**Short term plan**

**School Kazakhstan**

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| **Term: III** | **VII. Fantasy world** | |
| **Teacher’s name:** | Akhilova Indira | |
| **Date:** | 22.02.24 | |
| **Grade: 5** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Language Focus: there is/ there are/ some and any** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 5.W8 spell most high-frequency words accurately for a limited range of general topics;  5.UE1 use appropriate countable and uncountable nouns, including common noun phrases and a structure there is/ there are describing times and location, on a limited range of familiar general and curricular topics;  5.UE14 use prepositions to talk about time and location and some/ any/no;  5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics. | |
| **Lesson objectives** | **By the end of the lesson, the students will be able:**  to construct the sentences using grammar rule of there is/ there are/ some/ any in practice;  to speak about cities, towns, villages and places using active vocabulary;  to express personal attitude toward a topic discussing a topic. | |
| **Values** | Respect other culture | |

**Lesson plan:**

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| **Stages of the lesson/ Time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/ materials** |
| Organisation moment:  **3 min.**  Greeting | Good afternoon, dear pupils. How are you today?  **May this lesson bring us good results, excellent mood and the joy of communication.**  Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments. | Expected student responses, modes of operation.  -Good afternoon. We are glad to see you. How are you? We had a very good time.  Топ Mischievous Smile стикеры для Android и iOS | Gfycat |  |  |
| Warm up:  **5 min.** | **Warm up ·** Ask ss to take picture of places that they like from the table.  Tell ss you are going to say the name of a city and they should say the first thing – a building, a place, a person, anything they like – they can think of in relation to that city.  A teacher asks Sts. to listen to a quote and try to explain what you have understood. | · Say London. Ss say the first thing they think of. · Get feedback from a few ss in the class and put their ideas on the board.  · Divide the students into 2 groups with helping of pictures. 1 group Astana, 2nd London.  АстанаC:\Users\Индира\Downloads\Лондон.jpg | Self – Assessment  **Assessment criteria:**   1. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. 2. Identify facts and details in extended talks with little support.   **Descriptor:**  A learner:   * uses the topical vocabulary while talking about a news story.   chooses the right answers. | Whiteboard  Pictures |
| Main Activities  **20 min.** | To stimulate interest in the topic, watch a video about the cities Astana and London.  **Presentation** ·  Teacher pre-teaches then construction there is there are, some and any: positive and negative forms. Show students the positive and negative forms with construction and yes, no questions for using ‘some and any’.  **Ex1. Study the rules then read the rules.**  **Task I**  **·** Tell the class to try to remember the information in the text about Hollywood in Ireland on p.24 of the book. Refer them to the sentences and explain the task.  · Monitor how clearly learners pronounce words and sentences.  (F) Formative assessment  **some is used in** **+ sentences;**  **any -?** | Sts. watch a video and say what is there in the city.  [**https://youtu.be/BSWPEG550lI**](https://youtu.be/BSWPEG550lI) **- a video about Astana.**  Sts. watch and write about the places of interest.  There is …. in Astana  There are…… in London.    There **are some** parks in Astana.  There **aren’t any** parks…  **Are there any** parks…  Ex. 1 – 2 p.29.  Last lesson we spoke about 2 places with the same names. You have another place: **London, England – London, Island, South Pacific.** | Pair– Assessment  **Assessment criteria:**  1. Demonstrate an ability to organize and express ideas clearly;  2.Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.  **Descriptor.** A learner:   * uses appropriate subject-specific vocabulary while speaking.   Observe learners when participating in use of English activities.  Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed?  **Formative assessment is held through observation/monitoring.**  Pair – Assessment  Recognise the content of an extended conversation using some supporting information. | **https://youtu.be/BSWPEG550lI**  Student’s Book “English Plus 5. Kazakhstan edition”. (Oxford University Press)  p.29 |
| **Physical Training**  **7 min.** | A teacher asks one St. to watch a PPT and hold a physical training minute. | Sts. Look at the PPT and find answers |  | White board |
| **7 min.** | Task III ex 4  A teacher asks Sts. to look at the picture and write sentences using words in the box and a structure: there is / there are/ a/ an/ some/ any.  Teachers can take additional exercises from the workbook. | St. do this activity in groups.  C:\Users\Индира\Downloads\WhatsApp Image 2024-02-22 at 12.11.33.jpeg | Groups - Assessment  Apply the active vocabulary and grammar in practice.  Recognise the content of an extended conversation using some supporting information. | St. Book p.29  Worksheets |
|  | **Task IV working in groups.**  · (W) Make a poster “Good for my town” “Bad for my town” using new grammar and vocabulary in the box. Write and draw what good and bad for your town  Feedback for poster | **Criteria of poster (description):**  Use new grammar  Task achievement  Whole group participation | **Descriptor: Learners can**  - gives main information  - use more grammar and vocabulary - makes good presentation. | Poster |
| The end of the lesson  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Teacher asks learners**  1) what have you learnt today?  2) Can you describe a town you know?  **Home Assignment: Ex. 5 p. 29** | SS write their homework for the next lesson. | **Self-reflection**. | Whiteboard |

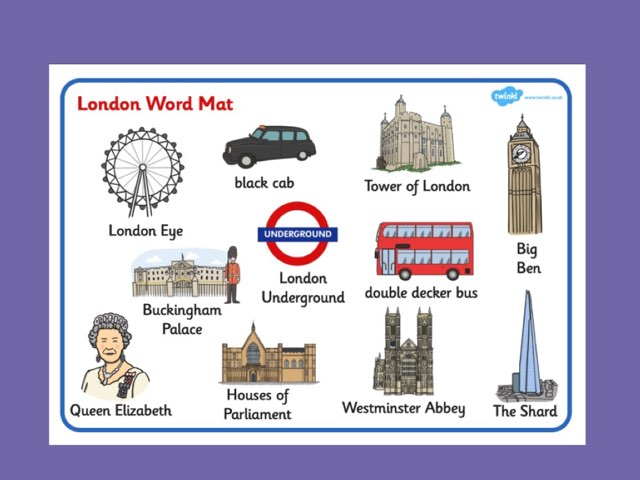
**Task for Formative Assessment**

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| **Assessment criteria** | 1.Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. |
| **Level of thinking skills** | Higher order thinking skills;  Application |

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| **Descriptor**  **Task 1** | A learner   * uses appropriate subject-specific vocabulary while speaking. |



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