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| **Unit 1:** Home and away  **Term 1, Lesson 1: Home and away** | | | | | **№24 Lyceum** | | |
| **Date:** | | | | | **Teacher name:** Minulina K.A | | |
| **CLASS:** 5 | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.C9 use imagination to express thoughts, ideas, experiences and feelings  5.L1understand a sequence of supported classroom instructions  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Choose the correct words and practice the dialogue | | | | | |
| **Most learners will be able to:** | | | | | |
| * Choose the correct words and practice the dialogue * Ask and answer questions | | | | | |
| **Some learners will be able to:** | | | | | |
| * Choose the correct words and practice the dialogue * Ask and answer questions * Make up a dialogue | | | | | |
| **Language objectives** | | Use numbers | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Geography | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | |  | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **3min** | Greeting.  Setting the aim of the lesson  **Pre-learning**  Hang up three different posters (example - one of a yurt, one of a skyscraper, one of a cottage) in the three corners of the classroom. Tell students to choose one corner to stand in, and talk about why they chose that poster. Why do people use different houses | | | | | | PPT |
| **Middle**  **10 min**  **12 min**  **8 min** | **Activity 1 (P, I**) Learners listen and read the dialogue. Then choose the correct words in 1-3. Listen again and practice the dialogue.  **Activity 2 (W, P)** Learnersask and answer questions. What are objects 1- 12 in English? Use the words in the box.  *What is this in English?*  *It’s a book.*  **Activity 3** **(W, f)** Teacher show the pictures and students say what it is. | | | | | | Audio CDs  SB p.4 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p. 4 | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More-abled learners can make up a dialogue. | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | | Geography | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 1:** Home and away  **Term 1, Lesson 2: Homes** | | | | | **School №3** | | |
| **Date:**05.09.17- 5 «G»  07.09.17 – 5 «V» | | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5 G,V | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.C9 use imagination to express thoughts, ideas, experiences and feelings  5.L1understand a sequence of supported classroom instructions  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Choose the correct words and practice the dialogue | | | | | |
| **Most learners will be able to:** | | | | | |
| * Choose the correct words and practice the dialogue * Ask and answer questions | | | | | |
| **Some learners will be able to:** | | | | | |
| * Choose the correct words and practice the dialogue * Ask and answer questions * Make up a dialogue | | | | | |
| **Language objectives** | | Use numbers | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Geography | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | Home and away | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **3min** | Greeting.  Setting the aim of the lesson  **Pre-learning**  Hang up three different posters (example - one of a yurt, one of a skyscraper, one of a cottage) in the three corners of the classroom. Tell students to choose one corner to stand in, and talk about why they chose that poster. Why do people use different houses | | | | | | PPT |
| **Middle**  **10 min**  **12 min**  **8 min** | **Activity 1 (W, I)** Draw a house on board. Brainstorm words learners know about houses. How many words do learners know? Project about 10 pictures of different homes in Kazakhstan on board and number them 1- 10. Learners make links between any two homes orally e.g. 3 and 6 have got big doors. 4 and 7 have got three floors. 2 and 9 have got small gardens. 1 is a very big house but 8 is a very small house. Learners write 3 - 6 sentences making links between different homes. How many different words about homes can they use?  **Activity 2 (W, P)**Pre-teach or elicit materials homes are made of (wood, metal, glass, stone, brick, felt, twigs) Tell learners: what yurts were made of; their shape; the different types; and show pictures.  Project picture of two or three different yurts and a contemporary home on board. Learners point to and say materials: (wood, metal, glass, stone, brick, felt, twigs) then say 3 differences between yurt e.g. The yurt is a circle shape but the new home is a square shape. The yurt has felt walls but the new home has stone walls. It is made of/ It looks/ It sounds/ It tastes/ It smells Learners in pairs complete a T-chart to show differences between two types of homes. They compare charts with another pair.  **Activity 3** Skills: Use of English (I, P, f)Write a word bank on board for learners to label then write about their homes. (e.g. apartment, house; bedroom, bathroom, kitchen, dining room, living room, roof wall, window, door; small, big, beautiful) Learners use blank A4 paper to draw and label their home. They use the word bank to check if they can use all words. Compare with a partner. Is their spelling correct? Ask learners to underline any word they think is difficult to say ontheir drawing e.g. window. Check pronunciation of all words. | | | | | | Audio CDs  Internet material |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** Draw your bedroom | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More-abled learners can make up a dialogue. | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | | Geography | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 1:** Home and away  **Term 1, Lesson 3: Language Focus. Meeting people** | | | | | **School №3** | | |
| **Date:**06.09.17- 5 «G»  08.09.17 – 5 «V» | | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5 G,V | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L1understand a sequence of supported classroom instructions  5.UE11 use **be** on a limited range of familiar general and curricular topic  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Answer the questions and complete the short forms of the verb “be” | | | | | |
| **Most learners will be able to:** | | | | | |
| * Answer the questions and complete the short forms of the verb “be” * Complete the sentences with words in the box | | | | | |
| **Some learners will be able to:** | | | | | |
| * Answer the questions and complete the short forms of the verb “be” * Complete the sentences with words in the box * Practice the dialogue | | | | | |
| **Language objectives** | | Use the verb be: singular affirmative | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Geography | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | Homes | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **3min** | Greeting.  Setting the aim of the lesson  **Pre-learning (W)**  The teacher interview learners:  *What is your name? How old are you?*  *Where are you from?* | | | | | | PPT |
| **Middle**  **10 min**  **8 min**  **12 min** | **Activity 1.(P,I)** Look at the table and complete the short forms of the verb “be”.  Choose the correct words.  **Activity 2. (G)**Complete the sentences with words in the box.  **Activity 3. (P)** Complete the dialogue with the key phrases. Practice the dialogue. Change the names in blue.  **Alternative** More-able learners can make up your own dialogue. | | | | | | English Plus. SB p 5 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p. 5 | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More-abled learners can make up a dialogue. | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | | Geography | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 1:** Home and away  **Term 1, Lesson 4:** Cities and countries | | | | | **№24 Lyceum** | | |
| **Date:**11.09.18 | | | | | **Teacher name:** Minulina K.A | | |
| **CLASS:** 5 | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | .L1understand a sequence of supported classroom instructions  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.C8 develop intercultural awareness through reading and discussion    5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Introduce themselves * Tell about their friends | | | | | |
| **Most learners will be able to:** | | | | | |
| * Introduce themselves and tell about their friends * Match the countries to the capitals | | | | | |
| **Some learners will be able to:** | | | | | |
| * Introduce themselves and tell about their friends * Match the countries to the capitals * Make true and false sentences about cities, countries and capitals | | | | | |
| **Language objectives** | | Use personal pronouns and numbers | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Geography | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | Meeting people | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **3min** | Greeting.  Setting the aim of the lesson  **Speaking:** students make up a dialogue using key phrases on the blackboard  **Key phrases**  **How are you?**  **Fine, thanks.**  **This is my friend.**  **See you later.**  **Bye!** | | | | | | PPT |
| **Middle**  **10 min**  **8 min**  **12 min** | **Listening**  Students listen and read. Match the s-s with pictures  **Writing**  Students match the countries to the capitals, write s-s, then listen and check their answers.  **Role-play <**Test your partner**>**  Students make true and false s-s about cities, countries and capitals.  The capital of Germany is Bonn.  No, the capital of Germany is Berlin. | | | | | | Audio CDs  Ex.1,p.6  Ex.2,p.6  Ex.4,p.6 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More-abled students are given extra tasks (Make true and false sentences about cities, countries and capitals) | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | | Geography | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 1:** Home and away  **Term 1, Lesson 8:** Numbers | | | | | **Lyceum №24** | | |
| **Date:** | | | | | **Teacher name:** Minulina K.A. | | |
| **CLASS:** 5 | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L1understand a sequence of supported classroom instructions  5.C2 use speaking and listening skills to provide sensitive feedback to peers  5.W3 write with support factual descriptions at text level which describe people' s age ( How old are the people and animals?)  5.UE1 use a verb " to be" describing ages times and location, speaking on a limited range of familiar general and curricular topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Name their age * Correctly conjugate the verb «be» | | | | | |
| **Most learners will be able to:** | | | | | |
| * Name their age * Correctly conjugate the verb «be» * Describing pictures | | | | | |
| **Some learners will be able to:** | | | | | |
| * Name their age * Correctly conjugate the verb «be» * Describing pictures and help their friends | | | | | |
| **Language objectives** | | Use personal pronouns and numbers | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Maths | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | Cities and countries. Cities in GB and Kazakhstan. | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **3min** | Greeting.  Setting the aim of the lesson  **Speaking:** students make up a dialogue using key phrases on the blackboard  **Key phrases**  **How are you?**  **Fine, thanks.**  **This is my friend. He\She is ten (eleven).**  **See you later.**  **Bye!** | | | | | | PPT |
