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№52 мектеп-гимназиясы,

ағылшын тілі мұғалімі

Астана қаласы

**Friendship.** Describing and writing about friends

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| **Unit of a long term plan*: Values.*** | | | | **School-gymnasium № 52** | | | | |
| **CLASS: 5** | | | | **Number present:** | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | 5. S4 respond to questions on an increasing range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics | | | | | |
| **Lesson objectives** | | | **By the end of the lesson**   * all students will be able to use comparative and superlative adjectives at least 5sentences. * Most students will be able to describe their friends or family members. * Some students will be able to discuss, give opinion about topic | | | | | |
| **Assessment criteria** | | | * Provide speech to answer a variety of questions at sentence level with limited flexibility. * Use the information to write sentences which describe people, objects   Apply the rule for comparative and superlative adjectives. | | | | | |
| **Values links** | | | Common history, culture and language | | | | | |
| **Cross-curricular links** | | | Kazakh language | | | | | |
| **Previous learning** | | | Learners know adjectives, members of the family. | | | | | |
| **Health and safety check** | | | Health saving technologies.  Using physical exercises and active activities.  Rules from the **Safety Rules book** which can be applied in this lesson. | | | | | |
| Stages | | | Time | | | | | |
| Start | 5 min | Planned activities | | | Recourses | Formati-ve assess-ment strategy | Differentiation | For notes |
| Mid-dle | 10min | Greet learners and ask them take their places  **Warm-up**  Learners stand in a circle and do **“When”** chain. Students use only present simple tense; use the word “when” to start a sentence like the one below.  And encourage a student to continue the sentence.  For example: when I’m lonely, I see my friends. When I see my friends, I play football. When I play football, I …. | | |  | Peer assess-  ment | By support.  High and middle level students speaks without any tips. Low level students speak using hints on the blackboard. |  |
| End | 5min  2min | Teacher shows photos of famous people and asks questions:   * Who is he/she? * What’s his/her name? * Where is he/she from?   Learners answer for the questions then teacher gives examples as: “Shakira is more talented than Ricky Martin”. “Shakira is taller than Ricky” etc.  Learners repeat the examples after teacher in chorus and individually:  tall-taller than- the tallest.  Smart-smarter than-the smartest  Talented-more talented-the most tallented  Then teacher shows diagram of degrees of comparison. Each student try to say their own examples with the help of diagram.  **Activity 1. These are the People in your family.** Teacher gives students 10 adjectives that can be used to describe people. Then challenge them to write a sentence using the comparative and superlative form of each adjective. The sentences should be about a person in their family. Pairs of students should then exchange lists of people but keep their sentences to themselves. Each person should ask questions about their partner’s family and try to match each person to their superlative adjectives. For example: Is Sarah the oldest person in the family? Other person should answer “yes” or “no”.  Brother is taller than Sarah.  Task 1. **Individual work**  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. And reads their writings to each other.  *Example:*  He works tennis better than Rafael Nadal.  She works harder than anyone else in the class. **Activity 2. Three classmates**. Students are divided into two or three group. For each group is given a copy of the worksheet and some colored pencils. Students read the sentences on their worksheets. The sentences describe three classmates using comparative and superlative forms. After reading the sentences they will draw pictures of classmates from the description. When they have finished, each group compare their pictures. As an extension students can write a description of three classmates. | | | Pictures,diagram of degrees of compari-son.  Work-sheet | Teacher observa-  tion  Peer assess-ment  Group assess-ment | By choice  High level learners help students with low skills.  By task  High level learners write 7-6 sentences using verbs and adjectives.  Middle level learners write 5 sentences using only adjective. example: your hair is longer than yours.  Low level learners put the given degrees of adj in right order |  |
| **R** |  | **Task for measuring students understanding.**  Teachergives sheet of paper, learners complete the sentences using appropriate form of the adjectives. Descriptor:   * Fills in the gaps using correct forms of the given adjectives   **Feedback** Teacher asks questions. Learners gives short answers. Yes/no   * Can you describe your friend? * Can you write adjective in comparative or superlative form * Can you compare your classmates? | | | Work-sheеts |  |  |  |
| **Reflection**  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve the lesson objectives/ learning* | | | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | |