
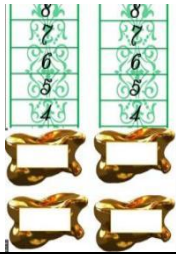



Learning objectives	7.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics; 7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics.
Lesson objectives	Learners will be able to: <ul style="list-style-type: none"> • Learn adjectives used to describe animals; • Listen to a conversation about animals; • Listen for general meaning and specific details.
Value links	Patience – A person who has patience as a core personal value is going to prioritize giving their time to others. They will sit down and be calm while waiting for others. This is a great trait for a teacher.
Plan	

Stages/Time	Teachers actions	Students actions	Assessment criteria	Resources
Start Org. moment Checking the homework 10 min	1. Greeting. Ask about the weather. Psychological situation The method “An umbrella” Warm-up Teachers take an umbrella the ss the drops hanging on the umbrellas, the ss give each other a circle of warmth. Lead - In  Checking home task Ex:1 P:68 by method “Egg”	Greeting SS greet with teacher Answers to questions about the weather SS read with drops hanging on umbrellas, give each other a circle of warmth.	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!” “Good job! Well done!” Formative Assessment Good job! Descriptor: - remembers the lesson passed Point 2 	Pictures  worksheet
Middle of the lesson Presentation part. 35 min	Students divided into two groups by method “Cup” Task1 Do Ex:1 P:69 work in groups By method “Coffee machine” <ul style="list-style-type: none"> • Students copy the table and complete the missing forms. Task 2 Work in pairs Ex: 2 P: 68 <ul style="list-style-type: none"> • Read the instructions with the class. Check that students understand the animal words, and check that they understand the difference between not very, quite, very and really. • Students prepare their sentences in pairs. Ask students to report back to the class on how they described the animals 	Ss complete the table with comparative and superlative adjectives ANSWERS 1 faster 2 bigger 3 noisiest 4 more artistic 5 the most intelligent Students work in pairs. Write sentences about each animal using three adjectives from exercise 1 ANSWERS Students’ own answers ANSWERS Students’ own answers ANSWERS	Assessment criteria - Learn comparative and superlative forms of adjectives Descriptor: - complete the table with comparative and superlative adjectives -work in groups Total 2 points Assessment criteria: - Listen to a conversation about animals. -work in pairs Descriptor: -study the example sentences and the table -work in pairs Total -2 points	Card Worksheet Students book Presentation Flashcards Presentation

	<p>Task 3 Work in groups</p> <p>•Cut and stick the comparative and superlative forms of the adjectives listed on page three.</p> <p>Task 4 Do Ex: 3 P: 69 By method “Frog” Work in pairs</p> <p>• Explain to students that there are spelling rules for forming regular comparative and superlative adjectives, which are summarized in the table. The teacher evaluates the students Receives feedback from students about the lesson</p>	<p>Students’ own answers</p> <p>ANSWER The common dolphin is the shortest. The Atlantic marlin is heavier than the common dolphin. The blue whale is rarer than the Atlantic marlin. The blue whale is the slowest. The blue whale is more intelligent than the Atlantic marlin.</p>	<p>Assessment criteria: - Make sentences using comparative and superlative adjectives. -Work in groups</p> <p>Descriptor: -study the example sentences using worksheets -work in groups</p> <p>Descriptor: -make sentences using comparative and superlative forms -work in pairs</p> <p>Total -2 points</p> <p>Ss count their points and tell the teacher</p>	<p>Presentation Worksheets</p> <p>Presentation Worksheets</p>
<p>End of the lesson 5 min</p>	<p>Home task:</p>	