

Unit 3 "Value"				
Teacher's name		Akimzhanova G		
Date:				
Grade 5^A		Number present:	Number absent:	
Theme of the lesson:		My best friend		
Learning objectives(s) that this lesson is contributing to		5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics		
Lesson objectives		All learners will be able Most learners will be able to: Apply new vocabulary <ul style="list-style-type: none"> • learn about the modifiers not very, quite and really/very. • write a description of best friend. Some learners will be able to:		
Plan				
Planned timings	Teacher's activities	Learners' activities	Assessment	Resources
Beginning the lesson 10 min Main Activities 30 min	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Books closed. Write best friend on the board. Ask: Who is your best friend? Invite some students to tell the class something about their best friend, e.g. My best friend is called Mehmet. He's 12. He lives in Istanbul. • Exercise 1. TASKS • Ask students to open their books at page 35. • Students read the text quickly and answer the question. Answer Javier Ramos 2 • Tell students that the chart refers to Javier from Exercise 1. • Ask students to work alone to copy and complete the missing information. Description tall, dark hair, green eyes, Intelligent and funny 3 • Read through the modifiers in the Useful language box. • Explain that modifiers such as quite or not very change (or modify) the next word in the sentence, e.g. I'm quite tired. My brother isn't very tall. • Ask stronger students to translate the modifiers into their	Learners tell about how they are doing Students describe your own best friend. Make sure your description is similar in style and content to the one seen in Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas. Answers Javier's best friend Name David Age twenty Home with Mum and Dad Answers He's very intelligent, and quite funny, too! My brother's great, and he's a very good friend. Students work alone to complete the sentences. • Some students to report back on how their partner has completed	<ul style="list-style-type: none"> • Give students a few minutes to look through their descriptions and check them against the points here. Collect students' descriptions and mark them. • Use students' written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake). Also remember to share good sentences from students' work with the rest of the class 	Presentation Handouts Pictures. White board

	<p>language.</p> <p>Language note Modifiers such as very are often stressed in a sentence, particularly when someone is surprised, excited or enthusiastic about what they are saying.</p> <p>WRITE</p> <p>6. Refer students to the language in Exercise 6. Make sure that students know how to use it before you ask them to write their description.</p> <ul style="list-style-type: none"> • Tell students to use Javier’s description of David as a model to follow. Encourage them to add extra information to their own descriptions, e.g. whether or not the person has brothers or sisters, that person’s interests, what that person usually does in his or her free time, etc. • Give students ten minutes to complete the writing task. <p>Write a profile of your best friend</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name: <input type="checkbox"/> Favorite food: <input type="checkbox"/> Age: <input type="checkbox"/> Favorite colour: <input type="checkbox"/> Gender: _ <input type="checkbox"/> Hobbies: <input type="checkbox"/> Nationality: <input type="checkbox"/> Hair colour: <input type="checkbox"/> Birthday: <input type="checkbox"/> Eye colour: 	<p>his or her sentences.</p> <p>5 • Students should do their planning in class. The writing can either be done in class or at home.</p> <p>Students are writing. Help with grammar and vocabulary as necessary.</p> <ul style="list-style-type: none"> • Encourage students to produce at least two drafts of their description. If students are doing this at home, ask them to write their descriptions on their computers rather than in their notebooks as it will allow them to change the text more easily. <p>Descriptor: Students check their writing in order to look for ways to improve its content, style and structure.</p> <p>Descriptor: Students complete the profile and write about your best friend.</p>	Worksheets	
Ending the lesson 5 min	<p>For homework, ask students to find an interesting description of a person. If you have a library in your school, students can borrow books (at the right level) from it. If not, ask them to find books in English in their local library. In the next lesson, students read out the description to a partner and then say why they like it, e.g. It’s very funny.</p>	<p>Students give their feedback and write their feelings</p> 		