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| **Term 2. Unit 3: Values**  **LESSON 1** | | | **School №40 by D.M.Karbyshev** | | | |
| **Date:** | | | **Teacher name: Саутова Л.Ф.** | | | |
| **Grade: 5** | | | **Number present:** | | **Number absent:** | |
| **Theme of the lesson:** | | ***Lesson 1. Family member.*** | | | | |
| **Learning objectives** | | 5.2.4.1 understand the main points of supported extended talk on a 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;  5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;  5.6.6.1 use basic personal and demonstrative pronouns and possessive pronouns on a limited range of familiar general and curricular topics | | | | |
| **Lesson**  **objectives** | | **All learners will be able to:**   * develop their critical thinking skills by drawing a family tree with some support * practice speaking skills and asking questions using topical vocabulary with some support * develop their ability to recognize the specific information in the text while selecting the words with some support   **Most learners will be able to:**   * develop their critical thinking skills by drawing a family tree with a little support * practice speaking skills and asking questions using topical vocabulary with a little support * develop their ability to recognize the specific information in the text while selecting the words with a little support   **Some learners will be able to:**   * develop their critical thinking skills by drawing a family tree with no support * practice speaking skills and asking questions using topical vocabulary with no support * develop their ability to recognize the specific information in the text while selecting the words with no support | | | | |
| **Previous learning** | | Living things | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | **Learners’ activities** | **Evaluation** | **Resources** |
| Beginning  5 min | WARM-UP  Have you got a father? Have you got a mother? What is her name? How old is she?   * Teacher shows the picture of a family and learners call out any names of people in a family.  Teacher asks learners about the topic of the lesson and introduces the lesson objectives | | | Learners answer the questions.  Learners watch slideshow and find the theme of the lesson. | *Individual evaluation* | PPT slides or picture of a family |
| Middle  20 min  2 min  15 min | Teacher shows the flashcards with the members of family or video to introduce new words.  **Activity 1:** T. shows the flashcards and learners put right hand up if the word is a female family member, left hand up if the word is a male family member.  ***Individual task for learner Gorbunov A.***  **Activity 2:** T. shows the picture of a tree, elicits ‘tree’, and explains that learners can also draw a family tree. T. asks learners to draw what they think a family tree looks like. T. asks why it’s called a family tree – there are roots and the family grows. Learners draw their family tree with the names of his/her family members and should say 5 or 6 sentences about their family members, e.g. It’s my mum. Her name is \_\_\_\_\_\_\_. She is \_\_\_\_\_ years old. She is \_\_\_\_\_\_\_\_ (profession). She is \_\_\_\_\_\_\_\_ (adjective to describe her appearance or character)  T. can choose 2-3 learners to present their family tree but learners should choose only one member of their family to tell about  **Physical activity**  **Activity 3:**  **Learn and practice using possessive adjectives**  Teacher draws the leaners’ attention to the table and elicit the meaning of possessives and the affirmative form of “have got”.  **Rules**  *We use ‘s for possession with \_\_\_ words*  *We uses “for possession with \_\_\_\_ words*  Descriptors:  Complete the rules with singular and plural. | | | Learners write the words on their vocabulary: *dad, son, uncle, grandson, grandfather, mum, daughter, granddaughter, grandmother, aunt, brother, sister, niece, nephew*  Learners draw their family tree with the names of his/her family members  Leaners watch video, listen and dance  Leaners look at the examples and complete the rules with singular and plural.  **Leaners makes ex. 1,2 p.20** | *Verbal evaluation*  *Individual evaluation*  *Mutual evaluation* | <https://www.youtube.com/watch?v=FHaObkHEkHQ>  Worksheet 1 Gorbunov A.  <https://www.youtube.com/watch?v=uzAl5gHD5-I&list=PLQK2XiUY9C2i0AEnCEqjc0p9YUcPPoJs2&index=221>  Student’s book p.33  Work book  p.20 |
| End  3 min | **VAK feedback.**  VAK- Visual, auditory, kinaesthetic.  What have you learnt with your eyes this lesson?  What have you learnt with your ears?  What have you learnt with your body?  Home task: make ex.2 at page 33 Complete the letters  **Saying goodbye** | | | Come back to the lesson objectives and summarize with leaners if they met the lesson objectives.  Ss give the VAK feedback. | *Self-assessment* | PPT  Student’s book p.33 |