**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***  |