| **Middle**  **6 min**  **10 min**  **2 min**  **12 min** | **Listening**  Students listen and repeat. Point to the numbers.  **Writing**  Students write the age of the people and animals in the pictures.  **Song «**How old are you»  **Describing pictures** | | | | | | Audio CDs  Ex.1,p.8  Ex.2,p.8  www.youtube.com |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p. 8 | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More-abled students are given extra tasks (Describing pictures) | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | | Maths | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 1:** Home and away  **Term 1, Lesson 12:** What's in my classroom | | | | | **School** | | |
| **Date:** | | | | | **Teacher name:** | | |
| **CLASS:** 5V,5G | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L1understand a sequence of supported classroom instructions  5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S6take turns when speaking with others in a growing range of short, basic exchanges  5.W3 write with support factual descriptions at text level which describe people, places and objects | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Name the things in the classroom * Use there is, there are, some, a lot of | | | | | |
| **Most learners will be able to:** | | | | | |
| * Name the things in the classroom * Use there is, there are, some, a lot of * Describing pictures | | | | | |
| **Some learners will be able to:** | | | | | |
| * Name the things in the classroom * Use there is, there are, some, a lot of * Describing pictures and help their friends make up s-s | | | | | |
| **Language objectives** | | Use personal pronouns and numbers | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Maths | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | Numbers | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **3min** | Greeting.  Setting the aim of the lesson  **Speaking:** students make up a dialogue using key phrases on the blackboard  **Key phrases**  **How are you?**  **Fine, thanks.**  **This is my friend. He\She is ten (eleven).**  **See you later.**  **Bye!** | | | | | | PPT |
| **Middle**  **6 min**  **10 min**  **2 min**  **12 min** | **Speaking**  Students complete the pictures with numbers and make s-s.  **Writing**  Students write s-s with there is\ there are  **Song «**How old are you»  **Listening**  Students listen the text and choose the correct words | | | | | | Audio CDs  Ex.1,4 p.9  Ex.5,p.9  www.youtube.com  ex.2,p.9 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More-abled students are given extra tasks (Describing pictures) | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | | Maths | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 1:** Home and away  **Term 1, Lesson 11: Reading for pleasure** | | | | | **School** | | |
| **Date:** | | | | | **Teacher name:** | | |
| **CLASS:** | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L1understand a sequence of supported classroom instructions  5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.S2 ask simple questions to get information about a limited range of general topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| • read the text; | | | | | |
| **Most learners will be able to:** | | | | | |
| • read the text;  • give full answers to the questions; | | | | | |
| **Some learners will be able to:** | | | | | |
| • read the text;  • give full answers to the questions;  • interact with peers while answering the questions. | | | | | |
| **Language objectives** | | Use personal pronouns and numbers | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Maths | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | What's in my classroom | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **3min** | Greeting.  Setting the aim of the lesson  **Speaking:** students make up a dialogue using key phrases on the blackboard  **Key phrases**  **How are you?**  **Fine, thanks.**  **This is my friend. He\She is ten (eleven).**  **See you later.**  **Bye!** | | | | | | PPT |
| **Middle**  **20 min**  **10 min** | Read the texts and then answer the questions. Discuss them with the whole class.  Hi! My name’s Sasha. I'm eleven. I'm from Russia. I live in a big house. It is a two-storied building. There are many windows and it is light inside. We have a lawn in front of the house where I usually fly my kite. Email me at sasha05@abc.com.  Hello! I'm Rosa. I'm eight and I'm from Spain. I like cooking and visiting different countries. Last year we went to Thailand. We lived in a small house made of twigs. It was very comfortable and cozy. You can ask me questions. My email address is rosa1@abc.com . Please write to me!  Hi! My name's Yusuf and I'm ten. I'm Canadian. I live in Toronto. I like to visit my Grandma. She lives in the countryside, she has a wooden house. She has a lot of flowers in front of her house. Send an email to me at yusuf10@quickmail.com  Questions: 1. Does Sasha live in a block of flats? 2. Who likes to visit his Granny? 3. Who lives in the countryside? 4. Where did Rosa go last year? 5. Where did Rosa live in Thailand? 6. Do you like travelling? Why?  Descriptor A learner • reads the text; • gives full answers to the questions; • interacts with peers while answering the questions. | | | | | | Audio CDs  Ex.1,4 p.9  Ex.5,p.9  www.youtube.com  ex.2,p.9 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** SB Ex.4 p.11 (retell the text) | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More-abled students are given extra tasks (Describing pictures) | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | | Maths | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 4:** **Living things**  **Term 1, Lesson 13: A Festival** | | | | | **School** | | |
| **Date:** | | | | | **Teacher name:** | | |
| **CLASS:** | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L1understand a sequence of supported classroom instructions  5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.C4 evaluate and respond constructively to feedback from others  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  55.C4 evaluate and respond constructively to feedback from others  5.UE1 use appropriate structure **" Have got"** describing people in a photo  5.C7 develop and sustain a consistent argument when speaking or writing | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| • read the text; | | | | | |
| **Most learners will be able to:** | | | | | |
| • read the text;  • give full answers to the questions; | | | | | |
| **Some learners will be able to:** | | | | | |
| • read the text;  • give full answers to the questions;  • make up a dialogue | | | | | |
| **Language objectives** | | Use personal pronouns and numbers | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Literature | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | Families | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **3min** | Greeting.  Setting the aim of the lesson  **Speaking:** students make up a dialogue using key phrases on the blackboard  **Key phrases**  **What is your brother’s name? (sister’s)**  **How old is he\she?**  **He\She is ten (eleven).** | | | | | | PPT |
| **Middle**  **20 min**  **10 min** | Read the texts and then answer the questions. Discuss them with the whole class.  Descriptor A learner  • reads the text;  • gives full answers to the questions.  Find the phrases in blue in the text and complete the s-s about you. | | | | | | Audio CDs  SB ex.1-2,p.42  Ex.3,p.42  Internet material |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p. 27 | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More-abled students are given extra tasks (Making up a dialogue) | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | | Literature | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 4:** **Living things**  **Term 1, Lesson 14: My Family and possessions** | | | | | **School** | | |
| **Date:** | | | | | **Teacher name:** | | |
| **CLASS:** 5V,5G | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people and their possessions  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.UE3 use a growing variety of adjectives on a limited range of familiar general and curricular topics  5.C5use feedback to set personal learning objectives  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 ( affirmative, negative, questions and short answers) p.45**  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 | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| - Complete and write sentences with forms of *have got*;  - Choose the correct possessive adjectives; | | | | | |
| **Most learners will be able to:** | | | | | |
| * Complete and write sentences with forms of *have got*; * Choose the correct possessive adjectives; * Make up a dialogue about your family. | | | | | |
| **Some learners will be able to:** | | | | | |
| * Make their own sentences using the right form of the verb *have*; * Take an interview or write true or false sentences about their families and read the sentences in the class. | | | | | |
| **Language objectives** | | Use possessive adjectives and the verb *have got.* | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Literature | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | **A Festival** | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre learning**  Learners talk about their families | | | | | | PPT |
| **Middle**  **10 min**  **10 min**  **10 min** | **Activity 1. (P,I)**  Complete and write sentences with forms of *have got.*  **Alternative.**  Students can make their own sentences using the right form of the verb *have.*  **Activity 2. (P,I)**  Choose the correct possessive adjectives.  **Activity 3. (P)**  Make up a dialogue about your family  **Alternative.**  Students can take an interview or write true or false sentences about their families and read the sentences in the class. | | | | | | Audio CDs  SB ex.1-6,p.43 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p. 28 | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More-abled students can take an interview or write true or false sentences about their families and read the sentences in the class. | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | | Literature | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 4:** **Living things**  **Term 1, Lesson 15: Describing people and families** | | | | | **School** | | |
| **Date:** | | | | | **Teacher name:** | | |
| **CLASS:** 5V,5G | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people and their possessions  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.UE3 use a growing variety of adjectives on a limited range of familiar general and curricular topics  5.C5use feedback to set personal learning objectives  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 ( affirmative, negative, questions and short answers) p.45**  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 | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| - Choose two adjectives for each of the people in the photos 1-6.; | | | | | |
| **Most learners will be able to:** | | | | | |
