**Алматы облысы**

**Қарасай ауданы**

**Қарымбай Қошмамбетов**

**атындағы орта мектептің**

**ағылшын пәні мұғалімі**

**Мұқажан Мубарак Тұрсынханқызы**

**18.04.1998**

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| ***Unit 4: Living things*** | | ***School: K.Koshmambetov secondary school*** | |
| ***Date:*** | | ***Teacher name: Mukazhanova Mubarak*** | |
| ***Grade: 5*** | | ***Number present:*** | ***absent:*** |
| ***Lesson title*** | ***Families*** | | |
| ***Learning objectives*** | ***5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics;***  ***5.3.1.1provide basic information about themselves and others at sentence level on an increasing range of general topics.*** | | |
| ***Lesson objectives*** | ***Learners will be able to:***  ***• Learn how to talk about members of the family.***  ***• Learn and practise the possessive -s.***  ***• Practise talking about families.*** | | |
| ***Plan*** | | | |

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| *Stages / Time* | *Teachers’ actions* | *Students’ actions* | *Assessment criteria* | *Resources* |
| *Start* | ***Organization moment***  ***1.Greeting.***  ***Ask about the weather.***  ***Pre-listening***  ***Warm-up***  ***Play the video and students guess what theme of the lesson “Families”***  ***Exercise 1***  ***• Focus students’ attention on the family photo on page 41. Allow students 1–2 minutes to look at the photo and ask:***  ***How many girls, boys, women and men there are in the photo?***  ***Elicit that there are two girls, two boys, three women and three men***  ***Differentiation:***  ***«Verbal support» method is used to help Students use new words in the text.***  ***Look at the puzzle and the photo of the Mitchell family on page 41***  ***Write the names then listen and check***  ***New words One students reads 2 new words***  ***Let’s pronounce names of family members correctly*** | ***The aim:To develop Ss speaking skills and create friendly atmosphere***  ***Efficiency:By telling the wishes they show their appreciations .***  ***1 Sophie***  ***2 Mark***  ***3 Paul***  ***4 Sarah***  ***5 Becky***  ***6 Matt***  ***7 Emily***  ***Students read new words*** | ***At the organization moment T tries to award active Ss.«The praise» method is used to evaluate Ss with phrases like:***  ***“Good job!***  ***Well done!”***  ***Formative Assessment***  ***Good job!*** | ***Audio***  ***Pictures***  ***youtube***  ***PPT***  ***Student’s book*** |
| *Main part* | ***While-listening***  ***Inferring relationships:***  ***-Students listen to identify who the people are in the recording and what the relationship is between them.***  ***-Exercise 2***  ***Draw students’ attention to the table and elicit the meaning of male and female. Point out that brother is the opposite of sister in this way***  ***Post listening:***  ***Students answer comprehension questions, analyze listening material and do follow-up activities.***  ***Differentiation:***  ***«Verbal support» method is used to help Students use new words in the text.***  ***Explain how to use possessive case ‘s and Possessive Pronouns***  ***Read and translate Possessive Pronouns sentences***  ***Look at the photos of family members and match with sentences.*** | ***-Students listen and write the names of family.***  ***ANSWERS:***  ***1 Sophie***  ***2 Mark***  ***3 Paul***  ***4 Sarah***  ***5 Becky***  ***6 Matt***  ***7 Emily***  ***-Students match words with opposite gender***  ***ANSWERS***  ***Male:***  ***Brother***  ***Grandfather***  ***Father***  ***Uncle***  ***Female:***  ***Grandmother***  ***Mother***  ***Sister***  ***Aunt*** | ***Assessment criteria***  ***- Identify details in a text with little support***  ***Descriptor:***  ***-understand a text with little support***  ***Peer assessment: answer key***  ***Assessment criteria:***  ***discuss about family***  ***Descriptor:***  ***Can say about family***  ***Make CCQ questions*** | ***Cards***  ***Worksheets*** |
| *End* | ***Homework:Retell the about My family*** |  | | ***Poster*** |