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| **Class:** | 5 |  |
| **Theme of the lesson:** | Unit 7. Fantasy world. Home and garden. |  |
| **Learning objectives:** | 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.L4 understand the main points of supported extended talk on a range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics |  |
| **Assessment criteria:** | Match the words with the pictures.Listen to the text and cross out the words. Find out the opposites of adjectives.Answer the questions from the text. |  |
| **Lesson objectives:** | **All leaners will be able to**Listen to the text and cross out the words. Match the words with the pictures.**Most learners will be able to**Answer the questions from the text.Find some opposites of the adjectives in the text.**Some learners will be able to**Describe their own fantasy home |  |
| **Level of thinking:** | Knowledge and understand |  |
| **Start of the lesson****Middle of the lesson.****End of the lesson.** | **Organization moment of the lesson:**How are you ?What day is it today?What date is it today?What’s the weather like today?**Warm up** ***Let’s divide into two groups. Choose the card.***Who has the word « a home» the 1st groupWho has the word « a garden» the 2nd group.2) ***Pre-listening task******Drilling with the new words.***Working in group. Match the words with the pictures. Then exchange your postcards.

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| 1. a hall -6
2. a kitchen -4
3. a living room -1
4. a dining room -3
5. a bedroom -2
6. a garage -5
7. a bathroom - 7
8. an attic -10
9. a swing -11
10. a garden-9
11. swimming pool.-8
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1. Картинки по запросу dining  rooms of the house2. Картинки по запросу dining  rooms of the house3.Картинки по запросу dining  rooms of the house

4. Картинки по запросу dining  rooms of the house5. Картинки по запросу dining  rooms of the house 6.Картинки по запросу dining  rooms of the house7. Картинки по запросу dining  rooms of the house8. Картинки по запросу swimming pool clipart9. Картинки по запросу garden of the house 10. https://www.zilverblauw.nl/wp-content/uploads/2011/03/gr_DSC_0015.jpg 11.http://www.clipartster.com/images/294/swing-set-clip-art-mH7yf5-clipart.jpgWhat do we do in the …?Dining roomKitchenLiving room etc.(1.In the dining room we eat.2. In the kitchen we cook.3. In the living room we relax and watch TV4. In the bathroom we have a shower.5. In the bedroom we sleep6. In the swimming pool we swim7. In the garage we leave our car.8. In the garden we plant the flowers.)***While-listening task*** This is my house  | FREE ESL worksheets  Hello! My name is Peter and this is my house.  My house is quite big. It has got two floors: a ground floor and a first floor. It has also got an attic. On the ground floor there is the hall , the kitchen, the living room, a big dining room and a toilet.  On the first floor there are three bedrooms, one bathroom and a long corridor. My bedroom is between my parents’ bedroom and the bathroom. My sister’s bedroom isin frontof mine.  I love my bedroom, but I also like the attic. In the attic I keep some of my books and my old toys. I like to spend my time there because it is very spacious and there is a big sofa there where I sometimes take a nap.  At the behind of the house there is also the garage and a lovely garden, two swings and a swimming pool. I love my house. It is very comfortable and light. I’ll give you cards. Listen to the text and cross out the words from the text. Bingo

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| --- | --- | --- |
| *My house* | *lamp* | *a lovely garden* |
| *Clean* | *quite big* | *The first floor* |
| *Garage* | *bathroom* |  *comfortable* |

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| --- | --- | --- |
| *Table* | *lamp* | *a lovely garden* |
| *Clean* | *quite big* | *The third floor* |
| *Garage* | *bathroom* |  *Upstairs*  |

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| --- | --- | --- |
| *My house* | *lamp* | *a lovely garden* |
| *Clean* | *quite big* | *The first floor* |
| *Light* | *bathroom* |  *a ground floor* |

|  |  |  |
| --- | --- | --- |
| *My house* | *lamp* | *a lovely garden* |
| *Clean* | *quite big* | *The first floor* |
| *Garage* | *bathroom* |  *a ground floor* |

|  |  |  |
| --- | --- | --- |
| *Attic* | *lamp* | *a lovely garden* |
| *Clean* | *swings* | *The first floor* |
| *Garage* | *bathroom* |  *bedroom* |

 ***Work in pair. Opposites of these adjectives.*** You should write the opposites of the words. I’ll give you 5 minute.Then you exchange your answers and check each other. I’ll show you right answers.Small ( big)New (Old )Spacious (cramped )Behind (front)Comfortable (uncomfortable )Short (long)Dark (light)***Physical training. Let’s have a rest.******Post-listening task***Questions:Is Peter’s house big or small? How many floors are there? Can you name the rooms on the ground floor?  Can you name the rooms on the second floor? Has his house got an attic? Why does he like to be in attic? How many bedrooms are there in his house? What else are there in the Peter’s house?Does Peter like his house? Individual work.Several pupils describe their own fantasy home.  |  |
| Feedback | What about today’s lesson?What I got from the lesson? |  |
| Reflection | If you don’t understand the lesson put your card on the door.If you understand the lesson good put your card on the window.If you understand the lesson very good put your card on the roof.  |  |
| Descriptor  | Learners can:Match the words with the pictures.Listen to the text and cross out the words. Find out the opposites of adjectives. Answer the questions from the text.Describe your fantasy home. |  |



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| *Home and garden 1** Describing and designing rooms and furniture and talking and writing about them.
 | 1 | 5.L1understand a sequence of supported classroom instructions 5.L4 understand the main points of supported extended talk on a range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.C4 evaluate and respond constructively to feedback from others 5.W3 write with support factual descriptions at text level which describe people, places and objects5.C10use talk or writing as a means of reflecting on and exploring a range of perspectives on the world5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE5 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics5.UE14 use prepositions to talk about time and location;use prepositions *like* to describe things and *about* to denote topic; use prepositions of direction to, into, out of, from, towardson a limited range of familiar general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics |
| *Home and garden 2** Describing and designing gardens and talking and writing about them
 | 2 | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.C8 develop intercultural awareness through reading and discussion5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.C10use talk or writing as a means of reflecting on and exploring a range of perspectives on the world5.W8 spell most high-frequency words accurately for a limited range of general topics5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.C7 develop and sustain a consistent argument when speaking or writing5.UE8 use future forms  *will*  for predictions and *be going to*to talk about already decided plans on a limited range of familiar general and curricular topics5.UE14 use prepositions to talk about time and location use prepositions *like* to describe things and *about* to denote topicuse prepositions of direction *to, into, out of, from, towards*on a limited range of familiar general and curricular topics |