


## Short term plan

<b>Unit 3 Values</b> <b>Term 2</b> <b>LESSON: Friendship 1</b>		<b>School: secondary school № 3</b>	
<b>Date:</b>		<b>Teacher name: Kartkuzhakova Zhirgau</b>	
<b>CLASS: 5 A</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<b>5.S6</b> Communicate meaning clearly at sentence level during, pair, group and whole class exchanges <b>5.W3</b> Write with support factual descriptions at text level which describe people, places and objects <b>5.S5</b> Development of multilingualism at the English lesson		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> <ul style="list-style-type: none"> <li>• improve oral communication skills by a whole class interaction</li> <li>• work in groups to exchange your view points</li> <li>• practise describing friends using adjectives</li> </ul>		
	<b>Most learners will be able to:</b> <ul style="list-style-type: none"> <li>• improve oral communication skills by a whole class interaction</li> <li>• work in groups to exchange your view points</li> <li>• practise describing friends using adjectives</li> </ul>		
	<b>Some learners will be able to:</b> <ul style="list-style-type: none"> <li>• improve oral communication skills by a whole class interaction</li> <li>• work in groups to exchange your view points</li> <li>• practise describing friends using adjectives</li> </ul>		
<b>Language objectives</b>	Use simple present, past and future tenses ,telling the time.		
<b>Value links</b>	Respect, Support the friends		
<b>Cross curricular links</b>	Psychology		
<b>ICT skills</b>	Smart board for presenting a video		
<b>Intercultural awareness</b>	Students will be able to understand that significance of friends role in the human life		
<b>Kazakh culture</b>	Students will be able to value the work in Kazakh culture		
<b>Pastoral Care</b>	Students will be able to understand the importance of respecting values		
<b>Health and Safety</b>	Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords		
<b>Previous learning</b>	Friendship		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>		<b>Resources</b>

<p><b>Lesson 1</b> <b>Beginning</b> <b>5-min</b></p>	<p><b>Class organisation.</b>Dividing the class into 3 groups . <b>Warm-up (W, I)</b> Warm-up and lesson objectives presentation Reading the proverbs the learners are asked to predict the topic of the lesson. Teacher introduces the lesson objectives.</p>	<p>PPT</p>
<p><b>Middle</b> <b>5-min</b></p> <p><b>5-min</b></p> <p><b>10-min</b></p> <p><b>10-min</b></p>	<p><b>Lead-in (W, I)</b> Students should continue the proverbs. ( Kazakh,Russian,English) <b>Answer the questions (I)</b> ( Kazakh,Russian,English)</p> <p><b>Writing (I)</b> Telling the time. Students must tell the time in three languages.</p> <p><b>Reading.</b> Students should complete the text with words from the list. -funny-көңілді-веселый -name-ат -имя -free-бос-свободный -class- сынып-класс</p> <p><b>Speaking.</b> Students must not look over their shoulders . One student receives the picture, the second student receives a piece of paper and pencils. Student A describe the picture student B must draw it as accurately as possible.Taking into account the size and all of the details.Student B may ask as many questions as necessary. They write adjectives, adjective phrases and verbs + nouns around the gingerbread figure to describe a friend e.g. <i>short, dark hair, blue eyes, quite tall, friendly, helpful, kind, likes swimming, doesn't like football, can play the guitar, can't play a recorder. Other students should stick the stickers to the picture which they think best of all.</i></p> <p><b>Listening (W, I)</b> Students should listen to Arsen .He is talking about what he and his friends like doing. They should match the people to the activities. <b><u>Compliments for Friends.Students should give more compliments for each other.</u></b> ( Kazakh,Russian,English) <i>1.I enjoy spending time with you.</i> <i>2. Постоянно удивляюсь тебе, какой же всё-таки ты хороший друг!.</i> <i>3.I like the way you are!</i> <i>4.Сен өте керемет жансың!</i> <i>5. Я рад тому, что у меня есть такой друг как ты!</i> <i>6.You have the best laugh.</i></p>	<p>PPT</p> <p>Handout 1</p>

<p><b>End 5-min</b></p>	<p><b>Reflection (W)</b></p> <p>1. Teacher asks learners to answer the questions to give feedback: Why do we pay so much attention to friendship? Why is it so interesting to spend free time with our friends?</p> <p>2. Do you like the lesson? If you like the lesson show me the green cards. If you have some questions show me the yellow cards. If you didn't like the lesson show me the red cards.</p> 	<p>PPT</p>

<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links Health and safety check ICT links</b></p>
<ul style="list-style-type: none"> <li>• More support can be given at the start and in middle of lesson by providing less-able learners with story vocabulary in a word list so they can read examples of words seen or heard.</li> <li>• Learners who are less confident at making up dialogue, can be given copies of parts of the dialogue from the story to read aloud.</li> <li>• More-able learners can be encouraged to use the full range of language from the video when</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor how much vocabulary learners can recall from images on the video without sound and then from video with sound.</li> <li>• Monitor learners as they reorder events from the story. Can they read and understand each event and can they sort them into chronological order? Notice any sentences which are difficult for learners to understand and adapt for a future lesson.</li> <li>• Monitor groups of learners as they agree on and practise dialogue for the role-play activity. Do they take turns to speak? Do they contribute appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Links to the L1: Do learners know this story in the L1 and do they know any other Aesop's fables?</li> <li>• Make sure learners have sufficient space to act out the role-play.</li> <li>• As the unit is on the topic of values, it is very important to leave time to discuss the end two questions with the whole class.</li> </ul>

they practise the role-play.	for the role-play?	
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>What did the learners learn today?</p> <p>What was the learning atmosphere like?</p>	<p><b>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</b></p> <p>Yes lesson objectives were realistic.</p> <hr/> <p>Students have read the proverbs and translated them. Students have told the time in three languages. They did some exercises, and read the text.</p> <hr/> <p>The students were very friendly. The atmosphere was good.</p>	
<p><b>Summary evaluation</b></p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1: <b>Speaking.</b>This task was very interesting. Students wrote adjectives, adjective phrases they could describe the pictures using this phrases.e.g. <i>short, dark hair, blue eyes, quite tall, friendly, helpful, kind, likes swimming, doesn't like football.</i></p> <p>2: <b>Writing</b> Telling the time. Students told the time in three languages.This task was very unusual.</p>		