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| **Unit 9: Holidays** | | | **School:** | | | | |
| **Date:** | | | **Teacher name:** | | | | |
| **Grade: 5** | | | **Number present:** | | | **Number absent:** | |
| **Theme of the lesson:** | | ***Transport 1. (2)***  *Talking about ways of travelling around and planning and writing information for tourists* | | | | | |
| **Learning objectives** | | 5.W3 write with support factual descriptions at text level which describe people, places and objects  5.UE14 use prepositions to talk about time and location; use prepositions like to describe things and about to denote topic  use prepositions of direction to, into, out of, from, towards  5.C1 use speaking and listening skills to solve problems creatively andcooperatively in groups | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  Understand the main ideas of the dialogues in videos;  Recognize topic related vocabulary in dialogues;  Act situations provided in the template;  **Most learners will be able to:**  Understand details in listening extracts;  Use topic related vocabulary in their dialogues;  Create their own dialogues based on the given situations and act;  **Some learners will be able to:**  Understand detailed information from the dialogues in videos;  Apply topic related vocabulary in speech fluently;  Create their own dialogues on the topic without support and act; | | | | | |
| **Previous learning** | | Transport 1. | | | | | |
| **Plan** | | | | | | | |
| **Planned**  **timings** | **Teacher’s activities** | | | **Learners’ activities** | **Evaluation** | | **Resources** |
| Beginning  5 min | **Pre-learning**  Suggest students listening to the sounds and ask them to identify what sound it is. Play the video without the displaying. Ask students to guess the topic of the lesson.  Introduce the topic and the objectives of the lesson to students. | | | Greeting  Learners try to guess |  | | Video Transportation sound<https://www.youtube.com/watch?v=-CilXCFVwBg>  PPT slides 2,3,4 |
| Middle  35 min | *VOCABULARY REVISION*  Divide students into groups of 3-4. To revise the transport vocabulary, ask them to label pictures with words. **For differentiation:** for fast students – put the transport words into three groups: Land, Air and Sea.  Provide students with cards with adjectives to describe transport and ask them to find his/her pairs with adjectives with opposite meanings: cheap- expensive; comfortable – uncomfortable; convenient- inconvenient; dangerous – safe; fast- slow.  *LISTENING*  ***●*** Students listen to the dialogues and choose an appropriate place where the conversation is being held. (Ex.2 listening in handout 4). Then students watch the videos and check their answers.  *VOCABULARY and ROLE PLAY*  ● Students listen to the dialogues again and put the words under the pictures.(Ex.3 listening in handout 4). Check by displaying correct answers on IWB/ or ask fast students match the pictures with the words. Make sure that students pronounce these words correctly.  ● Then students listen once more and answer the questions individually.  Formative Assessment  Task-1. Complete the table | | | Learners make up their own sentences with these adjectives.  Learners listen to the dialogues and choose an appropriate place  Students listen to the dialogues again and put the words under the pictures  Learners complete the table | *Verbal evaluation*  *Individual avaluation*  *Mutual avaluation* | | Solution elementary. Second edition.SB p.98 ex.1,3 IWB  handout 1; handout 2  handout 3  PPT slide 5  <http://www.linguahouse.com/worksheet/transport/>  Audio, videos 1,2,3  Slide 6  handout 4  handout “Formative assessment L3”  Handout |
| End  5 min | PLENARY  Ask them to give the VAK feedback.  VAK- Visual, auditory, kinaesthetic.  What have you learnt with your eyes this lesson?  What have you learnt with your ears?  What have you learnt with your body?  **Home task:** to learn the new words  Good bye! | | |  | *Self-assessment* | |  |