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**Friendship 2**

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| **Unit 3 Values**  **CLASS: 5** | | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | | **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.W3** write with support factual descriptions at text level which describe people, places and objects | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | |
| * improve oral communication skills by a whole class interaction | | | |
| **Most learners will be able to:** | | | |
| * practise describing friends using adjectives | | | |
| **Some learners will be able to:** | | | |
| * work in groups to exchange your viewpoints | | | |
| **Language objectives** | | | Use simple present, past and future tenses | | | |
| **Value links** | | | Respect, Support the friends | | | |
| **Cross curricularlinks** | | | Psychology | | | |
| **ICT skills** | | | Interactive board for presenting a video | | | |
| **Intercultural awareness** | | | Students will be able to understand that significance of friends role in the human life | | | |
| **Kazakh culture** | | | Students will be able to value the work in Kazakh culture | | | |
| **Pastoral Care** | | | Students will be able to understand the importance of respecting values | | | |
| **Health and Safety** | | | Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords | | | |
| **Previous learning** | | | Family relationships | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Beginning**  **3-min** | **Class organisation**  **Warm-up**  Watching the video the learners are asked to predict the topic of the lesson.  Teacher introduces the lesson objectives. | | | | | PPT |
| **Middle**  **5-min**  **5-min**  **15-min**  **10-min** | **Lead-in**  To revise the previous topic students are asked to write 3 adjectives to describe how they see themselves, how their friends see them, and who they really are.  **Vocabulary**  Teacher asks learners to match the words with their definitions and check as a whole class.  **Writing**  Learners think of a friend. They draw a gingerbread figure in middle of A4 paper. They write adjectives, adjective phrases and verbs + nouns around the gingerbread figure to describe a friend e.g.*short, dark hair, blue eyes, quite tall, friendly, helpful, kind, likes swimming, doesn’t like football, can play the guitar, can’t play a recorder*  **Speaking (G)**  Learners in 3s share descriptions of their friends. They answer: What’s the same and what’s different in their pictures and descriptions?Why are friends important?  ***Differentiation***  *Less able students are given* *a word bank or let them use a picture dictionary.* | | | | | PPT  Handout 1 |
| **End**  **2-min** | **Feedback**  Teacher asks learners to answer the questions to give feedback: Why do we pay so much attention to friendship? Why is it so interesting to spend free time with our friends?  **Home task:** | | | | | PPT |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | | | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links Values links** | |
| * More support can be given at the start and in middle of lesson by providing less-able learners with story vocabulary in a word list so they can read examples of words seen or heard. * Learners who are less confident at making up dialogue, can be given copies of parts of the dialogue from the story to read aloud. * More-able learners can be encouraged to use the full range of language from the video when they practise the role-play. | | | | * Monitor how much vocabulary learners can recall from images on the video without sound and then from video with sound. * Monitor learners as they reorder events from the story. Can they read and understand each event and can they sort them into chronological order? Notice any sentences which are difficult for learners to understand and adapt for a future lesson. * Monitor groups of learners as they agree on and practise dialogue for the role-play activity. Do they take turns to speak? Do they contribute appropriate language for the role-play? | * Links to the L1: Do learners know this story in the L1 and do they know any other Aesop’s fables? * Make sure learners have sufficient space to act out the role-play. * As the unit is on the topic of values, it is very important to leave time to discuss the end two questions with the whole class. | |
| **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? | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | |
|  | | | | |
| **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? | | | | | | |