












### Things I like (2)

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| Learning Objectives(s) that this lesson is contributing to | 1.S5 use words in short exchanges;<br>1.U9 use common present simple forms [positive, negative and question] to give basic personal information;<br>1.L4 recognize with support short basic questions about what something is   |  |
| Lesson Objectives  | All learners will be able to:   |  |
|  | <ul style="list-style-type: none"><li>• Ask and answer 1-2 questions using hmm, nice, yuk, urghhh;</li><li>• Make up a dialogue using present simple forms with the teacher’s support;</li><li>• recognise and number 1-2 words according to the topic, follow the instruction according to the task.</li></ul>   |  |
|  | Most learners will be able to:  |  |
|  | <ul style="list-style-type: none"><li>• Ask and answer 3-4 questions using hmm, nice, yuk, urghhh;</li><li>• Make up a dialogue using present simple forms with some mistakes;</li><li>• recognise and number 3-4 words according to the topic, follow the instruction according to the task.</li></ul>   |  |
|  | Some learners will be able to:  |  |
|  | <ul style="list-style-type: none"><li>• Ask and answer the most of questions using hmm, nice, yuk, urghhh;</li><li>• Make up a dialogue using present simple forms appropriately;</li><li>• recognise and number the most of words according to the topic, follow the instruction according to the task.</li></ul>  |  |
| Previous learning  | Food’s words, spelling the words, saying what like and don’t like, asking and answering the questions about food.   |  |
| Plan   |   |  |
| Planned timings  | Planned activities  | Resources                                      |
| Beginning  | <ul style="list-style-type: none"><li>• Class organization</li><li>• Revising previous learning</li><li>• (W) Listen and repeat<br/>Grapes, oranges, strawberries, bananas, ice-cream, milk, cake, coffee, hmm, nice, yuk, urghhh, Do you like?</li><li>• (W/I) Ask and answer the questions. Use hmm, nice, yuk - тьфу, urghhh. Example: Do you like grapes? Hmm, yes.</li></ul> <div></div> | <div>Cards or poster<br/>Cards or poster</div> |
|  | <ul style="list-style-type: none"><li>• (W) Listen and repeat<br/>Cake, soup, salad, fish, What is this? It is ... . Do you like ..(or).. ? Yes, I do/ No, I don’t.</li><li>• (P) Work with a partner. Make up a dialogue.<br/>Example: What is this? It is soup.<br/>Do you like it? Yes, I do. I like soup.<br/>Do you like cake or salad? I don’t like cake, I like salad.</li></ul>   | <div>Cards or poster</div>                     |

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|   |  <br>   | Cards or poster   |
|   | <ul style="list-style-type: none"> <li>(W) Listen to the teacher. Put a number in the box.</li> <li>1. Is this soup?</li> <li>2. Are these oranges?</li> <li>3. Is this cheese.</li> <li>4. Are these grapes?</li> <li>5. Is this a salad?</li> <li>6. Are these bananas?</li> </ul> <div style="display: flex; justify-content: space-around;">  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </div> <div style="display: flex; justify-content: space-around;">  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </div> | Cards or poster   |
| End Feedback  | Ask learners to rise a hand if they are able to:<br>- Name 6 words of food correctly<br>- Spell 2 words correctly<br>- Say 2 sentences correctly<br>• Homework: learn words   | Autonomous Educational Organisation «Nazarbayev Intellectual Schools» Astana, 2016<br>English<br>A collection of tasks for Formative Assessment Grade 1<br>1.S5, 1.UE9, 1.L4  |
| <b>Additional information</b>   |   |   |
| Differentiation – how do you plan to give more support? How do you plan to challenge the more learners?   | Assessment – how are you planning to check learners' learning?  | Cross-curricular links<br>Health and safety check<br>ICT links<br>Values links  |
| <ul style="list-style-type: none"> <li>Struggling learners will be given more prompts to help them speak;</li> <li>More able learners will be encouraged to make their speaking more complex;</li> <li>more able learners will be challenged by prompting their groups to develop speaking;</li> <li>Pair/ group work.</li> </ul> | <ul style="list-style-type: none"> <li>Success criteria for FA;</li> <li>Observing;</li> <li>Feedbacks;</li> <li>SA</li> <li>PS</li> </ul>  | <ul style="list-style-type: none"> <li>White board is used no more than 10 minutes;</li> <li>Use water based pens;</li> <li>Health promoting techniques;</li> <li>Breaks and physical activities used;</li> <li>Cross-curricular links: the world around us;</li> <li>ICT links: use tracks or video no more 10 min;</li> <li>Students in pair work learn to be patient and helpful;</li> <li>The value of following interest;</li> </ul> |

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| <p>Reflection</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>Did my planned differentiation work well?</p> <p>Did I stick to timings? What changes did I make from my plan and why?</p>  | <p>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</p> |
| <p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from this lesson about the class or individuals that will inform my next lesson?</p> |  |