** | | |
| **Lesson 6** | | | |  | | |
| **Date**: | | | | **Teacher name: Bekzhan Sh.** | | |
| **CLASS: 5** | | | | **Number present**: | | **absent:** |
| **Theme of the lesson: Days of the week** | | | |  | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 5.2.3.1- understand an increasing range of unsupported basic questions on general and curricular topics  5.2.5.1 -understand most specific information and detail of short, supported talk on a wide range of familiar topics | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | |
| **Most learners will be able to:**  revise days of the week, months and dates. | | | |
| **Some learners will be able to:** | | | |
| **Success criteria** | | | Recognize basic general questions without support  Recognize detailed information in a short conversation with some support | | | |
| **Value links** | | | Lifelong learning | | | |
| **Cross curricular links** | | | Maths, Kazakh, Russian | | | |
| **ICT skills** | | |  | | | |
| **Previous learning** | | | The verb to be | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Beginning | **Days of the week**  • Ask: *What are the days of the week?*  • Invite students to call them out in order and write the  words on the board. Do not accept or reject the accuracy  of the order.  1.06 Play the recording for students to check their answers to Exercise 6.  • You could then play the recording again for students to  listen and repeat the words. | | | | **Answers**  Monday Tuesday Wednesday Thursday Friday Saturday Sunday | |
| Middle | **Months and dates**  • Students can work alone to complete the months.  • Allow **weaker students** to use dictionaries.  • Students can compare answers in pairs.  1.07 Play the recording for students to check their answers to Exercise 8. | | | | **Answers**  January February March April May June July  August September October November December | |
| Write *1, 2, 3* on the board. Explain that these are ‘cardinal numbers’ and that they tell us about quantity: e.g. *I’ve got three video games*.  • Write *first, second, third* on the board. Explain that they are ‘ordinal numbers’ and that we use them to talk about the order of things: e.g. *September 6th*. | | | |  | |
| • Read out the example and then ask students to work in  pairs to complete the matching exercise.  1.08 Play the recording for students to check their answers to Exercise 10. | | | | **Answers**  **2** E May 1 **3** B September 1 **4** A January 24 **5** H August 17 **6** G December 17 **7** D March 8 **8** F February 12 | |
| End | Read out the four questions.  • Put students into pairs to ask and answer the questions. | | | |  | |
| Homework | Set Exercises 3, 4 and 5 on page 5 and Exercise 1, 2, 3 and 4 on page 6 of the **Workbook** for homework. | | | |  | |
| **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 | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | |

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| **Long-term plan unit: 1 Home and away** | | | | **School:** | | | |
| **Lesson 7** | | | |  | | | |
| **Date**: | | | | **Teacher name: Bekzhan Sh.** | | | |
| **CLASS: 5** | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Countries, nationalities and languages** | | | | | | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 5.3.3.1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.3.2.1ask simple questions to get information about a limited range of general topics | | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | | |
| **Most learners will be able to:** revise countries, nationalities and languages. | | | | |
| **Some learners will be able to:** | | | | |
| **Success criteria** | | | Make up basic interrogative sentences and get information about the topic  Provide a point of view in connected sentences | | | | |
| **Value links** | | | Respect, cooperation and transparency | | | | |
| **Cross curricular links** | | | Geography | | | | |
| **ICT skills** | | |  | | | | |
| **Previous learning** | | | Days of the week | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Beginning | Books closed. Write the following words on the board: *country, nationality, language*.  • Explain or elicit the meanings of the words.  • Elicit examples of countries, nationalities and languages and write these on the board.  • Ask students to open their books at page 8.  • Students can work in pairs to label the map. | | | | |  | |
| Middle | 1.09 Play the recording for students to check their answers to Exercise 1.  • Play the recording a second time for students to repeat the words. | | | | | **Answers**  **2** the USA **3** Mexico **4** Colombia **5** Brazil **6** the UK  **7** France **8** Spain **9** Turkey **10** Russia **11** India  **12** China **13** Japan **14** Australia | |
| Refer students to the information in the chart and them ask them to complete the gaps in pairs.  1.10 Play the recording for students to check their answers to Exercise 3. Play it a second time for students to repeat the words. Encourage students to notice the way the word stress changes, e.g. *Canada – Canadian*.  • To **extend** the work on nationalities, you could ask students to make a note in their notebooks of the common endings we use to make nationality adjectives, e.g. *-an/-ian/-ish*. Students group the nationalities they know under these headings and add more with the same endings. | | | | | **Answers**  **1** Brazilian **2** Colombian **3** Indian **4** Russian  **5** Spanish **6** Japanese | |
| • Read out the examples and then ask students to work alone to complete the remaining sentences.  • Check answers.  Ask students to work in pairs to ask and answer the question.  • To **extend** this, you could ask students to ask one another  the same question about famous people, e.g. *Where is*  *Neymar from?* | | | | **Answers**  **3** Sarah is from Australia. She’s Australian.  **4** Li Ping is from China. He’s Chinese.  **5** Vlad and Oksana are from Russia. They’re Russian.  **6** Raj and Sanjeet are from India. They’re Indian.  **7** Harry is from the USA. He’s American.  **8** Leticia and Pedro are from Mexico. They’re Mexican. | | |
| **Optional activity** | • Put students into pairs (A and B).  • Student B closes his or her book.  • Student A reads out the name of a country from the chart in Exercise 3.  • Student B says the appropriate nationality adjective.  • Students swap roles | | | | | | |
| Homework | Set Exercises 5,6 and 7 on page 6 of the **Workbook** for homework. | | | | |  | |
| **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 | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | | |

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| **Long-term plan unit: 1 Home and away** | | | | **School:** | | |
| **Lesson 8** | | | |  | | |
| **Date**: | | | | **Teacher name: Bekzhan Sh.** | | |
| **CLASS: 5** | | | | **Number present**: | | **absent:** |
| **Theme of the lesson: Let’s do the quiz** | | | |  | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 5.5.5.1-link without support sentences using basic coordinating connectors  5.5.6.1-link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | |
| **Most learners will be able to:**  read and talk about countries, nationalities and languages | | | |
| **Some learners will be able to:** | | | |
| **Success criteria** | | | link sentences using basic coordinating connectors  link, with some support, sentences into a coherent paragraph | | | |
| **Value links** | | | Kazakh patriotism and civil responsibility | | | |
| **Cross curricular links** | | | Geography | | | |
| **ICT skills** | | |  | | | |
| **Previous learning** | | | Animals, countries | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Beginning | Background  Discuss the background information  **Harry Styles**, born in 1994, is a British singer in the band One Direction. He entered the TV talent show The X-Factor in 2010. Despite failing to make his mark as a solo act, he was put together with other contestants who had entered the show to form One Direction.  **Kangaroos** are marsupials (mammals which are born completely developed and which are carried in a pouch on the female’s belly) found in Australia and New Guinea.  **Moscow** /ˈmɒskəʊ/ is the capital of Russia. It has a population of over 11 million and its Red Square, in the centre of this city, is one of the most famous open spaces in the world.  **Beijing** /ˈbeɪˈdʒɪŋ/ is the capital of China. Located in the northeast of the country, the city held the Olympic Games in 2008. Popular sights with visitors are the Great Wall of China and the Forbidden City, the vast palace compound that was home to China’s former emperors. | | | | | |
| Middle | Ask students to describe who and what they can see in the  pictures, e.g. a famous singer, an animal, a city.  • Students then work alone to answer the quiz questions. | | | |  | |
| Ask students to work in pairs to compare their answers to  the quiz.  • Check answers to the quiz with the whole class. | | | | **Answers**  1 British 2 Australia 3 English, French 4 Russia  5 Japanese 6 China | |
| • Put students into small groups of three or four.  • Read out a country from Exercise 3 and then give students one minute to name its capital and think of a fact about the country.  • Each team gets a point for correctly naming the capital and two points if they can say the capital in English. Teams also get a point for an accurate fact and two points for a particularly interesting fact.  • The team with the most points at the end of the game wins. | | | |  | |
| Homework | Set Exercises 5,6 and 7 on page 6 of the Workbook for homework. | | | |  | |
| **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 | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | |

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| **Long-term plan unit: 1 Home and away** | | | | **School:** | | | |
| **Lesson 9** | | | |  | | | |
| **Date**: | | | | **Teacher name: Bekzhan Sh.** | | | |
| **CLASS: 5** | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Asking for clarification** | | | | | | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 5.6.5.1-use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics  5.3.2.1 ask simple questions to get information about a limited range of general topics | | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | | |
| **Most learners will be able to:**  listen to teenagers talking about their name and nationality.  practise asking for clarification. | | | | |
| **Some learners will be able to:** | | | | |
| **Success criteria** | | | Clarify meaning and seek agreement asking questions, including tag questions  Make up basic interrogative sentences and get information about the topic | | | | |
| **Value links** | | | Lifelong learning | | | | |
| **Cross curricular links** | | | Geography | | | | |
| **ICT skills** | | |  | | | | |
| **Previous learning** | | | Grammar: verb to be | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Beginning | 1.1 Books closed. Point to a student and then ask him or her to clarify that their first name is what you think it is, e.g. *Your first name is Juanita. Is that right?*  • Tell students that you are *asking for clarification* and then write this phrase on the board. Check students’ understanding of the phrase. Use L1 if necessary. Provide or elicit further examples of asking for clarification, e.g. *It’s Tuesday today. Is that right?*  • Ask students to open their books at page 9.  • Tell students that they will watch a few teenagers answer two questions.  • Before you play the video, you could ask students to guess the nationalities of the teenagers in the chart, e.g. *I think Courtney is British.*  • Play the video.  • Students watch and complete the chart | | | | | **Background**  Katowice /ˌkætəˈviːtsə/ is a city in Silesia in southwest  Poland. It is at the heart of the most industrialised region of that country. | |
| Middle | 1.11 Give students time to read the question, then play the recording. Students can compare their answers in pairs before you check answers. | | | | | **Answer**  12th April | |
|  | Give students time to look through the conversation.  • Ask students to work alone to complete the conversation with the words in the box. Ask stronger students to complete the conversation without looking at the Useful language box.  • Students can compare answers in pairs. | | | | |  | |
|  | 1.11 Play the recording for students to check their answers to Exercise 4.  • Ask students to pay particular attention to the intonation used by the speakers.  • Ask students to work in pairs to practise the conversation. | | | | | **Answers**  2 spell 3 Sorry 4 repeat 5 course | |
| End | Before students begin this exercise, make sure that they are able to pronounce both the names of the people on the cards and the cities that the people are from. Also check that students can say the names of the letters correctly, that they know how to read out a date of birth, and that they can say the year 1999 (nineteen ninety-nine).  • Ask students to work with a partner to practise asking for clarification. They use the conversation in Exercise 4 as a model to follow, changing the words in bold to the information on the cards in Exercise 6. Pair stronger students with weaker students to do this task. | | | | Background  Munich /ˈmjuːnɪk/ is a city in the state of Bavaria in the  south of Germany. It hosted the 1972 Olympic Games and is  well known for its annual festival Oktoberfest.  Hangzhou /ˈhɑŋˈdʒəʊ/ is a city in the Zhejiang province of  Eastern China. It is a prominent cultural centre and its West  Lake is popular with visitors. | | |
| Homework | For homework, ask students to make their own identity cards for their English class. They should provide the following information on their cards: name, age, date of birth, address and a photo.  You can also set Exercise 8 on page 6 of the Workbook for homework. | | | | |  | |
| **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 | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | | |

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| **Long-term plan unit: 1 Home and away** | | | | **School:** | | |
| **Lesson 10** | | | |  | | |
| **Date**: | | | | **Teacher name: Bekzhan Sh.** | | |
| **CLASS: 5** | | | | **Number present**: | | **absent:** |
| **Theme of the lesson: Climate and food** | | | |  | |  |
| **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 topics  5.4.3.1 Understand the detail of an argument on a limited range of familiar general and curricular topics | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | |
| **Most learners will be able to:**  • learn the difference between climate and weather.  • read about different types of climates and the food grown in different parts of the world.  • write about different types of food. | | | |
| **Some learners will be able to:** | | | |
| **Success criteria** | | | Read and identify the main idea in the text  Recognize factual details in a given argument related to the topic | | | |
| **Value links** | | | Lifelong learning | | | |
| **Cross curricular links** | | | Geography | | | |
| **ICT skills** | | |  | | | |
| **Previous learning** | | | Asking for clarification | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Beginning | **Warm-up**  • Books closed. Ask the CLASS: 5*What’s the weather like today?*  • Elicit answers and write them on the board.  • Ask: *Is climate the same as weather?*  • Elicit answers to this question, but do not confirm or reject ideas  at this point. | | | |  | |
| Middle | • Students open their books at page 10 and read the information in the box about weather and climate.  • Put students in pairs to ask and answer the questions.  • Students will find out the answers to the first question in Exercise 2, and the answers to the other questions in Exercise 5.  1.12 Play the recording. Students listen to it and check and then repeat the names of the food items in Exercise 1.  Give students a couple of minutes to read the text. Tell them to pay attention to the different types of climate which are described. | | | | **Answers**  **1** dates **2** oranges **3** figs **4** rice **5** bananas  **6** potatoes | |
| • Ask students to match the climate types described in the  text in Exercise 4 with the parts of the world identified on  the map. | | | | **Answers**  yellow: desert climate green: tropical climate | |
| 1.13 Play the recording.  • Ask students to look back through the text in Exercise 3 to check the answers they came up with in Exercise 1 about where the food in the picture grows and in what climate.  • Ask students to say which food item is pictured in Exercise 1, but not mentioned in the text in Exercise 4 (*potatoes*). Ask students where potatoes grow and in what climate. (*Potatoes can be grown in most climates, including* *Mediterranean, tropical and desert.*) | | | | **Answers**  **dates:** desert climate  **oranges and figs:** Mediterranean climate  **rice and bananas:** tropical climate | |
| Homework | For homework, students make a poster describing the climate in their country, the crops that are grown there and the typical diet of the people. Students can illustrate their posters with photographs or drawings. | | | |  | |
| **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 | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | |

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| **Long-term plan unit: 1 Home and away** | | | | **School:** | | |
| **Lesson 11** | | | |  | | |
| **Date**: | | | | **Teacher name: Bekzhan Sh.** | | |
| **CLASS: 5** | | | | **Number present**: | | **absent:** |
| **Theme of the lesson: Weather and climate** | | | |  | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 5.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups  5.1.3.1-respect differing points of view | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | |
| **Most learners will be able to:**  • learn vocabulary for the seasons and weather.  • talk about favourite months and seasons. | | | |
| **Some learners will be able to:** | | | |
| **Success criteria** | | | Discuss a problem in groups and suggest a solution to this problem  Express a point of view in connected sentences. Demonstrate respect to people’s opinions using lexical units | | | |
| **Value links** | | | Lifelong learning | | | |
| **Cross curricular links** | | | Geography | | | |
| **ICT skills** | | |  | | | |
| **Previous learning** | | | Climate and food | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
|  | • Ask students to look at the table.  • Make sure that they understand how it is organised.  • Students can work in pairs to complete the table using the information in the texts in Exercise 3.  • Students can work in pairs to complete the table using the information in the texts in Exercise 3.  **Answers**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Country** | **Climate** | **Crops** | **Diet** | | **Polar climate** |  | always cold,  temperature  never above  10°C, very  difficult to  grow anything |  |  | | **Mediterranean**  **climate** | Turkey,  California,  southwest  Australia | hot in  summer, rainy  in winter | oranges,  figs,  olive  trees | a lot of  vegetables,  not much  fat | | **Desert climate** | Saudi  Arabia,  Egypt | temperatures  high all year,  can be cold at  night, doesn’t  rain often | date  palms | dates | | **Tropical**  **climate** | Malaysia,  Congo | high  temperatures,  a lot of rain all  year round | rice,  bananas,  sugar  cane | a lot of  rice | | | | |  | |
|  | | | |  | |
|  | | | |  | |
|  | **Your turn**  • You can either set this exercise for homework or do it in class. If you do it in class, students will have to do research online.  • If you choose to do it in class, set a 15-minute time limit for students to find this information.  • If you have a large class, put students into small groups rather than pairs to do this task.  • Monitor while students do their research and help guide weaker students to the information they need.  • Ask each group to tell the class what they find out. | | | |  | |
| Homework | For homework, students make a poster describing the climate in their country, the crops that are grown there and the typical diet of the people. Students can illustrate their posters with photographs or drawings | | | |  | |
| **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 | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | |

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| **Long-term plan unit: 1 Home and away** | | | | **School:** | | |
| **Lesson 12** | | | |  | | |
| **Date**: | | | | **Teacher name: Bekzhan Sh.** | | |
| **CLASS: 5** | | | | **Number present**: | | **absent:** |
| **Theme of the lesson: Fun in Almaty** | | | |  | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 5.3.1.1- provide basic information about themselves and others at sentence level on an increasing range of general topics  5.3.3.1- give an opinion at sentence level on a limited range of general and curricular topics | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | |
| **Most learners will be able to:**  • read a text about ways to enjoy yourself in Almaty.  • answer comprehension questions about the text.  • talk about enjoyable places to visit where you live. | | | |
| **Some learners will be able to:** | | | |
| **Success criteria** | | | Give basic information about themselves and others at sentence level  Provide a point of view in connected sentences | | | |
| **Value links** | | | Kazakh patriotism and civil responsibility | | | |
| **Cross curricular links** | | | Geography | | | |
| **ICT skills** | | | Weather and climate | | | |
| **Previous learning** | | | Climate and food | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Beginning | Write *leisure park* and *rides* on the board.  • Elicit or introduce definitions and ask for examples of leisure parks in Kazakhstan or other countries. Disneyland in Paris, Alton  Towers in England and SeaWorld in Florida are all well-known leisure parks. Rollercoasters, bumper cars and merry-go-rounds are examples of popular rides.  • Ask students to look at the photos and identify what they can see in each of them (a merry-go-round, someone snowboarding, and the entrance to Central Park in Almaty, also known as Gorky Park). | | | |  | |
| Middle | • Check students’ understanding of the following vocabulary:  *fantasy, scream, terrifying, sledging, ice-skating, indoor pool, stands, lake.*  • Ask students to work alone to read the text and answer the  questions.  • In pairs, students can compare answers before you check answers with the class.  • To **extend** the work on leisure parks, ask students about other parks they know and what people can do there. | | | | **Answers**  **1** There are more than 30. **2** It is near the central stadium  in Almaty. **3** Skiing, snowboarding, sledging and  ice-skating. **4** In the big indoor pool. **5** In the cafes or at the *shashlyk* stands. **6** You can’t take a boat on the lake in winter. | |
| End | **Optional activity**  • In pairs, students take it in turns to describe a place where they live that they really enjoy going to, e.g. a national park, a cinema, a shopping centre, a sports centre.  • Students should mention the name of the place, what you can do there, an interesting fact about the place, and their favourite thing about it.  • Encourage students to ask each other questions about the places they describe, e.g. *Can you swim there? Can* *you play tennis there? Can you go on rides there?* | | | | | |
| Homework | For homework, ask students to write about the places where they live which are nice to go to at different times of the year, e.g. *The park near my* *house is nice in summer. You can swim in the lake and you can play football there*. At the beginning of the next lesson, put students into small groups of three or four to talk about the places they wrote about. | | | | | |
| **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 | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | |