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| **Module 2** Living things  **Theme of the lesson:**  Appearance | | | | **School** № 5 | | |
| **Date:** 11.10 | | | | **Teacher name:** Azhigalieva O.A. | | |
| **CLASS:** 5 | | | | **Number present:** | **Number absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | **5.S4** respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics using a structure **have got.**  **5.UE1** use appropriate form of “have got” describing people’s appearance and possessions.  **5.S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.  **5.R2** understand specific information and detail in texts on a range of familiar general and curricular topics including some extended texts. | | | | |
| **Lesson objectives** | | -understand the main idea of the text.  -create questions according to the topic  -describe the people’s appearance | | | | |
| **Assessment criteria** | | Ask and answer the questions by topic «Parts of the body»,  speak about appearance and parts of the body at sentence level | | | | |
| **Value links** | | Respect for self and others, Cooperation | | | | |
| **Cross - curricular links** | | Biology | | | | |
| **ICT skills** | | Using videos& pictures, working with URLs | | | | |
| **Previous learning** | | Possessive Adjectives/Pronouns. | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Excel Resources** |
| **Beginning the lesson**  **3 min** | **Greeting**  Greet learners  Play the video  Ask Ss to watch the video and guess the topic of the lesson. | | | | | [**https://youtu.be/**](https://youtu.be/)  **LWQn3mbignQ** |
| **Presentation and practice**  **5 min**  **5 min**  **5 min**  **5 min**  **5 min**  **5 min**  **5 min** | Draw Ss’ attention to the box with words describing appearance.  Play the recording.  Ss listen and repeat chorally or individually.  Attract Ss’ attention to the blackboard. Explain the task and read out the headings, translate them if necessary. Ask Ss to divide the words into 3 groups  Ask Ss to open the textbook p.26  Explain that in this blog Damir is introducing his e-friends from around the world.  Explain the task. Ask Ss to look at the photos in Damir’s blog. Ask one student to find a person with  straight black hair. Give the example Lauren has got straight black hair.  Give Ss time to find the people matching the descriptions.  Check Ss’ answers around the class  A game- Simon says.  Explain the rules.  Explain the task. Play the recording. Ss listen and follow the text in their books. Elicit answers to the  question in the rubric then direct Ss to the word list to look up the meanings of the words in the Check these words box.  Ask Ss to work in pairs. Ask and answer the questions about Damir’s friends.  Attract Ss’ attention to the blackboard. Explain the task.  Ask Ss to describe people.  Direct Ss to the worksheets  Ask Ss to form collocations.  Check Ss’ answers around the class | | | | | Audio  Cards  Students’book  audio  pictures  worksheets |
| **Ending the lesson**  **2 min** | Feedback.  Give comments about learners’ work.  Home task: Describing friends. | | | | |  |
| **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? | | | Cross-curricular links  Health and safety check  ICT links  Values links | |
| Reflection  Were the lesson objectives/learning objectives realistic? Did I stick to timings?  What changes did I make from my plan and why? | | | Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson | | | | |