

БӨЛІМ: АҒЫЛШЫН ТІЛІ

Rooms and Furniture (Prepositions of place)

ЖАРИЯЛАНДЫ
11.10.2020

СІЛТЕМЕ
<https://bilimger.kz/83219/>

Кудайбергенова Нуржамал

School: school-lyceum named after A.Bukeikhanov	Long term plan unit: Unit 1. Home and away	
Date:	Teacher's name: N.G. Kudaibergenova	
Grade: 5	Number present:	absent:
Topic of the lesson: Rooms and Furniture (Prepositions of place)		
Learning objective(s) that this lesson is contributing to	5.S4 respond to questions on an increasing range of general and some curricular topics 5.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly 5.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics 5.W3 write with support short sentences which describe people, places and objects	
Lesson objectives	All learners will be able to: <ul style="list-style-type: none"> Complete 3-4 sentences correctly using prepositions of place Identify 1 mistake in listening section Write the ordinal numbers Most learners will be able to: <ul style="list-style-type: none"> Complete 5 sentences correctly using prepositions of place Identify 2 mistakes in listening section Write the ordinal numbers Some learners will be able to: <ul style="list-style-type: none"> Complete 6 sentences correctly using repositions of place Identify 2 mistakes in listening section and explain to the others Write the ordinal numbers with minor support 	
Assessment Criteria	<i>The student has achieved the objectives if:</i> They make describe a room in 3-5 sentences using There is/are	
Value links	Life-long learning, Cooperation, Appreciation of shared resources, Exploration	
Previous learning	Rooms and Furniture (vocabulary+ use of English)	
Cross - curricular links	Science	
Use of ICT	Projector	
Global Citizenship (incl. intercultural awareness)	Respect, collaboration	
Kazakh culture	—	
Pastoral Care	The teacher will support the students' development in a holistic manner - mentally, socially, cognitively, emotionally	
Health and safety	The teacher will do a safety check to eliminate potential hazards before the lesson starts. The teacher will be familiar with the emergency procedures.	
Time	Planned activities	Resources

<p>Beginning (W/G) 10 min</p>	<p>Period 1 Greeting & Objectives</p> <ul style="list-style-type: none"> · Greet learners and ask about their previous learnings (<i>Rooms and furniture, Construction There is /there are</i>). · Ask some warm up questions (How many pupils are there in the room? How many computers are there on the teacher's table?) · Draw learners' attention to the lesson objectives and make sure they all understand them · Explain to the students they will revise the spelling of the topic vocabulary. Make up groups of 3-4 and give them 5-7 minutes to write down the words to the pictures on Slide 4. Then they put the sheets onto the board and peer-check. Teacher is free to show Slide 5 for the students to check the spelling of the words. 	<p>PPT Slides 1-5</p>
<p>Middle 30 min (I/P/W)</p>	<p>Prepositions of place</p> <ul style="list-style-type: none"> · Provide students with Handout 2 (<i>Excel for Kazakhstan. Grade 5, Student's book p.13</i>) · Distribute the Handout1 and tell them to glue it into their copybooks. · Draw learners' attention to the PPT then explain the use of prepositions. · Present prepositions of place using your book. Put your book on the desk, then ask and answer: Where's my book? It's on the desk. Put your book in your bag, then ask and answer: Where's my book? It's in my bag etc. · Students practice the use of prepositions (exercise 6). · Allow students some time to complete the text in exercise 7. Once students finish completing the text tell them to discuss the answers with their peers. Whole class feedback. · Show Slide 8 and ask the students to find the mistakes and correct them Ask various students to read the corrected sentences. · Show Slide 9 and explain to the students they must complete the sentences with the necessary prepositions of place and write them down. Discuss as a class. When checking the answers Teacher clicks on the slide again and again to show the possible answers. · If time allows ask students to make up sentences using there/are and prepositions of place to describe the picture of a room on Slide 10. 	<p>PPT Slides 6 Handout 1 Handout 2 (<i>Excel for Kazakhstan. Grade 5, Student's book p.13</i>) PPT Slide 7 PPT Slide 8 PPT Slide 9 PPT Slide 10</p>
<p>10 min (I/W)</p> <p>7 min (P)</p> <p>8 min (P/W)</p> <p>12 min (I/P/W)</p>	<p>Period 2</p> <p>Ordinal numbers</p> <ul style="list-style-type: none"> · Elicit students' knowledge in ordinal numbers: show Slide 11, then allow them to check their answers on Slide 12. · Students do exercise 8, p 13 (Handout 2). Play the recording with ordinal numbers for students to listen and repeat chorally. Pay special attention to students' pronunciation and make sure they pronounce correctly · Students read the task and the example then complete the task in pairs. Monitor the activity around the class. Help learners where they struggle · For more listening practice students do exercise 9, p 13 (handout 2). Focus their attention on peculiarities of pronunciation of th in different words. <p>Speaking</p> <ul style="list-style-type: none"> · Students do exercise 10, p 13 (Handout 2). Explain the task and read the example aloud. Students work in pairs and ask and answer the questions. Monitor the activity around the class then ask some student to act out their exchangers. <p>Listening</p> <ul style="list-style-type: none"> · Students do exercise 11, p 13 (Handout 2). Explain to the students they will listen to the description of a room and try to find two mistakes in it. Play the recording two times. Students listen and note the mistakes · Whole class feedback. Students read their answers. <p>Writing</p> <ul style="list-style-type: none"> · Provide students with Handout 3 (<i>Excel for Kazakhstan. Grade 5, Work book p.6</i>). · Students individually do exercises 4,5,6 in Handout 3. · Circulate the room and help learners where they struggle. 	<p>PPT Slides 11-12 PPT Slide 13 Handout 2 Audio 1 Audio 2 PPT Slide 13 PPT Slide 14 PPT Slide 15 Audio 3 Handout 3 (<i>Excel for Kazakhstan. Grade 5, Work book p.6</i>) PPT Slides 16-18</p>

End (W/I) 3 min	Reflect, Revisit Learning Goals & Check with Questions · Ask students to reflect on if they feel they have achieved the learning goals & what they liked/didn't like about the lesson	PPT Slide 19
	Home task · Handout 3 (<i>Excel for Kazakhstan. Grade 5, Work book, p6</i>) ex 1,2,3.	Handout 3 PPT Slides 20-21
Additional information		
Differentiation - how do you plan to give more support? How do you plan to challenge the more able learners?		Assessment - how are you planning to check learners' learning?
<p>***See in text notes about specific differentiation techniques</p> <p>In general:</p> <ul style="list-style-type: none"> · Allow for flexible groupings and cooperative learning, depending on the appropriateness to the task · Allow for extra time for students needing it, when appropriate · Give extra task or visual support to students needing extra English support · Create small learning groups for students needing extra support or enrichment with the co-teacher, when appropriate · Encourage high-performing students to lead activities and support others during challenging tasks · Provide interesting puzzles, texts etc. to those students who finish early · Use open-ended tasks and questions so students may take their learning in their own directions · When possible, allow for student choice of task 		<p>Informally throughout the lesson and specifically through:</p> <p>Peer- checking Whole class assessment</p>
Summary evaluation		
What two things went really well (consider both teaching and learning)?		
1:		
2:		
What two things would have improved the lesson (consider both teaching and learning)?		
1:		
2:		
What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?		

ҚМ АА Күәлік нөмірі: **KZ45VPY00102718** — ҚР Мәдениет және Ақпарат министрлігі

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