| * Look at the information about the TV programme, look at the interviewer’s notes and guess the answer to the question; * Describe the picture on page 44. | | | | | |
| **Some learners will be able to:** | | | | | |
| * Describe their own pictures or make up a dialogue. | | | | | |
| **Language objectives** | | Use adjectives | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Literature | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | **My Family and possessions** | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre learning**  Learners answer the questions:   * Is your family big or small? * Have you got brothers and sisters? * How many brothers and sisters have you got? * Are they kind and nice?   Check the meanings of the adjectives on page 81 of the Workbook. Which four words describe appearance? Which are opposites? | | | | | | PPT |
| **Middle**  **10 min**  **10 min**  **10 min** | **Activity 1. (P,I)**  Choose two adjectives for each of the people in the photos 1-6.  **Activity 2. (G)**  Look at the information about the TV programme and look at the interviewer’s notes. Guess the answer to the question.  **Activity 3. (I)**  Describe the picture on page 44.  **Alternative.**  Students can describe their own pictures or make up a dialogue. | | | | | | SB p 44  Internet materials. |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p. 29 | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More-abled students can describe their own pictures or make up a dialogue. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | | | Literature | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 4:** **Living things**  **Term 1, Lesson 16: People's appearance and possessions** | | | | | **School** | | |
| **Date:** | | | | | **Teacher name:** | | |
| **CLASS:** 5V,5G | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people and their possessions  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.UE3 use a growing variety of adjectives on a limited range of familiar general and curricular topics  5.C5use feedback to set personal learning objectives  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 ( affirmative, negative, questions and short answers) p.45**  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 | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| - Look at the two pictures of a family and find eight differences  - Make the sentences negative. Use the words in the box  - Choose the correct words. | | | | | |
| **Most learners will be able to:** | | | | | |
| - Look at the two pictures of a family and find eight differences  - Make the sentences negative. Use the words in the box  - Choose the correct words  - Make question with *have got.* Then ask and answer the questions with a partner. | | | | | |
| **Some learners will be able to:** | | | | | |
| * Make their own sentences. | | | | | |
| **Language objectives** | | Use have got: affirmative, negative, questions and short answers | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Literature | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | **Describing people and families** | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre learning**  Look at the two pictures of a family and find eight differences. | | | | | | PPT |
| **Middle**  **10 min**  **10 min**  **10 min** | **Activity 1. (P,I)**  Make the sentences negative. Use the words in the box.  **Activity 2. (P,I)**  Choose the correct words.  **Activity 3. (P,I)**  Make question with *have got.* Then ask and answer the questions with a partner.  **Alternative.**  More able students can make their own sentences. | | | | | | SB p 45  Internet materials. |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** Describe a member of your family ( w) | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can make their own sentences | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | | | Literature | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 4:** **Living things**  **Term 1, Lesson 17: People in a photo** | | | | | **School** | | |
| **Date:** | | | | | **Teacher name:** | | |
| **CLASS:** 5V,5G | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.W3 write with support factual descriptions at text level which describe people  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.C4 evaluate and respond constructively to feedback from others ( Teacher's book p.117) | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Describing people | | | | | |
| **Most learners will be able to:** | | | | | |
| - Describing people  - Practice mini-dialogues | | | | | |
| **Some learners will be able to:** | | | | | |
| - Describing people  - Practice mini-dialogues  - Make up short dialogues | | | | | |
| **Language objectives** | | Use have got: affirmative, negative, questions and short answers | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Literature | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | People's appearance and possessions | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre learning**  Look at the photo. What has Sally got on her computer?  Key phrases. Describing people (SB p46**)** | | | | | | PPT |
| **Middle**  **20 min**  **10 min** | **Activity 1. (P,I)**  Look at the photos below and the phrases in the box. Who is who? Practice mini-dialogues.  **Activity 2. (P,I)**  Make up short dialogues. | | | | | | SB p 46  Internet materials. |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p.30 | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can make their own short dialogues. | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | | Literature | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 4:** **Living things**  **Term 1, Lesson 18:** | | | | | **School** | | |
| **Date:** 11.10.17 – 5 G  13.10.17 - 5 V | | | | | **Teacher name:** | | |
| **CLASS:** 5V,5G | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.UE1 use appropriate conjunctions **and, or, but** describing people  5.UE3 use a growing variety of adjectives and on a limited range of familiar general and curricular topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Read the text and write the people names | | | | | |
| **Most learners will be able to:** | | | | | |
| - Complete the sentences with *and, but* and *or*.  - Write a description of the photo for a blog or social network site | | | | | |
| **Some learners will be able to:** | | | | | |
| - Describe their own families for a blog or a social network site | | | | | |
| **Language objectives** | | Use appropriate conjunctions **and, or, but** describing people | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Literature | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | **People in a photo** | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre learning**  Learners describe different pictures. | | | | | | PPT  Internet materials. |
| **Middle**  **10 min**  **10 min**  **10 min** | **Activity 1. (P,I)**  Read the modal text. Who are people 1-5?  Write their names.  **Activity 2. (P,I)**  Complete the sentences with *and, but* and *or*.  **Activity 3. (G)**  Look at the photo and imagine that this people are friends and family at a party.  Write a description of the photo for a blog or social network site.  **Alternative.**  Students can describe their own families for a blog or a social network site. | | | | | | SB ex.1, p 47  SB ex.2,p.47  SB ex.5,p.47 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** A letter to a friend WB p.31 | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can describe their own families for a blog or a social network site. | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | | Literature | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 4:** **Living things. Summative control work**  **Term 1, Lesson 24:** | | | | | **School** | | |
| **Date:** | | | | | **Teacher name:** | | |
| **CLASS:** 5 | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.W8 spell most high-frequency words accurately for a limited range of general topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Do the quiz | | | | | |
| **Most learners will be able to:** | | | | | |
| * Do the quiz * Write more adjectives in comparative and superlative form | | | | | |
| **Some learners will be able to:** | | | | | |
| * Make their own quiz | | | | | |
| **Language objectives** | | Use adjectives in comparative and superlative form | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Biology, Geography | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | **Describing people for a blog** | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre learning**  Learners fill the blanks with the words in the box and answer the questions about animals. | | | | | | PPT  Internet materials. |
| **Middle**  **10 min**  **5 min**  **5 min**  **10 min** | **Activity 1. (P,I)**  Check the meaning of the words. Then do the quiz.  **Activity 2. (P,I)**  Complete the table with the words in blue in the quiz.  **Activity 3. (I)**  Choose the correct words  **Activity 4. (P)**  **Descriptor A Learner**  Complete the question with these words. Then ask and answer.  **Activity 1. Alternative.**  More able students can make their own quiz.  **Activity 2.**  Students write more adjectives in comparative and superlative form. | | | | | | SB ex.1, p 48  SB ex.3, p 48  SB ex.4,p.48  SB ex.5,p.48 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** Animals in Kazakhstan (w) | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can make their own quiz. | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | | Literature | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 4:** **Living things. Reading for pleasure**  **Term 1, Lesson 23:** | | | | | **School** | | |
| **Date:** | | | | | **Teacher name:** | | |
| **CLASS:** 5V,5G | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.UE9 use prepositions of place and a structure there is / there are to describe where something is on a limited range of familiar general and curricular topics  5.C6 organise and present information clearly to others  5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Complete the sentences | | | | | |
| **Most learners will be able to:** | | | | | |
| * Complete the sentences * Listen and repeat the dialogue | | | | | |
| **Some learners will be able to:** | | | | | |
| * Complete the sentences * Make up their own dialogue | | | | | |
| **Language objectives** | | Use adjectives in comparative and superlative form | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | |  | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | **My Country. Living things** | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre learning**  Learners describe the picture on page 49.  Learners match classroom objects with the words in the box. | | | | | | PPT  Internet materials. |
| **Middle**  **10 min**  **20 min** | **Activity 1. (I)**  Complete the sentences. Then listen and check.  **Activity 2. (P,I)**  Listen and repeat the dialogue.  **Activity 2. Alternative.**  More able students make up their own dialogue. | | | | | | SB ex.1, p 49  SB ex.5, p 49 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p.32 | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can make up their own dialogue. | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 4:** **Living things**  **Term 1, Lesson 22: My Family. Project** | | | | | **School №3** | | |
