Lesson plan

|  |  |
| --- | --- |
| **LESSON:** Unit 3: Fantasy WorldDescribe a town I know There is/are, some and any: affirmative and negative  | **School:**  |
| **Date:**  | **Teacher name: Kabdrakhieva A.K.** |
| **CLASS: 5** | **Number present:**  | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | **5. C10** use talk or writing as a means of reflecting on and exploring a range of perspectives on the world**5.L6** deduce meaning from context in short, supported talk on an increasing range of general and curricular topics**5.S7**  use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics**5. R3** understand the detail of an argument in short, simple texts on an increasing range of general range of general and some curricular topics**5.W8**  spell most high-frequency words accurately for a limited range of general topics**5.UE1** use appropriate countable and uncountable nouns, including common noun phrases and a structure there is/ there are describing times and location, on a limited range of familiar general and curricular topics |
| **Lesson objectives** | **All learners will be able to:** |
| * contribute some language in order to talk about towns
* understand and use construction there is/are, some, any
 |
| **Most learners will be able to:** |
| * communicate the main points in the description activity
* write the descriptive sentences without support
 |
| **Some learners will be able to:** |
| * understand most of the language used by the teacher at the lesson
* communicate a range of language from the lesson expressively during the presentation
 |
| **Language objectives** | Use construction there is/are, some and any  |
| **Value links** | Respect, Cooperation |
| **Cross curricular links**  | Geography |
| **ICT skills** | Projector or Smart board for presenting a PPT |
| **Previous learning** | Two different place |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| **Lesson I** |
| 5 min | T-S.GreetingsWarm up* Ask ss to take picture of places that they like from the table. Tell ss you are going to say the name of a city and they should say the first thing – a building, a place, a person, anything they like – they can think of in relation to that city.
* Say *London*. Ss say the first thing they think of.
* Get feedback from a few ss in the class and put their ideas on the board.
* Divide the students into 2 groups with helping of pictures. 1 group Astana, 2nd London.

**Differentiation** In the group less able students can name the place while more able learners can give extra information about these places. Teacher introduces pupils with the theme Describe a town I know (There is/are, some and any: positive and negative)), learning objectives and assessment criteria.  | An image of cities projected on IWBDivide into groups with the London and AstanaPPT slide 4 |
| Middle5 min5 min3 min4 min5 min5 min5 min | Presentation* Teacher pre-teaches then construction there is there are, some and any: positive and negative forms. Show students the positive and negative forms with construction and yes, no questions for using ‘some and any’.
* Meaning
* Using
* Examples

**Task I*** Tell the class to try to remember the information in the text about Hollywood in Ireland on p.24 of the book. Refer them to the sentences and explain the task.
* Monitor how clearly learners pronounce words and sentences.

(F) Formative assessment (P) (Peer assessment)***Descriptor*** *Learners can* * *find mistakes in the sentence and make up sentence correctly*
* *clearly pronounce the sentences*

 *(Students check and correct if necessary)***Wake up** with energizing song to involve and to practice physically**https://wallpapershome.ru/images/wallpapers/put-k-slave-3600x1946-poy-svinka-gaga-luchshie-multfilmi-2016-9027.jpg****Watching Video**Let’s watch a video and be ready to answer the questions.**Comprehension questions:** 1. What is it? Where is this island situated?
2. Is it island? What landmarks you’ve seen?

**Task III Writing**Refer ss to the information about the two places and allow them a few minutes to look through it.Ask ss to complete the task individually and then to compare their answers in pairs. Check the answers all together as a class.***Descriptor*** *Learners can**1 write sentences with new grammar correctly* *2 clearly pronounce the sentences***Task IV working in groups** * **(W)Make a poster “Good for my town”** **“Bad for my town”** using new grammar and vocabulary in the box. Write and draw what good and bad for your town

**Descriptor: Learners can**- gives main information- use more grammar and vocabulary- makes good presentation.Criteria of poster (description):* Use new grammar
* Task achievement
* Whole group participation
* Feedback for poster

**Game Kahoot!****Quiz** There five question with four answers. Ss have to choose the right answer for each question correctly. Ss will work in pairs. | PPT slide 5-8PPT slide9https://youtu.be/AW6eVZbdpbM<https://youtu.be/AW6eVZbdpbM>PPT slide 12-14PPT slide15-17Posters  |
| End2 min | * Teacher asks learners 1) what have you learnt today? 2) Can you describe a town you know?

**Feedback****The Moon assessment**The full moon – I learned a lot todayThe half moon – I learned but I have some questionsThe new born apple – I don’t understand **Homework**Open your diaries and write down your home task.**WB p. 19, ex.1**The lesson is over. You may be free! Good – bye |  |