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Предмет: Английский язык

Класс: 5 класс

Раздел: Values

Тема: My family

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.UЕ3 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 wordswith some support Most learners will be able to • develop their critical thinking skills by drawing a family tree with a little support • practice speaking skillsand 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 wordswith 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 skillsand 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 wordswith a little or no support
Language objectives	Use simple present tenses, comparative and superlative adjectives
Value links	Respect, responsibility, honesty, trust, creativity.
Cross curricular links	Self-knowledge, Psychology andArt
ICT skills	Projector or Smart board
Previous learning	Human beings

Ход урока

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Beginning 5mins (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. 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

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Middle (70)	<p>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</p> <p>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</p> <p>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</p> <p>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!</p> <p>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</p> <p>what she says and shows. T. explains comparative and superlative adjectives and gives more examples</p> <p>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.</p>	
End (5 minutes)	Name 3 things: I have learnt... I still want to know... I didn't understand ...	