| **Date:** | | | | | **Teacher name:** | | |
| **CLASS:** 5V,5G | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.S1 provide basic information about a family and a family tree others at sentence level on an increasing range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  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 on a limited range of familiar general and curricular topics5  5.R6 recognise the attitude or opinion of the writer in a song | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Complete the sentences | | | | | |
| **Most learners will be able to:** | | | | | |
| * Complete the sentences * Read the text. Write True or False | | | | | |
| **Some learners will be able to:** | | | | | |
| * Complete the sentences * Read the text. Write True or False * Draw your family tree and talk about your family | | | | | |
| **Language objectives** | | Use adjectives in comparative and superlative form | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | |  | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | Locations of items | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre learning**  Look at the picture and say what do you see. What can you describe these people? | | | | | | PPT  Internet materials. |
| **Middle**  **10 min**  **20 min** | **Activity 1. (G)**  Look at Akbota’s family tree. Complete the sentences.  **Activity 2. (P,I)**  Read the text. Write True or False.  **Activity 3. (I)**  Draw your family tree and talk about your family.  **Activity 1. Alternative.**  Students can make more sentences about Akbota’s family.  **Activity 3.**  Students can prepare **a poster in groups.** | | | | | | SB ex.1, p 50  SB ex.2, p 50  SB ex.3, p 50 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** Draw a Family Tree | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can draw a Family tree and talk about your family. | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 5:** **Values**  **Term 2, Lesson1: Celebrations and special days** | | | | | **School №3** | | |
| **Date:** | | | | | **Teacher name:** | | |
| **CLASS:** 5V,5G | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L1understand a sequence of supported classroom instructions  5.L2 understand an increasing range of unsupported basic questions which ask for personal information  5.C6 organise and present information clearly to others  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics  5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.C6 organise and present information clearly to others  5.W7 use with some support appropriate layout at t5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics  5.C2 use speaking and listening skills to provide sensitive feedback to peers | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Do the Celebrations Quiz. | | | | | |
| **Most learners will be able to:** | | | | | |
| * Do the Celebrations Quiz.   - Choose the correct combinations of verbs and nouns. | | | | | |
| **Some learners will be able to:** | | | | | |
| * Do the Celebrations Quiz.   - Choose the correct combinations of verbs and nouns.  - Make up a dialogue | | | | | |
| **Language objectives** | | Present simple | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | History | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | **Unit revision** | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre learning**  Do the Celebrations Quiz. Then listen and check your answers. | | | | | | PPT  Internet materials. |
| **Middle**  **10 min**  **20 min** | **Activity 1 (G, I).**  Choose the correct combinations of verbs and nouns.  **Descriptor** A learner  Choose the correct combinations of verbs and nouns.  **Activity 2 (P,I).**  Make up a dialogue. Talk about your activities on special days.  **Alternative**  Students can make their own sentences. | | | | | | SB ex.3-4, p 54  SB ex.5, p 54 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p.34 | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can make their own sentences. | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 5:** **Values**  **Term 2, Lesson 26(2): International Festivals** | | | | |  | | |
| **Date:** | | | | | **Teacher name:** | | |
| **CLASS:** 5V,5G | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.L1understand a sequence of supported classroom instructions  5.L2 understand an increasing range of unsupported basic questions which ask for personal information  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics  5.C5 use feedback to set personal learning objectives  5.UE7 use **simple present** to express the activities on special days | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Read and complete the text with the verbs. * Write true or false. | | | | | |
| **Most learners will be able to:** | | | | | |
| * Read and complete the text with the verbs. * Write true or false. * Match words 1-5 to pictures A- E. | | | | | |
| **Some learners will be able to:** | | | | | |
| * Read and complete the text with the verbs. * Write true or false. * Match words 1-5 to pictures A- E. * Make up a dialogue. | | | | | |
| **Language objectives** | | Present simple | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | History | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | **Celebrations and special days** | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre learning**   * What celebrations are popular in your country? * What international festivals do you know? | | | | | | PPT  Internet materials. |
| **Middle**  **10 min**  **20 min** | **Activity 1 (G, I).**  Read and complete the text with the verbs. Write true or false.  **Activity 2 (P, I, W).**  Match words 1-5 to pictures A- E. Are there any special foods for celebrations in your country?  **Activity 3 (P, I).**  Ask and answer the questions.  **Alternative 1.**  Students can write their own sentences.  **Alternative 2.**  Students can make up their own dialogue. | | | | | | SB ex.2, p 56  SB ex.3, p 56  SB ex.4, p 56 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p.38 | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can write their own sentences and make up their own dialogue. | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 5:** **Values**  **Term 2, Lesson 27(3): Special days in my home** | | | | | **School №3** | | |
| **Date:** 08.11.17 – 5 G  10.11.17 - 5 V | | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5V,5G | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.L1understand a sequence of supported classroom instructions  5.L2 understand an increasing range of unsupported basic questions which ask for personal information  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics  5.C5 use feedback to set personal learning objectives  5.UE7 use **simple present** to express the activities on special days | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Choose the correct words. | | | | | |
| **Most learners will be able to:** | | | | | |
| * Choose the correct words. * Make sentences about people in your class using verbs in the box. | | | | | |
| **Some learners will be able to:** | | | | | |
| * Choose the correct words. * Make sentences about people in your class using verbs in the box. * Talk about special days in your home. Use ideas from the boxes. | | | | | |
| **Language objectives** | | Present simple | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | |  | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | **International Festivals** | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre learning**  Look at the puzzle and make sentences about the people. | | | | | | PPT  Internet materials. |
| **Middle**  **10 min**  **10 min**  **10 min** | **Activity 1 (G, I).**  Look at the verbs in the examples. How is the he\she\it form different? Choose the correct words.  **Activity 2 (P, I, W).**  Make sentences about people in your class using verbs in the box. Then find out if you are correct.  **Activity 3 (P, I).**  Talk about special days in your home. Use ideas from the boxes.  **Alternative 1.**  Students can write their own sentences.  **Alternative 2.**  Students can make up their own dialogue. | | | | | | SB ex.1,2, p 57  SB ex.3, p 57  SB ex.5, p 57 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p. 35 | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can write their own sentences and make up their own dialogue. | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 5:** **Values**  **Term 2, Lesson 28(4): Holidays in different seasons** | | | | | **School №3** | | |
| **Date:** | | | | | **Teacher name:** | | |
| **CLASS:** 5V,5G | | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L1understand a sequence of supported classroom instructions  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S4 respond with limited flexibility at sentence level to unexpected comments 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.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  5.UE3 use Present Simple ( negative**)** to speak about activities | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Look at the picture and complete the phrases with a season | | | | | |
| **Most learners will be able to:** | | | | | |
| * Look at the picture and complete the phrases with a season * Write the months. Then match the people to their birthdays and write sentences | | | | | |
| **Some learners will be able to:** | | | | | |
| * Look at the picture and complete the phrases with a season * Write the months. Then match the people to their birthdays and write sentences * Draw or project | | | | | |
| **Language objectives** | | Present simple | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | Geographer | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | Special days in my home | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre learning**  Match the words with the photos in the months Quiz. Copy and complete the names of the months. | | | | | | PPT  Internet materials. |
| **Middle**  **10 min**  **10 min**  **10 min** | **Activity 1** **(W, P)** Draw or project images of weather on board and number 1- 8: cloud, rain, snow, ice, sun, fog, wind, storm. Learners look at images of types of weather on board. They listen to you saying three sentences to describe weather and they say number 1- 8 beside noun: cloud, rain, snow, ice, sun, fog, wind, storm. e.g. This is water when it’s very, very cold. We can see it on in rivers and ponds in winter. We can skate on it.  **Activity 2** **(W, P)** Write ‘verbs’ on board. Learners with a different partner, agree on verbs to use for rainy, snowy, sunny, windy (to rain, to snow, to shine, to blow) Learners think which verb we use with other types of weather (to be: It’s foggy, it’s stormy etc.)  **Activity 3** **(I)**  Look at the picture and complete the phrases with a season (WB p.36)  **Formative Assessment**  **Descriptor** A learner  Write the months. Then match the people to their birthdays and write sentences (WB p.36). | | | | | | WB ex.3-4, p 57  SB p.58 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p.36 | | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can write their own sentences and make up their own dialogue. | | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

