**Фотосыз шығады**

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АМАНГЕЛДИЕВА Шахадат,

В.Вахидов атындағы жалпы орта мектебінің ағылшын тілі пәні мұғалімі.

Түркістан облысы, сауран ауданы

**FAMILY RELATIONSHIPS**

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| **Learning objectives(s) that this lesson is contributing to** | **5.R2** understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics**5.S4**  respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics**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** | **All learners will be able to** |
| * develop their critical thinking skills by drawing a family tree with some support
* practice speaking skills and asking questions using comparative and superlative adjectives while working in pairs with some support
* develop their ability to recognize the specific information in the text while selecting the words with some support

**Most learners will be able to*** develop their critical thinking skills by drawing a family tree with a little support
* practice speaking skills and asking questions using comparative and superlative adjectives while working in pairs with a little support
* develop their ability to recognize the specific information in the text while selecting the words with a little support

**Some students will be able to*** develop their critical thinking skills by drawing a family tree with a little or no support
* practice speaking skills and asking questions using comparative and superlative adjectives while working in pairs with a little or no support
* develop their ability to recognize the specific information in the text while selecting the words with a little or no support
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| **Language objectives** | Use simple present tenses, comparative and superlative adjectives  |
| **Value links** | Respect, responsibility, honesty, trust, creativity.  |
| **Cross curricular links** | Self-knowledge, Psychology and Art |
| **ICT skills**  | Projector or Smart board  |
| **Intercultural awareness** | Students will be able to understand that every person, family and country has their own values. |
| **Kazakh culture** | Students will be able to differentiate family values in Kazakh culture |
| **Pastoral Care** | Students will be able to understand the importance of family and relationships  |
| **Health and Safety** | Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords |
| **Previous learning** | Human beings  |
| **Plan** |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | **Resources** |
| **Beginning****5mins** | **Warm-up****Hangman** T. thinks of a word from previous lesson and writes the number of letters on the board using dashes to show many letters there are. Then asks learners to suggest a letter. If it appears in the word, T. writes it in all of the correct spaces. If the letter does not appear in the word, T. writes it off to the side and begins drawing the image of a hanging man.The game is continued until the learners guess the word correctly (they win) or T. completes the picture of a hangman (T. wins). (T. can watch the video with instructions https://www.youtube.com/watch?v=ywzCUesB61s) | WB, markers  |
| **Middle** **5mins****10mins****5mins****15mins****1min** **10mins****10mins** **5mins****10mins** | **Lead-in** * T. shows the picture of a family and learners call out any names of people in a family.

T. asks learners about the topic of the lesson and introduces the lesson objectives**Main part** * T. shows the presentation or flashcards with the members of family to introduce and learners write the words on their vocabulary: *dad, son, uncle, grandson, grandfather, mum, daughter, granddaughter, grandmother, aunt, brother, sister, niece, nephew*

**Activity 1:** T. shows the flashcards and learners put right hand up if the word is a female family member, left hand up if the word is a male family member. **Activity 2:** T. shows the picture of a tree, elicits ‘tree’, and explains that learners can also draw a family tree. T. asks learners to draw what they think a family tree looks like. T. asks why it’s called a family tree – there are roots and the family grows. Learners draw their family tree with the names of his/her family members and should say 5 or 6 sentences about their family members, e.g. It’s my mum. Her name is \_\_\_\_\_\_\_. She is \_\_\_\_\_ years old. She is \_\_\_\_\_\_\_\_ (profession). She is \_\_\_\_\_\_\_\_ (adjective to describe her appearance or character)T. can choose 2-3 learners to present their family tree but learners should choose only one member of their family to tell about**Physical activity** **Families**Some families are large. (spread arms out wide)Some families are small (bring arms close together)But I love my family (cross arms over chest) best of all!**2nd lesson*** T. shows the picture of two members of the family and says the sentence by using gestures *My father is taller than my mother* and example of superlative adjectives *My brother is the tallest* askswhat she says and shows. T. explains comparative and superlative adjectives and gives more examples

**Activity 3: Pair work** T. asks learners to secretly choose five of the following categories and write a name for each one on a piece of paper.* The oldest person in my family
* The youngest person in my family
* The tallest person in my family
* The kindest person in my family, etc. (You can think of other categories.)

T. puts students in pairs and tells each student to ask questions about the other’s list of names and find out more information.Is Johann the oldest person in your family?No, he isn’t. He’s the youngest!How old is he?He’s my nephew. He’s only two years old* T. shows the table of adjectives and learners need to complete the table writing appropriate degree of adjective. T. invites learners to the board to write an appropriate adjective
* Learners are given the handout **“Read & find”** (FA) Learners should find the comparatives and superlative adjectives and write them in the boxes.
 | PPT or picture of a family PPT or flashcards with the members of familyflashcards with the members of familyPPT or picture of ‘Family tree’PPT PPT PPT Handout FA |
| **End****5 minutes** | **Name 3 things:** I have learnt…I still want to know…I didn’t understand …  |  |
| **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 linksHealth and safety checkICT linksValues links** |
| * More support can be given in Activity 2 when they write about their family members by providing less-able learners with examples or words to make up the sentence and in Activity 3 while asking questions also less-able learners can be given the model of a question so that they can just put appropriate name and adjective
* Learners who are less confident at drawing the family tree, can be given a picture of a tree
* More-able learners can be encouraged to write more sentences and ask more Wh questions.
 | * Monitor when you show the flashcards of family members in Activity 1
* Monitor when learners write their sentences about family members in Activity 2
* Assessment criteria of R2
* Monitor when they ask questions in Activity 3
 | * Self-knowledge, Psychology and Art: when learners draw their family tree and make a presentation in Activity 2 and Activity 3 they develop their creativity, love and respect to their family
* Make sure learners have sufficient space to do physical activity.
* Use of Smart board or projector while presenting the words and tasks
* Develop learners’ love, respect to their family, a sense of responsibility and concern for the family.
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| **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? |