Тексерілді директордыңорынбасары: Тилеубердиева А.М

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| **Unit 5:** **Values**  **Term 2, Lesson 29(5): Holiday's Activity** | | | | **School №3** | | |
| **Date:** | | | | **Teacher name:** | | |
| **CLASS:** | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L1understand a sequence of supported classroom instructions  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S4 respond with limited flexibility at sentence level to unexpected comments 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.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  5.UE3 use Present Simple ( negative**)** to speak about activities | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Make negative sentences. | | | | |
| **Most learners will be able to:** | | | | |
| * Make negative sentences. * Complete the sentences with the correct present simple negative form of the verbs in the box. | | | | |
| **Some learners will be able to:** | | | | |
| * Make negative sentences. * Complete the sentences with the correct present simple negative form of the verbs in the box. * Tell the class about your day. | | | | |
| **Language objectives** | | Present simple (negative sentences) | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | |
| **Cross curricular links** | | Geographer | | | | |
| **ICT skills** | | Projector | | | | |
| **Previous learning** | | Holidays in different seasons | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre- learning**  What do you like?  What don’t you like?  What does your friend like?  What doesn’t your friend like?  Look at the table and complete the rule. Choose the correct words. | | | | | PPT  Internet materials. |
| **Middle**  **5 min**  **5 min**  **10 min**  **10 min** | **Activity 1** **(W, P)**  Make negative sentences.  **Activity 2** **(I,P)**  Complete the sentences with the correct present simple negative form of the verbs in the box.  **Activity 3** **(G)**  Invent a new special day. Use vocabulary from this unit. Tell the class about your day.  **Activity 2.**  Students can write their own sentences.  **Alternative 2.**  **Activity 3**  Students can work in pairs and make up their own dialogue.  **Formative Assessment**  **Descriptor** A learner   * Read the text. * Write the months. | | | | | SB p.59 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p.37 | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can write their own sentences and make up their own dialogue. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |

Тексерілді директордыңорынбасары: Тилеубердиева А.М

It is **spring** now. **March, April and May** are spring months. The weather is fine in spring. It is cool or warm. It sometimes rains. In May it is very warm. You can see flowers in the fields.

It is **summer**. **June, July and August** are summer months. It is hot and sunny in summer. The weather is nice. The days are long and the nights are short. The fields and trees are green. Children run and play in the streets.

It is **autumn**. **September, October and November** are autumn months. It is cool in autumn. The weather is rainy and windy. The trees are yellow and red. There are many fruits and vegetables in the gardens.

It is **winter**. **December, January and February** are winter months. The weather is cold in winter. It usually snows. The streets and the fields are white. The days are short and the nights are long. Children play snowballs in the streets.

1. Вставьте пропущенные буквы.

1. …an…ary
2. Se…tem…er
3. J…n…
4. …ct…ber
5. Ma…c…

2. Напишите для каждого времени года соответствующие названия месяцев.

Spring –

Autumn -

Winter –

Summer –

3. Завершите предложения.

1. The month after December is … .
2. The month after March is … .
3. The month after July is … .
4. The month before September is … .
5. The month before November is … .
6. The month before May is … .

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| **Unit 5:** **Values**  **Term 2, Lesson 30(6): Making suggestions** | | | | **School №3** | | |
| **Date:** 15.11.17 – 5 G  17.11.17 - 5 V | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5V,5G | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.C9 use imagination to express thoughts, ideas, experiences and feelings  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.UE 13 use numbers on a limited range of familiar general and curricular topics | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Read the dialogue. Match problems 1-6 with solutions A-F. | | | | |
| **Most learners will be able to:** | | | | |
| * Read the dialogue. Match problems 1-6 with solutions A-F. * Write and practice mini-dialogues about the situations. | | | | |
| **Some learners will be able to:** | | | | |
| * Read the dialogue. Match problems 1-6 with solutions A-F. * Write and practice mini-dialogues about the situations. * Make up your own dialogue. | | | | |
| **Language objectives** | | Present simple | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | |
| **Cross curricular links** | |  | | | | |
| **ICT skills** | | Projector | | | | |
| **Previous learning** | | Holiday's Activity | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre- learning**  Look at the photo. Where are the people? What have they got | | | | | PPT  Internet materials. |
| **Middle**  **10 min**  **10 min**  **10 min** | **Activity 1 (P, I).**  Read the dialogue. Match problems 1-6 with solutions A-F. Then write and practice mini-dialogues about the situations.  **Activity 2 (P,I).**  Make up your own dialogue.  **Formative Assessment**  **Descriptor** A learner  Think of five famous people, or people in your class, and compare how they do things. Start each sentence with “he” or “she”. Use the verbs and adjectives in the box.   |  | | --- | | play speak work sing dance run write learn act [your ideas] | | good hard bad clear fluent quick [your ideas] | | | | | | SB p.60 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** Make up a dialogue | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can write their own sentences and make up their own dialogue. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |

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| **Unit 5:** **Values**  **Term 2, Lesson 31(7): Special occasions** | | | | **School №3** | | |
| **Date:** 20.11.17 – 5 G  21.11.17 - 5 V | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5V,5G | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics  5.W3 write with support an e - mail about a special day  5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Read the text and answer the questions. | | | | |
| **Most learners will be able to:** | | | | |
| * Read the text and answer the questions. * Match sentences 1-5 with reasons *a-e* using *because*. | | | | |
| **Some learners will be able to:** | | | | |
| * Read the text and answer the questions. * Match sentences 1-5 with reasons *a-e* using *because*. * Write about a celebration or festival in their country. | | | | |
| **Language objectives** | | Present simple | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | |
| **Cross curricular links** | |  | | | | |
| **ICT skills** | | Projector | | | | |
| **Previous learning** | | Making suggestions | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre- learning**  Look at the picture and say what do you, think about this carnival.  What is the biggest day for you. | | | | | PPT  Internet materials. |
| **Middle**  **10 min**  **10 min**  **10 min** | **Activity 1 (P,I).**  Read the text and answer the questions.  **Activity 2 (I).**  Match sentences 1-5 with reasons *a-e* using *because*.  **Activity 3 (G,I).**  Write about a celebration or festival in your country.  **Alternative**  Students can make up a dialogue about a celebration or festival in their country. | | | | | SB p.61  **Descriptor A learner**  Match sentences 1-5 with reasons *a-e* using *because*.  1b 2e 3d 4c 5a |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p.39 | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can write their own sentences and make up their own dialogue. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |

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| **Unit 5:** **Values**  **Term 2, Lesson 32(8): Holidays in Kazakhstan** | | | | **School :A Alimbetov** | | | |
| **Date:** 20.11.2018. | | | | **Teacher name:** Romankulova A | | | |
| **CLASS:** 5 | | | | **Number present:** | | **absent:** | |
| **Learning objective(s) that this lesson is contributing to** | | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.UE6 use prepositions, basic personal and demonstrative pronouns ,have to on a limited range of familiar general and curricular topics  5.UE5 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Complete the sentences. * Read the text “special days” and write the names of the holidays. | | | | | |
| **Most learners will be able to:** | | | | | |
| * Complete the sentences. * Read the text “special days” and write the names of the holidays. * Read and practice the dialogue. | | | | | |
| **Some learners will be able to:** | | | | | |
| * Complete the sentences. * Read the text “special days” and write the names of the holidays. * Make up their own dialogue. | | | | | |
| **Language objectives** | | Present simple | | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | History, Geography | | | | | |
| **ICT skills** | | Projector | | | | | |
| **Previous learning** | | Special occasions | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre- learning**  What celebrations are popular in your country?  What is your favourite holiday? | | | | | | PPT  Internet materials. |
| **Middle**  **5 min**  **10 min**  **5 min**  **10 min** | **Activity 1 (P,I)**  Complete the sentences.  **Activity 2 (G)**  Read the text “special days” and write the names of the holidays.  **Activity 3 (G)**  Complete the sentences with *have to* or *don’t have to.*  Read the information about *a/an* and t*he*. Then find examples in the text.  **Activity 4 (P,I)**  Read and practice the dialogue.  **Alternative**  Students can make up their own dialogue. | | | | | | SB p.62 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** A holiday in Kazakhstan ( project) | | | | | |  |
| **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** | | |
| More-abled students support less-abled students  More able students can write their own sentences and make up their own dialogue. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |

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| **Unit 5:** **Values**  **Term 2, Lesson 33(9): What we value** | | | | **School №3** | | |
| **Date:** 22.11.17 – 5 G  24.11.17 - 5 V | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5V,5G | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe a friendship relationship  5.W5 link without support sentences using basic coordinating connectors | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Read the poster and answer the questions. * Make a poster. | | | | |
| **Most learners will be able to:** | | | | |
| * Read the poster and answer the questions. * Make a poster. | | | | |
| **Some learners will be able to:** | | | | |
| * Read the poster and answer the questions. * Make a poster. | | | | |
| **Language objectives** | | Present simple | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | |
| **Cross curricular links** | |  | | | | |
| **ICT skills** | | Projector | | | | |
| **Previous learning** | | Holidays in Kazakhstan | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre- learning**  Read the dictionary. What do you think are the three most important things in life? | | | | | PPT  Internet materials. |
| **Middle**  **10 min**  **20 min** | **Activity 1 (G,I)**  Read the poster and answer the questions.  **Activity 2 (G)**  Make a poster. | | | | | SB p.64 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB Ex.1-4,p.40 | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can write their own sentences and make up their own dialogue. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |

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| **Unit 5:** **Values**  **Term 2, Lesson 35(11): What we value** | | | | **School №3** | | |
| **Date:** 28.11.17 – 5 G  30.11.17 - 5 V | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5V,5G | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe a friendship relationship  5.W5 link without support sentences using basic coordinating connectors | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Read the poster and answer the questions. * Make a poster. | | | | |
| **Most learners will be able to:** | | | | |
| * Read the poster and answer the questions. * Make a poster. | | | | |
| **Some learners will be able to:** | | | | |
| * Read the poster and answer the questions. * Make a poster. | | | | |
| **Language objectives** | | Present simple | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | |
| **Cross curricular links** | |  | | | | |
| **ICT skills** | | Projector | | | | |
| **Previous learning** | | Celebrations and special days  Summative Control work 3 | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre- learning**  Read the dictionary. What do you think are the three most important things in life? | | | | | PPT  Internet materials. |
| **Middle**  **10 min**  **20 min** | Review  Vocabulary, reflection task, check point | | | | | SB p.66-67 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** Revision | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can write their own sentences and make up their own dialogue. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |

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| **Unit 6:** **The world of work**  **Term 2, Lesson 36: Learning.**  **Studying Habits** | | | | **School:A Alimbetov** | | |
| **Date:** 30.11.18 | | | | **Teacher name:** Romankulova A | | |
| **CLASS:** 5A,Б. | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L1understand a sequence of supported classroom instructions  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S3 give an opinion at sentence level on a limited range of general and curricular topics ( I think - I don't think)  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.UE1 use adverbs of frequency to describe studying habits  5.UE10 use present simple to express  5.S3 give an opinion at sentence level on a limited range of general and curricular topics | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Complete the columns with phrases from the questionnaire. Then exchange opinions. * Study the adverbs of frequency. Then choose the correct word in the rule. | | | | |
| **Most learners will be able to:** | | | | |
| * Rewrite the sentences using an adverb from the box in each sentence**.** | | | | |
| **Some learners will be able to:** | | | | |
| * Make their own sentences using the phrases from the questionnaire. | | | | |
| **Language objectives** | | Adverbs of frequency | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | |
| **Cross curricular links** | |  | | | | |
| **ICT skills** | | Projector | | | | |
| **Previous learning** | | Correction work and Unit revision | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre- learning**  Questionnaire (p.69) | | | | | English plus SB.  Page 69  PPT |
| **Middle**  **10 min**  **10 min**  **10 min** | **Activity 1 (G,I)**  Complete the columns with phrases from the questionnaire. Then exchange opinions.  **Activity 2 (W)**  Study the adverbs of frequency. Then choose the correct word in the rule.  **Activity 3 (P,I)**  Rewrite the sentences using an adverb from the box in each sentence**.**  Students can make their own sentences using the phrases from the questionnaire. | | | | | English plus SB.  Page 68- 69 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p.42 | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can write their own sentences using the phrases from the questionnaire. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |

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| **Unit 6:** **The world of work**  **Term 2, Lesson 37(13): A day at school** | | | | **School :A Alimbetov** | | |
| **Date:** 03.12 .18 | | | | **Teacher name:Romankulova A** | | |
| **CLASS:** 5 Б,Ә. | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | 5.L1 understand a sequence of supported classroom instructions  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R7 recognise typical features at word, sentence and text level in a limited range of written genres  5.C2 use speaking and listening skills to provide sensitive feedback to peers  5.C8 develop intercultural awareness through reading and discussion  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy  5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics | | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| * Read the text and write true or false. | | | | | |
| **Most learners will be able to:** | | | | | |
| * Ask and answer the questions. | | | | | |
| **Some learners will be able to:** | | | | | |
| * Make up a dialogue. | | | | | |
| **Language objectives** | Adverbs of frequency | | | | | |
| **Value links** | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** |  | | | | | |
| **ICT skills** | Projector | | | | | |
| **Previous learning** | Learning. Studying Habits | | | | | |
| **Plan** | | | | | | |
| **Planned timings** | | **Planned activities** | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | | Greeting.  Setting the aim of the lesson  **Pre- learning**  Look at the school subjects on page 44 of the Workbook. Do you study these at school? What other subjects do you study? | | | | English plus SB.  Page 69  PPT |
| **Middle**  **20 min**  **10 min** | | **Activity 1 (G,I)**  Read the text. Which subjects are difficult for Paul? Write true or false.  **Activity 2 (P,I)**  Ask and answer the questions.  **Alternative**  **Activity 2**  Students can make up a dialogue. | | | | English plus SB.  Page 70  PPT |
| **End**  **3 min** | | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p.43 | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can make up a dialogue. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |

Check up\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_03.12.18

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| **Unit 6:** **The world of work**  **Term 2, Lesson 38(14): A school report** | | | | **School №3** | | |
| **Date:** 05.12.17 – 5 G  07.12.17 - 5 V | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5V,5G | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L1 understand a sequence of supported classroom instructions  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R7 recognise typical features at word, sentence and text level in a limited range of written genres  5.C2 use speaking and listening skills to provide sensitive feedback to peers  5.C8 develop intercultural awareness through reading and discussion  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy  5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Complete the table. Choose the correct object pronoun. | | | | |
| **Most learners will be able to:** | | | | |
| * Complete the sentences. Start each sentence with their ideas and finish with an object pronoun. * Complete the report from Matt’s French teacher. Use the correct form of the present simple. | | | | |
| **Some learners will be able to:** | | | | |
| * Write their own report. | | | | |
| **Language objectives** | | The object pronouns | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | |
| **Cross curricular links** | |  | | | | |
| **ICT skills** | | Projector | | | | |
| **Previous learning** | | A day at school | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre- learning**  Look at the blackboard and study the object pronouns. | | | | |  |
| **Middle**  **10 min**  **10 min**  **10 min** | **Activity 1 (W)**  Complete the table. Choose the correct object pronoun.  **Activity 2 (P,I)**  Complete the sentences. Start each sentence with your ideas and finish with an object pronoun.  **Activity 3 (P,I)**  Complete the report from Matt’s French teacher. Use the correct form of the present simple.  **Alternative**  **Activity 3**  Students can write their own report. | | | | | English plus SB.  Page 71  PPT |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p.44 | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can write their own report. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |
| **Unit 6:** **The world of work**  **Term 2, Lesson 39(15):** Language and communication | | | | **School №3** | | |
| **Date:** 06.12.17 – 5 G  08.12.17 - 5 V | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5V,5G | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S2 ask simple questions to get information about a limited range of general topics ( Language quiz) p.72  5.S3 give an opinion at sentence level on a limited 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.R4 read with some support a limited range of short fiction and non-fiction texts  5.R7 recognise typical features at word, sentence and text level in a limited range of written genres  5.W3 write with support factual descriptions at text level which describe people and animals  5.UE14 use Present Simple ( question form) to ask and answer questions on a limited range of familiar general and curricular topics | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Read the text and give the name for it. | | | | |
| **Most learners will be able to:** | | | | |
| * Ask and answer the questions. | | | | |
| **Some learners will be able to:** | | | | |
| * Make up a dialogue. | | | | |
| **Language objectives** | | The object pronouns | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | |
| **Cross curricular links** | |  | | | | |
| **ICT skills** | | Projector | | | | |
| **Previous learning** | | A school report | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre- learning**  Look at the Languages Quiz and complete the columns with the words in blue.do you know the names of other languages in English? | | | | |  |
| **Middle**  **20 min**  **10 min** | **Activity 1 (G,I)**  Read the text and give the name for it.  My name is Saltanat. I am in the seventh grade. There are many different professions in the world, but I want to become a doctor. After finishing school I am going to enter medical institute. It seems to me that it’s my vocation. I like to help people. To become a doctor I must be good at studies because a doctor is needed and responsible profession. We trust doctors the main what we have – our life and that’s why a doctor must be qualified specialist. A doctor can’t make a mistake. Human life often depends on professionalism of a doctor. They must be very heedful and openhearted people. A doctor always must worry about the health of his patient. He must be able to inspire patients with faith. My mother and grandmother are doctors. They are proud of their profession and like it. I consider that a doctor is the best profession.  Answer the following questions:  1. How do you name the text?  2. What profession does she prefer?  3. Why does she like this job?  4. What is your future profession?  **Activity 2 (P,I)**  Ask and answer the questions.  **Alternative**  **Activity 2**  Students can make up a dialogue. | | | | | English plus SB.  Page 72  PPT  A collection of tasks for Formative Assessment  English  Grade 5 (p.72) |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p.45 | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can make up a dialogue. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |

My name is Saltanat. I am in the seventh grade. There are many different professions in the world, but I want to become a doctor. After finishing school I am going to enter medical institute. It seems to me that it’s my vocation. I like to help people. To become a doctor I must be good at studies because a doctor is needed and responsible profession. We trust doctors the main what we have – our life and that’s why a doctor must be qualified specialist. A doctor can’t make a mistake. Human life often depends on professionalism of a doctor. They must be very heedful and openhearted people. A doctor always must worry about the health of his patient. He must be able to inspire patients with faith. My mother and grandmother are doctors. They are proud of their profession and like it. I consider that a doctor is the best profession.

**Answer the following questions:**

1. How do you name the text?

2. What profession does she prefer?

3. Why does she like this job?

4. What is your future profession?

My name is Saltanat. I am in the seventh grade. There are many different professions in the world, but I want to become a doctor. After finishing school I am going to enter medical institute. It seems to me that it’s my vocation. I like to help people. To become a doctor I must be good at studies because a doctor is needed and responsible profession. We trust doctors the main what we have – our life and that’s why a doctor must be qualified specialist. A doctor can’t make a mistake. Human life often depends on professionalism of a doctor. They must be very heedful and openhearted people. A doctor always must worry about the health of his patient. He must be able to inspire patients with faith. My mother and grandmother are doctors. They are proud of their profession and like it. I consider that a doctor is the best profession.

**Answer the following questions:**

1. How do you name the text?

2. What profession does she prefer?

3. Why does she like this job?

4. What is your future profession?

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| **Unit 6:** **The world of work**  **Term 2, Lesson 40(16): Asking questions in class** | | | | **School №3** | | |
| **Date:** 11.12.17 – 5 G  12.12.17 - 5 V | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5V,5G | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.S2 ask simple questions to get information about a limited range of general topics ( Language quiz) p.72  5.S3 give an opinion at sentence level on a limited 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.R4 read with some support a limited range of short fiction and non-fiction texts  5.R7 recognise typical features at word, sentence and text level in a limited range of written genres  5.W3 write with support factual descriptions at text level which describe people and animals  5.UE14 use Present Simple ( question form) to ask and answer questions on a limited range of familiar general and curricular topics | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Complete the questions and write your answers. Then ask your partner the questions. | | | | |
| **Most learners will be able to:** | | | | |
| * Invent more ”Do you…” questions using verbs from the box. Then ask and answer the questions. * Order the words to make questions. | | | | |
| **Some learners will be able to:** | | | | |
| * Make up a dialogue. | | | | |
| **Language objectives** | | Present Simple: question forms | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | |
| **Cross curricular links** | |  | | | | |
| **ICT skills** | | Projector | | | | |
| **Previous learning** | | Language and communication | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre- learning**  What school subject do you like?  What job would you like to do?  What languages do you speak? | | | | | English plus SB.  Page 73-74  PPT |
| **Middle**  **10 min**  **10 min**  **10 min** | **Activity 1 (P,I)**  Complete the questions and write your answers. Then ask your partner the questions.  **Activity 2 (P,I)**  Invent more ”Do you…” questions using verbs from the box. Then ask and answer the questions.  **Activity 3 (P,I)**  Order the words to make questions. Think of your answers.  **Alternative 1**  **Activity 3**  Students can make up a dialogue.  **Alternative 2**  Students can test their classmates using the key phrases and vocabulary from other units  **Formative Assessment**  1. I (to play)  guitar very well.  2. Helen (to write)  a novel.  3. We (to want)  to watch a movie.  4. They (to need)  a break.  5. She (to dance)  like a superstar.  6. We (not to see)  any difference.  7. He (not to expect)  any progress.  8. Allen and Matilda (to travel)  around the world.  9. David (not to eat)  apples.  10. I (not to like)  this show.  1.  Angela (to sing) ?  2.  he (to drive)  a bus or a car?  3.  you (to know)  my name?  4.  they (to take)  bank cards?  5. What  you (to do) ?  6. When  you usually (to wake up) ?  7. How long  it usually (to take) ?  8. What exactly  Anna (to want)  to tell?  9. Where  you (to live) ? | | | | | **Keys**   1. Play 2. Writes 3. Want 4. Need 5. Dances 6. Don’t see 7. Doesn’t expect 8. Travel 9. Doesn’t eat 10. Don’t like 11. Does sing? 12. Does drive? 13. Do know? 14. Do take? 15. Do do? 16. Do wake up? 17. Does take? 18. Does want? 19. Do live? |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p.46 | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students can make up a dialogue. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |

**Complete the sentences using the present simple form of the verbs in brackets.**

1. I (to play)  guitar very well.

2. Helen (to write)  a novel.

3. We (to want)  to watch a movie.

4. They (to need)  a break.

5. She (to dance)  like a superstar.

6. We (not to see)  any difference.

7. He (not to expect)  any progress.

8. Allen and Matilda (to travel)  around the world.

9. David (not to eat)  apples.

10. I (not to like)  this show.

**Complete the sentences with do or does**

1.  Angela (to sing) ?

2.  he (to drive)  a bus or a car?

3.  you (to know)  my name?

4.  they (to take)  bank cards?

5. What  you (to do) ?

6. When  you usually (to wake up) ?

7. How long  it usually (to take) ?

8. What exactly  Anna (to want)  to tell?

9. Where  you (to live) ?

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| **Unit 6:** **The world of work**  **Term 2, Lesson 41(17): Writing a report** | | | | **School №3** | | |
| **Date:** 12.12.17 – 5 G  14.12.17 - 5 V | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5V,5G | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  5.C4 evaluate and respond constructively to feedback from others | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Look at the questionnaire and read the report. | | | | |
| **Most learners will be able to:** | | | | |
| * Read the text and fill in the gaps using the correct form of the words in the box. | | | | |
| **Some learners will be able to:** | | | | |
| * Write a language report about a person in your class. | | | | |
| **Language objectives** | | Present Simple | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | |
| **Cross curricular links** | |  | | | | |
| **ICT skills** | | Projector | | | | |
| **Previous learning** | | Asking questions in class | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre- learning**  What can you do? (SB ex.4-6,p.74) | | | | | English plus SB.  Page 75  PPT |
| **Middle**  **10 min**  **10 min**  **10 min** | **Activity 1 (P,I)**  Look at the questionnaire and read the report. What are Mehmet’s answers to questions 1-10 in the questionnaire?  **Activity 2 (G,P,I)**  Read the text and fill in the gaps using the correct form of the words in the box.  **Busy Bus Driver**   |  | | --- | | to work to drive usually low |   Adam is a bus \_\_\_\_\_\_\_\_\_\_\_\_\_ in Freemont City, Nevada. He works the morning shift from 5:30 to 1:30. His bus route is Route 26, which runs east and west along Emerson Street. His route is busy, but it is in a nice part of town. Adam likes his job because he gets off work early. He works four hours on Saturdays, but he is off on Sundays. He \_\_\_\_\_\_\_\_\_\_\_spends Sundays with his family. Next year, Adam will turn 62 and he can retire. His wife wants him to work for another three years because in three years their house will be paid off. Their bills will be much \_\_\_\_\_\_\_\_\_ then. Adam has \_\_\_\_\_\_\_\_\_\_\_ hard for the past 30 years, and he wants to retire as soon as possible. He’s not worried about money.  **Activity 3 (P,I)**  Write a language report about a person in your class.  **Alternative**  **Activity 3 (P,I)**  Write a language report about a person in your country. | | | | |  |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p.47 | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students write a language report about a person in their class | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why?  Какие изменения я сделал в своем плане и почему? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  Какие две вещи улучшили бы урок?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |

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| **Unit 6:** **The world of work**  **Term 2, Lesson 42(18): Famous Kazakh** **artists** | | | | **School №3** | | |
| **Date:** 13.12.17 – 5 G  15.12.17 - 5 V | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5V,5G | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.C8 develop intercultural awareness through reading and discussion  5.W3 write with support factual descriptions at text level which describe famous Kazakh artists  55.UE9 use simple present and simple past regular and irregular forms to describe the life of famous people  5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Read the text. Complete the sentences with the names of the people. | | | | |
| **Most learners will be able to:** | | | | |
| * Complete the sentences with the past simple forms of the verbs in brackets. | | | | |
| **Some learners will be able to:** | | | | |
| * Write five sentences about a famous person from Kazakhstan. | | | | |
| **Language objectives** | | Past Simple | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | |
| **Cross curricular links** | |  | | | | |
| **ICT skills** | | Projector | | | | |
| **Previous learning** | | Writing a report | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre- learning**  Look at the photos. Who are these people?  What do you know about them? | | | | | English plus SB.  p.76-77  PPT |
| **Middle**  **10 min**  **10 min**  **10 min** | **Activity 1 (G,P,I)**  Read the text. Complete the sentences with the names of the people.  **Activity 2 (P,I)**  Complete the sentences with the past simple forms of the verbs in brackets.  **Activity 3 (P,I)**  Write five sentences about a famous person from Kazakhstan.  **Alternative**  **Activity 3 (P,I)**  Write five sentences about a famous person. | | | | | **Formative Assessment**  **Descriptor A learner**   * finds the past simple forms of given verbs in the texts * writes them out from the texts   be, love, can, start, teach, work, translate, go, return, become, write, live, paint, die, rename |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** A Famous person from Kazakhstan ( essay) | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students write five sentences about a famous person. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why?  Какие изменения я сделал в своем плане и почему? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  Какие две вещи улучшили бы урок?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |

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| **Unit 6:** **The world of work**  **Term 2, Lesson 43(19): Countries, people and jobs** | | | | **School №3** | | |
| **Date:** 12.12.17 – 5 G  21.12.17 - 5 V | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5V,5G | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.C8 develop intercultural awareness through reading and discussion  5.W3 write with support factual descriptions at text level which describe famous Kazakh artists  55.UE9 use simple present and simple past regular and irregular forms to describe the life of famous people  5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Read the text and answer the questions. | | | | |
| **Most learners will be able to:** | | | | |
| * Fill in the correct past simple form of the verb. * Make up sentences using if, when, where, before, after and pictures | | | | |
| **Some learners will be able to:** | | | | |
| * Make poster about their country | | | | |
| **Language objectives** | | Past Simple | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | |
| **Cross curricular links** | | Geography, History | | | | |
| **ICT skills** | | Projector | | | | |
| **Previous learning** | | Famous Kazakh artists | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre- learning**  What countries do you know?  What jobs do you know?  What do you know about New Zealand? | | | | | English plus SB.  p.78  PPT |
| **Middle**  **10 min**  **10 min**  **10 min** | **Activity 1 (G,P,I)**  Read the text and answer the questions.  **Activity 2 (I)**  Fill in the correct past simple form of the verb.  Ben \_\_\_\_\_\_\_\_\_\_ Emily at the party (to see). He \_\_\_\_\_\_\_\_\_\_\_ to her about the music (to speak). Ben \_\_\_\_\_\_\_\_\_\_ fish and chips for lunch (to eat). Lucy \_\_\_\_\_\_\_\_\_\_\_ me her photographs (to see). Jake \_\_\_\_\_\_\_\_\_\_\_ a new camera (to buy).  **Activity 3 (P,I)**  Make up sentences using if, when, where, before, after and pictures. Example: I finish my homework before I play computer games. My father plays chess when he comes from work.  **Alternative**  **Activity 1 (G,P,I)**  Students can make poster about their country. | | | | | **Formative Assessment**  **Descriptor**  **A learner**   * Fill in the correct past simple form of the verb. |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB p.48 | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students make poster about their country | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why?  Какие изменения я сделал в своем плане и почему? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  Какие две вещи улучшили бы урок?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |

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| **Unit 6:** **The world of work**  **Term 2, Lesson 44(20): CLIL.**  **Music: Appreciating music** | | | | **School №3** | | |
| **Date:** 14.12.17 – 5 G  21.12.17 - 5 V | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5V,5G | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.L7recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics  5.S2 ask simple questions to get information about a limited range of general topics  5.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Read the text, insert the missing punctuation marks. | | | | |
| **Most learners will be able to:** | | | | |
| * Make up a dialogue. | | | | |
| **Some learners will be able to:** | | | | |
| * Write a description of the music. | | | | |
| **Language objectives** | | Past Simple | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | |
| **Cross curricular links** | | Music | | | | |
| **ICT skills** | | Projector | | | | |
| **Previous learning** | | Countries, people and jobs | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **2 min**  **5 min** | Greeting.  Setting the aim of the lesson  **Pre- learning**  Match the words with instruments 1-8.  Which instruments do you associate with these types of music? | | | | | English plus SB.  p.79 |
| **Middle**  **20 min**  **10 min** | **Activity 1 (G)**  Read the text, insert the missing punctuation marks.  Want to be an Interpreter  I want to be an interpreter it is an interesting and useful profession my parents have a large library and they taught me to like books I like reading books my favourite subjects in school are English Literature Geography and History. My favourite English and American writers are Shakespeare Dickens Walter Scott Jack London Mark Twain. Once at the class of Literature, our teacher told us that, when translated, literary works lose much of their beauty. She said that poetry is very hard to translate. From that day I have a dream I want to have my favourite books in the original and to know the languages they are written in so I will enjoy the real beauty of these books.  **Activity 2 (P,I)**  Make up a dialogue.  **Alternative**  **Activity 2 (P,I)**  Students can think of a piece of music their like. Then write a description of the music. | | | | | English plus SB.  Page 79  PPT  A collection of tasks for Formative Assessment  English  Grade 5 (p.77) |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB Ex.5-6, p.49 | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students think of a piece of music their like. Then write a description of the music. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why?  Какие изменения я сделал в своем плане и почему? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  Какие две вещи улучшили бы урок?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |

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| **Unit 6:** **The world of work**  **Term 2, Lesson 45(21): Reading for pleasure** | | | | **School №3** | | |
| **Date:** 20.12.17 – 5 G  22.12.17 - 5 V | | | | **Teacher name:** Gofman I.A. | | |
| **CLASS:** 5V,5G | | | | **Number present:** | | **absent:** |
| **Learning objective(s) that this lesson is contributing to** | | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Read the jokes and do the exercises after the jokes. | | | | |
| **Most learners will be able to:** | | | | |
| * Read the jokes and do the exercises after the jokes. * Act out the jokes. | | | | |
| **Some learners will be able to:** | | | | |
| * Make their own jokes. | | | | |
| **Language objectives** | | Past Simple | | | | |
| **Value links** | | Teamwork: Learners will work well together in pairs/ groups showing respect and being polite with each other. | | | | |
| **Cross curricular links** | |  | | | | |
| **ICT skills** | | Projector | | | | |
| **Previous learning** | | CLIL.  Music: Appreciating music | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **2 min** | Greeting.  Setting the aim of the lesson | | | | |  |
| **Middle**  **20 min**  **15 min** | **Activity 1 (G)**  Read the jokes and do the exercises after the jokes.  **Activity 2 (G)**  Act out the jokes.  **Alternative**  **Activity 2 (G)**  Students can make their own jokes. | | | | | English plus SB.  Page 81 |
| **End**  **3 min** | Feedback: Learners give their own opinion on the learnt material  **Homework:** WB Ex.7-8, p.49 | | | | |  |
| **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** | |
| More-abled students support less-abled students  More able students make their own jokes. | | | Feedback on the work  Students write a telegram to the teacher in which they describe what they understood and what was difficult for them | |  | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why?  Какие изменения я сделал в своем плане и почему? | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  Какие две вещи улучшили бы урок?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |