

# Smiles

Sample lesson plans  
for Kazakhstan Grade 3

ENGLISH

АҒЫЛШЫН ТІЛІ

АНГЛИЙСКИЙ ЯЗЫК

Жалпы білім беретін мектептің 3-сыныбына арналған оқулық

Экспресс Паблшин баспасы 2018

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С уважением, методисты международного образовательного центра «EDU Stream».

# Grade 3 English Smiles Lesson Plans

The lesson plans presented here provide detailed and mapping of the Grade 3 learning objectives designated within the Ministry of Education subject programme for English to the content and activities in the Smiles 3 for Kazakhstan course. The plans describe in a comprehensive way reasonable target success criteria for different ability groups of learners within classes and plot for teachers key differentiation and ongoing formative assessment opportunities in using the material.

## Module Themes

Unit 1. Animals

Unit 2. Light and Dark

Unit 3. Time

Unit 4. Buildings

Unit 5. Art and Music

Unit 6. Explorers and Inventors

Unit 7. Water, Water Everywhere

Unit 8. Having Fun

## Using the lesson plans.

As you familiarize yourself with each plan and how it relates to the activities in the Smiles 2 course, add these symbols to sections of the plan to remind yourself of the main type of activity and interaction pattern involved in each stage.

**W** = whole class

**G** = group work

**P** = pair work

**I** = individual work

**E** = learner experiment

**D** = teacher demonstration

**f** = supports formative assessment

Use the Teacher's Notes section to remind yourself of key equipment and material e.g. material for craftwork that you will need to bring

After the lesson use the reflection boxes to think about what worked particularly well and which activities

could have been handled better to inform the way you will do things moving forward through the course. Use these sections too, to reflect on ongoing difficulties learners may be having and reflect how you may adapt future support, differentiation and checking boxes in future plans to address this.

# SampleBlankPlan

## Lessonplan

<b>LESSON:</b>		<b>School:</b>	
<b>Date:</b>		<b>Teachername:</b>	
<b>CLASS:</b>		<b>Numberpresent:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>			
<b>Lessonobjectives</b>	<b>All learners will be able to:</b>		
	•		
	<b>Most learners will be able to:</b>		
	•		
	<b>Some learners will be able to:</b>		
<b>Previouslearning</b>			
<b>Plan</b>			
<b>Plannedtimings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>SmilesResources</b>	
Opening			
Middle	•		
End	•		

<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
•	•	•
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?		<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>

### Grade 3: Long term

Cross curricular units	Topics	Learning objectives
<b>Term 1</b>		
<b>Animals</b>	<b>Animal types</b>	3.1.5.1- distinguish between phonemically distinct words; 3.2.1.1- make basic statements which provide personal information on a limited range of general topics; 3.5.5.1- use interrogative pronouns including: which, what, where, whose, how many, what kind of ... on a limited range of familiar topics; 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2- use prepositions of time: on, in, at to talk about days and times and no preposition last week etc.
	<b>Body parts</b>	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.1.1- make basic statements which provide personal information on a limited range of general topics; 3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences
	<b>Animal Song and Dance</b>	3.1.2.1- understand a limited range of short supported questions which ask for personal information; 3.1.9.1- recognise short basic words that are spelt out; 3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.5.4.1- use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics; 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now
	<b>Craft project</b>	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges
<b>Light &amp; Dark</b>	<b>Day &amp; Night</b>	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.2.4.1- respond to questions on a limited range of general and some curricular topics; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues
	<b>Sources of light</b>	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.3.1- make basic statements which provide personal information on a limited range of general topics; 3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and

		<p>curricular topics;</p> <p>3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons;</p> <p>3.5.13.1- use can to make requests and ask permission; 3.5.13.2- use must / mustn't / have to to talk about obligation</p>
	<b>Out at night</b>	<p>3.1.5.1- distinguish between phonemically distinct words;</p> <p>3.1.8.1- understand short, narratives on a limited range of general and some curricular topics;</p> <p>3.2.3.1- give short, basic description of people and objects;</p> <p>3.2.3.2 - begin to describe past experiences on a limited range of general and some curricular topics;</p> <p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges;</p> <p>3.4.5.1- link with support words or phrases using basic coordinating connectors ;</p> <p>3.4.7.1- spell a growing number of familiar high-frequency words accurately during guided writing activities</p>
<b>Term 2</b>		
Time	<b>Times of my day</b>	<p>3.1.8.1- understand short, narratives on a limited range of general and some curricular topics;</p> <p>3.2.1.1- make basic statements which provide personal information on a limited range of general topics;</p> <p>3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics;</p> <p>3.2.4.1- respond to questions on a limited range of general and some curricular topics;</p> <p>3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;</p> <p>3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10;</p> <p>3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2 - use prepositions of time: on, in, at to talk about days and times and no preposition last week etc.</p>
	<b>Days of the week</b>	<p>3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;</p> <p>3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics;</p> <p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges;</p> <p>3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences;</p> <p>3.3.1.1- write with support short basic sentences with appropriate spaces between words;</p> <p>3.4.6.1- use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities;</p> <p>3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10;</p> <p>3.5.9.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events;</p>



		3.5.17.1- use me, too and I don't to give short answers
	<b>At the right time</b>	3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.1.8.1- understand short, narratives on a limited range of general and some curricular topics; 3.1.9.1- recognise short basic words that are spelt out; 3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges; 3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; 3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10; 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2- use prepositions of time: on, in, at to talk about days and times and no preposition last week etc.
Buildings	<b>Four walls</b>	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.3.1- give short, basic description of people and objects; 3.2.3.2- begin to describe past experiences on a limited range of general and some curricular topics; 3.3.4.1- use with some support a simple picture dictionary; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.5.11.1- use has got / have got there is / are statement and question forms including short answers and contractions
	<b>Our town</b>	3.5.11.1- spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.1.1- use singular nouns, plural nouns – including some common irregular plural forms; 3.5.1.2- use possessive forms 's/s' with proper names and nouns to talk about ownership; 3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons; 3.5.9.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like ,habits and facts, simple future timetabled events; 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2- use prepositions of time: on, in, at to talk about days and times and no preposition last week etc.
	<b>Around the house</b>	3.1.4.1- understand a limited range of short supported questions on general and some curricular; 3.2.2.1- ask questions to find out about present experiences on a

		<p>limited range of general and some curricular topics;  3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics;  3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;  3.4.2.1- write with support short basic sentences with appropriate spaces between words ;  3.5.4.1- use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics</p>
<b>Term 3</b>		
Art & Music	<b>Musical instruments</b>	<p>3.1.8.1- understand short, narratives on a limited range of general and some curricular topics;  3.2.3.1- give short, basic description of people and objects;  3.2.3.2- begin to describe past experiences on a limited range of general and some curricular topics;  3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud;  3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics;  3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences;  3.3.2.1- read and follow with limited support familiar instructions for classroom activities;  3.5.12.1- use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often;  3.5.12.2- begin to use simple adverbs of manner e.g. well, badly</p>
	<b>Drawing chairs</b>	<p>3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines;  3.1.3.1- understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics;  3.1.4.1- use with some support a simple picture dictionary;  3.5.11.1- use has got / have got there is / are statement and question forms including short answers and contractions</p>
	<b>My music</b>	<p>3.1.5.1- distinguish between phonemically distinct words;  3.2.4.1- respond to questions on a limited range of general and some curricular topics;  3.4.3.1- write short phrases to identify people, places and objects;  3.4.5.1- link with support words or phrases using basic coordinating connectors ;  3.5.17.1- use me, too and I don't to give short answers</p>
	<b>Shadow puppet show</b>	<p>3.1.7.1- understand short, narratives on a limited range of general and some curricular topics;  3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;  3.4.6.1- use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities;  3.4.8.1- include appropriate use of a full stop during guided writing of short, familiar sentences</p>
Explorers & Inventors	<b>Exploring space</b>	<p>3.1.2.1- understand a limited range of short supported questions which ask for personal information;</p>

	<p>3.1.8.1- understand short, narratives on a limited range of general and some curricular topics;</p> <p>3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics;</p> <p>3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues;</p> <p>3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;</p> <p>3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;</p> <p>3.4.2.1- write words and phrases of regular size and shape;</p> <p>3.5.3.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events; use common past simple forms to describe actions and feelings</p>
<b>Marco Polo</b>	<p>3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;</p> <p>3.2.3.1- give short, basic description of people and objects; begin to describe past experiences on a limited range of general and some curricular topics;</p> <p>3.2.4.1- respond to questions on a limited range of general and some curricular topics;</p> <p>3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud;</p> <p>3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;</p> <p>3.4.2.1- write words and phrases of regular size and shape;</p> <p>3.4.3.1- write short phrases to identify people, places and objects;</p> <p>3.4.6.1- use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities</p>
<b>Bright ideas</b>	<p>3.1.3.1- recognise short basic words that are spelt out;</p> <p>3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics;</p> <p>3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things;</p> <p>3.5.3.2- use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons;</p> <p>3.5.6.1- use demonstrative pronouns this, these, that, those in open and closed questions;</p> <p>3.5.7.1- use personal object pronouns [indirect] in conjunction with direct object nouns to describe actions and events</p>
<b>Inventions in Kazakhstan</b>	<p>3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;</p> <p>3.1.8.1- understand short, narratives on a limited range of general and some curricular topics;</p> <p>3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics ;</p> <p>3.4.5.1- link with support words or phrases using basic coordinating connectors</p>

<b>Term 4</b>		
<b>Water, water everywhere</b>	<b>Rain, rain</b>	3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud; 3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities
	<b>By the sea</b>	3.1.4.1- understand a limited range of short supported questions on general and some curricular; 3.1.5.1- distinguish between phonemically distinct words; 3.5.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now
	<b>A beach story</b>	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.4.8.1- include appropriate use of a full stop during guided writing of short, familiar sentences
<b>Having fun</b>	<b>Fun places</b>	3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics; 3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.5.7.1- spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.9.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events; 3.5.9.2- use common past simple forms to describe actions and feelings ; 3.5.17.1- use me, too and I don't to give short answers
	<b>Number games</b>	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.2.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 –

		<p>10;  3.5.8.1- use imperative forms [positive and negative] to give short instructions on limited range of familiar topics;  3.5.11.1- use has got / have got there is / are statement and question forms including short answers and contractions</p>
	<p><b>Flying kites</b></p>	<p>3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics  3.2.4.1- respond to questions on a limited range of general and some curricular topics  3.3.4.1- use with some support a simple picture dictionary  3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons  3.5.8.1- use imperative forms [positive and negative] to give short instructions on limited range of familiar topics  3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now  3.UE16 use conjunctions and, or, but to link words and phrases</p>

### Grade 3 Aims

Strand 1 «Listening»:	Strand 2 «Speaking»:	Strand 3: Reading:	Strand 4 «Writing»:	Strand 5 «Use of English»:
Mid A1	Mid A1	Mid A1	Mid A1	Mid A1
3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines	3.2.1.1- make basic statements which provide personal information on a limited range of general topics	3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences	3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics	3.5.1.1- use singular nouns, plural nouns – including some common irregular plural forms use possessive forms ‘s/s’ with proper names and nouns to talk about ownership
3.1.2.1- understand a limited range of short supported questions which ask for personal information	3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics	3.3.2.1- read and follow with limited support familiar instructions for classroom activities	3.4.2.1- write words and phrases of regular size and shape	3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 - 10
3.1.3.1- understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics	3.2.3.1- give short, basic description of people and objects on a limited range of general and some curricular topics	3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics	3.4.3.1- write short phrases to identify people, places and objects	3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons
3.1.4.1- understand a limited range of short supported questions on general and some curricular topics	3.2.4.1- respond to questions on a limited range of general and some curricular topics	3.3.4.1- use with some support a simple picture dictionary	3.4.4.1- write with support short basic sentences with appropriate spaces between words	3.5.4.1- use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics



3.1.5.1- distinguish between phonemically distinct words	3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud	3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	3.4.5.1- link with support words or phrases using basic coordinating connectors	3.5.5.1- use interrogative pronouns including: which, what, where, whose, how many, what kind of ... on a limited range of familiar topics
3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics	3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges	3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics	3.4.6.1- use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities	3.5.6.1- use demonstrative pronouns this, these, that, those in open and closed questions
3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics	3.2.7.1- contribute a limited range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges		3.4.7.1- spell a growing number of familiar high-frequency words accurately during guided writing activities	3.5.7.1- use personal object pronouns [indirect] in conjunction with direct object nouns to describe actions and events
3.1.8.1- understand short, narratives on a limited range of general and some curricular topics	3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics		3.4.8.1- include appropriate use of a full stop during guided writing of short, familiar sentences	3.5.8.1- use imperative forms [positive and negative] to give short instructions on limited range of familiar topics
3.1.9.1- recognise short basic words that are spelt out				3.5.9.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like ,habits and facts, simple future timetabled events
				3.5.10.1- use common present continuous forms, including short answers

					and contractions, to talk about what is happening now
					3.5.11.1- use has got / have got there is / are statement and question forms including short answers and contractions
					3.5.12.1- use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly
					3.5.13.1- use can to make requests and ask permission 3.5.13.2- use must / mustn't / have to to talk about obligation
					3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2- use prepositions of time: on, in, at to talk about days and times and no preposition next / last week.
					3.5.15.1- use would you like to to invite and use



				appropriate responses yes please, no thanks; 3.5.15.2-use let's + verb verbs go enjoy like + verb + ing
				3.5.16.1- use conjunctions and, or, but to link words and phrases
				3.5.17.1- use me, too and I don't to give short answers

## Module 1 “Animals ”

<b>LESSON: Module 1 Lesson 1</b>		<b>The Theme: <i>Animal types</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about animal types; to talk about elephants, snakes and penguins.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <p>3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</p> <p>3.L5 identify missing phonemes in incomplete words</p> <p>3.U14 use basic prepositions of location and position: <i>at, behind, between, in, in front of, near, next to, on, to</i> to describe where people and things are use prepositions of time: <i>on, in, at</i> to talk about days and times (the usage of prepositions is given in Module 4 “Our Town” )</p> <p>3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</p> <p>3.U5 use interrogative pronouns including <i>which, what, where, whose</i> to ask who people are and what they are doing (pronouns <i>which, where, whose</i> are practiced in Module 6)</p>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can talk about animal types: about elephants, snakes and penguins.	
<b>Language focus</b>	<p><b>Structures:</b> Interrogative pronouns (what, which); Present Simple</p> <p><b>Language in use:</b> I live on land. I eat eggs and small animals. I look for food at night.</p> <p>What am I? I’m a snake. Do snakes live in Antarctica? Yes, they do./No, they don’t.</p>	
Target vocabulary	<i>mammal:</i> elephant <i>reptile:</i> snake <i>bird:</i> penguin	
<b>Cross - curricular links</b>	Science (Exs 1 and 4)	
<b>ICT skills</b>	Using videos& pictures, working with URLs (Internet)	
<b>Previous learning</b>	<i>‘Animal’ vocabulary</i>	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>  3.S1	<p><i>(An activity to introduce yourself and greet the pupils.)</i></p> <p>Wait by the door and greet the pupils as they arrive.</p> <p>When everyone is seated, write your name on the board and introduce yourself to the class. Point to your name on the board and to yourself and say: Hello, I’m (Mrs Sharipova).</p> <p>Say: Hello again. The pupils repeat, chorally and/or individually. Stand in front of a pupil, introduce yourself and elicit his/her name.</p> <p>Repeat with some more pupils.</p> <p><i>e.g. Teacher: Hello, I’m Mrs Sharipova.</i></p> <p><i>Pupil 1: Hello, I’m Assel. etc</i></p> <p>Have the pupils go around the classroom, shake hands and introduce themselves.</p>	<b>Interactive Whiteboard Software</b>

	<p><i>e.g. Pupil 1: Hello, I'm (Berik).</i>  <i>Pupil 2: Hello, I'm (Ulan). etc</i></p>	
<b>PRESENTATION AND PRACTICE</b>	<p><b>Look at the pictures. Which animal is a mammal? a reptile? a bird?</b></p> <p>Write mammal, reptile, bird on board. Explain their meaning (mammals feed their babies milk from their own bodies, reptiles lay eggs and use the heat from the sun to keep their blood warm, birds have feathers and wings and in most cases can fly). Ask the pupils, in L1 if necessary, to name some mammals, e.g. dog, elephant. Write them on the board under the correct heading. Repeat the activity for reptiles and birds. Refer the pupils to the picture on the previous page and elicit the animals. Point to the penguin and ask: What type of animal is the penguin? Elicit: A bird. Then point to the elephant and ask: What type of animal is the elephant? Elicit: A mammal. Repeat the activity for the snake.</p> <p><b>Answer key</b>  <i>mammal:</i> elephant  <i>reptile:</i> snake  <i>bird:</i> penguin</p>	
3.L5 3.UE5	<p><b>Read and name the animal.</b></p> <p>Read the instructions and explain the activity. Allow the pupils some time to read the sentences and write the names of the animals. Check their answers.</p> <p><b>Answer key</b>  1 snake 2 elephant 3 penguin</p>	
3.UE9 3.UE14	<p><b>True or False? In pairs, decide. Check your answers online or with your teacher.</b></p> <p>Read the instructions and explain the activity. Go through the sentences and elicit any unknown words. Allow the pupils some time to read the sentences about snakes and choose True or False. Once the pupils have finished, provide them with the correct answers or have them go online to find the answers.</p> <p><b>Answer key</b>  1 B 2 A 3 A 4 B 5 B</p> <p>Chose a pupil and ask: Do snakes live in Antarctica?  Elicit: No, they don't. Then, in pairs, the pupils ask and answer questions as in the example.</p> <p><b>Answer key</b>  2 A: Do snakes smell with their tongue?  B: Yes, they do.  3 A: Do snakes sleep with their eyes open?  B: Yes, they do.  4 A: Do snakes eat only three times a year?  B: No, they don't.  5 A: Do snakes stop growing when they are one year old?  B: No, they don't.</p>	
3.UE9	<p><b>Find some facts about one of the other two animals. Present them to the class.</b></p>	

	<p>Ask the pupils to use the Internet or other sources and find some facts about the elephant or the penguin. They can include a picture or a drawing. Tell them to use the sentences in Ex. 3 as a model. Allow them time to finish their assignment. Alternatively, assign it for homework. Have them present their assignments to the class during this lesson or the next. Display their work in the classroom.</p> <p><b>Note:</b> Once you have corrected their assignments, guide your pupils on how to file them in their Language Portfolios.</p>	
<p><b>ENDING THE LESSON</b></p>	<p>(An activity to consolidate the language of the lesson.)</p> <p>Divide the class into two teams, A and B. Invite a pupil from each team to the board. Whisper an animal from the lesson to the pupils. The pupils then have to draw clues on the board related to the animal. They are not allowed to speak, write words or use gestures. Each team has two minutes to guess the correct animal. The first team to do so, wins a point for his/her team. Continue with other pupils from each team. The team with the most points wins the game.</p> <p><b>ACTIVITY BOOK (Optional)</b></p> <p>If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners’ learning?</b></p>	<p><b>Cross-curricular links</b>  <b>Health and safety check</b>  <b>ICT links</b>  <b>Values links</b></p>
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 1

<b>LESSON: Module 1 Lesson 2</b>		<b>The Theme: <i>Body parts</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about parts of the body; to practise describing appearance.	
<b>Lesson objectives</b>	<b>All learners will be able to:</b> 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 3.L5 identify missing phonemes in incomplete words 3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can talk about parts of the body; describe appearance.	
<b>Language focus</b>	<ul style="list-style-type: none"> <li>• <b>Structures:</b> the verb ‘have got’ (affirmative), adjectives</li> <li>• <b>Language in use:</b> We have got green eyes. It’s got one mouth.</li> </ul>	
<b>Target vocabulary</b>	<b>Parts of the body:</b> hair, legs, nose, head, hands, ears, mouth, eyes	
<b>ICT skills</b>	Using audios	
Extra materials	<ul style="list-style-type: none"> <li>• Flashcards (1-8);</li> <li>• Pictures of mammals, reptiles and birds for the Beginning the Lesson activity.</li> </ul>	
<b>Previous learning</b>	‘Animal’ vocabulary	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b> 3.S1	<i>(An activity to revise the vocabulary of the previous lesson.)</i> Show the pupils the pictures of the animals you have brought to class and ask them to say if the animal in the picture is a mammal, reptile or bird.	<b>Pictures of mammals, reptiles and birds</b>
<b>PRESENTATION AND PRACTICE</b>	<b>Listen, point and repeat. Then number.</b> Pupils’ books closed. Put up the flashcards, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Point to each flashcard in random order. Ask individual pupils to name the part of the body. Ask the rest of the class for verification. <b>Extension (Optional)</b> Name a part of the body. Ask the pupils to point to the corresponding part on their body. Repeat as many times as you think is necessary. Pupils’ books open. Play the CD. The pupils listen, point to the pictures and repeat the words. Play the CD again pausing after each word. The pupils repeat, chorally and/or individually. Then they write the corresponding number next to each word. Check their answers. <b>Answer key</b> legs 8 head 1 ears 4 eyes 3 nose 5 hands 7 mouth 6	<b>Flashcards (1-8)</b>  <b>Interactive Whiteboard Software or Track 02 CD1</b>

3.L5	<p><b>Rearrange the letters and write the words.</b>  Refer the pupils to the jumbled letters and the parts of the body. The pupils rearrange the letters and write the words. Allow the pupils some time to complete the activity. Check their answers.  <b>Answer key</b>  2 mouth 3 eyes 4 ears 5 nose 6 legs</p>	
3.UE9	<p><b>Complete. Use <b>have got</b> or <b>has got</b>.</b>  Say, and then write on the board: I <i>have got</i> a pencil. The pupils repeat, chorally and/or individually. Underline the words in bold and explain the meaning. Say, then write: I <i>ve got</i> a pencil. Underline the short form and explain how it is formed. Follow the same procedure and present the rest of the persons in the affirmative form. Then say and write on the board: a <i>big</i> car – <i>big</i> cars. Underline the words in bold and explain that adjectives do not have a plural form even when they describe plural nouns.  Pupils' books open. Go through the Study spot section briefly. Allow the pupils some time to complete the activity. Check their answers.  <b>Answer key</b>  2 has got 3 have got 4 have got 5 has got 6 have got</p>	
3.UE9	<p><b>Count and write. Then say.</b>  Point to the monster and ask the pupils to count how many eyes, noses, ears, hands and legs it has. Then ask them to write the numbers, as in the example. Check their answers.  <b>Answer key</b>  b 4 c 3 d 3 e 4 f 5  Then the pupils report back to the class forming complete sentences with the verb 'have got'.  <b>Answer key</b>  It's got four eyes. It's got four hands.  It's got three noses. It's got five legs.  It's got three ears.</p> <p>Listen and number.  Point to the children and ask the pupils to describe them. Play the CD twice, if necessary. The pupils listen and write the number. Check their answers.  <b>Answer key</b>  order of pictures: 2, 1, 3, 4  <b>AUDIOSCRIPT</b>  <i>One</i> - He's got red hair and green eyes.  <i>Two</i> - She's got red hair and green eyes.  <i>Three</i> - He's got black hair and green eyes.  <i>Four</i> - She's got black hair and blue eyes.</p>	<p><b>Interactive  Whiteboard  Software or Track  03 CD1</b></p>

<p><b>ENDING THE LESSON</b> 3.S1 3.U9</p>	<p><i>(An activity to consolidate the language of the lesson.)</i> Ask the pupils to describe their best friend. e.g. Pupil 1: My best friend is Ulan. He's got black hair and green eyes. etc</p> <p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b> Health and safety check ICT links Values links</p>
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 1

<b>LESSON: Module 1 Lesson 3</b>	<b>The Theme: <i>Body parts (1)</i></b>	
<b>Date:</b>	<b>Teacher's name:</b>	
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To listen to and read a story about the characters' experience on a farm; to practise describing a monster; to learn how to pronounce the sound \p\.	
<b>Lesson objectives</b>	<b>All learners will be able to:</b> 3.R5 understand the main points of simple sentences on familiar topics by using contextual clues 3.R1 read and spell out words for others 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can listen to and read a story about the characters' experience on a farm; describe a monster; learn how to pronounce the sound \p\.	
<b>Language focus</b>	<b>Structures:</b> Consolidation. <b>Language in use:</b> Time for bed! What's that? It's got two big eyes! Has it got any ands? Yes, it has. Biscuit? That's a funny name!	
<b>Target vocabulary</b>	Consolidation	
<b>ICT skills</b>	Using audios	
<b>Previous learning</b>	'Animal' vocabulary, the verb 'have got' (affirmative), adjectives	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b> 3.S1	<i>(An activity to revise the language from the previous lesson.)</i> Ask the pupils to describe their partner (hair, eyes). e.g. Assel's got red hair and green eyes.	
<b>PRESENTATION AND PRACTICE</b>  3.R5 3.L6	<b>Listen and read.</b> Go through the pictures of the story and set the scene by asking the pupils questions about what they can see in the pictures. e.g. Teacher: (pointing to the children and grandma in picture one) Liam, Lilly and Daisy are with Daisy's Grandma and Grandpa. (pointing to the big eyes in picture two) What are these? Class: Eyes Teacher: Yes! Two big eyes! etc Play the CD. The pupils listen and follow the story in their books. Then individual pupils read out the story. <b>Read the story and choose.</b>	<b>Interactive Whiteboard</b>



3.S3

Allow the pupils some time to read the story silently and complete the activity. Check their answers.

**Answer key**

2 a 3 b

**Tick (✓) the right sentence.**

Refer the pupils to the picture and the sentences. The pupils read the sentences and tick the one that corresponds to the picture. Check their answers.

**Answer key**

3 Amir, come and say hello!

Play the CD again with pauses for the pupils to repeat, chorally and/or individually.

**Act out the story**

- **For stronger classes:** Assign roles to the pupils. Allow them enough time to rehearse their roles in groups. Encourage them to come to the front and act out the story.

- **For weaker classes:** Select a short exchange from the story for the pupils to act out in pairs.

3.R1

**Talking point. Listen and read.**

**Make a new dialogue with your friend.**

Refer the pupils to the picture and the dialogue. Play the CD. The pupils listen and follow along. Pause the CD for the pupils to repeat, chorally and/or individually. The pupils, in pairs, act out similar dialogues about themselves. Go around the classroom providing any necessary help. Ask some of the pairs to come to the front of the classroom and act out the dialogue. If you wish, write the following on the board so the pupils can refer to it while doing the task.

A: What does your monster look like, ... ?

B: It's got ... and a big ... !

A: Has it got any ... ?

B: Yes, it has. It's got ... . Look!

A: What's its name?

B: ... .

A: ... ? That's a funny name!

**Suggested answer key**

Kanat: What does your monster look like, Dana?

Dana: It's got five eyes and a big ear!

Kanat: Has it got any legs?

Dana: Yes, it has. It's got six legs. Look!

Kanat: What's its name?

Dana: Coco.

Kanat: Coco? That's a funny name!

*(Activities to familiarise the pupils with the pronunciation of the sound \p\.)*

**Listen, point and repeat.**

Write the letter o on the board. Point to it and say: \p\.

	<p>The pupils repeat, chorally and/or individually. Point to the letter again and ask the pupils to say the sound. Refer the pupils to the pictures. Point to the dog and say:          \b\ – dog. The pupils repeat, chorally and/or individually.          Check their pronunciation. Repeat the procedure for long and body. Play the recording. The pupils listen, point and repeat. Then point to the pictures at random and elicit the sound and the words.</p> <p><b>Complete. Then listen and repeat.</b>          Refer the pupils to the picture. Elicit dog, long and body. Draw the pupils’ attention again to the \b\ sound. Allow the pupils some time to complete the missing letters. Check their answers.  <i>Answer key</i>          Bob, the dog has got a long body!          Play the CD for the pupils to listen and repeat. Ask individual pupils to read out the phrase. Check their pronunciation and intonation.</p> <p><b>Extension (Optional)</b>          Write the following words on the board: long, duck, frog, funny, body, nose, dog, doll. Ask individual pupils to come to the board and circle the words that have the \b\ sound. Ask the rest of the class for verification.  <i>Answer key</i>          long, frog, body, dog, doll</p>	<p><b>Interactive Whiteboard Software or Track 06 CD1</b></p> <p><b>Interactive Whiteboard Software or Track 07 CD1</b></p>
<p><b>ENDING THE LESSON</b></p> <p>3.S3 3.S1</p>	<p><i>(An activity to consolidate the language of the lesson.)</i>          Ask the pupils to draw a dog. When they finish, have them present their drawings to the class and describe their dogs. Display their work in the classroom.          e.g. Pupil 1: My dog is really cute! It’s brown and white. It’s got brown eyes and a long tail.</p> <p><b>ACTIVITY BOOK (Optional)</b>          If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<b>Additional information</b>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners’ learning?</b></p>	<p><b>Cross-curricular links</b>  <b>Health and safety check</b>  <b>ICT links</b>  <b>Values links</b></p>

**Reflection**

Were the lesson objectives/learning objectives realistic?

Did I stick to timings?

What changes did I make from my plan and why?

**Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson**

## Module 1

<b>LESSON: Module 1 Lesson 4</b>		<b>The Theme: <i>Body parts (2)</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about farm animals and pets.	
<b>Lesson objectives</b>	<b>All learners will be able to:</b> 3.R5 understand the main points of simple sentences on familiar topics by using contextual clues 3.R1 read and spell out words for others 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can talk about farm animals and pets.	
<b>Language focus</b>	<b>Structures:</b> the verb 'have got' (negative/interrogative/short answers) <b>Language in use:</b> Nanny Rose hasn't got black hair. Has Liam got red hair? Yes, he has. My pet has got a big body and four short legs.	
<b>Target vocabulary</b>	<b>Farm animals:</b> cow, goat, rabbit, chicken, duck, frog <b>Pets:</b> pony, dog, cat, parrot	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	The On the Farm poster.	
<b>Previous learning</b>	'Animal' vocabulary, the verb 'have got' (affirmative), adjectives	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b> 3.S3 3.S1	Ask two pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 14). Repeat the activity with other pupils.	
<b>PRESENTATION AND PRACTICE</b>	<p><b>Listen, point and repeat. Then match.</b> Pupils' books closed. Put up the On the Farm poster on the board. Point to each animal, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Point to each animal in random order. Ask individual pupils to name the animal. Ask the rest of the class for verification.</p> <p><b>Extension (Optional)</b> Name an animal. The pupils mime it or make a sound associated with this animal. Repeat with other animals. Pupils' books open. Play the CD. The pupils listen, point to and repeat the words. Play the CD again</p>	<p><b>On the Farm poster</b></p> <p><b>Interactive Whiteboard</b></p>

3.R1

pausing after each word. The pupils repeat, chorally and/or individually. Then they match the pictures to the animals. Check their answers.

**Answer key:** 1 a 2 d 3 f 4 e 5 b 6 c

**Find the animals and write.**

Refer the pupils to the pictures and the word search.

The pupils look at the pictures, write the names of the animals and circle the words in the word search. Check their answers.

**Answer key**

2 rabbit 3 duck 4 dog 5 chicken 6 frog

3.L6

**Study Spot**

*(Activities to present and practise the verb 'have got' in the negative and interrogative forms and short answers.)*

**Make sentences.**

Pupils' books closed. Point to your hair. Say, then write on the board: *Have I got* (black) hair? The pupils repeat, chorally and/or individually. Underline the words in bold. Follow the same procedure and present the rest of the persons in the interrogative form. Point to your hair again. Say, then write: *I have not got* (fair) hair. Follow the same procedure and present the negative form, long and short form. Ask again: *Have I got* (black) hair?

Write: *Yes, I have*. The pupils repeat, chorally and/or individually. Explain how the positive short answer is formed. Point to a male pupil, say, and then write: *Has he got* (black) hair? The pupils repeat, chorally and/or individually. Underline the words in bold. Say and write: *No, he hasn't*. The pupils repeat, chorally and/or individually. Explain how the negative short answer is formed. Pupils' books open. Go through the Study spot section

briefly. Allow the pupils some time to complete the activity. Check their answers.

**Answer key**

2 My dog hasn't got big ears.

3 They haven't got pink noses.

4 Rabbits haven't got small ears.

5 Roy the clown hasn't got a big head.

3.S3 3.S1

**Look, read and answer.**

The pupils look at the pictures, read the questions and answer them. Allow the pupils some time to complete the activity. Check their answers.

**Answer key:** 2 they have 3 they haven't 4 it hasn't

**Which is Nurlan's pet? Read, choose and say.**

Refer the pupils to the pets and elicit them. Then the pupils read the text and complete the activity. Check

	<p>their answers.  <b>Answer key:</b> dog</p>	
<p><b>ENDING THE LESSON</b>  3.S3 3.S1</p>	<p>Ask the pupils to draw an animal on a piece of paper without showing it to anyone. In pairs, the pupils ask and answer questions to find out their partner's animal.  e.g. Pupil 1: Has it got big ears?  Pupil 2: No, it hasn't. etc</p> <p><b>ACTIVITY BOOK (Optional)</b>  If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b>  Health and safety check  ICT links  Values links</p>
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 1

<b>LESSON: Module 1 Lesson 5</b>	<b>The Theme: <i>Animal song and dance (1)</i></b>	
<b>Date:</b>	<b>Teacher's name:</b>	
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about farm animals; to write about a farm; to develop the pupils' listening skills through a song.	
<b>Lesson objectives</b>	<b>All learners will be able to:</b> 3.U4 use determiners <i>a, an, the, some, any, this, these, that, those</i> to identify things ( <i>a, an, the</i> are also practiced in Module 1 Lesson 2, <i>some, any</i> are practiced in Module 4 Buildings ) 3.L9 recognise the spoken form of familiar words and expressions 3.L2 recognise with considerable support an increasing range of common personal questions 3.W1 write with support short responses at phrase level to questions and other prompts	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can talk about farm animals; write about a farm; develop listening skills through a song.	
<b>Language focus</b>	<b>Structures:</b> demonstrative pronouns (this, that, these, those), articles (a, an, the), some/any <b>Language in use:</b> Grandpa has got ten cows now! This is a frog. I've got a goat and an eagle. I've got some cows, too! I haven't got any chickens.	
<b>Target vocabulary</b>	<b>Consolidation</b>	
<b>ICT skills</b>	Using audios	
<b>Previous learning</b>	'Animal' vocabulary, the verb 'have got' (affirmative, negative and interrogative), adjectives	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Write vocabulary words from the previous lesson on the board with certain letters missing. Ask individual pupils to come to the board and complete the words. Ask the rest of the class for verification.	
<b>PRESENTATION AND PRACTICE</b>  3.W1 3.L9          3.U4	<b>Listen and read. Then complete.</b> Refer the pupils to the picture and ask them questions. e.g. Teacher: (pointing to Daisy) Who's this? Pupil 1: Daisy. Teacher: (pointing to the cow) What animal is this? Pupil 2: It's a cow. etc Play the CD. The pupils listen and follow along in their books. Allow the pupils some time to read the text silently and complete the activity. Check their answers. <b>Answer key:</b> 1 cows 2 chickens 3 goats Then individual pupils read out the text.  <b>Look and say. Then write: This, That, These or Those.</b> Pupils' books closed. Stand near a schoolbag, point to it	<b>Interactive Whiteboard Software or Track 09 CD1</b>

<p>3.W1</p>	<p>and say: <i>This</i> is a schoolbag. The pupils repeat, chorally and/or individually. Write the sentence on the board and underline the word in bold. Stand further away from the schoolbag, point to it and say: <i>That</i> is a schoolbag. The pupils repeat, chorally and/or individually. Write the sentence on the board and underline the word in bold. Explain that we use this for something/someone that is near us and that for something/someone further away from us. Follow the same procedure and present these and those. Pupils' books open. Read the instructions and explain the activity. Allow the pupils some time to complete the activity. Check their answers.  <b>Answer key:</b> 2 Those 3 These 4 That</p> <p><b>PORTFOLIO: You are on a farm. Talk with your friends. Then write about it.</b>  Refer the pupils to the picture and elicit the animals. Then ask the pupils, in pairs or in groups, to talk about their farms. As homework, tell the pupils to draw a farm on a piece of paper and use the text in Ex. 22 as a model to write about it.  <b>Suggested answer key</b>  <i>Dear Mum and Dad,</i>  <i>I'm here on Grandpa and Grandma's farm. It's great here! Grandpa has got eight ducks now! His favourite duck is Fifi! Grandma has got seven rabbits. They are very funny. Grandpa and Grandma have got four cows, too! The cows have got babies. They are very cute!</i>  <i>Love,</i>  <i>Akbota</i></p> <p><b>Note:</b> Once you have corrected their writing activities, guide your pupils on how to file them in their Language Portfolios.</p> <p><b>Let's Sing!</b>  Ask the pupils to look at the farmer and the cow. Say: I'm a farmer, my name is Sam. Encourage the pupils to repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and follow along in their books. Play the CD again. The pupils listen and sing along.  <b>Extension (Optional)</b>  Write some animals on the board, e.g. cat, horse, goat, mouse. Elicit and write the sounds they make, e.g. miaow, neigh, beh, eek. Make a sound. Invite a pupil to tell you which animal it is. Then the pupils, in pairs or in groups, choose one animal and make a new verse for the song. Then they sing it to the class.  e.g. I'm a farmer,  My name is Sam.  I've got a lot of animals  On my farm!</p>	<p><b>Interactive  Whiteboard  Software or Track 10  CD1</b></p>
<p>3.L9</p>		



3.L2	<p>I've got a cat and It's big and fat! Miaow, miaow, miaow It goes like that!</p> <p><b>Which animals have you got on your farm? Look, choose and say. Then make your Farm Book.</b></p> <p>Refer the pupils to the pictures. Elicit the animals. Then read the sentences in the speech bubble aloud. Remind pupils that we use a before singular nouns that start with a consonant and an before singular nouns that start with a vowel. Also revise the use of some and any. Remind pupils that we use some with countable plural nouns in affirmative sentences and any with uncountable nouns in interrogative and negative sentences. Explain the activity. The pupils choose which animals they have got on their farm. Ask individual pupils to report back to the class.</p> <p><b>Suggested answer key</b> I've got a dog and some chickens. I've got a goat, too! I haven't got any cows.</p> <p>Then ask the pupils to find pictures of farm animals and make their own farm books. Have them cut out the farm animals and glue one animal per page. The pupils can also draw the animals, if they choose to. Go around the classroom providing any necessary help. When they finish, help them staple the pages together. Alternatively, assign it for homework.</p> <p><b>Note:</b> Once you have checked their projects, guide your pupils on how to file them in their Language Portfolios.</p>	
<b>ENDING THE LESSON</b>	<p><b>Project: Home needed</b></p> <p>Divide the class into groups. Assign each group the names of some animals, e.g. horse, goat, mouse, rabbit, etc. Ask the pupils to draw a home for each of the animals (i.e. a farm for the goat and the horse, a cage for the mouse and the rabbit, etc).</p> <p><b>ACTIVITY BOOK (Optional)</b></p> <p>If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>

<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	<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>	

## Module 1

<b>LESSON: Module 1 Lesson 6</b>	<b>The Theme: <i>Animal song and dance (2), SA1</i></b>	
<b>Date:</b>	<b>Teacher's name:</b>	
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To explore other subject areas (Maths); to learn how many legs animals have got; to talk about location; to say what some animals are doing. Check pupils' knowledge on Module 1	
<b>Lesson objectives</b>	<b>All learners will be able to:</b> 3.UE10 use common present continuous forms [positive, negative, question] 3.L9 recognise the spoken form of familiar words and expressions 3.L2 recognise with considerable support an increasing range of common personal questions 3.W1 write with support short responses at phrase level to questions and other prompts	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can explore other subject areas (Maths); learn how many legs animals have got; talk about location; say what some animals are doing.	
<b>Language focus</b>	<b>Structures:</b> Prepositions of place, present continuous, the definite article (the) <b>Language in use:</b> How many legs? Two plus two is four. Where's the duck in your picture? It's in the tree. Look at the ducks! What are they doing?	
<b>Target vocabulary</b>	<b>Numbers:</b> Consolidation. <b>Animals:</b> snake, duck, horse, butterfly, spider	
<b>Cross - curricular links</b>	Maths (Ex. 26)	
<b>Extra materials</b>	The How Many Legs? poster.	
<b>Previous learning</b>	'Animal' vocabulary, the verb 'have got' (affirmative, negative and interrogative), adjectives, demonstrative pronouns (this, that, these, those), articles (a, an, the), some/any	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b> 3.L2	Play the song from the previous lesson. The pupils sing along. Ask some pupils to present their portfolio activities from the previous lesson.	
<b>PRESENTATION AND PRACTICE</b> 3.L9	<b>How many legs? Count and write.</b> Pupils' books closed. Explain to the pupils, in L1 if necessary, that you are going to talk about animals and how many legs they have got. Ask pupils to name some animals they know and how many legs they've got. Point to one of your legs and say: One leg. Then, point to both of your legs and say: Two legs. Write on the board: $1+1=2$ . Say: One plus one is two. The pupils repeat, chorally and/or individually. Explain to the pupils that we use + when we want to add something to something else and = to show the result of the addition. Ask individual pupils to come to the front of the classroom. Put them in line, point to their legs and ask questions.	<b>Interactive Whiteboard Software</b>

<p>3.L2</p>	<p>e.g. Teacher: (pointing to a pupil's legs) How many legs have you got? Pupil 1: Two. Teacher: (pointing to the legs of two pupils) How many legs have you and Kairat got? Pupil 2: Four. Teacher: Yes, four. Two legs plus two legs is four legs. etc Put up the How Many Legs? poster on the board. Point to the first picture and say: Snake. The pupils repeat, chorally and/or individually. Then ask: How many legs has the snake got? Elicit: The snake hasn't got any legs! Point to the second picture and say: Duck. The pupils repeat, chorally and/or individually. Then ask: How many legs has the duck got? Elicit: Two. Follow the same procedure and present the rest of the animals. Pupils' books open. Tell the pupils to look at the animals, count their legs, do the sums and write the numbers. Allow the pupils some time to complete the activity. Check their answers. <b>Answer key:</b> 2 fourteen 3 four 4 eight 5 ten 6 six</p> <p><b>Where are the following animals in your friend's picture? Talk with him/her and find out.</b> Pupils' books closed. Put your pen on the book. Say, then write on the board: Where's my pen? <i><b>On</b></i> the book. Underline the word in bold. The pupils repeat after you. Follow the same procedure and present the rest of the prepositions. Remind the pupils that the definite article the is used in front of a noun when we know exactly what we are referring to. Pupils' books open. Go through the prepositions briefly. Then point to the picture and elicit the names of the animals. Read the example and explain the activity. The pupils, in pairs, ask and answer questions as in the example. <b>Suggested answer key</b> 2 A: Aidar, where's the horse in your picture? B: It's under the tree. 3 A: Aidar, where's the butterfly in your picture? B: It's above the tree. 4 A: Aidar, where's the spider in your picture? B: It's on the house. 5 A: Aidar, where's the snake in your picture? B: It's near the house.</p> <p><b>Talk with your friend.</b> - <i>For weaker classes:</i> Point to the picture and elicit the names of the animals and the actions. Write them on the board: ducks – swimming, frogs – jumping, eagles – flying, cats – climbing a tree, rabbits – hopping, goats – eating. Read the example and explain the activity. Then</p>	<p><b>Interactive Whiteboard Software</b></p>
<p>3.UE10 3.W1</p>	<p></p>	<p></p>

	<p>the pupils, in pairs, ask and answer as in the example.  - <i>For stronger classes:</i> Point to the picture and elicit the names of the animals and the actions. Read the example. Remind the pupils that we use the present continuous to describe actions happening at the moment we are talking. Then pupils, in pairs, ask and answer questions as in the example.</p> <p><b><i>Suggested answer key</i></b>  A: Look at the frogs! What are they doing?  B: They're jumping.  A: Jumping? Cool!  A: Look at the eagles! What are they doing?  B: They're flying.  A: Flying? Cool!  A: Look at the cats! What are they doing?  B: They're climbing a tree.  A: Climbing a tree? Cool!  A: Look at the rabbits! What are they doing?  B: They're hopping.  A: Hopping? Cool!  A: Look at the goats! What are they doing?  B: They're eating.  A: Eating? Cool!</p> <p>Pupils do the tasks of SA 1.</p>	
<p><b>ENDING THE LESSON</b></p>	<p>Give pupils an even number, e.g. four. The pupils think of animal(s) whose total number of legs is (four). Repeat as many times as you think is necessary. e.g. Teacher: Six.  Pupil 1: A horse and a duck. etc</p> <p><b><i>ACTIVITY BOOK (Optional)</i></b>  If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b>  <b>Health and safety check</b>  <b>ICT links</b>  <b>Values links</b></p>
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 1

<b>LESSON: Module 1 Lesson 7</b>		<b>The Theme: <i>Unit Revision (Our World)</i></b>
<b>Date:</b>	<b>Teacher's name:</b>	
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about zoos in the USA and in Kazakhstan; to consolidate the language of the module. Check pupils' knowledge on Module 1	
<b>Lesson objectives</b>	<b>All learners will be able to:</b> 3.U8 use simple imperative forms [positive and negative] for basic commands and instructions ( <b>during SA1 and in Module 2 School Rules</b> ) 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities 3.L1 understand a range of short basic supported classroom instructions ( <b>during SA1 and in Module 2 School Rules</b> ) 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: To talk about zoos in the USA and in Kazakhstan; to consolidate the language of the module.	
<b>Language focus</b>	<b>Structures:</b> Consolidation. <b>Language in use:</b> The San Diego Zoo in California, USA, is very big. There are over 3,700 animals there. Visit Almaty Zoo in Kazakhstan and see animals from all over the world! You can see zebras, elephants and even white lions.	
<b>Target vocabulary</b>	<b>Animals:</b> lions, elephants, giraffes, pandas, zebras	
<b>Cross - curricular links</b>	Maths	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	Pictures of animals (panda, zebra, lion, giraffe, elephant) for Ex. 29. Formative Assessment Worksheets for Module 1, one for each pupil.	
<b>Previous learning</b>	'Animal' vocabulary, the verb 'have got' (affirmative, negative and interrogative), adjectives, demonstrative pronouns (this, that, these, those), articles (a, an, the), some/any	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Say: Four plus four is eight. Ask pupils to say if that is true or false. Repeat with some more additions.	
<b>PRACTICE</b> 3.R3	<b>Listen and read.</b> <i>(Activities to introduce and practise the topic of the lesson.)</i> Pupils' books closed. Put the pictures of the animals you have brought to class on the board. Point to them and name each animal. The pupils repeat after you. Ask	<b>Interactive Whiteboard Software</b>

3.R3	<p>the pupils, in L1 if necessary, to tell you what they know about these animals (where they live, what they eat, etc.) If you wish, play a guessing game. Describe an animal and the pupils try to guess it.  e.g. Teacher: It has got four legs, it is black and white and it eats bamboo. What is it?  Class: It's a panda!  Pupils' books open. Ask the pupils to look at the pictures. Have a picture discussion.  e.g. Teacher: (pointing to the giant panda) What animal is it?  Pupil A: It's a giant panda.  Teacher: What colour is it?  Pupil B: It's black and white. etc.  Play the CD. The pupils listen and follow the texts in their books.</p> <p><b>Look, read and complete.</b>  Explain the activity. Allow the pupils some time to read the text silently and complete the activity. Check their answers.  <b>Answer key:</b> 1 3,700 3 world 2 pandas 4 lions  Then individual pupils read out the texts.</p>	<p><b>Interactive Whiteboard Software or Track 11 CD1</b></p>
<p><b>ENDING THE LESSON</b></p> <p>3.S3 3.S6</p>	<p><b>Extension activity (Optional)</b>  <b>Project: My favourite zoo</b>  Ask the pupils, in pairs, to make a collage of drawings or pictures of a zoo from their country and write a short description. They can use the Internet to find pictures and information. Alternatively, assign it for homework. The pupils then present their projects to the class. Display their work in the classroom.  Suggested answer key Visit Karagandy Zoo in Kazakhstan and see kangaroos, wolves, bears and more. Karagandy zoo is a very special place to visit!  Note: Once you have corrected their writing activities, guide your pupils on how to file them in their Language Portfolios.</p> <p><b>ACTIVITY BOOK (Optional)</b>  If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<b>Additional information</b>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b>  <b>Health and safety check</b>  <b>ICT links</b>  <b>Values links</b></p>

**Reflection**

Were the lesson objectives/learning objectives realistic?

Did I stick to timings?

What changes did I make from my plan and why?

**Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson**



## Module 1

<b>LESSON: Module 1 Lesson 8</b>	<b>The Theme: <i>Unit Revision</i></b>	
<b>Date:</b>	<b>Teacher's name:</b>	
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about zoos in the USA and in Kazakhstan; to consolidate the language of the module. Check pupils' knowledge on Module 1	
<b>Lesson objectives</b>	<b>All learners will be able to:</b> 3.L4 recognize with support short basic questions relating to features such as colour and number 3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: To talk about zoos in the USA and in Kazakhstan; to consolidate the language of the module.	
<b>Language focus</b>	<b>Structures:</b> Consolidation. <b>Language in use:</b> The San Diego Zoo in California, USA, is very big. There are over 3,700 animals there. Visit Almaty Zoo in Kazakhstan and see animals from all over the world! You can see zebras, elephants and even white lions.	
<b>Target vocabulary</b>	<b>Animals:</b> lions, elephants, giraffes, pandas, zebras	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	Pictures of animals (panda, zebra, lion, giraffe, elephant) for Ex. 29. Formative Assessment Worksheets for Module 1, one for each pupil.	
<b>Previous learning</b>	'Animal' vocabulary, the verb 'have got' (affirmative, negative and interrogative), adjectives, demonstrative pronouns (this, that, these, those), articles (a, an, the), some/any	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Say: Four plus four is eight. Ask pupils to say if that is true or false. Repeat with some more additions.	
<b>PRACTICE</b> 3.L4 3.S3  3.S3  3.S3	<b>CHECKPOINT 1</b> <b>Read and number.</b> Elicit the animals in the pictures. The pupils then read the sentences and number the pictures. <i>Answer key:</i> B 5 C 2 D 1 E 3 F 4 <b>Look and complete.</b> The pupils look at the pictures and complete the sentences with the words in the list. <i>Answer key:</i> 1 mouth 2 head 3 ears 4 eyes 5 legs <b>Read and underline.</b> The pupils read the sentences and underline the correct words in bold. <i>Answer key:</i> 1 haven't 2 Have 3 has 4 have	<b>Interactive Whiteboard Software or Track 11 CD1</b>

3.S2 3.S6 3.L4	<p><b>Read and choose.</b> The pupils read the questions and choose the correct answer for each. <i>Answer key:</i> 2 d 3 f 4 c 5 a 6 e</p> <p><b>Extra Check:</b> The pupils are now ready to do pages 12 - 13 in the Activity Book.</p>		
<b>ENDING THE LESSON</b>	<p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>		
<b>Additional information</b>			
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners’ learning?</b></p>	<p><b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b></p>	
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>		

## Module 2 Day & Night Lesson plan 1

<b>LESSON: Module 2 Lesson 1</b>		<b>The Theme: <i>Day &amp; Night (1)</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about sources of light; to talk about day and night.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.S4 respond to basic supported questions giving personal and factual information</li> <li>• 3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts (also is practiced in <b>ex14, p. 23, Story time pp.32-33</b>)</li> <li>• 3.R5 understand the main points of simple sentences on familiar topics by using contextual clues</li> <li>• 3.L1 understand a range of short basic supported classroom instructions (<u>following the instructions when doing exercises</u>)</li> <li>• 3.L2 recognize with considerable support an increasing range of common personal questions</li> <li>• 3.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</li> <li>• 3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics</li> <li>• 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can talk about sources of light; about day and night.	
<b>Language focus</b>	<p><b>Structures:</b> Consolidation.</p> <p><b>Language in use:</b> Which light comes from nature? Which light do we make?</p>	
<b>Target vocabulary</b>	<b>Sources of light:</b> candle, torch, stars, lamp, traffic lights, moon daytime, night-time	
<b>Cross - curricular links</b>	Science (Exs 2 and 4)	
<b>Extra materials</b>	Completed Progress Report Cards.	
<b>Previous learning</b>	'Animal' vocabulary	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b> 3.S4	<p>Hand out the completed Progress Report Cards for the previous module and ask the pupils to file them in their Language Portfolios.</p> <p>Ask: How can you see during the day? What helps us see? Elicit: The sun. Then ask: What helps us see at night?</p> <p>Elicit: The moon, electricity, etc.</p>	

<p><b>PRESENTATION AND PRACTICE</b> 3.L7</p> <p>3.L2 3.L7</p> <p>3.L3</p> <p>3.U9 3.R5</p>	<ul style="list-style-type: none"> <li>• <b>Can you find these in the picture? Number.</b> Pupils' books closed. Have a discussion, in L1 if necessary, about the sources of light around us. During this process present the words in Ex. 2.</li> <li>• <b>Read and complete. Use daytime or night-time Ex. 1 p. 19</b> Read the instructions and explain the activity. Refer the pupils to the picture. Explain/Elicit the concept of daytime and night-time, in L1 if necessary, and how important it is for us. Talk about the things we do in the daytime and the night-time. Ask the pupils to imagine what the world would be like if there was no daytime or night-time. Have a brief discussion. Refer the pupils to the sentences. Allow the pupils some time to complete the activity. Check their answers. <i>Answer key: night-time, daytime</i></li> </ul> <p>Pupils' books open. <b>Ex. 2 p. 19</b> Read the instructions and explain the activity. Refer the pupils to the picture on page 18. Allow the pupils some time to read the words, find them in the picture and write the corresponding number. Check their answers. <i>Answer key: b 4 c 3 d 5 e 6 f 2</i></p> <ul style="list-style-type: none"> <li>• <b>Read and answer. x. 2 p. 19. Use the words from Ex. 2.</b> Read the instructions and explain the activity. Ask the pupils to answer the questions. Check their answers. <i>Answer key:</i> 1 light from the moon and stars 2 light from a candle, a torch, a lamp and traffic lights</li> <li>• <b>Riddle Time! Read and complete.</b> Read the instructions and explain the activity. Refer the pupils to the riddle. Allow the pupils some time to read and complete the activity. Check their answers. <i>Answer key: sun</i></li> </ul>	
<p><b>ENDING THE LESSON</b></p> <p>3.U9 3.R5 3.L2 3.L3 3.L6</p>	<p>Divide the class into groups. Half of the groups make collages of things we see during the day and the remaining groups make collages of things we see during the night. The pupils can use pictures from magazines or draw pictures. Arrange a class display. Make sure you display their work somewhere in the classroom. <i>Suggested answer key</i> Things we can see during the day: the sun, rainbows, clouds, etc. Things we can see at night: the moon, the stars, etc. <b>Note:</b> If pupils use pictures to make their collages, you can either ask them to bring some in the previous lesson or bring some yourself.</p>	

	<p><b>ACTIVITY BOOK (Optional)</b>          If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<b>Additional information</b>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners’ learning?</b></p>	<p><b>Cross-curricular links</b>  <b>Health and safety check</b>  <b>ICT links</b>  <b>Values links</b></p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 2 Lesson plan 2

<b>LESSON: Module 2 Lesson 2</b>	<b>The Theme: <i>Day &amp; Night (2)</i></b>	
<b>Date:</b>	<b>Teacher's name:</b>	
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about clothes and accessories.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.S4 respond to basic supported questions giving personal and factual information</li> <li>• 3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts (also is practiced in <b>ex14, p. 23, Story time pp.32-33</b>)</li> <li>• 3.R5 understand the main points of simple sentences on familiar topics by using contextual clues</li> <li>• 3.L1 understand a range of short basic supported classroom instructions (<b>doing exercises and in Module 2 Lesson School Rules pp.26-27</b>)</li> <li>• 3.L2 recognise with considerable support an increasing range of common personal questions</li> <li>• 3.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</li> <li>• 3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics</li> <li>• 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: Talk about clothes and accessories.	
<b>Language focus</b>	<p><b>Structures:</b> plurals (regular and irregular)</p> <p><b>Language in use:</b> There are two boys in the bedroom. There are two jumpers. How many jumpers are there?</p>	
<b>Target vocabulary</b>	<b>Clothes and accessories:</b> cap, scarf, gloves, boots, jumper, jeans; put on, take off	
<b>ICT skills</b>	Using audios	
Extra materials	The Clothes poster.	
<b>Previous learning</b>	'Sources of light' vocabulary	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Write a few words/phrases from the previous lesson on the board but with jumbled letters. Ask the pupils to unscramble the letters and write the words in their notebooks. Check their answers.	



3.L2 3.L7	<p><b>Listen and draw the lines.</b> Ex. 8 p.21 Play the CD, twice if necessary. The pupils listen and complete the activity. Check their answers.  <i>The pupils draw a line from the remote control to the bedroom. The pupils draw a line from the laptop to the bathroom. The pupils draw a line from the lamp to the bedroom. The pupils draw a line from the clock to the bedroom. The pupils draw a line from the microwave to the kitchen. The pupils draw a line from the mobile phone to the bathroom.</i></p> <p><b>Sources of Energy.</b> Ex.9 p.21 <b>Look at the things in ex.8 again.</b> Which use electricity? Which use electricity and batteries? Tell the class. Explain what electricity and battery mean. Read the example and explain the activity. Answer keys:  <i>Cookers use electricity. Clocks use electricity and battery. Microwave use electricity. Laptop use electricity and batteries. Remote controls use batteries. Mobile phones use batteries. Lamps use electricity.</i></p>	
<b>ENDING THE LESSON</b>	<p>Say one of the words from the lesson. Ask a pupil to draw it on the board. Ask the rest of the class for verification.</p> <p><b>ACTIVITY BOOK (Optional)</b>          If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>
•	•	•
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	



## Module 2 Lesson plan 3

<b>LESSON: Module 2 Lesson 3</b>		<b>The Theme: <i>Sources of light (1)</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To listen to and read a story about the characters playing football; to practise talking about clothes; to learn how to distinguish between and pronounce the sounds /tʃ/ and /ʃ/.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</li> <li>• 3.U3 use common adjectives in descriptions and to talk about simple feelings</li> <li>• 3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics</li> <li>• 3.W7 spell some familiar high-frequency words accurately during guided writing activities</li> <li>• 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: listen to and read a story about the characters playing football; talk about clothes; learn how to distinguish between and pronounce the sounds /tʃ/ and /ʃ/.	
<b>Language focus</b>	<p><b>Structures:</b> Consolidation.</p> <p><b>Language in use:</b> Take off your caps and scarves! And your jumpers, too. Hey! Those dogs have got our clothes! I like that scarf! Which one?</p>	
<b>Target vocabulary</b>	Consolidation	
<b>ICT skills</b>	Using audios	
<b>Previous learning</b>	'Sources of light' & 'Clothes and Accessories' vocabulary	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Divide the class into two teams, A and B. Write a word from the previous lesson on the board. A pupil from each team comes to the board and writes another word using one of the letters. Each correct answer gets one point. The team with the most points is the winner.	
<b>PRESENTATION AND PRACTICE</b>  3.L6 3.R3	<ul style="list-style-type: none"> <li>• <b>Listen and read.</b> Ex.10 p. 22</li> </ul> Go through the pictures of the story and set the scene by asking the pupils questions about what they can see in the pictures. e.g. Teacher: (pointing to picture 1) Where are Liam and Jake? Class: At the park. Teacher: What do they want to play?	<b>Interactive Whiteboard Software or Track 14 CD1</b>

3.L6	<p>Class: Football. etc Play the CD. The pupils listen and follow the story in their books.</p> <ul style="list-style-type: none"> <li>• <b>Read the story and choose the clothes.</b> Allow the pupils some time to read the story silently and complete the activity. Check the pupils' answers. <b>Answer key:</b> scarves, jumpers</li> </ul>	
3.L6	<ul style="list-style-type: none"> <li>• <b>Read the story again. Put the sentences in order.</b> Explain the activity. Allow the pupils some time to read the story silently and complete the activity. Check the pupils' answers. <b>Answer key:</b> c Liam and Jake are at the park. a They want to play football with some boys. d The boys take off their caps, scarves and jumpers. b The dogs run away with the boys' clothes. Play the CD again with pauses for the pupils to repeat, chorally and/or individually.</li> </ul>	
3.S1	<ul style="list-style-type: none"> <li>• <b>Act out the story</b> - <i>For stronger classes:</i> Assign roles to the pupils. Allow them enough time to rehearse their roles in groups. Encourage them to come to the front and act out the story. - <i>For weaker classes:</i> Select a short exchange from the story for the pupils to act out in pairs.</li> </ul>	
3.W7 3.UE3	<ul style="list-style-type: none"> <li>• <b>Talking point: Listen and read. Make a new dialogue with your friend.</b> Refer the pupils to the picture and the dialogue. Play the CD. The pupils listen and follow along. Pause the CD for the pupils to repeat, chorally and/or individually. The pupils, in pairs, act out similar dialogues about themselves. Go around the classroom providing any necessary help. Ask some pairs to come to the front of the classroom and act out the dialogue. If you wish, write the following on the board so the pupils can refer to it while they are completing the activity. A: I like ...! B: Which one? A: The ... . B: ... great! Let's buy ... . <b>Suggested answer key</b> Assel: I like that jumper! Dana: Which one? Assel: The pink and red one. Dana: It's great! Let's buy it.</li> </ul> <p><b>Sounds spots</b> <i>(Activities to familiarise the pupils with the pronunciation of the sounds /tʃ/ and /ʃ/ and to distinguish between</i></p>	<p><b>Interactive Whiteboard Software or Track 15 CD1</b></p>

	<p><i>them.)</i></p> <ul style="list-style-type: none"> <li>• <b>Listen, point and repeat.</b> Refer the pupils to the picture of cherry and say: ch \tʃ\ – cherry. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for chase. Point to the picture of dish and say: sh \ʃ\ – dish. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for fish. Explain to the pupils the difference between the two sounds, \tʃ\ and \ʃ\. Play the CD. The pupils listen, point and repeat. Then point to the pictures at random and elicit the sounds and the words. Extension activity (Optional) Write the following words on the board: chicken, sheep, shop, choose, short, child. Ask individual pupils to come to the board, read out the words and write them next to the correct sound. <b>Answer key:</b> \tʃ/: chicken, choose, child \ʃ/: sheep, shop, short</li> <li>• <b>Complete. Then listen and repeat.</b> Refer the pupils to the picture. Elicit cherry, ish, dish and chase. Draw the pupils’ attention again to the \tʃ\ and \ʃ\ sounds. Allow the pupils some time to complete the missing letters in their notebooks. Check their answers. <b>Answer key:</b> The cherry is chasing the dish and the fish! Play the CD for the pupils to listen and repeat. Ask the pupils to read out the sentence. Check their pronunciation and intonation.</li> </ul>	<p><b>Interactive Whiteboard Software or Track 16 CD1</b></p> <p><b>Interactive Whiteboard Software or Track 17 CD1</b></p>
<p><b>ENDING THE LESSON</b></p>	<p>Ask the pupils to work in pairs. One pupil names the clothes/accessories he/she wants to buy, e.g. blue jeans, red gloves, etc and the other draws rough sketches of the items. Then they swap roles.</p> <p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners’ learning?</b></p>	<p><b>Cross-curricular links</b> Health and safety check ICT links Values links</p>
<p>•</p>	<p>•</p>	<p>•</p>

**Reflection**

Were the lesson objectives/learning objectives realistic?

Did I stick to timings?

What changes did I make from my plan and why?

**Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson**

## Module 2 Lesson plan 4

<b>LESSON: Module 2 Lesson 4</b>		<b>The Theme: Sources of light (2) SA 2</b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about school rules; to ask for and give/ refuse permission. To check pupils' knowledge of Module 2	
<b>Lesson objectives</b>	<b>All learners will be able to:</b> <ul style="list-style-type: none"> <li>• 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</li> <li>• 3.UE13 use <i>can</i> to talk about ability and to make requests and offers</li> <li>• use <i>can / can't</i> to talk about permission</li> <li>• 3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics</li> <li>• 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: Talk about school rules; ask for and give/ refuse permission.	
<b>Language focus</b>	<b>Structures:</b> past simple; must, must not (mustn't); can/can't (permission). <b>Language in use:</b> Gulnara and Marzhan wore their school uniforms. Ann made a lot of noise, but Karlygash was very quiet. You must be quiet in class. You mustn't shout. Can I watch TV tonight? No, you can't.	
<b>Target vocabulary</b>	uniform; <b>Rules:</b> chew gum, shout, drop litter, be quiet, make noise	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	Copies of SA 1 worksheets, Flashcards (9-14).	
<b>Previous learning</b>	'Sources of light' & 'Clothes and Accessories ' vocabulary	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Ask two pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 14). Repeat the activity with other pupils.	
<b>PRESENTATION AND PRACTICE</b>	<ul style="list-style-type: none"> <li>• <b>Listen, point and repeat. Then read and match.</b> Pupils' books closed. Put up the flashcards on the board. Point to them, one at a time, and name them. The pupils repeat, chorally and/or individually. Repeat the procedure with the remaining flashcards. Then point to each flashcard in random order. Ask individual pupils to name them.</li> </ul> <b>Extension activity (Optional)</b> Remove the flashcards from the board and shuffle them. Write the corresponding word/phrase for each flashcard	<b>Flashcards (9-14). Track 18 CD1</b>

3.L6	<p>on the board. Ask a pupil to come to the board. Give him/her a flashcard. Ask him/her to put it above the corresponding word/ phrase. Ask the rest of the class for verification.</p> <p>Pupils' books open. Play the CD. The pupils listen, point to the words/phrases and repeat. If you wish, play the CD again pausing after each word/phrase. The pupils repeat, chorally and/or individually. The pupils look at the pictures and match them to the words. Check their answers.</p> <p><b>Answer key:</b> 1 d 2 b 3 f 4 c 5 a 6 e</p>	
3.S1 3.UE13	<ul style="list-style-type: none"> <li>• <b>Read. Then point and say their names.</b></li> </ul> <p>Refer the pupils to the picture and explain the activity. Allow the pupils some time to read the sentences and say the correct corresponding names.</p> <p><b>Answer key:</b> 1 Akbota 2 Gulnara 3 Dana 4 Marzhan 5 Karlygash</p>	
3.S1 3.R3	<p><b>Study Spot</b></p> <ul style="list-style-type: none"> <li>• <b>Complete. Use: must or mustn't.</b></li> </ul> <p>Pupils' books closed. Say, then write on the board: You must be quiet in class. You mustn't eat in class. Underline the words in bold. The pupils repeat, chorally and/or individually. Explain that we use must to say what we are obliged to do and mustn't to say what we are forbidden to do.</p> <p>Pupils' books open. Explain the activity. Allow the pupils some time to complete the activity. Check their answers.</p> <p><b>Answer key:</b> 2 must 3 mustn't 4 must 5 mustn't 6 mustn't</p>	
3.S1	<ul style="list-style-type: none"> <li>• <b>Let's Play</b></li> </ul> <p>Point to the picture and read the speech bubbles. Explain the game. Ask the pupils to think of some school rules and write them on the board. Then the pupils choose and illustrate a rule. The pupils, in pairs, take turns presenting the rules, asking and answering questions, as in the example.</p> <p><b>Answer key:</b> Pupil 1: (showing a 'not chew gum' drawing) What's the rule? Pupil 2: We mustn't chew gum in class. etc</p> <ul style="list-style-type: none"> <li>• <b>Talk with your friend.</b></li> </ul> <p>Say, then write on the board: Can I come in? Answer: Yes, you can. Underline the words in bold. Say, then write: Can I go out? No, you can't. The pupils repeat, chorally and/or individually. Explain that we use can to ask for permission. Explain the activity. The pupils complete the activity in pairs. Ask some pairs to report back to the class.</p> <p><b>Answer key:</b></p>	

<p>3.L6 3.S1 3.U13</p> <p>3.S1 3.R3 3.S1</p>	<p>Pupil 1: Can I eat your sandwich?  Pupil 2: No, you can't.  Pupil 1: Can I play your violin?  Pupil 2: Yes, you can.  Pupil 1: Can I jog in your room?  Pupil 2: No, you can't.  Pupil 1: Can I wear your scarf?  Pupil 2: Yes, you can.  Pupil 1: Can I shout in the garden?  Pupil 2: Yes, you can.</p> <p>Checking of pupils' knowledge of Module 2.</p> <p>Pupils do the tasks of SA 2</p>	
<p><b>ENDING THE LESSON</b></p>	<p>Ask a pupil to think of a classroom rule and mime it. The rest of the class tries to guess the rule. Repeat the activity with other pupils.</p> <p><b>ACTIVITY BOOK (Optional)</b>  If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b>  Health and safety check  ICT links  Values links</p>
<p>•</p>	<p>•</p>	<p>•</p>
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 2 Lesson plan 5

<b>LESSON: Module 2 Lesson 5</b>		<b>The Theme: Out at Night (School Rules)</b>	
<b>Date:</b>		<b>Teacher's name:</b>	
<b>CLASS:</b>			
<b>Learning objective(s) that this lesson is contributing to</b>	To revise school rules; to write about classroom rules; to develop the pupils' listening skills through a song.		
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges</li> <li>• 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</li> <li>• 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics</li> <li>• 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics</li> </ul>		
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: revise school rules; write about classroom rules; develop the pupils' listening skills through a song.		
<b>Language focus</b>	<p><b>Structures:</b> Consolidation.</p> <p><b>Language in use:</b> We must wear a uniform. We mustn't chew gum.</p>		
<b>Target vocabulary</b>	<b>Consolidation</b>		
<b>ICT skills</b>	Using audios		
<b>Previous learning</b>	'School rules' vocabulary, the modals 'must / mustn't'		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>	
<b>BEGINNING THE LESSON</b> 3.S3	Say a phrase from the previous lesson e.g. eat in class. Ask a pupil to come to the board and write it. Then ask them to make a sentence with it using must or mustn't, e.g. You mustn't eat in class. etc		
<b>PRESENTATION AND PRACTICE</b>  3.S6	<ul style="list-style-type: none"> <li>• <b>Read and choose. Then listen and check.</b> Explain the activity. Read the title and ask the pupils to tell you what they think the text will be about. (Rules that pupils have to follow in the classroom.) The pupils read the text silently and circle must or mustn't. Play the CD. The pupils listen and check their answers. <i>Answer key:</i> 2 mustn't 3 mustn't 4 mustn't 5 must 6 must 7 mustn't 8 must Then individual pupils read out the text.</li> <li>• <b>Where were they yesterday? Read, match and say.</b> Explain the activity. Refer the pupils to the sentences. Explain the meaning of was/were. Allow the pupils</li> </ul>	<b>Interactive Whiteboard Software or Track 19 CD1</b>	



	<p>some time to read and match the sentences. Check the pupils' answers.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1 They were at the library.</li> <li>2 They were at the pool.</li> <li>3 They were at the park.</li> <li>4 They were in the street.</li> <li>5 They were at the zoo.</li> <li>6 They were at the train station.</li> </ol> <p><b>PORTFOLIO: Talk with your friends. Then write your classroom rules.</b></p> <p>Refer the pupils to the picture and the rules. Ask the pupils, in pairs or in groups, to talk about the rules in their own classroom. Go around the classroom providing any necessary help. For homework, tell the pupils to write their own classroom rules and use the text in Ex. 22 as a model.</p> <p><b>Suggested answer key:</b></p> <p>My Classroom Rules  We mustn't eat in class.  We mustn't chew gum.  We mustn't climb on the desks.  We must be kind to others.  We must be quiet in class.  We mustn't skateboard in class.</p> <p><b>Note:</b> Once you have corrected their writing activities, guide your pupils on how to file them in their Language Portfolios.</p>	
3.L8	<p><b>Let's Sing!</b></p> <p>Refer the pupils to the picture. Point to Charlie and ask: Who's this? Elicit: Charlie. Point to the song and say: Follow the classroom rules when you go to school! The pupils repeat, chorally and/or individually. Follow the same procedure and present the rest of the song. During this stage, present/ elicit any unknown words/phrases. Play the CD. The pupils listen and follow along in their books. Divide the class into three groups and assign a verse to each group. Play the song again and ask each group to sing their corresponding verse. Time permitting, play the song again for the pupils to sing together as a class.</p> <p><b>Extension activity (Optional)</b></p> <p>Write the following words on the board: school, eat, line, cool, seat, ine, neat, rule, street, pool. Ask the pupils to match the rhyming words.</p> <p><b>Answer key:</b> school – cool – rule – pool, eat – seat – neat – street, line – fine</p> <p>(See the Introduction for further ideas on how to exploit the songs.)</p> <p><b>Let's Play</b></p> <p>Explain the Noughts and Crosses game. Divide the</p>	<p><b>Interactive Whiteboard Software or Track 20 CD1</b></p>
3.L7		

	<p>class into pairs or two teams. Allocate one pupil/team as X and the other as O. The pupils take turns making sentences with the phrases given. If the sentence is correct, then they mark the phrase with X or O. The winner is the pupil/team that has three Xs or Os horizontally, vertically or diagonally.</p> <p><b>Suggested answer key:</b>          We mustn't listen to loud music.          We mustn't be late.          You must wear your boots.          You must be kind to your friends.          We mustn't eat in bed.          We mustn't eat too much chocolate.          We must go to bed early.          You must tidy your room.          You must help your mum.</p> <p><b>Choose and complete</b> Ex. 25 p. 27 point to the pictures and elicit the action and the different parts of the day.          Answer key.          2. <i>during the day</i> 3 <i>at sunset</i> 4 <i>at night</i></p>	
<p><b>ENDING THE LESSON</b> 3.S3</p>	<p><b>Project: My room rules</b>          Ask the pupils to make a list of rules for their rooms. Ask them to present them to the class.</p> <p><b>Suggested answer key:</b>          My Room Rules          You mustn't eat in here.          You must knock on the door.          You mustn't drop litter.          Maria</p> <p><b>ACTIVITY BOOK (Optional)</b>          If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b>  <b>Health and safety check</b>  <b>ICT links</b>  <b>Values links</b></p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**Reflection**

Were the lesson objectives/learning objectives realistic?

Did I stick to timings?

What changes did I make from my plan and why?

**Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson**

## Module 2 Lesson plan 6

<b>LESSON: Module 2 Lesson 6</b>		<b>The Theme: <i>Out at night (2)</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To explore other subject areas (Social Science); to learn how to be safe when out at night; to talk about and compare clothes and things to wear when out at night.	
<b>Lesson objectives</b>	<b>All learners will be able to:</b> <ul style="list-style-type: none"> <li>• 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges</li> <li>• 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</li> <li>• 3.W7 spell some familiar high-frequency words accurately during guided writing activities</li> <li>• 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: explore other subject areas (Social Science); learn how to be safe when out at night; talk about and compare clothes and things to wear when out at night.	
<b>Language focus</b>	<b>Structures:</b> Comparisons. <b>Language in use:</b> Cars have got lights, but they may still not see you. So this is what you must do. The day is darker.	
<b>Target vocabulary</b>	caps, stickers, shoes, bags, reflective stripes, safety <b>Adjectives:</b> new, old, big, small, long, short, bright, dark, warm, cold, colourful	
<b>Cross - curricular s</b>	Social Science (Exs 26 and 29)	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	The Be Bright, Be Seen! poster;	
<b>Previous learning</b>	'School rules' vocabulary, the modals 'must / mustn't'	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b> 3.S3	Ask pupils to present their portfolio activities from the previous lesson. Play the song from the previous lesson. Invite the pupils to sing along.	
<b>PRESENTATION AND PRACTICE</b> 3.W7	<ul style="list-style-type: none"> <li>• <b>Read, choose and complete. Then listen and check.</b></li> </ul> Pupils' books closed. Write Out at Night on the board. Explain to the pupils, in L1 if necessary, that you are going to talk about ways of being seen at night. Ask the pupils to think of different ways we can be seen when we are out at night. Have a class discussion about why this is important. Put up the Be Bright, Be Seen! poster on the board. Point to the first picture and say: bright clothes. The pupils repeat, chorally and/or individually.	<b>The Be Bright, Be Seen! poster;</b> <b>Interactive Whiteboard Software or Track 21 CD1</b>

Follow the same procedure and present the remaining items on the poster.  
Pupils' books open. Refer the pupils to the text and explain the activity. The pupils read, choose the correct words and complete the text. Then they listen and check their answers.

**Answer key:** 2 shoes 3 bags 4 stickers

**What must you do when you are out at night?** Talk with your friends. Read the examples and explain the activity. The pupils in pairs, say what they must do when they are out at night. Check round the class.

Suggested answers:

*A: you must wear bright colourful clothes.*

*B: That's right. You must also wear reflective caps, vest, belts and shoes.*

- **Read and match.**

Refer the pupils to the adjectives. Explain their meaning. The pupils read and match them to their corresponding opposites. Allow the pupils enough time to complete the activity. Check their answers.

Answer key: 2 d 3 a 4 b 5 c

**Study Spot**

- **Read and tick (✓).**

Pupils' books closed. Say, then write on the board: My bike is bigger than your bike. Underline the words in bold. The pupils repeat after you. Explain to the pupils that when we compare animals, people, or things, we add -er to the adjective.

Drill your pupils:

e.g. Teacher: new

Pupil 1: newer

Teacher: long

Pupil 2: longer, etc

Pupils' books open. Go through the Study spot section briefly. Read the instructions and explain the activity.

Allow the pupils some time to complete the activity.

Check their answers.

**Answer key:**

2 Picture B 3 Picture A 4 Picture B 5 Picture B

6 Picture B

- **Over to you: Make a poster of bright and reflective clothes and things to wear on dark days or when you are out at night. Present it to the class.**

Explain the activity. Tell the pupils that they will make a poster of bright and reflective clothes and things to wear on dark days or when they are out at night. Ask the pupils to use the Internet or other sources to find the corresponding pictures. If they wish, they can draw and colour the items. Alternatively, assign it for homework.

3.S6 3.L8

	After the pupils have finished their posters, they present them to the class. Make sure you display their work somewhere in the classroom.	
<b>ENDING THE LESSON</b>	<p>Say a sentence e.g. My bike is big. Ask a child to respond by making a comparison, e.g. My bike is bigger than your bike. Repeat with some more sentences and pupils.</p> <p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	

**Additional information**

<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
•	•	•

<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>
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## Module 2 Lesson plan 7

<b>LESSON: Module 2 Lesson 7</b>		<b>The Theme: SAT 1</b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	<b>Check pupils' knowledge of Term 1</b> S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 3.W7 spell some familiar high-frequency words accurately during guided writing activities 3.L5 identify missing phonemes in incomplete words 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics	
<b>Lesson objectives</b>	<b>All learners will be able to:</b> identify some detailed arguments in the SAT and use some target vocabulary to make simple points accurately in response to prompts and in written work	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can:	
<b>Language focus</b>	Grammar of Modules 1-2	
<b>Target vocabulary</b>	Vocabulary of Modules 1-2	
<b>Cross - curricular links</b>	Maths , Science, Social Science	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	Assessment Worksheets for SAT 1, one per pupil.	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Set the objectives of the lesson.	
<b>Main Activities</b>	Go through the tasks to be sure pupils know what they need to do and how to do the tasks. Give pupils time to do the tasks on Listening (Play the recording twice. Pupils listen and complete the task), Use of English and Reading.  Pupils do speaking task.	
<b>ENDING THE LESSON</b>	Ask pupils to tell what was difficult for them in the test.	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>

•	•	•
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	



## Module 2 Lesson plan 8

<b>LESSON: Module 2 Lesson 8</b>	<b>The Theme: <i>Unit Revision</i></b>	
<b>Date:</b>	<b>Teacher's name:</b>	
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about traditional costumes from Scotland, Kazakhstan and Japan.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges</li> <li>• 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</li> <li>• 3.W7 spell some familiar high-frequency words accurately during guided writing activities</li> <li>• 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics</li> <li>• 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: Talk about traditional costumes from Scotland, Kazakhstan and Japan.	
<b>Language focus</b>	<p><b>Structures:</b> Consolidation.</p> <p><b>Language in use:</b> Hello! My name's Angus and I'm from Scotland. I'm wearing my kilt.</p>	
<b>Target vocabulary</b>	<p><b>Countries:</b> Scotland, Kazakhstan, Japan</p> <p><b>Clothes:</b> kilt, traditional costume, kimono</p>	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	Formative Assessment Worksheets for Module 2, one per pupil.	
<b>Previous learning</b>	'School rules' vocabulary, the modals 'must / mustn't'	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Ask pupils to present their posters from the previous lesson.	
<b>PRACTICE</b>  3.L7 3.L8          3.W7	<ul style="list-style-type: none"> <li>• <b>Listen and read.</b> Pupils' books open. Ask the pupils to look at the pictures. Have a picture discussion. e.g. Teacher: (pointing to the Scottish boy) Where is he from? Pupil 1: From Scotland. Teacher: Yes. He's wearing a kilt. etc Play the CD. The pupils listen and follow the texts in their books.</li> <li>• <b>Read and choose.</b></li> </ul>	<b>Interactive Whiteboard Software or Track 22 CD1</b>

<p>3.W7</p> <p>3.S6</p> <p>3.S3 3.W7</p>	<p>Explain to the pupils that they have to read the texts silently and choose the correct word. Tell the pupils to underline the sentences in the texts where they found the answers. Allow the pupils some time to complete the activity. Check the pupils' answers. Then ask individual pupils to read out the texts. <i>Answer key:</i> 1 a 2 b 3 b 4 a 5 a 6 b</p> <p><b>CHECKPOINT 2</b></p> <ul style="list-style-type: none"> <li>• <b>Number.</b> Elicit the items of clothing depicted. The pupils then number the pictures accordingly. <i>Answer key:</i> 1 scarf 2 gloves 3 boots 4 jumper 5 jeans</li> <li>• <b>Write the plurals.</b> The pupils read the words and write the plurals. <i>Answer key:</i> 1 boots 2 caps 3 scarves 4 knives 5 fish</li> <li>• <b>Read and underline.</b> The pupils read the sentences and underline the correct words in bold. <i>Answer key:</i> 1 longer 2 bright 3 bigger 4 smaller 5 short</li> <li>• <b>Read and choose.</b> The pupils read the sentences and complete them. <i>Answer key:</i> 1 A 2 A 3 A 4 B 5B 6 B 7 B 8 A 9 B 10 A</li> </ul> <p><b>Extra Check:</b> The pupils are now ready to do page 22 in the Activity Book.</p>	
<p><b>ENDING THE LESSON</b></p> <p>3.S3</p>	<p><b>Project: My favourite traditional costume</b> Ask the pupils, in pairs, to make a collage of drawings with traditional costumes from their country. Alternatively, assign it for homework. The pupils then present their collages. Display their work somewhere in the classroom. <i>Suggested answer key:</i> This is a traditional dress from Kazakhstan.</p> <p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b> Health and safety check ICT links Values links</p>

•	•	•
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 2 Lesson plan 9 **OPTIONAL**

<b>LESSON: Module 2 Lesson 9</b>		<b>The Theme: Storytime! (Twinklinka)</b>	
<b>Date:</b>		<b>Teacher's name:</b>	
<b>CLASS:</b>			
<b>Learning objective(s) that this lesson is contributing to</b>	To practise reading for pleasure; to listen to and read a story from Sri Lanka about Twinklinka, a beautiful but vain doll.		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> <ul style="list-style-type: none"> <li>3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics</li> <li>3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics</li> </ul>		
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: practise reading for pleasure; listen to and read a story from Sri Lanka about Twinklinka, a beautiful but vain doll.		
<b>Language focus</b>	<b>Structures:</b> Consolidation. <b>Language in use:</b> This doll is perfect for a little princess. You are very beautiful. I haven't got enough money for that one dear. What about me? You're dirty and ugly. You've got a heart of gold!		
<b>Target vocabulary</b>	princess, beautiful, money, dirty, ugly		
<b>ICT skills</b>	Using audios		
<b>Extra materials</b>	Flashcards (15-19); Story cards Photocopies of the story cards from the <i>Teacher's Resource Pack CD-ROM</i> , one set per pupil.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>	
<b>BEGINNING THE LESSON</b>	Write the word <i>beautiful</i> on the board and explain/ elicit what it means, in L1 if necessary. Ask the pupils what they think makes a person beautiful. Ask, in L1 if necessary, if a person's beautiful appearance also makes them a good person. Explain to the pupils that they're going to read a story from Sri Lanka about a doll named Twinklinka.		
<b>PRACTICE</b>  3.L7 3.L8             3.L8	<ul style="list-style-type: none"> <li><b>Listen, point and repeat.</b> Pupils' books closed. Put up the flashcards on the board. Point to them, one at a time, and name them. The pupils repeat, chorally and/or individually. Repeat the procedure with the remaining flashcards. Then point to each flashcard in random order. Ask individual pupils to name them.</li> </ul> <b>Extension activity (Optional)</b> Ask the pupils to look at all the flashcards again. Invite guesses, in L1 if necessary, as to how they are related to the story. Accept all answers. Pupils' books open. Play the CD. The pupils listen, point to the pictures and repeat the words. Play the CD again pausing after each word. The pupils repeat, chorally and/or individually.	<b>Flashcards (15-19); Interactive Whiteboard Software or Track 23 CD1</b>	

	<ul style="list-style-type: none"> <li>• <b>Listen and read.</b> Twinklinka is a very beautiful doll! <b>True or False?</b> Go through the pictures of the story and set the scene by asking the pupils questions about what they can see in the pictures. <i>e.g. Teacher: (pointing to picture one) Look at Twinklinka. Is she beautiful?</i> <i>Class: Yes.</i> <i>Teacher: She's the perfect doll for a princess! etc</i> Play the CD. The pupils listen and follow the story in their books. Refer the pupils to the sentence about Twinklinka and check their answers. <b>Answer key:</b> True</li> <li>• <b>Who says these sentences? Read the story and choose.</b> Read the instructions and explain the activity. The pupils read the story and choose the correct picture, A or B. Allow the pupils some time to complete the activity. Check their answers. <b>Answer key:</b> 1 A 2 B 3 A 4 A Play the CD again with pauses for the pupils to repeat, chorally and/or individually. Then ask individual pupils to read out the story.</li> </ul> <p><b>Smiles Values!</b> Refer the pupils to the <i>Smiles Values!</i> section and read it aloud. Have a discussion, in L1 if necessary, about the moral of the story. Tell the pupils that appearance can be deceptive. People that look beautiful may not necessarily have a heart of gold! We shouldn't concentrate on what we see outside, but try to find people that love us for who we are and not for what we look like.</p> <p><b>Extension activity (Optional)</b> Hand out the story cards. Ask the pupils to colour them. Explain to the pupils that they can use the story cards to make their own story books. If you wish, you can do some activities as a class. For instance, you can have the pupils spread out the cards in random order. Play the story with pauses. The pupils listen and raise the corresponding cards.</p>	<p><b>Interactive Whiteboard Software or Track 24 CD1</b></p> <p><b>Story cards</b></p>
<b>ENDING THE LESSON</b>	<p><b>Project:</b> My favourite toy character from a fairytale Ask the pupils if they know any other stories with toys (<i>Pinocchio, The Tin Soldier, Woody</i>, etc). Then ask them to draw and colour their favourite toy character. Display their work in the classroom.</p>	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>

•	•	•
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 3 Lesson plan 1

<b>LESSON: Module 3 Lesson 1</b>	<b>The Theme: <i>Times of my day (1)</i></b>	
<b>Date:</b>	<b>Teacher's name:</b>	
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about daily routine; To talk about location.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.UE2 use cardinal numbers 1 -50 to count <b>(they will be practiced in Time for CLIL section of Module 3)</b></li> <li>• 3.UE14 use basic prepositions of location and position: <i>in, in front of, near, on, to</i> to describe where people and things are <b>(between, next to, behind, at are practiced in the section Our Town)</b> use prepositions of time: <i>on, in, at</i> to talk about days and times</li> <li>• 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</li> <li>• 3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines</li> <li>• 3.S4 respond to basic supported questions giving personal and factual information</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: Talk about daily routine; talk about location.	
<b>Language focus</b>	<p><b>Structures:</b> Ordinals, prepositions of place.  <b>Language in use:</b> The first and the ninth clock are blue. Where's the laptop? It's in the schoolbag.</p>	
<b>Target vocabulary</b>	<b>Daily routine:</b> get up, have dinner, go to school, come home from school, watch TV, have breakfast, go to bed, do my homework.	
<b>Cross - curricular links</b>	Maths (Exs 2,3)	
<b>Extra materials</b>	Completed Progress Report Cards for Module 2.	
<b>Previous learning</b>	All the material from Modules 1-2.	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Hand out the completed Progress Report Cards for the previous module and ask the pupils to file them in their Language Portfolios.	
<b>PRESENTATION AND PRACTICE</b>	<ul style="list-style-type: none"> <li>• <b>Look at Gulnara's daily routine and number.</b> Have a class discussion, in L1 if necessary, about daily routines. Ask individual pupils what they do during the day. Write their answers on the board. Refer the pupils to the picture on the previous page and elicit the girl's routine. Explain the activity. Allow the pupils some time to complete it. Check their answers.  <b>Answer key:</b> b 6 d 5 f 3 h 7 c 4 e 8 g 1</li> </ul>	

<p>3.UE14</p> <p>3.UE14 3.S1 3.S2 3.S4</p>	<ul style="list-style-type: none"> <li>• <b>Look, read and say yes or no.</b> Present ordinals. Say, then write: (A) is the <i>first</i> letter of my name. Underline the word in bold. The pupils repeat after you. Explain to the pupils how the ordinal numbers are formed. Drill your pupils: e.g. Teacher: two Pupil 1: second etc. Explain the activity. The pupils read the sentences and complete the activity. Check their answers. <b>Answer key:</b> 1 no 2 yes 3 no 4 yes 5 no</li> <li>• <b>Talk with your friend.</b> Revise the prepositions of place. Point to things around the classroom and elicit the prepositions. e.g. Teacher: (pointing to his/her book) Where is my book? Pupil 1: It's on the desk. Read the example and explain the activity. The pupils, in pairs, ask and answer questions as in the example. <b>Answer key:</b> 2 A: Where's the clock? B: It's in front of the picture. 3 A: Where's the uniform? B: It's on the bed. 4 A: Where's the schoolbag? B: It's under the desk. 5 A: Where's the lamp? B: It's between the books.</li> </ul>	
<p><b>ENDING THE LESSON</b></p>	<p><b>Name an action from the ones in Ex. 1.</b> Ask the pupils to mime it. e.g. Teacher: I get up. Class: (Pupils mime getting up) etc</p> <p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b> Health and safety check ICT links Values links</p>
<p>•</p>	<p>•</p>	<p>•</p>
<p><b>Reflection</b> Were the lesson objectives/learning objectives realistic? Did I stick to timings? What changes did I make from my plan and why?</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>	



## Module 3 Lesson plan 2

<b>LESSON: Module 3 Lesson 2</b>		<b>The Theme: Times of my day (2)</b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about daily routines; to tell the time.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.UE2 use cardinal numbers 1 -50 to count <b>(they will be practiced in Time for CLIL section of Module 3)</b></li> <li>• 3.UE14 use prepositions of time: <i>on, in, at</i> to talk about days and times</li> <li>• 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</li> <li>• 3.S4 respond to basic supported questions giving personal and factual information</li> <li>• 3.W1 write with support short responses at phrase level to questions and other prompts</li> <li>• 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: Talk about daily routines; tell the time.	
<b>Language focus</b>	<p><b>Structures:</b> present simple/singular, prepositions of time</p> <p><b>Language in use:</b> I get up at seven o'clock. Does he get up at 8?</p>	
<b>Target vocabulary</b>	<p><b>Time:</b> eight o'clock;</p> <p><b>Meals:</b> breakfast, lunch, dinner;</p> <p><b>Routines:</b> get up, have a shower, brush my teeth, do my homework</p>	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	Flashcards (20-27).	
<b>Previous learning</b>	<p><b>Daily routine:</b> get up, have dinner, go to school, come home from school, watch TV, have breakfast, go to bed, do my homework;</p> <p>Ordinals, prepositions of place.</p>	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	<p>Ask a few pupils to stand up and stand in a row. Ask the rest of the class questions to revise the ordinals. e.g. Teacher: Who's third? Class: Kairat! etc.</p> <p>If you wish, repeat the activity with other pupils.</p>	

**PRESENTATION  
AND PRACTICE**

3.UE14

- **Listen, point and repeat.**  
Pupils' books closed. Put up the picture flashcards on the board. Point to them, one at a time, and name them. The pupils repeat, chorally and/or individually. Repeat the procedure with the remaining flashcards. Then point to each flashcard in random order. Ask individual pupils to name them. Show the pupils picture flashcard 20. Ask: What time is it? Write the question on the board. Have the pupils repeat the question. Then say and write: It's eight o'clock. Have the pupils repeat, chorally and/or individually. Write different times on the board. Elicit the time from the pupils.  
Pupils' books open. Play the CD. The pupils listen, point to the words and repeat. If you wish, play the CD again, pausing after each word. The pupils repeat, chorally and/or individually.

3.UE14 3.S1

- **Rearrange the letters and complete the sentences. Then match.**  
Point to the first clock and ask the pupils to say what time it is. Repeat the activity with the remaining clocks. Then read the example and explain the activity. Allow the pupils some time to complete the activity. Check their answers.  
Answer key:  
1 B,  
2 breakfast, D  
3 lunch, A  
4 homework, E  
5 dinner, C

3.UE14 3.S4 3.W1

- Study Spot**
- **Choose. Then talk with your friend.**  
Pupils' books closed. Say and write on the board: I get up at seven o'clock. The pupils repeat, chorally and/or individually. Underline the words in bold. Elicit the use of present simple for routines. Follow the same procedure to present the other persons of the affirmative (singular) focusing on the -s ending in the third person. Present the spelling rules. Focus on the pronunciation of the suffixes (e.g. gets \s\, goes \z\, watches \iz\). Present the interrogative and negative in the same way. Explain how the short answers are formed. Pupils' books open. Go through the Study spot section briefly. Refer the pupils to the example. The pupils, in pairs, talk about their daily routines, as in the example.

3.UE14 3.L8

- **Complete.**  
Allow the pupils time to complete the activity. Check their answers.  
**Answer key:** 2 brushes 3 Does she play 4 does 5 doesn't watch 6 Do you walk

**Flashcards (20-27).  
Interactive  
Whiteboard  
Software or Track 25  
CD1**

	<ul style="list-style-type: none"> <li>• <b>What time ...? Listen and match.</b> Play the CD, twice if necessary. The pupils listen and complete the activity. Check their answers. <i>Answer key:</i> 1 d 2 b 3 a 4 c</li> </ul> <p><b>AUDIOSCRIPT</b>  <i>Narrator:</i> Hello, Faye. Can I ask you some questions?  <i>Faye:</i> Yes, of course.  <i>Narrator:</i> OK. What time do you get up?  <i>Faye:</i> Get up? Oh, I get up at seven o'clock in the morning.  <i>Narrator:</i> Seven o'clock. Right.  <i>Narrator:</i> Now, what time do you go to school, Faye?  <i>Faye:</i> I go to school at eight o'clock.  <i>Narrator:</i> What time?  <i>Faye:</i> Eight. I go to school at eight o'clock.  <i>Narrator:</i> What time do you do your homework?  <i>Faye:</i> I do my homework at four o'clock.  <i>Narrator:</i> At four?  <i>Faye:</i> Yes. I do my homework at four o'clock in the afternoon.  <i>Narrator:</i> And what time do you go to bed, Faye?  <i>Faye:</i> I go to bed at nine at night.  <i>Narrator:</i> At nine o'clock. OK, Faye, thank you for ...</p>	<b>Interactive Whiteboard Software or Track 26 CD1</b>
<b>ENDING THE LESSON</b>	Write scrambled sentences on the board. Ask pupils to unscramble them and read them aloud.  <p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding exercises from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links</b> Health and safety check ICT links Values links
•	•	•
<b>Reflection</b> Were the lesson objectives/learning objectives realistic? Did I stick to timings? What changes did I make from my plan and why?	<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>	

## Module 3 Lesson plan 3

<b>LESSON: Module 3 Lesson 3</b>		<b>The Theme: <i>Days of the week (1)</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To develop listening and reading comprehension skills through a story; to practise talking about daily routines; to learn how to distinguish between and pronounce the \s\ and \z\ sounds.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.UE2 use cardinal numbers 1 -50 to count(<b>they will be practiced in Time for CLIL section of Module 3</b>)</li> <li>• 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</li> <li>• 3.UE17 use <i>me, too</i> to give short answers (<b>is practiced in Study Spot</b>)</li> <li>• 3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines</li> <li>• 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges (<b>is practiced in Study Spot</b>)</li> <li>• 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics</li> <li>• 3.W6 use with support upper and lower case letters accurately when writing names and address (<b>lower case letters of the names of the days of the week is introduced in Module 3, but the rest is practiced in Module 4</b>)</li> <li>• 3.R1 read and spell out words for others</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: develop listening and reading comprehension skills through a story; practise talking about daily routines; learn how to distinguish between and pronounce the \s\ and \z\ sounds.	
<b>Language focus</b>	<p><b>Structures:</b> Consolidation.</p> <p><b>Language in use:</b> Every day I get up at eight o'clock. I have a shower and I brush my teeth.</p>	
<b>Target vocabulary</b>	Consolidation	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	Picture Flashcards (20-27).	
<b>Previous learning</b>	'Time, Meals and Routines' vocabulary present simple/singular, prepositions of time	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Show the picture flashcards, one at a time, and ask individual pupils to say the words/phrases. Ask the rest of the class for verification.	<b>Picture Flashcards (20-27).</b>
<b>PRESENTATION AND PRACTICE</b>  3.UE9 3.L7	<ul style="list-style-type: none"> <li>• <b>Listen and read.</b></li> </ul> <p>Go through the pictures of the story and set the scene by asking the pupils questions about what they can see in the pictures. e.g. Teacher: (pointing to Liam in picture 1) Get up, Liam. It's time to go to school. (pointing to the clock in</p>	<b>Interactive Whiteboard Software or Track 27 CD1</b>

3.UE9	<p>picture 1) What is it? Class: It's a clock. etc Play the CD. The pupils listen and follow the story in their books.</p> <ul style="list-style-type: none"> <li>• <b>Read the story and complete.</b> The pupils read the story silently and complete the summary. Check their answers. <b>Answer key:</b> 1 eight 2 shower 3 teeth 4 breakfast 5 school</li> </ul>	
3.UE9	<ul style="list-style-type: none"> <li>• <b>Choose the right sentence.</b> Explain the activity. Allow the pupils some time to look at the picture, read the sentences and complete the activity. Check the pupils' answers. <b>Answer key:</b> 3 Where are you going? Play the CD again with pauses for the pupils to repeat, chorally and/or individually.</li> </ul>	
3.UE9 3.S2	<ul style="list-style-type: none"> <li>• <b>Act out the story</b> - <i>For stronger classes:</i> Assign roles to the pupils. Allow them enough time to rehearse their roles in groups. Encourage them to come to the front and act out the story. - <i>For weaker classes:</i> Select a short exchange from the story for the pupils to act out in pairs.</li> <li>• <b>Talking point. Listen and read. Make a new dialogue with your friend.</b> Refer the pupils to the picture and the dialogue. Play the CD. The pupils listen and follow along. Pause the CD for the pupils to repeat, chorally and/or individually. The pupils, in pairs, act out similar dialogues about themselves. Go around the classroom providing any necessary help. Ask some of the pairs to come to the front of the classroom and act out the dialogue. If you wish, write the following on the board so the pupils can refer to it while doing the task. A: What time do you get up, ...? B: I get up at ... . What about you? A: I get up at ... . What do you do then? B: I ... and then I ... . What about you? A: I ... and then I ... . What time do you go to bed? B: I go to bed at ... . <b>Suggested answer key:</b> Zhaniya: What time do you get up, Gulnara? Gulnara: I get up at six. What about you? Zhaniya: I get up at seven. What do you do then? Gulnara: I have a shower and then I have breakfast. What about you? Zhaniya: I have breakfast and then I brush my teeth. What time do you go to bed? Gulnara: I go to bed at ten.</li> </ul> <p><b>Sounds Spot</b></p>	<p><b>Interactive Whiteboard Software or Track 28 CD1</b></p>
3.R1		

3.UE9	<ul style="list-style-type: none"> <li>• <b>Listen, point and repeat.</b> Refer the pupils to the pictures. Point to the picture of gets up and say: \s\ – gets up. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for the picture of drinks. Point to the picture of plays and say: \z\ – plays. The pupils repeat, chorally and/or individually. Check their pronunciation. Explain to the pupils the difference between the two sounds, \s\ and \z\. Play the CD. The pupils listen, point and repeat. Then point to the pictures at random and elicit the sounds and the words.</li> <li>• <b>Complete. Then listen and repeat.</b> Refer the pupils to the picture. Elicit gets up, drinks and plays. Draw the pupils’ attention again to the /s/ and /z/ sounds. Allow the pupils some time to complete the words. Check their answers. <b>Answer key:</b> Sally gets up early, drinks milk and plays football!  <b>Extension activity (Optional)</b> Write the following words on the board: Saturday, Sam, plays, school, does, has. Ask individual pupils to come to the board and write the words under the corresponding sounds (\s\ and \z\ ). <b>Answer key:</b> \s\: Saturday, school, Sam \z\: does, plays, has</li> </ul>	<p><b>Interactive Whiteboard Software or Track 29 CD1</b></p> <p><b>Interactive Whiteboard Software or Track 30 CD1</b></p>
<b>ENDING THE LESSON</b>	<p>Say a time. Individual pupils say what they do at that time. e.g. Teacher: seven o’clock Pupil 1: I get up at seven o’clock. etc</p> <p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding exercises from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>
•	•	•
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 3 Lesson plan 4

<b>LESSON: Module 3 Lesson 4</b>		<b>The Theme: <i>Days of the week (2)</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To name the days of the week; to describe daily routine	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</li> <li>• 3.UE17 use <i>me, too</i> to give short answers</li> <li>• 3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines</li> <li>• 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: name the days of the week; describe daily routine	
<b>Language focus</b>	<p><b>Structures:</b> present simple (plural)</p> <p><b>Language in use:</b> I tidy my room. What day is it? Do Dana and Aidar tidy their rooms on Sunday? No, they don't.</p>	
<b>Target vocabulary</b>	<b>Days:</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	The Days of the Week - poster	
<b>Previous learning</b>	'Time, Meals and Routines' vocabulary present simple/singular, prepositions of time	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Ask a pair of pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 13). Repeat the activity with other pupils.	
<b>PRESENTATION AND PRACTICE</b> 3.UE9  3.UE9	<ul style="list-style-type: none"> <li>• <b>Listen, point and repeat.</b> Pupils' books closed. Ask: What day is it today? Then say and write: (Wednesday). The pupils repeat, chorally and/or individually. Ask: What day is it tomorrow? Write: (Thursday). The pupils repeat, chorally and/or individually. Follow the same procedure and present the rest of the days.</li> </ul> <p><b>Extension activity (Optional)</b> Put up the Days of the Week poster on the board. Ask a pupil to come to the board. Ask him/her to point to his/her favourite day and say what he/she usually does on that day. e.g. Pupil: My favourite day is Sunday. I go to the cinema. Pupils' books open. Play the CD. The pupils listen, point to the words and repeat. If you wish, play the CD again,</p>	<p><b>The Days of the Week - poster</b></p> <p><b>Interactive Whiteboard Software or</b></p>



3.UE9	<p>pausing after each word. The pupils repeat, chorally and/or individually.</p> <ul style="list-style-type: none"> <li>• <b>Talk with your friend.</b> Refer the pupils to the poster. Read the speech bubbles and explain the activity. In pairs, the pupils ask and answer questions, as in the example. Ask a few pairs to report back to the class. <b>Suggested answer key:</b> Pupil 1: I play football. What day is it? Pupil 2: Monday. Pupil 1: I play the violin. What day is it? Pupil 2: Tuesday. Pupil 1: I skateboard. What day is it? Pupil 2: Wednesday. Pupil 1: I do karate. What day is it? Pupil 2: Thursday. Pupil 1: I go fishing. What day is it? Pupil 2: Saturday. Pupil 1: I go sailing. What day is it? Pupil 2: Sunday.</li> </ul>	<b>Track 31 CD1</b>
3.UE9 3.S2 3.S6	<p>Study Spot</p> <ul style="list-style-type: none"> <li>• <b>Read and answer.</b> Pupils' books closed. Say and write on the board: <i>We play football on Sunday.</i> The pupils repeat chorally and/or individually. Present the plural forms of the present simple in the affirmative, interrogative and negative. Point out that we need do to form questions in the plural form. Write on the board: <i>Do cats eat fish? Yes, they do. No, they don't.</i> Underline the words in bold. Explain how the short forms are formed. Pupils' books open. Go through the Study spot section briefly. Allow the pupils some time to complete the activity. Check their answers. <b>Answer Key:</b> 2 No, they don't. They listen to music on Saturday. 3 No, they don't. They watch TV on Friday.</li> </ul>	
3.UE9 3.S2 3.S6	<ul style="list-style-type: none"> <li>• <b>Read and correct.</b> Explain the activity and read the example. Allow the pupils some time to complete the activity. Check their answers. <b>Answer key:</b> 2 do 3 get 4 drinks 5 don't 6 play 7 Do 8 doesn't 9 get 10 watches</li> </ul>	
3.UE9 3.S2 3.S6	<ul style="list-style-type: none"> <li>• <b>Let's Play</b> Explain the game. Divide the class into two teams, X and O. If you have a large class, you may prefer doing it in smaller groups or in pairs. The teams take turns choosing a word and making a sentence. If the sentence is correct, they get to mark the box accordingly, with an X and O. The winner is the team that has three marks horizontally, vertically or diagonally. <b>Suggested answer key:</b> My favourite day is Monday. When do you have dinner? etc.</li> </ul>	



<p><b>ENDING THE LESSON</b> 3.U9 3.S6</p>	<p>Tell the pupils that they have to guess what you do on any given day. Brainstorm for ideas and write them on the board, e.g. go to the park, play football, etc. Divide the class into two teams, A and B. Each team takes turns choosing a day and guessing what you do on that day (they have only three guesses). Each correct guess wins a point. The team with the most points wins.</p> <p>e.g. Teacher: Which day do you want? Team A Pupil 1: Friday. Teacher: What do I do on Fridays? Team A Pupil 2: Do you play football? Teacher: Yes, I do. etc</p> <p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding exercises from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
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**Additional information**

<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>
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## Module 3 Lesson plan 5

<b>LESSON: Module 3 Lesson 5</b>		<b>The Theme: <i>At the right time (1)</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk and write about their favourite day; to develop the pupils' listening skills through a song.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</li> <li>• 3.UE14 use basic prepositions of location and position: <i>at, behind, between, in, in front of, near, next to, on, to</i> to describe where people and things are (<b><i>in, in front of, near, on, to</i> were practiced in Lesson 1 and <i>between, next to, behind, at</i> are practiced in the section Our Town</b>) use prepositions of time: <i>on, in, at</i> to talk about days and times</li> <li>• 3.R6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics</li> <li>• 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</li> <li>• 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges</li> <li>• 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics</li> <li>• 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics</li> <li>• 3.L9 recognise the spoken form of familiar words and expressions</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: talk and write about their favourite day; develop the pupils' listening skills through a song.	
<b>Language focus</b>	<p><b>Structures:</b> Consolidation.</p> <p><b>Language in use:</b> My favourite day is Sunday. I get up at ten o'clock in the morning and I have a big breakfast. What day is it today? On which days have you got your English lessons?</p>	
<b>Target vocabulary</b>	<b>Consolidation</b>	
<b>ICT skills</b>	Using audios	
<b>Previous learning</b>	'Time, Meals and Routines' vocabulary present simple/plural, prepositions of time	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Write any three days of the week on the board. Invite pupils to come to the front and write the missing days.	

<p><b>PRESENTATION AND PRACTICE</b></p> <p>3.U9 3.U14 3.R3 3.R6 3.L8 3.S6 3.L7 3.L9</p> <p>3.U9 3.U14 3.R3 3.S6</p> <p>3.U9 3.U14 3.L9</p> <p>3.R6</p>	<ul style="list-style-type: none"> <li> <p><b>Listen and read. Then answer.</b></p> <p>Read the first sentence of Lilly’s project and invite the pupils to guess what she does on Sunday. Play the CD. The pupils listen and follow the text in their books. Allow the pupils some time to read the text silently and then ask them to answer the questions.</p> <p><b>Answer key:</b></p> <p>1 Lilly gets up at ten o’clock in the morning. 2 No, she doesn’t. She rides her bike in the park. 3 At one o’clock. 4 She watches TV with Charlie or listens to music. Then ask individual pupils to read out the text.</p> </li> <li> <p><b>Read and choose.</b></p> <p>Allow the pupils some time to read the sentences and write the correct answer. Check the pupils’ answers.</p> <p><b>Answer key:</b> 2 a 3 a 4 b</p> </li> <li> <p><b>PORTFOLIO: Talk with your friends. Then write about your favourite day.</b></p> <p>Refer the pupils to the picture and elicit the time (eight o’clock) and the meal eaten at that time (breakfast). Ask the pupils, in pairs or in groups, to talk about what they usually do on their favourite day. Go around the classroom, providing any necessary help. For homework, tell the pupils to write about their favourite day and use the text in Ex. 21 as a model.</p> <p><b>Suggested answer key:</b></p> <p>My favourite day is Saturday. I get up at nine o’clock in the morning and I have a big breakfast. Then I go to the park with my mum and my sister. I play football with my friends and my sister rides her bike. At one o’clock, we all have lunch together. In the afternoon, I watch TV with my sister. I love Saturdays! by Saule</p> <p><b>Note:</b> Once you have corrected their writing activities, guide your pupils on how to file them in their Language Portfolios.</p> </li> <li> <p><b>Let’s Sing!</b></p> <p>Ask: How many days are there? Elicit: Seven. Then say: Seven days, there are seven days. Seven days a week. Encourage the pupils to repeat, chorally and/or individually. Play the CD. The pupils listen and follow along in their books. Divide the class into three teams and assign each team a verse. Play the song again. The teams only sing the designated verse. Time permitting, play the song a third time for the pupils to sing the song as a class.</p> <p><b>Extension activity (Optional)</b></p> <p>Assign a day to each pupil. The pupils listen to the song</p> </li> </ul>	<p><b>Interactive Whiteboard Software or Track 32 CD1</b></p> <p><b>Interactive Whiteboard Software or Track 33 CD1</b></p>
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3.U9 3.S6 3.L9	<p>and stand up every time their day is heard. (See the Introduction for further ideas on how to exploit the songs.)</p> <ul style="list-style-type: none"> <li><b>In pairs answer the questions.</b></li> </ul> <p>Refer the pupils to the questions. Allow the pupils some time to ask and answer them in pairs.</p> <p><b>Suggested answer key:</b></p> <p>A: What day is it today? B: Today is Friday.  A: What day is it tomorrow? B: Tomorrow is Saturday.  A: On which days have you got your English lessons? B: I've got my English lessons on Wednesdays and Fridays.  A: On which days haven't you got school? B: I haven't got school on Saturday and Sunday.  A: What's your favourite day? B: My favourite day is Sunday.  A: What day is difficult to spell? B: Wednesday is difficult to spell.  A: What day is your birthday this year? B: My birthday is on a Saturday this year.  A: What day is Nauryz this year? B: Nauryz is on a Wednesday this year.</p>	
<b>ENDING THE LESSON</b>	<p>Write the days of the week on the board, but with a few letters missing. Ask individual pupils to come to the board and complete the missing letters.</p> <p><b>ACTIVITY BOOK (Optional)</b></p> <p>If you wish, you can assign some or all of the corresponding exercises from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>
•	•	•
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 3 Lesson plan 6

<b>LESSON: Module 3 Lesson 6</b>		<b>The Theme: <i>At the right time (2)Time for CLIL</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To present/revise numbers 1-100; to make calculations.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.UE2 use cardinal numbers 1 -50 to count</li> <li>• 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</li> <li>• 3.UE14 use basic prepositions of location and position: <i>at, behind, between, in, in front of, near, next to, on, to</i> to describe where people and things are use prepositions of time: <i>on, in, at</i> to talk about days and times</li> <li>• 3.R6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics</li> <li>• 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</li> <li>• 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: present/revise numbers 1-100; make calculations.	
<b>Language focus</b>	<p><b>Structures:</b> Consolidation.</p> <p><b>Language in use:</b> There are seven weeks in every month. Berik plays the guitar for 2 hours every day. How many hours does he play in a week?</p>	
<b>Target vocabulary</b>	<b>Numbers:</b> 1-100	
<b>Cross - curricular links</b>	Maths (Ex. 27)	
<b>ICT skills</b>	Using audios	
<b>Previous learning</b>	'Time, Meals and Routines' vocabulary present simple, prepositions of time, numbers 1-100.	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Ask some pupils to present their portfolio activities from the previous lesson. Play the song from the previous lesson. Invite the pupils to sing along.	
<b>PRESENTATION AND PRACTICE</b>  3.UE2 3.UE14	<ul style="list-style-type: none"> <li>• <b>Listen, point and repeat.</b></li> </ul> <p>Pupils' books closed. Write the numbers 10-100 on the board. Point to the items, one at a time, and say the corresponding words. The pupils repeat, chorally/ individually. Point to the items in random order. Ask individual pupils to name them. Ask the rest of the class for verification.</p> <p>Pupils' books open. Play the CD. The pupils listen, point to the words and repeat. If you wish, play the CD</p>	<b>Interactive Whiteboard Software or Track 34 CD1</b>

<p>3.U2 3.U9 3.U14</p> <p>3.U9 3.R6 3.R3 3.L7</p>	<p>again pausing after each word. The pupils repeat, chorally and/or individually.</p> <ul style="list-style-type: none"> <li>• <b>Write the numbers. Then, in pairs, decide if the sentences are True or False.</b> Explain the activity. Allow the pupils some time to read the sentences silently and complete the activity. Check the pupils' answers. <i>Answer key:</i> 1 False; 2 ninety, False; 3 fifty-two, True; 4 twenty-four, True; 5 ten, False; 6 thirty-one, False</li> <li>• <b>Read and answer.</b> Refer the pupils to the reminder about how many minutes are in an hour as well as how many seconds are in a minute. - <i>For stronger classes:</i> The pupils read the texts silently and answer the questions in their notebooks. Allow the pupils some time to complete the activity. Check their answers. - <i>For weaker classes:</i> Read the text about Berik. Explain any unknown words. Say: There are seven days in a week. Berik plays guitar for 2 hours every day. Then write on the board: <math>7 \times 2 = ?</math> Ask pupils to say how many hours Berik plays the guitar in a week. Follow the same procedure with the rest of the children. <i>Answer key:</i> 1 fourteen hours, 2 sixty minutes, 3 thirty-five minutes, 4 one and a half hours, 5 one minute and forty seconds</li> </ul>	
<p><b>ENDING THE LESSON</b></p>	<p>Play Noughts and Crosses. Explain the game. Put pupils in pairs, Pupil 1 is X and Pupil 2 is O. Pupils take turns and make sentences using the numbers. For every correct answer, pupils draw an X or O. The winner is the first to get three Xs or Os in a row. e.g. Pupil 1: I play the guitar for forty minutes every day. Pupil 2: I've got ten dolls.</p> <p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</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 Values links</b></p>
<p>•</p>	<p>•</p>	<p>•</p>

**Reflection**

Were the lesson objectives/learning objectives realistic?

Did I stick to timings?

What changes did I make from my plan and why?

**Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson**

## Module 3 Lesson plan 7

<b>LESSON: Module 3 Lesson 8</b>		<b>The Theme: <i>Unit Revision SAI</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about teatime in the UK and in their country; to consolidate the language of the module. To check pupils' knowledge of Module 3	
<b>Lesson objectives</b>	<b>All learners will be able to:</b> <ul style="list-style-type: none"> <li>• 3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</li> <li>• 3.R6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics</li> <li>• 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</li> <li>• 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics</li> <li>• 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics</li> <li>• 3.L9 recognize the spoken form of familiar words and expressions</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: talk about teatime in the UK and in their country; consolidate the language of the module.	
<b>Language focus</b>	<b>Structures:</b> Consolidation. <b>Language in use:</b> Teatime is at four or five o'clock in the afternoon.	
<b>Target vocabulary</b>	tea, teatime, ill, teacup	
<b>Cross - curricular links</b>	Ex. 28	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	Summative Assessment Worksheets for Module 3, one per each pupil.	
<b>Previous learning</b>	All the materials from the Module 3	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Write the following on the board: $20 - 18 = ?$ Ask pupils to come to the board and write the right number (two). Ask the rest of the class for verification. Repeat with more calculations and other pupils.	
<b>PRACTICE</b>  3.R6	<ul style="list-style-type: none"> <li>• <b>Listen and read.</b> Pupils' books closed. Write the word Teatime on the board. If you wish draw a simple sketch of a teacup and a teapot and elicit the words. Ask the pupils, in L1 if necessary, to tell you if they like tea, what time they drink tea in their country, if they drink it hot or cold etc. Pupils' books open. Ask the pupils to look at the pictures. Point to the flags and elicit the countries.</li> </ul>	<b>Interactive Whiteboard Software or Track 35 CD1</b>



<p>3.UE9 3.R3 3.L7 3.L8 3.L9</p>	<p>Then ask the pupils to tell you what they see in the pictures. e.g. Teacher: (pointing to the sandwiches) What are these? Pupil 1: They are sandwiches. Play the CD and ask the pupils to listen and follow along in their books.</p> <ul style="list-style-type: none"> <li>• <b>Read and complete.</b> Explain the activity. Allow the pupils some time to read the sentences silently and complete the activity. Check their answers. Answer key: 1 five 2 sugar 3 sandwiches 4 black 5 seven 6 kasirs</li> </ul>	
<p><b>ENDING THE LESSON</b></p>	<p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners’ learning?</b></p>	<p><b>Cross-curricular links</b> Health and safety check ICT links Values links</p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 3 Lesson plan 8

<b>LESSON: Module 3 Lesson 8</b>		<b>The Theme: <i>Unit Revision</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To consolidate the language of the module.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.UE2 use cardinal numbers 1 -50 to count</li> <li>• 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</li> <li>• 3.UE14 use basic prepositions of location and position: <i>at, behind, between, in, in front of, near, next to, on, to</i> to describe where people and things are, use prepositions of time: <i>on, in, at</i> to talk about days and times</li> <li>• 3.R6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics</li> <li>• 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: talk about teatime in the UK and in their country; consolidate the language of the module.	
<b>Language focus</b>	<p><b>Structures:</b> Consolidation.</p> <p><b>Language in use:</b> Teatime is at four or five o'clock in the afternoon.</p>	
<b>Target vocabulary</b>	tea, teatime, ill, teacup	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	Formative Assessment Worksheets for Module 3, one per each pupil.	
<b>Previous learning</b>	All the materials from the Module 3	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Write the following on the board: $20 - 18 = ?$ Ask pupils to come to the board and write the right number (two). Ask the rest of the class for verification. Repeat with more calculations and other pupils.	
<b>PRACTICE</b>  3.UE2          3.UE9	<p><b>CHECKPOINT 3</b></p> <ul style="list-style-type: none"> <li>• <b>Read and match.</b> The pupils read the words and match to make phrases. <i>Answer key:</i> 1 d 2 3 3 c 4 b 5 a</li> <li>• <b>Read and draw the times.</b> The pupils read the sentences and draw the times on the clocks.</li> <li>• <b>Write the numbers.</b> The pupils look at the numbers and write the correct word. <i>Answer key:</i> B forty-three, C sixty, D seventy- eight, E ninety, F a hundred</li> </ul>	<p><b>Interactive Whiteboard Software or Track 35 CD1</b></p>

<p>3.U9 3.U14 3.R6 3.R3</p>	<ul style="list-style-type: none"> <li>• <b>Underline.</b> The pupils read the sentences and underline the correct word in bold. <i>Answer key:</i> 1 don't 2 brushes 3 listen 4 tidies 5 Does</li> <li>• <b>Read and complete.</b> The pupils read the text and complete with the correct word. <i>Answer key:</i> 1 get 2 breakfast 3 ride 4 play 5 afternoon</li> </ul> <p><i>Extra Check:</i> The pupils are now ready to do page 34 in the Activity Book.</p>	
<p><b>ENDING THE LESSON</b> 3.U9</p>	<ul style="list-style-type: none"> <li>• <b>Project: My favourite drink</b> Ask the pupils to think of their favourite drink from their country and write a simple description using the texts in Ex.28 as a model. They can draw or look for pictures on the Internet and attach them. Alternatively, this can be done for homework. Ask some pupils to present their projects to the class. <i>Suggested answer key:</i> This is kumis. It's a milk drink. People drink it from cups called piyala. When you visit a home in Kazakhstan, there is always kumis for you.</li> </ul> <p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b> Health and safety check ICT links Values links</p>
<p>•</p>	<p>•</p>	<p>•</p>
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 4 Lesson plan 1

<b>LESSON: Module 4 Lesson 1</b>		<b>The Theme: <i>Four walls (1)</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about parts of a house; to talk about what we can find in each part of a house.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.UE11 use have got + noun to describe and ask about possessions (<b>it was practiced in Unit 1 Animals</b>) use how many are there? question form</li> <li>• 3.R5 understand the main points of simple sentences on familiar topics by using contextual clues</li> <li>• 3.R4 begin to use with support a simple picture dictionary</li> <li>• 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</li> <li>• 3.L1 understand a range of short basic supported classroom instructions (<b>when doing exercises</b>)</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: Talk about parts of a house; talk about what we can find in each part of a house.	
<b>Language focus</b>	<p><b>Structures:</b> There is/are</p> <p><b>Language in use:</b> There's a car in the garage. There are two lamps in the bathroom. They bought a lamp for the bedroom.</p>	
<b>Target vocabulary</b>	<p><b>Part of a house:</b> bathroom, bedroom, hall, living room, kitchen, garage, garden</p> <p><b>Things in a house:</b> lamp, mirror, bath, fridge, cooker, bookcase, sofa, armchair; car, tree</p>	
<b>Extra materials</b>	Completed Progress Report Cards.	
<b>Previous learning</b>	Vocabulary from the Module 3	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Hand out the completed Progress Report Cards for the previous module and ask the pupils to file them in their Language Portfolios.	
<b>PRESENTATION AND PRACTICE</b>  3.R5 3.R4	<ul style="list-style-type: none"> <li>• <b>Look at the picture. Which rooms are on the ground floor? Which rooms are on the first floor? Which rooms are on the second floor?</b></li> </ul> <p>Pupils' books closed. Draw a simple sketch of a house on the board with two floors. The house should have a kitchen on the ground floor, a living room on the first floor and a bedroom on the second floor. Point to the kitchen and ask: Which room is this? Elicit: kitchen. Then say: There's a kitchen on the ground floor. Explain the meaning of ground floor. Follow the same procedure and present the first and second floor. Pupils' books open. Refer the pupils to the picture. Ask: Where's the kitchen? Help the pupils answer: On the ground floor. Ask: What else is there on the ground</p>	

<p>3.UE11 3.S3</p>	<p>floor?          Help the pupils answer: the garage. Repeat the activity for the other parts of the house. Then ask individual to say on which floor each room is.  <b>Answer key:</b> ground floor: kitchen, garage; first floor: hall, living room; second floor: bathroom, bedroom.</p> <ul style="list-style-type: none"> <li>• <b>Look at the picture again and match.Say.</b>          Go through and present the items 1-10. Explain the activity. Allow the pupils time to write the corresponding letter. Check their answers.  <b>Answer key:</b> 3 b 4 d 5 a 6 c 7 g 8 g 9 c 10 c</li> </ul> <p>Read the examples. Remind the pupils that we use There's before nouns in the singular form and There are before nouns in the plural form. The pupils then look at the picture and make sentences as in the example. Check their answers.  <b>Answer key:</b>          3 There are two trees in the garden.          4 There's a mirror in the hall.          5 There's a bath in the bathroom.          6 There are two bookcases in the living room.          7 There's a fridge in the kitchen.          8 There's a cooker in the kitchen.          9 There's a sofa in the living room.          10 There are two armchairs in the living room</p> <ul style="list-style-type: none"> <li>• <b>What did the Omarovs buy for their new house yesterday? Listen and tick (✓). Then say.</b>          Explain the activity. Tell pupils that bought is the verb buy in the past simple. Play the CD twice, if necessary. The pupils listen and tick the correct boxes. Check their answers.  <b>Answer key: phrases to be ticked:</b> four chairs for the kitchen;          a table for the garden.</li> </ul> <p><b>AUDIOSCRIPT</b>          The Omarovs bought some things for their new house yesterday.          They bought a lamp for the bedroom.          They bought four chairs for the kitchen.          They bought a table for the garden, too!</p>	<p><b>Interactive Whiteboard Software or Track 36 CD1</b></p>
<p><b>ENDING THE LESSON</b></p>	<p>Ask a pupil to begin sketching one of the items in Ex. 2 on the board. The rest of the class tries to guess what it is and in which room it can be found. Whoever guesses correctly comes to the board and the game continues.  <b>Suggested answer key:</b>          Pupil 1: (Begins to draw a fridge.)          Pupil 2: It's a fridge. There's a fridge in the kitchen.</p> <p><b>ACTIVITY BOOK (Optional)</b>          If you wish, you can assign some or all of the</p>	

	corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first.	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
•	•	•
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic? Did I stick to timings? What changes did I make from my plan and why?	<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>	

## Module 4 Lesson plan 2

<b>LESSON: Module 4 Lesson 2</b>	<b>The Theme: <i>Our Town(1)</i></b>	
<b>Date:</b>	<b>Teacher's name:</b>	
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about places and location; to practise giving directions.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.UE14 use basic prepositions of location and position: <i>at, behind, between, in, in front of, near, next to, on, to</i> to describe where people and things are use prepositions of time: <i>on, in, at</i> to talk about days and times</li> <li>• 3.UE1 use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions</li> <li>• 3.UE11 use have got + noun to describe and ask about possessions use how many are there? question form (<b>it was practiced in Unit 1 Animals</b>)</li> <li>• 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</li> <li>• 3.UE3 use common adjectives in descriptions and to talk about simple feelings (<b>it was practiced in Module 2, p. 23</b>)</li> <li>• 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</li> <li>• 3.W7 spell some familiar high-frequency words accurately during guided writing activities</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: Talk about places and location; practise giving directions.	
<b>Language focus</b>	<p><b>Structures:</b> Prepositions of place (opposite, next to, between, behind)</p> <p><b>Language in use:</b> You can get bread from the baker's. Excuse me! Where's the supermarket? It's next to the butcher's.</p>	
<b>Target vocabulary</b>	<p><b>Places:</b> butcher's, greengrocer's, bank, post office, hospital, baker's, supermarket, sweet shop</p> <p><b>Prepositions:</b> opposite, next to, between, behind</p>	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	Picture flashcards (28-35).	
<b>Previous learning</b>	'Parts of the house, things in the house' vocabulary There is/are	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Write some of the words from the previous lesson with some letters missing, e.g. b _ _ kc _ s _ . Ask a pupil to come to the board and complete the word. Ask the rest of the class for verification. Repeat with some other words and pupils.	

<p><b>PRESENTATION AND PRACTICE</b></p> <p>3.W7</p> <p>3.UE1 3.W7</p> <p>3.UE14 3.S1</p> <p>3.UE14 3.UE9</p> <p>3.UE14 3.UE9 3.S1</p>	<ul style="list-style-type: none"> <li> <p><b>Listen, point and repeat. Then match.</b>  Pupils' books closed. Put up the picture flashcards on the board. Point to them, one at a time, and name them. The pupils repeat, chorally and/or individually. Repeat the procedure with the remaining flashcards. Then point to each flashcard in random order. Ask individual pupils to name them.  Pupils' books open. Play the CD. The pupils listen, point to the pictures, and repeat the words. If you wish, play the CD again pausing after each word. The pupils repeat, chorally and/or individually.  The pupils read the words and match them to the pictures. Allow the pupils some time to complete the activity. Check their answers.  <b>Answer key:</b> 1 d 2 f 3 a 4 g 5 c 6 b 7 e 8 h</p> </li> <li> <p><b>Read and match.</b>  Explain the activity. The pupils complete the sentences with the correct answers (a-d). Check the pupils' answers.  <b>Answer key:</b> 2 c 3 d 4 a</p> </li> <li> <p><b>Let's Play</b>  Allow the pupils three minutes to read the sentences. Then elicit their answers.  Suggested answer key: 1 bank, butcher's; 2 cheese, milk; 3 baker's, post office; 4 sweet shop; 5 hospital</p> <p><b>Study Spot</b></p> <ul style="list-style-type: none"> <li> <p><b>Look, read and choose.</b>  Pupils' books closed. Put your pencil behind a book, show it to the class and ask: Where is the pencil?  Answer: It's behind the book. Write the exchange on the board and underline the word in bold. The pupils repeat, chorally and/or individually. Follow the same procedure and present the prepositions next to, opposite and between.  Drill your pupils:  e.g. Teacher: (putting a pencil case between two books)  Pupil 1: Between. etc  Pupils' books open. Go through the Study spot section briefly. Read the instructions and explain the activity. Allow the pupils some time to complete the activity. Check their answers.  <b>Answer key:</b> 2 a 3 b 4 b 5 a</p> </li> <li> <p><b>Talk with your friend.</b>  Refer the pupils to the speech bubbles. The pupils, in pairs, look at the picture in Ex. 7 and ask and answer questions.  Go around the classroom providing any necessary help. Ask some pairs to report back to the class.  <b>Suggested answer key:</b></p> </li> </ul> </li> </ul>	<p><b>Picture flashcards (28-35).</b></p> <p><b>Interactive Whiteboard Software or Track 37 CD1</b></p>
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<p>3.UE14 3.UE9 3.W7</p>	<p>A: Excuse me! Where's the supermarket? B: It's next to the baker's. A: Excuse me! Where's the butcher's? B: It's opposite the hospital. A: Excuse me! Where's the greengrocer's? B: It's between the post office and the hospital. A: Excuse me! Where's the hospital? B: It's opposite the butcher's. A: Excuse me! Where's the baker's? B: It's next to the supermarket.</p> <ul style="list-style-type: none"> <li>• <b>Read and label the buildings.</b> Allow the pupils some time to read the sentences and complete the activity. Check the pupils' answers. <b>Answer key:</b> 1 greengrocer's 2 baker's 3 butcher's 4 post office 5 supermarket</li> </ul>	
<p><b>ENDING THE LESSON</b></p>	<p>Ask the pupils to draw a simple sketch of a town and give it a name. Tell them to draw the following buildings wherever they like in their town: a baker's, a butcher's, a greengrocer's, a sweet shop, a supermarket, a bank, a post office, and a hospital. Then the pupils, in pairs, talk about their drawings. e.g. Pupil 1: Where's the bank in your town? Pupil 2: It's behind the post office. etc</p> <p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first.</p>	
<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b> Health and safety check ICT links Values links</p>
<p>•</p>	<p>•</p>	<p>•</p>
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 4 Lesson plan 3

<b>LESSON: Module 4 Lesson 3</b>		<b>The Theme: <i>Our town (2)</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To develop listening and reading comprehension skills through a story; to practise giving directions; to learn how to pronounce the sound \aʊ\.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.U14 use basic prepositions of location and position: <i>at, behind, between, in, in front of, near, next to, on, to</i> to describe where people and things are use prepositions of time: <i>on, in, at</i> to talk about days and times</li> <li>• 3.U1 use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions</li> <li>• 3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</li> <li>• 3.U3 use common adjectives in descriptions and to talk about simple feelings</li> <li>• 3.S4 respond to basic supported questions giving personal and factual information</li> <li>• 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</li> <li>• 3.W7 spell some familiar high-frequency words accurately during guided writing activities</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: develop listening and reading comprehension skills through a story; practise giving directions; learn how to pronounce the sound \aʊ\.	
<b>Language focus</b>	<p><b>Structures:</b> Consolidation.</p> <p><b>Language in use:</b> Jake, can you get some cakes from the baker's, please? It's next to the bank.</p>	
<b>Target vocabulary</b>	Consolidation	
<b>ICT skills</b>	Using audios	
<b>Previous learning</b>	'Places' vocabulary, prepositions of place	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Ask a pupil to mime an action associated with one of the places from the previous lesson. Ask the rest of the class to guess which place it is. Demonstrate this yourself first. e.g. Teacher: (mimes posting a letter) Pupil 1: Post office! etc	
<b>PRESENTATION AND PRACTICE</b>  3.U14 3.U1 3.U9 3.U3	<ul style="list-style-type: none"> <li>• <b>Listen and read.</b></li> </ul> <p>Go through the pictures of the story and set the scene by asking the pupils questions about what they can see in the pictures. e.g. Teacher: (pointing to Jake with his grandma in picture 1) Who's with Jake?</p>	<b>Interactive Whiteboard Software or Track 38 CD1</b>

<p>3.UE1</p>	<p>Class: His grandma. Teacher: (pointing to Jake in picture 1) What's Jake doing? Class: He's playing a video game. etc Play the CD. The pupils listen and follow the story in their books.</p> <ul style="list-style-type: none"> <li>• <b>Read the story and complete.</b> Allow the pupils some time to read the story silently and complete the activity. Check the pupils' answers. <b>Answer key:</b> 1 baker's 2 greengrocer's 3 butcher's 4 sweet shop</li> <li>• <b>Find the following in the story.</b> Allow the pupils some time to look at the items and the story again. They complete the activity. Check the pupils' answers. <b>Answer key:</b> 1 Picture 6; 2 Picture 3; 3 Pictures 1, 2; 4 Picture 5 Play the CD again with pauses for the pupils to repeat, chorally and/or individually.</li> </ul>	
<p>3.UE9</p>	<ul style="list-style-type: none"> <li>• <b>Act out the story</b> - <i>For stronger classes:</i> Assign roles to the pupils. Allow them enough time to rehearse their roles in groups. Encourage them to come to the front and act out the story. - <i>For weaker classes:</i> Select a short exchange from the story for the pupils to act out in pairs.</li> </ul>	
<p>3.UE9 3.S4 3.S1</p> <p>3.W7</p>	<ul style="list-style-type: none"> <li>• <b>Talking point. Listen and read. Make a new dialogue with your friend.</b> Refer the pupils to the picture and the dialogue. Play the CD. The pupils listen and follow along. Pause the CD for the pupils to repeat, chorally and/or individually. The pupils, in pairs, act out similar dialogues about themselves. Go around the classroom providing any necessary help. Ask some pairs to come to the front of the classroom and act out the dialogue. If you wish, write the following on the board so the pupils can refer to it while they are completing the activity. A: ... , can you get some ... from the ... , please? B: Yes, of course. Where's the ... ? A: It's on ... . It's ... . B: OK. Anything else? A: Get ... and ... , too. <b>Suggested answer key:</b> Saule: Ulan, can you get some apples from the greengrocer's, please? Ulan: Yes, of course. Where's the greengrocer's? Saule: It's on Gogol Street. It's next to the post office. Ulan: OK. Anything else? Saule: Get some bananas and some oranges, too.</li> </ul>	<p><b>Interactive Whiteboard Software or Track 39 CD1</b></p>

3.W7	<p><b>Sounds Spot</b></p> <ul style="list-style-type: none"> <li>• <b>Listen, point and repeat.</b> Write the letters ou on the board. Point to them and say: \aʊ\. The pupils repeat, chorally and/or individually. Point to the letters again and ask the pupils to say the sound. Refer the pupils to the pictures. Point to the house and say: ou \aʊ\ – house. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for mouse and blouse. Play the CD. The pupils listen and repeat. Then point to the pictures at random and elicit the sound and the words.</li> <li>• <b>Complete. Then listen and repeat.</b> Refer the pupils to the picture. Elicit house, mouse and blouse. Draw the pupils’ attention again to the \aʊ\ sound. Allow the pupils some time to write the sentence and complete the words. Check their answers. <i>Answer key:</i> The mouse with the brown blouse is in the round house. Play the CD for the pupils to listen and repeat, chorally and/or individually. Ask individual pupils to read out the sentence. Check their pronunciation and intonation.</li> </ul> <p><i>Extension activity (Optional)</i> Write the following words on the board: round, lour, sausage, mouse, cloud. Ask individual pupils to come to the board and circle the words that have the \aʊ\ sound. Ask the rest of the class for verification. <i>Answer key:</i> round, flour, mouse, cloud</p>	<p><b>Interactive Whiteboard Software or Track 40 CD1</b></p> <p><b>Track 41 CD1</b></p>
<p><b>ENDING THE LESSON</b> 3.U9 3.S4 3.S1</p>	<p>Ask the pupils to form pairs. Each pair decides where they are (at the baker’s, at the supermarket, etc) and their roles (shop assistant, customer). The pupils act out a dialogue for the class to guess where they are. Demonstrate with a pupil first. e.g. Teacher: Can I have a cake, please? Pupil: (miming handing over a cake.) Here you are. Teacher: Thank you. Class: You are at the baker’s!</p> <p><i>ACTIVITY BOOK (Optional)</i> If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first.</p>	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>

•	•	•
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 4 Lesson plan 4

<b>LESSON: Module 4 Lesson 4</b>		<b>The Theme: <i>Our town (3)</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about jobs.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</li> <li>• 3.S4 respond to basic supported questions giving personal and factual information</li> <li>• 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</li> <li>• 3.W7 spell some familiar high-frequency words accurately during guided writing activities</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: Talk about jobs.	
<b>Language focus</b>	<p><b>Structures:</b> present simple (all forms)</p> <p><b>Language in use:</b> What do I want to be? She works at a hospital. She helps sick people.</p>	
<b>Target vocabulary</b>	<b>Jobs:</b> postman, chef, pilot, iredrter, vet, doctor, baker, police officer	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	'The Jobs' - poster.	
<b>Previous learning</b>	'Places' vocabulary, prepositions of place	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Ask two pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 14). Repeat the activity with other pupils.	
<b>PRESENTATION AND PRACTICE</b>	<ul style="list-style-type: none"> <li>• <b>Listen, point and repeat. Then match.</b> Pupils' books closed. Put up the My Jobs poster on the board. Point to the items, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Point to the items in random order. Ask individual pupils to name them.</li> </ul> <p>Pupils' books open. Play the CD. The pupils listen, point to the words and repeat. If you wish, play the CD again pausing after each word/phrase. The pupils repeat, chorally and/or individually.</p> <p>Explain the activity. The pupils match the words to the pictures. Allow the pupils some time to complete the activity. Check their answers.</p> <p><b>Answer key:</b> 2 d 3 b 4 c 5 h 6 a 7 f 8 e</p>	<p><b>'The Jobs' - poster.</b></p> <p><b>Interactive Whiteboard Software or Track 42 CD1</b></p>
3.S4		

<p>3.S4 3.S1</p> <p>3.U9 3.W7</p>	<ul style="list-style-type: none"> <li> <b>Listen and choose.</b>            Point to the pictures and elicit the jobs. Play the CD, twice if necessary. The pupils listen and complete the activity. Check their answers.            Answer key: 1 C 2 B   <b>AUDIOSCRIPT</b>            1 What's her job?            A: Betty, what's your job? Are you a teacher or a doctor?            B: I'm a vet. I help sick animals.            A: A vet? That's very nice.            2 What's his job?            A: Bill, what's your job? Are you a greengrocer or a chef?            B: I'm a fireighter. I fight fires.            A: A fireighter? I want to be a fireighter, too!         </li> <li> <b>Let's Play</b>            Refer the pupils to the picture, read the example and explain the game. Brainstorm various jobs and what each entails. Then, ask the pupils to draw an item related to the profession they want to follow when they grow up on a piece of paper. Ask the pupils to form pairs. The pupils show their partners their drawings and ask and answer questions, as in the example. Go around the classroom providing any necessary help. Ask some pairs to report back to the class.  <b>Suggested answer key:</b>            Pupil 1: (showing a picture of a chef's hat) What do I want to be?            Pupil 2: A chef! etc         </li> <li> <b>Study Spot</b> <ul style="list-style-type: none"> <li> <b>Read and complete.</b>            Pupils' books closed. Say and then write: I sell vegetables.            The pupils repeat, chorally and/or individually.            Underline the word in bold. Present the form and the use of the present simple tense. Explain that it is used to describe habitual actions. Write the second and the third person singular on the board. Underline the -s in the third person.            Explain that the third person singular is usually formed by adding -s to the verb. Point out that there are exceptions to that rule. Write these verbs on the board: wash, teach, do, lie, and show the pupils how the third person singular is formed (washes, teaches, does, lies). Focus the pupils' attention on the pronunciation of the suffixes. Present the interrogative, negative and the short answers in the same way. Point out that we need do to form the first and the second person singular and does to form the third person singular (interrogative and negative).         </li> </ul> </li> </ul>	<p><b>Interactive Whiteboard Software or Track 43 CD1</b></p>
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3.UE9	<p>Pupils' books open. Go through the Study spot section briefly. Read the instructions and explain the activity. Allow the pupils some time to complete the activity. Check their answers.</p> <p><b>Answer key:</b> 2 drives, police officer; 3 flies, pilot; 4 makes, baker; 5 works, chef; 6 helps, vet</p> <ul style="list-style-type: none"> <li>• <b>Read and circle.</b></li> </ul> <p>Allow the pupils some time to read the text and complete the activity. Check the pupils' answers.</p> <p>Answer key: 2 eats 3 brushes 4 goes 5 works 6 helps 7 comes 8 eat 9 likes 10 loves</p>	
<p><b>ENDING THE LESSON</b> 3.UE9 3.S4</p>	<p>The pupils, in pairs, ask and answer questions about the vet in Ex. 21. Elicit their answers.</p> <p>e.g. Pupil 1: What time does she get up? Pupil 2: She gets up at six o'clock. Pupil 1: Does she eat breakfast? Pupil 2: Yes, she does. etc</p> <p><b>ACTIVITY BOOK (Optional)</b></p> <p>If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first.</p>	
<b>Additional information</b>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b> Health and safety check ICT links Values links</p>
•	•	•
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	



## Module 4 Lesson plan 5

<b>LESSON: Module 4 Lesson 5</b>	<b>The Theme: <i>A postman</i></b>	
<b>Date:</b>	<b>Teacher's name:</b>	
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about jobs; to write about someone they know and their job; to develop the pupils' listening skills through a song.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.W1 write with support short responses at phrase level to questions and other prompts</li> <li>• 3.U4 use determiners <i>a, an, the, some, any, this, these, that, those</i> to identify things</li> <li>• 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges</li> <li>• 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</li> <li>• 3.L1 understand a range of short basic supported classroom instructions</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: talk about jobs; write about someone they know and their job; develop the pupils' listening skills through a song.	
<b>Language focus</b>	<p><b>Structures:</b> Consolidation.</p> <p><b>Language in use:</b> He's a postman. He works at the post office. Postman Bell, what's in your bag?</p>	
<b>Target vocabulary</b>	<b>Consolidation</b>	
<b>ICT skills</b>	Using audios	
<b>Previous learning</b>	'Jobs' vocabulary, present simple (all forms)	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Ask the pupils questions about their daily routine. Elicit their answers. e.g. Teacher: What time do you get up? Pupil 1: I get up at seven o'clock. etc	
<p><b>PRESENTATION AND PRACTICE</b></p> <p>3.W1 3.U4 3.R3</p> <p>3.W1 3.S6</p>	<ul style="list-style-type: none"> <li>• <b>Read and complete. Then listen and check.</b> Allow the pupils some time to read the text silently and complete the activity. Play the CD. The pupils listen and check their answers. Answer key: 2 post office 3 seven 4 bike 5 letters 6 biscuit Then individual pupils read out the text.</li> <li>• <b>Read and choose.</b> Explain the activity. Allow the pupils some time to read the sentences and complete the activity. Check their</li> </ul>	<p><b>Interactive Whiteboard Software or Track 44 CD1</b></p>

<p>3.S6</p>	<p>answers. Answer key: 1 a 2 b 3 a</p> <p><b>PORTFOLIO:</b> Talk with your friends. Then write about someone you know and his/her job. Refer the pupils to the picture and the text. Point to the drawing and ask: What's his job? Elicit: He's a doctor. Elicit from pupils what they would say about someone they know and his/her job. Then ask the pupils, in pairs or in groups, to talk about them. Go around the classroom providing any necessary help. For homework, tell the pupils to draw or stick a picture of someone they know on a piece of paper and use the text in Ex. 22 as a model to write about his/her job. <b>Suggested answer key:</b> This is Mrs Omarova. She's a doctor. She works at a hospital. She gets up at seven o'clock every day. She drives her car to work. She helps people every day! She's so nice! by Nurlan <b>Note:</b> Once you have corrected their writing activities, guide your pupils on how to file them in their Language Portfolios.</p> <ul style="list-style-type: none"> <li>• <b>Let's Sing!</b> Refer the pupils to the picture. Point to the postman's bag and ask: Postman Bell, what's in your bag? Have the pupils repeat after you. Follow the same procedure and present the rest of the song. During this process explain/ elicit any unknown words. Play the CD. The pupils listen and follow along in their books. Divide the class into two groups and assign a verse to each group. Play the song again and ask each group to sing their corresponding verse. Time permitting, play the song again for the pupils to sing together as a class.</li> </ul> <p><b>Extension activity (Optional)</b> The pupils, in pairs or in groups, make up their own song. <b>Suggested answer key:</b> Pupil 1: Kanat, what's in your bag? A pencil or a book? Pupil 2: Kanat, what's in your bag? A ruler or a notebook? (See the Introduction for further ideas on how to exploit the songs.)</p>	<p><b>Interactive Whiteboard Software or Track 45 CD1</b></p>
<p>3.UE4</p>	<ul style="list-style-type: none"> <li>• <b>What's in their bags? Look and match.</b> Explain the activity. The pupils match the items to the people. Allow the pupils some time to complete the activity. Check the pupils' answers. <b>Answer key:</b> 2 B 3 D 4 B 5 C 6 A 7 A 8 D</li> </ul>	

<b>ENDING THE LESSON</b>	<p>Ask the pupils to choose a job and draw a bag with items related to it. Ask them to present their drawings to the class.</p> <p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first.</p>	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	<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>	

## Module 4 Lesson plan 6 -

<b>LESSON: Module 4 Lesson 6</b>		<b>The Theme: <i>Time for CLIL,SA4</i></b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To explore other subject areas (Geography); to talk about places around the house; to follow directions. Check pupils' knowledge of Module 4	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.W1 write with support short responses at phrase level to questions and other prompts</li> <li>• 3.U4 use determiners <i>a, an, the, some, any, this, these, that, those</i> to identify things <b>(in SA4)</b></li> <li>• 3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts<b>(in SA4)</b></li> <li>• 3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines <b>(in SA4)</b></li> <li>• 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines <b>(in SA4)</b></li> <li>• 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges<b>(in SA4)</b></li> <li>• 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</li> <li>• 3.L1 understand a range of short basic supported classroom instructions</li> <li>• 3.L4 recognise with support short basic questions relating to features such as colour and number <b>(in SA4)</b></li> <li>•</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: explore other subject areas (Geography); talk about places around the house; follow directions.	
<b>Language focus</b>	<p><b>Structures:</b> Consolidation.</p> <p><b>Language in use:</b> Go up Grove road. Don't turn left, turn right into Bell Street.</p>	
<b>Target vocabulary</b>	<p><b>Places:</b> funfair, circus, theatre, library, museum, sports centre</p> <p><b>Directions:</b> go up, go along, turn left(into), turn right(into), on your left/right, carry on</p>	
<b>Cross - curricular links</b>	Geography (Ex. 29)	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	'The Around the House' poster.	
<b>Previous learning</b>	'Jobs' vocabulary, present simple (all forms)	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Write the following jobs on the board: postman, doctor, chef, pilot. The pupils look at the words for one minute	

	<p>and then close their eyes. Erase a word. Ask the pupils to tell you which word is missing.</p> <p>Play the song. The pupils sing along.</p>	
<p><b>PRESENTATION AND PRACTICE</b></p> <p>3.R3</p> <p>3.W1 3.R3</p> <p>3.UE9</p>	<ul style="list-style-type: none"> <li>• <b>Listen, point and repeat.</b> Pupils' books closed. Put up the Around the House poster on the board. Point to the words one at a time, and name them. The pupils repeat, chorally and/or individually. Point to each place in random order. Ask individual pupils to name the places. Ask the rest of the class for verification. Pupils' books open. Play the CD. The pupils listen, point to the words and repeat. If you wish, play the CD again pausing after each word. The pupils repeat, chorally and/or individually.</li> <li>• <b>Where are they? Read and say.</b> Explain the activity. The pupils read the sentences and say where the people are. Allow pupils time to complete the exercise. Check their answers. <i>Answer key:</i> 2 theatre 3 funfair 4 circus 5 museum 6 sports centre</li> <li>• <b>Where am I? Look, read and write.</b> Have a class discussion, in L1 if necessary, about the area the pupils live in. What buildings are there? Explain the activity. The pupils read the sentences and say where they are at on the map. Allow the pupils some time to complete the activity. Check their answers. <i>Answer key:</i> 1 museum 2 theatre 3 post office 4 hospital 5 library</li> <li>• <b>Design a map of your area. Present it to the class.</b> The pupils design a map of their area. Tell them to draw the buildings that are in their area. Then they present it to the class. Suggested answer key: There's a bank and a post office in my street. There's a big park opposite my house, too! I love my area!</li> </ul>	<p><b>'The Around the House' poster.</b></p> <p><b>Interactive Whiteboard Software or Track 46 CD1</b></p>
<p><b>ENDING THE LESSON</b></p>	<p>Put up the Around the House poster on the board. Cover the words on the poster with small pieces of paper. Ask the pupil to come to the board, name a building and reveal the word for verification.</p> <p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them in class first.</p>	<p><b>'The Around the House' poster.</b></p>

<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
•	•	•
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 4 Lesson plan 7

<b>LESSON: Module 4 Lesson 7</b>		<b>The Theme: SAT 2</b>	
<b>Date:</b>		<b>Teacher's name:</b>	
<b>CLASS:</b>			
<b>Learning objective(s) that this lesson is contributing to</b>		<p><b>Check pupils' knowledge of Term 2</b></p> <p>3.W1 write with support short responses at phrase level to questions and other prompts</p> <p>3.UE4 use determiners <i>a, an, the, some, any, this, these, that, those</i> to identify things</p> <p>3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</p> <p>3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines</p> <p>3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</p> <p>3.L1 understand a range of short basic supported classroom instructions</p> <p>3.L4 recognise with support short basic questions relating to features such as colour and number</p>	
<b>Lesson objectives</b>		<b>All learners will be able to:</b> identify some detailed arguments in the SAT and use some target vocabulary to make simple points accurately in response to prompts and in written work	
<b>Assessment criteria</b>		Learners have met the learning objectives if they can:	
<b>Language focus</b>		Grammar of Modules 3-4	
<b>Target vocabulary</b>		Vocabulary of Modules 3-4	
<b>Cross - curricular links</b>		Maths , Science, Social Science	
<b>ICT skills</b>		Using audios	
<b>Extra materials</b>		Assessment Worksheets for SAT 2, one per pupil.	
<b>Plan</b>			
<b>Planned timings</b>		<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>		Set the objectives of the lesson.	
<b>Main Activities</b>  3.W1 3.UE4 3.UE9  3.S2 3.S3 3.S6 3.R3 3.L1 3.L4		<p>Go through the tasks to be sure pupils know what they need to do and how to do the tasks.</p> <p>Give pupils time to do the tasks on Listening (Play the recording twice. Pupils listen and complete the task), Use of English and Reading.</p> <p>Pupils do speaking task.</p>	

<b>ENDING THE LESSON</b>	Ask pupils to tell what was difficult for them in the test.	
<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>
•	•	•
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why?	<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>	



## Module 4 Lesson plan 8

<b>LESSON: Module 4 Lesson 8</b>	<b>The Theme: Our World - Checkpoint</b>	
<b>Date:</b>	<b>Teacher's name:</b>	
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To talk about people with uniforms from the UK, Mexico and Kazakhstan and their jobs; to consolidate the language of the unit.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.W1 write with support short responses at phrase level to questions and other prompts</li> <li>• 3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</li> <li>• 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges</li> <li>• 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</li> <li>• 3.L1 understand a range of short basic supported classroom instructions</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: talk about people with uniforms from the UK, Mexico and Kazakhstan and their jobs; consolidate the language of the unit.	
<b>Language focus</b>	<p><b>Structures:</b> Consolidation.</p> <p><b>Language in use:</b> This is Anita from the UK. She's a lollipop lady! She wears a yellow and red coat and a yellow hat. What do you do on your computer?</p>	
<b>Target vocabulary</b>	<b>Jobs:</b> lollipop lady, police officer, astronaut	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	Formative Assessment Worksheets for Module 4, one for each pupil.	
<b>Previous learning</b>	'Places, Directions' vocabulary, present simple - all forms	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Name a building, e.g. funfair. Ask a pupil to come to the board and write it. Ask the rest of the class for verification. Repeat with some more pupils and words.	
<b>PRESENTATION AND PRACTICE</b>  3.R3	<ul style="list-style-type: none"> <li>• <b>Listen and read.</b></li> </ul> <p>Pupils' books open. Ask the pupils to look at the pictures. Have a picture discussion. e.g. Teacher: (pointing to the woman) Look at this woman. She's a lollipop lady. Where is she from? Pupil 1: She's from the UK. Teacher: What is she wearing? Pupil 2: She's wearing a yellow and red coat and a yellow hat. etc Play the CD. The pupils listen and follow along in their books.</p>	<b>Track 47 CD1</b>

<p>3.R3</p> <p>3.W1 3.UE9</p> <p>3.W1 3.UE9 3.S6</p>	<ul style="list-style-type: none"> <li>• <b>Read and choose.</b> Explain the activity. The pupils read the texts silently and complete the activity. Ask the pupils to tell you the sentences in the texts where they found the answers. Allow the pupils some time to complete the activity. Check their answers. <b>Answer key:</b> 1 lollipop lady 2 rides a horse 3 astronaut 4 spaceship 5 blue and white 6 school children Then ask individual pupils to read out the texts.</li> </ul> <p><b>CHECKPOINT 4</b></p> <ul style="list-style-type: none"> <li>• <b>Look, read and circle.</b> Elicit the buildings in the pictures. The pupils then read the sentences and circle the correct answers. <b>Answer key:</b> 1 behind 2 opposite 3 next to</li> <li>• <b>What am I? Read and write.</b> The pupils read the clues and complete the missing words. Answer key: 1 vet 2 baker 3 police officer 4 pilot 5 cook 6 doctor</li> <li>• <b>Read and underline.</b> The pupils read the sentences and underline the correct words in bold. Answer key: 1 Does 2 don't study 3 don't 4 Do 5 play 6 drives</li> <li>• <b>Answer the questions.</b> The pupils read the questions and answer about themselves orally or in writing in their notebooks. Ask individual pupils to read out their answers. <b>Suggested answer key:</b> 1 Two floors. 2 There are six rooms in my house: a living room, a kitchen, a hall, a bathroom and two bedrooms. 3 A bed, a desk, a chair and a bookcase. 4 A park and a school.</li> </ul> <p><b>Extra Check:</b> The pupils are now ready to do page 44 in the Activity Book.</p>	
<p><b>ENDING THE LESSON</b></p> <p>3.UE9</p>	<p><b>Extension activity (Optional)</b> Ask the pupils to think of a job in which people usually wear a uniform. Then ask them to make a drawing and write a text describing themselves and their job. Tell them to use the texts in Ex. 30 as models Alternatively, this can be done for homework. Display their work in the classroom. <b>Suggested answer key:</b> I am Kairat. I am a pilot. I fly planes. My job is really cool! Note: Once you have corrected their writing activities, guide your pupils on how to file them in their Language Portfolios.</p>	

	<p><b>ACTIVITY BOOK (Optional)</b>          If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	
<b>Additional information</b>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners’ learning?</b></p>	<p><b>Cross-curricular links</b>  <b>Health and safety check</b>  <b>ICT links</b>  <b>Values links</b></p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

Module 4 Lesson plan 9 - Story time 2 - The lazy Girl OPTIONAL

<b>LESSON: Module 4 Lesson 9</b>		<b>The Theme: Story time 2 - The lazy Girl</b>
<b>Date:</b>		<b>Teacher's name:</b>
<b>CLASS:</b>		
<b>Learning objective(s) that this lesson is contributing to</b>	To practise reading for pleasure; to listen to and read a story about a lazy girl.	
<b>Lesson objectives</b>	<p><b>All learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• 3.W1 write with support short responses at phrase level to questions and other prompts</li> <li>• 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</li> <li>• 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</li> </ul>	
<b>Assessment criteria</b>	Learners have met the learning objectives if they can: practise reading for pleasure; listen to and read a story about a lazy girl.	
<b>Language focus</b>	<p><b>Structures:</b> Consolidation.</p> <p><b>Language in use:</b> Welcome to your new home. I'm going to work now. I don't like housework. It's boring! Your wife is very lazy! Can I bring water from the well?</p>	
<b>Target vocabulary</b>	housework, lazy, hungry, water, well	
<b>ICT skills</b>	Using audios	
<b>Extra materials</b>	Picture flashcards (36-40); Photocopies of the story cards from the <i>Teacher's Resource Pack CD-ROM</i> , one set per pupil.	
<b>Previous learning</b>	All the material from Module 4.	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities (replace the notes below with your planned activities)</b>	<b>Smiles Resources</b>
<b>BEGINNING THE LESSON</b>	Write the title of the story, <i>The Lazy Girl</i> , on the board. Explain to the pupils that today's story is about a lazy girl who refused to do any housework. Have a brief class discussion, in L1 if necessary, about why being lazy is a bad thing.	
<b>PRACTICE</b> 3.R3	<ul style="list-style-type: none"> <li>• <b>Listen, point and repeat.</b> Pupils' books closed. Put up the picture flashcards on the board. Point to them, one at a time, and name them. The pupils repeat, chorally and/or individually. Repeat the procedure with the remaining picture flashcards. Then point to each flashcard in random order. Ask individual pupils to name them.</li> </ul> <p><b>Extension activity (Optional)</b> Invite guesses, in L1 if necessary, as to what they think is going to happen to the lazy girl. Do not dismiss any ideas.</p>	<b>Picture flashcards (36-40); Interactive Whiteboard Software or Track 48 CD1</b>

<p>3.W1</p>	<p>Pupils' books open. Play the CD. The pupils listen, point to the pictures and repeat the words. Play the CD again pausing after each word. The pupils repeat, chorally and/or individually.</p> <ul style="list-style-type: none"> <li>• <b>Listen and read. The girl brings water from the well. True or False?</b></li> </ul> <p>Go through the pictures of the story and set the scene by asking the pupils questions about what they can see in the pictures.  <i>e.g. Teacher: (pointing to the girl in picture one) Welcome to your new home!</i>  <i>Teacher: (pointing to the old woman and the man in picture 2) The old woman and the man are ready to go to work. What about the girl? Is she ready to go to work?</i>  <i>Class: No! etc</i></p> <p>Play the CD. The pupils listen and follow the story in their books. Refer the pupils to the sentence and elicit the correct answer.  <b>Answer key:</b> True</p>	<p><b>Interactive Whiteboard Software or Track 49 CD1</b></p>
<p>3.U9</p>	<ul style="list-style-type: none"> <li>• <b>Read the story and complete.</b></li> </ul> <p>The pupils read the story and complete the missing words. Allow the pupils some time to complete the activity. Check their answers.  <b>Answer key:</b> 1 home 2 housework 3 lazy 4 hungry 5 well</p> <p>Play the CD again with pauses for the pupils to repeat, chorally and/or individually. Then ask individual pupils to read out the story.</p> <p><b>Smiles Values!</b>  Refer the pupils to the <i>Smiles Values!</i> section and read it aloud.  Have a discussion, in L1 if necessary, about the moral of the story. Tell the pupils that we shouldn't be lazy and let others do the work for us. We should all work. Work is fun and is rewarded.</p> <p><b>Extension activity (Optional)</b>  Hand out the story cards. Ask the pupils to colour them. Explain to the pupils that they can use the story cards to make their own story books. If you wish, you can do some activities as a class. For instance, you can have the pupils spread out the cards in random order. Play the story with pauses. The pupils listen and raise the corresponding cards.</p>	

<p><b>ENDING THE LESSON</b></p>	<p><b>Project: My favourite housework</b> Ask pupils to tell you what housework they do at home or what they can do. Then ask them to draw a picture of it. Display their work around the classroom.</p> <p><b>ACTIVITY BOOK (Optional)</b> If you wish, you can assign some or all of the corresponding exercises from the <i>Activity Book</i> for homework. If this is the case, make sure you explain them in class first.</p>	
<p><b>Additional information</b></p>		
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners’ learning?</b></p>	<p><b>Cross-curricular links</b> Health and safety check ICT links Values links</p>
<p>•</p>	<p>•</p>	<p>•</p>
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</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>	

## Module 5

### Lesson plan

<b>LESSON: Module 5 Lesson 1</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>3.2.1.1- make basic statements which provide personal information on a limited range of general topics</p> <p>3.1.3.1- understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics</p> <p>3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.3.2.1- read and follow with limited support familiar instructions for classroom activities</p> <p>3.1.8.1- understand short, narratives on a limited range of general and some curricular topics</p> <p>3.2.1.1- make basic statements which provide personal information on a limited range of general topics</p>		
<b>Aims</b>	To talk about and practise cool and warm colours;		
<b>Previous learning</b>	Learners will need to be familiar with/reminded of the formation and use of present simple questions, has got and there is structures, the use of demonstrative pronouns and short answers (me too, I don't).		
<b>Cross-curricular links</b>	Music Art		
ICT skills	Using videos& pictures, working with URLs		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
Beginning the lesson  3.2.1.1	Hand out the completed Progress Report Cards for the previous module and ask the pupils to file them in their Language Portfolios.		
Presentation and practice  3.1.3.1	<p><b>Step 1 Look at the picture. Are they playing classical or modern music? How does music make you feel?</b></p> <p>Pupils' book open. Ask the pupils to look at the picture on p. 64. What can they see? (some children playing music.) What kind of music do they think it is? Is it classical or modern? (modern) Then ask the pupils to</p>	Pupils book	

3.3.2.1	<p>tell the class how music makes them feel.</p> <p>Suggested answers:</p> <p>Music makes me feel happy.</p>		
3.1.1.1	<p><b>Step 2 Listen point and repeat.</b></p> <ul style="list-style-type: none"> <li>Point to the present, elicit the musical instruments. Play the CD. The pupil listen, point to and repeat.</li> </ul> <p>Percussion, woodwind, string or keyboard. Point to the musical instruments and say. Explain the words in their meaning. Then pupils complete the activity. Heck the pupils' answers.</p> <p><i>Answer key. The accordion is a keyboard musical instrument. The tambourine is a percussion musical instrument. The flute is a woodwind musical instrument. The guitar is a string musical instrument. The violin is a string musical instrument. The recorder is a woodwind musical instrument. The piano is a keyboard musical instrument.</i></p>	Pupils book p 65	
	<p><b>Step 3 Complete the drawing. Ex 2</b></p> <ul style="list-style-type: none"> <li>Ask pupils to complete the drawing. If you wish you can tell pupils to draw the chair on a piece of paper</li> </ul>	Pupils book p 65	
3.1.8.1	<p><b>Step 4 Now choose a cool or a warm colour and colour the chair in Ex.3 Present it to the class.</b></p> <p>Explain the activity. Pupils choose any colour they like, cool or warm, and colour the chair. Alternatively you can ask them to paint half the chair with a cool colour and the other half with a warm colour. When they finish they can show their drawings to the class.</p>	Pupils book p 65	
3.2.1.1			
Ending the lesson	<p>Divide pupils in groups of 6. Tell them to choose an item they want to draw, e.g. a chair, a bed, etc. Each pupil then draws and colours the item in a different colour choosing from the cool and warm ones. When they finish, they come to the board and display all six pictures of the same item in different colours to show the passing from cool to warm colours.</p>		
3.3.2.1			



<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in their pairs</li> <li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and individual drilling</li> <li>• check comprehension of listening and reading text through follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links: Art</li> </ul>

## Module 5

### Lesson plan

<b>LESSON: Module 5 Lesson 2</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics</p> <p>3.2.3.1- give short, basic description of people and objects on a limited range of general and some curricular topics</p> <p>3.1.3.1- understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics</p> <p>3.4.3.1- write short phrases to identify people, places and objects</p> <p>3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud</p> <p>3.5.15.1- use would you like to to invite and use appropriate responses yes please, no thanks;</p> <p>3.5.15.2-use let's + verb verbs go enjoy like + verb + ing</p> <p>3.2.1.1- make basic statements which provide personal information on a limited range of general topics</p> <p>3.4.3.1- write short phrases to identify people, places and objects</p> <p>3.2.4.1- respond to questions on a limited range of general and some curricular topics</p>		
<b>Aims</b>	To talk about daily and free-time activities; to talk about preferences.		
<b>Previous learning</b>	Learners will need to be familiar with/reminded of the formation and use of present simple questions, has got and there is structures, the use of demonstrative pronouns and short answers (me too, I don't).		
<b>Cross-curricular links</b>	Art (Exs 1, 4)		
<b>ICT skills</b>	Using videos& pictures, working with URLs		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
Beginning the lesson  3.1.1.1 3.2.2.1 3.2.3.1	Allow the pupils to look at the picture on p. 64 for 2 minutes. Ask them to close their books. Say: There are three chairs in the room. Yes or no? The pupils answer accordingly. Yes or no?		e.g. Teacher: There is a blue bed in the room. Pupil 1: No. Teacher: There are six paintings on the wall. Pupil 2: Yes. etc.

<p>Presentation and practice</p> <p>3.1.3.1</p>	<p><b>Step 1 Listen, point and repeat. Then matches. ex 5</b></p> <ul style="list-style-type: none"> <li>• Pupils’ books closed. Put up the A Green Day poster on the board. Point to the activities, one at a time, and say the corresponding words/phrases. The pupils repeat, chorally and/or individually. Point to them in random order. Ask individual pupils to name them. Ask the rest of the class for verification</li> <li>• Pupils’ books open. Play the CD. The pupils listen, point to the words and repeat. If you wish, play the CD again pausing after each word/phrase. The pupils repeat, chorally and/or individually. The pupils read the words and match them to the pictures. Allow the pupils some time to complete the activity. Check their answers.</li> </ul>	<p>Pupils book p 66 (Track 50 CD1) POSTER</p>	<p>Answer key 1 A 2 F 3 D 4 E 5 B 6 C</p>
<p>3.4.3.1 3.2.5.1</p>	<p><b>Step 2 Complete. Then choose the right picture. Ex 6</b></p> <p>Explain the activity. Allow the pupils some time to complete the sentences with the correct answers and then choose the right picture. Check the pupils’ answer</p>	<p>Pupils book p 66</p>	<p>Answer key 1 comics 2 flowers 3 shopping Pupils choose picture A.</p>
<p>3.5.15.1 3.5.15.2</p> <p>3.2.1.1</p>	<p><b>Step 3 STUDY SPOT (To present and practise ‘like + -ing’.)</b></p> <p><b>Look, read and match. Ex 7</b></p> <ul style="list-style-type: none"> <li>• Pupils’ books closed. Put up the A Green Day poster on the board. Point to paint, say and then write: I like painting! Underline the letters in bold and have the pupils repeat, chorally and/or individually. Then point to clean, frown, say and then write: I don’t like cleaning! Underline the letters in bold and have the pupils repeat, chorally and/or individually. Tell the pupils that the verb like is usually followed by the -ing form, when we want to say that we like/don’t like something.</li> <li>• Pupils’ books open. Go through the Study spot section briefly. Explain the activity. Allow the pupils some time to complete the activity. Check their answers.</li> </ul>	<p>Pupils book p 67</p>	<p>Answer key 1 C 2 E 3 A 4 B 5 F 6 D</p>

3.4.3.1	<p><b>Step 4 Complete the questions. Then answer them. Ex 8</b></p> <p>Explain the activity. The pupils complete the questions. Then they answer the questions about themselves. Allow the pupils some time to complete the activity. Then ask individual pupils to report back to the class.</p>	Pupils book p 67	Answer key 1 Yes, I do./No, I don't. 2 reading, Yes, I do./No, I don't. 3 painting, Yes, I do./No, I don't. 4 planting, Yes, I do./No, I don't.
3.2.8.1 3.1.8.1	<p><b>Step 5 look and say. ex 9</b></p> <p>Point to and elicit the musical instruments. Read the example and explain the activity. Ask some pupils to tell you what the children in the picture playing?</p> <p>Answer key:</p> <p><i>Dana likes playing the piano.</i></p> <p><i>Kairat likes playing the guitar.</i></p> <p><i>Gulnara likes playing the drums.</i></p>	Pupils book p 67	Suggested answer key Pupil 1: She likes reading comics! Pupil 2: Lilly! etc
Ending the lesson  3.2.1.1	<ul style="list-style-type: none"> <li>• (An activity to consolidate the language of the lesson.) Project: I like... Ask the pupils to draw a simple sketch of what they like doing in their free time and write a sentence under it. Display their work in the classroom.</li> <li>• If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first.</li> </ul>	ACTIVITY BOOK (Optional)	

**Additional information**

<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in their pairs</li> <li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and individual drilling</li> <li>• check comprehension of listening and reading text through follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links: Art</li> </ul>

## Module 5

### Lesson plan

<b>LESSON: Module 5 Lesson 3</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>3.2.4.1- respond to questions on a limited range of general and some curricular topics</p> <p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.1.4.1- understand a limited range of short supported questions on general and some curricular topics</p> <p>3.3.2.1- read and follow with limited support familiar instructions for classroom activities</p> <p>3.1.3.1- understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics</p> <p>3.3.4.1- use with some support a simple picture dictionary</p> <p>3.1.8.1- understand short, narratives on a limited range of general and some curricular topics</p> <p>3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics</p> <p>3.1.5.1- distinguish between phonemically distinct words</p> <p>3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences</p> <p>3.4.7.1- spell a growing number of familiar high-frequency words accurately during guided writing activities</p>		
<b>Aims</b>	To develop listening and reading comprehension skills through a story; to talk about preferences; to learn how to pronounce the sound /aI/.		
<b>Previous learning</b>	Learners will need to be familiar with/reminded of the formation and use of present simple questions, has got and there is structures, the use of demonstrative pronouns and short answers (me too, I don't).		
<b>Cross-curricular links</b>	Art (Exs 1, 4)		
<b>ICT skills</b>	Using videos& pictures, working with URLs		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
Beginning the lesson  3.2.4.1	(An activity to revise the language of the previous lesson.)  Put the poster on the board. Ask a pupil to come to the front of the classroom.	POSTER	e.g. Pupil 1: (mimes painting in an enjoyable way) Pupil 2: You like painting. Pupil 1:

3.2.6.1 3.1.4.1	Ask him/her to choose an activity without letting the rest of the class know which one. The pupil decides whether he/she likes/doesn't like the activity and mimes the action accordingly. The rest of the class tries to guess what he/she likes/doesn't like doing.		That's right! etc
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Presentation and practice 3.1.3.1 3.3.2.1	<p><b>Step 1 (Activities to develop the pupils' listening and reading skills.)</b></p> <p><b>Listen and read ex 10</b></p> <p>Go through the pictures of the story and set the scene by asking the pupils questions about what they can see in the pictures.</p>	<b>Pupils book p 68</b> (Track 51 CD1)	Play the CD. The pupils listen and follow the story in their books.
3.3.4.1	<p><b>Step 2 Read the story and choose. Ex 11</b></p> <p>Explain the activity. Allow the pupils some time to read the story silently and complete the activity. Check the pupils' answers.</p>	<b>Pupils book p 68</b>	
3.1.8.1 3.2.8.1	<p><b>Step 3 Read the story again and answer.</b></p> <p><b>Ex 12</b></p> <p>Explain the activity. Allow the pupils some time to read the story silently and complete the activity orally or in writing in their notebooks. Check the pupils' answer</p> <p><b>Step 4 Act out the story. Ex 14</b></p> <p>For stronger classes: Assign roles to the pupils. Allow them enough time to rehearse their roles in groups. Encourage them to come to the front and act out the story. • For weaker classes: Select a short exchange from the story for the pupils to act out in pairs.</p> <p><b>Step 5 Talking point. Listen and read. Make a new dialogue with your friend. Ex</b></p> <p>Refer the pupils to the picture and the dialogue. Play the CD. The pupils listen</p>	<b>Pupils book p 69</b>          <b>Pupils book p 69</b>          (Track 52 CD1)	Play the CD again with pauses for the pupils to repeat, chorally and/or individually.

<p>3.1.5.1 3.3.1.1</p>	<p>and follow along. Pause the CD for the pupils to repeat, chorally and/or individually. The pupils, in pairs, act out similar dialogues about themselves. Go around the classroom providing any necessary help. Ask some pairs to come to the front of the classroom and act out the dialogue. If you wish, write the following on the board so the pupils can refer to it while they are completing the activity</p> <p><b>SOUNDS SPOT (Activities to familiarise the pupils with the pronunciation of the sound /aI/.)</b></p>	<p><b>Pupils book p 69</b></p>	
	<p><b>Step 6 Listen, point and repeat. Ex 15</b></p> <p>Write the letters ie on the board. Point to them and say: /aI/. The pupils repeat, chorally and/or individually. Point to the letters again and ask the pupils to say the sound. Refer the pupils to the pictures. Point to the tie and say: ie /aI/ – tie. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for lie and pie. Play the CD. The pupils listen and repeat. Then point to the pictures at random and elicit the sound and the words.</p>	<p>(Track 53 CD1) <b>Pupils book p 69</b></p>	
<p>3.4.7.1</p>	<p><b>Step 7 Complete. Then listen and repeat. Ex 16</b></p> <p>Refer the pupils to the picture. Elicit tie, lie and pie. Draw the pupils’ attention again to the /aI/ sound. Allow the pupils some time to write the sentence and complete the words. Check their answers.</p>	<p>(Track 54 CD1)</p>	<p>Extension activity (Optional) Write the following words on the board: lies, strawberries, cries, tie, Charlie, pie. Ask individual pupils to come to the board and circle the words that have the /aI/ sound. Ask the rest of the class for verification.</p>
<p>Ending the lesson 3.2.1.1</p>	<p>(An activity to consolidate the language of the lesson.) Ask the pupils to say one thing they like doing and one thing they don’t</p> <p>If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first.</p>	<p><b>ACTIVITY BOOK (Optional)</b></p>	

<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in their pairs</li> <li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and individual drilling</li> <li>• check comprehension of listening and reading text through follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links: Art</li> </ul>



## Module 5

### Lesson plan

<b>LESSON: Module 5 Lesson 4</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud</p> <p>3.4.4.1- write with support short basic sentences with appropriate spaces between words</p> <p>3.5.9.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like ,habits and facts, simple future timetabled events</p> <p>3.4.4.1- write with support short basic sentences with appropriate spaces between words</p> <p>3.5.12.1- use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often</p> <p>begin to use simple adverbs of manner e.g. well, badly</p> <p>3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences</p> <p>3.1.2.1- understand a limited range of short supported questions which ask for personal information</p> <p>3.2.4.1- respond to questions on a limited range of general and some curricular topics</p> <p>3.5.17.1- use me, too and I don't to give short answers</p>		
<b>Aims</b>	To talk about daily routine and sports; to tell the time		
<b>Previous learning</b>	Learners will need to be familiar with/reminded of the formation and use of present simple questions, has got and there is structures, the use of demonstrative pronouns and short answers (me too, I don't).		
<b>Cross-curricular links</b>	Art (Exs 1, 4)		
<b>ICT skills</b>	Using videos& pictures, working with URLs		
<b>Plan</b>			

Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson 3.1.1.1 3.2.6.1	(An activity to revise the language of the previous lesson.) Ask two pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 14). Repeat the activity with other pupils.		

Presentation and practice 3.1.6.1 3.2.5.1	<p><b>Step 1 (Activities to present and activate the new language.) Listen, point and repeat.</b></p> <p><b>Ex 17</b></p> <ul style="list-style-type: none"> <li>• Pupils' books closed. Put up the Sports poster on the board. Point to the sports, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Point to the sports in random order. Ask individual pupils to name them.</li> <li>• Pupils' books open. Play the CD. The pupils listen, point to the words and repeat. If you wish, play the CD again pausing after each word/phrase. The pupils repeat, chorally and/or individually.</li> </ul>	<p>POSTER (Track 55 CD1)</p> <p><b>Pupils book p 70</b></p>	<p>Present the time. Draw a big clock on the board. Say: What time is it? It's one o'clock. Draw the time on the clock. Follow the same procedure with half past one, quarter to/past one. Ask a pupil to come to the board. Say a time. The pupil draws it on the clock. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary.</p>
3.4.4.1	<p><b>Step 2 Name the sport. Ex 18</b></p> <p>Read the instructions and explain the activity. The pupils find and write the names of the sports in their notebooks. Check the answers.</p> <p>Answer key</p> <p><i>1. Football 2 basketball 3 volleyball 4 table tennis 5 baseball 6 badminton</i></p>	<p><b>Pupils book p 70</b></p>	<p>Answer key 1 hockey 3 football 5 baseball 2 badminton 4 volleyball 6 table tennis</p>
3.5.9.1 3.4.1.1 3.5.12.1	<p><b>Step 3 STUDY SPOT (Activities to present and practise adverbs of frequency.) Look and complete. Ex 19</b></p> <ul style="list-style-type: none"> <li>• Pupils' books closed. Say, then write on the board: Saule always gets up at seven o'clock. Underline the word in bold and have the pupils repeat, chorally and/or individually. Explain what always means and put three ticks (✓✓✓) next to the</li> </ul>	<p><b>Pupils book p 71</b></p>	

<p>3.3.1.1</p>	<p>sentence. Tell the pupils that this is an adverb of frequency. Explain that we use adverbs of frequency to show how often we do things. Repeat the same procedure to present sometimes and never. Explain that we usually put the adverbs of frequency before the main verb and after the verb 'to be'.</p> <ul style="list-style-type: none"> <li>• Pupils' books open. Go through the Study spot section briefly. Read the instructions and explain the activity. The pupils look at the pictures and write the missing adverbs. Allow the pupils time to complete the activity. Check their answers.</li> </ul> <p><b>Step 4 A World of Art! Answer the questions. . Ex 20</b></p> <p>Go through the questions as a class and explain or elicit any unknown words. Allow the pupils some time to complete the activity. Check the pupils answers.</p> <p>Suggested answer key</p> <ol style="list-style-type: none"> <li>1. <i>I always draw first and then paint.</i></li> <li>2. <i>D 3 a 4 Yes, I do.</i></li> </ol> <p><b>Step 5 Let's Play ex 21</b></p> <p>Read the example and explain the game. The pupils, in pairs or in teams, take turns telling the time for their partner/the other team to guess the number of the correct clock. If you wish to make the game more competitive, you can have the pupils look at the clocks for one minute and then close their books</p>	<p><b>Pupils book p 71</b></p>	
<p>Ending the lesson</p> <p>3.5.17.1 3.5.12.1 3.1.1.1</p>	<p>(An activity to consolidate the language of the lesson.) Ask the pupils to say what they always/sometimes/ never do in the afternoon, e.g. I always play computer games, etc.</p> <p>If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first.</p>	<p><b>ACTIVITY BOOK (Optional)</b></p>	

<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in their pairs</li> <li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and individual drilling</li> <li>• check comprehension of listening and reading text through follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links: Art</li> </ul>

## Module 5

### Lesson plan

<b>LESSON: Module 5 Lesson 5</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clue</p> <p>3.4.5.1- link with support words or phrases using basic coordinating connectors</p> <p>3.2.7.1- contribute a limited range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges</p> <p>3.4.4.1- write with support short basic sentences with appropriate spaces between words</p> <p>3.1.8.1- understand short, narratives on a limited range of general and some curricular topics</p> <p>3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud</p> <p>3.4.8.1- include appropriate use of a full stop during guided writing of short, familiar sentences</p> <p>3.5.1.1- use singular nouns, plural nouns – including some common irregular plural forms</p> <p>use possessive forms ‘s/s’ with proper names and nouns to talk about ownership</p> <p>3.4.4.1- write with support short basic sentences with appropriate spaces between words</p> <p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p>		
<b>Aims</b>	To talk about daily routines: to write about a typical day; to develop the pupils’ listening skills through a song		
<b>Previous learning</b>	Language in use: I get up at quarter past seven every morning and have breakfast. It’s green day, it’s a clean day. They rode.		
<b>Cross-curricular links</b>	Art (Exs 1, 4)		
<b>ICT skills</b>	Using videos& pictures, working with URLs		
<b>Plan</b>			

Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson  3.1.1.1 3.2.6.1	(An activity to revise the vocabulary of the previous lesson.) Ask a pupil to come to the board. Name a sport. The pupil writes it on the board. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary		

Reading and writing  3.1.6.1 3.3.5.1 3.4.5.1	<p><b>Step 1 (Activities to develop the pupils' reading and writing skills.)</b></p> <p><b>Listen, read and match. Ex 22</b></p> <p>Explain the activity. Point to the pictures and elicit what Jake does every day. Play the CD. The pupils listen and follow along in their books. The pupils then read the text silently and match the sentences to the pictures. Allow some time for the pupils to complete the activity. Check their answers.</p>	(Track 56 CD1) <b>Pupils book p 72</b>	Then individual pupils read out the text.
	<p><b>Step 2 Think and say ... ex 23</b></p> <ul style="list-style-type: none"> <li>For stronger classes: Explain the activity. Allow the pupils some time to complete the activity about themselves orally or in writing in their notebooks. Have individual pupils report back to the class.</li> <li>For weaker classes: Explain the activity. Divide the class into groups. The pupils, in groups, complete the activity. Have the group's report back to the class.</li> </ul>	<b>Pupils book p 72</b>	Suggested answer key 1 playing football, reading, watching TV 2 brush my teeth, read comics 3 do my homework, ride my bike 4 get up early, go to bed early 5 eat breakfast, have a shower
	<p><b>Step 3 PORTFOLIO: Talk with your friends. Then write about your day.</b></p> <p>Refer the pupils to the picture and the text. Ask the pupils, in pairs or in groups, to talk about what they do on a daily basis. Go around the classroom providing any necessary help. For homework, tell the pupils to write about their daily routines and use the text in Ex. 22 as a model.</p> <p><b>Step 4 (Activities to revise free-time activities and develop the pupils' listening skills.) ex 24 Let's Sing!</b></p>		Note: Once you have corrected their writing activities, guide your pupils on how to file them in their Language Portfolios.
3.2.7.1 3.4.1.1			

<p><b>Practice</b></p> <p><b>3.1.8.1</b> <b>3.2.5.1</b></p> <p><b>3.4.5.1</b> <b>3.4.8.1</b> <b>3.5.1.1</b></p>	<p>Refer the pupils to the picture. Say: It's a green day, it's a clean day! The pupils repeat, chorally and/or individually. Follow the same procedure and present the rest of the song. During this stage, present/ elicit any unknown words/phrases.</p> <p><b>Step 5 What did Lilly and Daisy do on GREEN DAY? Match and say. Ex 25</b></p> <p>Explain the concept of a green day. Ask the pupils to tell you some activities they would do to help our planet. Then ask them which activities would harm our planet, e.g. driving a car, dropping litter, etc</p>	<p><b>Pupils book p 72</b> (Track 57 CD1)</p> <p><b>Pupils book p 72</b></p>	<p>Extension activity (Optional) Ask the pupils to choose a sentence from the song and write it on a piece of paper. Play the song again. The pupils raise their slips of paper every time their sentence is heard</p>
<p>Ending the lesson</p> <p>3.1.1.1 3.4.4.1 3.5.4.1 3.2.6.1</p>	<p><b>(An activity to consolidate the language of the lesson.)</b></p> <p><b>Project: My green day activity</b></p> <p>Tell the pupils you are going to organise an art exhibition for green day! Ask them to draw their favourite green day activity and present it to the class</p> <p>If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first.</p>	<p>ACTIVITY BOOK (Optional)</p>	
<p><b>Additional information</b></p>			
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b></p>	
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in their pairs</li> <li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and individual drilling</li> <li>• check comprehension of listening and reading text through follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links: Art</li> </ul>	

## Module 5

### Lesson plan

<b>LESSON: Module 5 Lesson 6</b>		<b>School:</b>	
<b>Time for CLIL</b>			
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud</p> <p>3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics</p> <p>3.1.5.1- distinguish between phonemically distinct words</p> <p>3.4.3.1- write short phrases to identify people, places and objects</p> <p>3.2.1.1- make basic statements which provide personal information on a limited range of general topics</p> <p>3.4.2.1- write words and phrases of regular size and shape</p> <p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics</p> <p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.5.8.1- use imperative forms [positive and negative] to give short instructions on limited range of familiar topics</p> <p>3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics</p>		
<b>Aims</b>	To explore other subject areas (Music); to distinguish different types of musical instruments and the sounds they make; to talk about their favourite type of music.		
<b>Previous learning</b>	Structures: have to, adverbs of manner • Language in use: I don't play the piano. When you play the ... , you have to ... it. I like pop music. Me, too.		
<b>Cross-curricular links</b>	Music (Ex-s 26, 27)		
<b>ICT skills</b>	Using videos& pictures, working with URLs		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
Beginning the lesson	(Activities to revise the language of the previous lesson.) Ask the pupils to present their portfolio activities from the		



3.2.6.1 3.2.5.1 3.1.7.1	previous lesson. Play the song from the previous lesson. Invite the pupils to sing along.		
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PRESENTATION AND PRACTICE       3.1.5.1 3.4.3.1 3.2.1.1   3.4.2.1 3.2.6.1  3.2.2.1 3.2.6.1 3.5.8.1	<p><b>Step 1 (Activities to present and practise musical instruments.) Listen and number. Ex 26</b></p> <ul style="list-style-type: none"> <li>• Pupils' books closed. Put up the Play the Music! Poster on the board. Point to and present the musical instruments. The pupils repeat after you. Point to each instrument in random order. Ask individual pupils to name the instrument. Ask the rest of the class for verification.</li> <li>• Pupils' books open. Explain the activity. The pupils listen to the sounds from various instruments, identify them and number the pictures. Play the CD, twice if necessary. The pupils listen and complete the activity. Check the pupils' answers.</li> </ul>	(Track 58 CD1) POSTER Pupils book 74	
	<p><b>Step 2 Which of these instruments do you play (very) well? badly? not at all?</b></p> <p>Read the example and explain the adverbs of manner. Then the pupils make sentences as in the example.</p>		Suggested answer key I play the piano really well. I play the guitar badly. I don't play the trumpet at all.
	<p><b>Step 3 Listen point and repeat. Ex 27</b></p> <p>Write the letters ck on the board. Point to them and say /k/. The pupil repeat, orally and individually.</p> <p><b>Step 4 Complete. Then listen and repeat. Ex 28</b> Refer the pupils to the picture. Elicit the action (pluck, strike and shake) Allow the pupils some time to complete the sentences. Check their answers:</p> <p>Answer key: <i>Look! He can pluck and strike his musical instruments!</i></p> <p><b>Step 5 Match then say. Ex 29</b> Refer the pupils to the picture. Say as you mime: blow into a recorder. Ther pupils repeat after you. Follow the same procedure for the rest of the verbs. Allow the pupils to</p>	Pupils book 75          Pupils book 75	Explain to the pupils that we use have to to show that we must do something. Say: When you play the recorder, you have to blow into it. Ask pupils to repeat the same for the other musical instruments.

	<p>match the words to the corresponding pictures, . Check their answers:</p> <p>Answer key:</p> <p><i>1 d 2 a 3 , 4 c</i></p> <p>Explain the pupils that we use <b>have to</b> to show that we <b>must</b> do something. Say: When you play the recorder, you have to blow into it. ask pupils to repeat the same for other musical instruments.</p> <p>Suggested answer key:</p> <p><i>When you play the tambourine, you have to shake it. When you play the drum, you have to strike it. When you play the guitar , you have to pluck it.</i></p> <p><b>Talk with you friends.</b> Ex. 30 The pupils complete the activity in pairs. Go around the class monitoring pupils.</p> <p>Suggested answers:</p> <p><i>A: I like classical music.</i></p> <p><i>B: Me too. I don't like hip hop.</i></p>		
<p>Ending the lesson</p> <p>3.1.7.1</p> <p>3.4.1.1</p>	<p><b>(An activity to consolidate the topic of the lesson.) Project: My recycled tambourine</b></p> <p>Tell pupils they will make their own tambourine out of recycled materials. Distribute the paper plates to the pupils. Show them your model and hand out the bells. Guide them through the making of the tambourines. Alternatively, explain the activity and assign it for homework.</p> <p>If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first.</p>	<p>ACTIVITY BOOK (Optional)</p>	<p>Before going into class</p> <p>Have paper plates glue, bells, yarn/ribbon, paint and brushes ready for the pupils to use.</p>
<p><b>Additional information</b></p>			
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b>  <b>Health and safety check</b>  <b>ICT links</b>  <b>Values links</b></p>	
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links: Music</li> </ul>	

<p>their pairs</p> <ul style="list-style-type: none"><li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li></ul>	<p>individual drilling</p> <ul style="list-style-type: none"><li>• check comprehension of listening and reading text through follow-up questions</li></ul>	
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## Module 5

### Lesson plan

<b>LESSON: Module 5 Lesson 7 – 8</b>		<b>School:</b>	
<b>Our World – Checkpoint 5 SA</b>			
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud</p> <p>3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics</p> <p>3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.1.8.1- understand short, narratives on a limited range of general and some curricular topics</p> <p>3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics</p> <p>3.4.4.1- write with support short basic sentences with appropriate spaces between words</p> <p>3.5.12.1- use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often</p> <p>begin to use simple adverbs of manner e.g. well, badly</p>		
<b>Aims</b>	To talk about puppet shows in England and Kazakhstan; to consolidate the language of the module		
<b>Previous learning</b>	Structures: Consolidation • Language in use: Punch and Judy puppet shows are very popular with children. You can watch shows every Saturday and Sunday and it's a great way for families to have fun together.		
<b>Cross-curricular links</b>	Music (Exs 26, 27)		
<b>ICT skills</b>	Using videos& pictures, working with URLs		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
Beginning the lesson 3.2.6.1 3.2.5.1 3.1.7.1	(An activity to revise the language of the previous lesson.) Ask a student to come up to the board and mime playing an instrument (e.g. playing the guitar). The rest of the class tries to guess which instrument he is playing.		

<p>PRESENTATION AND PRACTICE</p> <p>3.1.1.1 3.1.8.1 3.3.3.1</p>	<p><b>Step 1 Listen and read. Do you know any other puppet shows? Tell the class. Ex 29</b></p> <ul style="list-style-type: none"> <li>• Pupils’ books closed. Put the pictures of puppets on the board. Ask them, in L1 if necessary, to tell you what they are and if they have ever been to a puppet show.</li> <li>• Pupils’ books open. Ask the pupils to look at the pictures. Have a picture discussion</li> </ul>	<p><b>Pupils book p 76</b> (Track 59 CD1)</p>	<p>Play the CD. The pupils listen and follow the texts in their books. Ask the pupils to tell you if they know any other puppet shows. If not you can ask them to go online and find one or provide them with the name of a puppet show they can research.</p>
<p>3.4.1.1</p> <p>3.5.12.11</p>	<p><b>Step 2 Shadow Puppet Show</b></p> <p><b>Craftwork: Make some puppets. Ex 30</b></p> <p><b>Your teacher will help you have a Shadow Puppet Show.</b></p> <p>Pupils’ books open. Hand out the character templates to the pupils and ask them to stick them to the straw. Explain that they will have a puppet show based on the story on p. 68. Divide the pupils in groups of three and assign them roles. Allow them some time to rehearse the dialogue. While pupils are preparing and rehearsing, prepare the theatre. Put up the white sheet to make a curtain for the theatre. If possible, try to make the room darker for a better effect. Point the lamp towards the sheet. When pupils are ready, ask three of them to come to the front of the class with their puppets. They can perform the whole dialogue or part of it.</p>	<p><b>Pupils book p 76</b></p>	<p>Before going into class Have the photocopies of the templates from the Teacher’s Resource Pack CD-ROM for the pupils, one set per 3 pupils. Bring a white sheet/ cloth, straws and a lamp.</p>
	<p><b>Step 3 Extension activity (Optional)</b></p> <p>The pupils, in groups, can draw on a piece of paper their favourite cartoon/fairytale characters and then stick them to straws and create puppets. They prepare short dialogues at home which they can perform in class.</p>		

Ending the lesson 3.5.12.11 3.1..1.1	If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first.	ACTIVITY BOOK (Optional)	
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>	
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in their pairs</li> <li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and individual drilling</li> <li>• check comprehension of listening and reading text through follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links: Music</li> </ul>	

## Module 6

### Lesson plan

<b>LESSON: Module 6 Lesson 1</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics</p> <p>3.1.2.1- understand a limited range of short supported questions which ask for personal information</p> <p>3.1.8.1- understand short, narratives on a limited range of general and some curricular topics</p> <p>3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics</p> <p>3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics</p> <p>3.2.4.1- respond to questions on a limited range of general and some curricular topics</p> <p>3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons</p> <p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p>		
<b>Aims</b>	To talk about space exploration, to read about NASA and the Baikonur Cosmodrome.		
<b>Previous learning</b>	Learners will need to be familiar with/reminded of subject, object and demonstrative pronouns, the use of adjectives in describing objects and feelings, and the formation of present simple questions.		
<b>Cross-curricular links</b>	• Art (Ex. 4)		
<b>ICT skills</b>	Using videos& pictures, working with URLs		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
Beginning the lesson 3.1.1.1	Hand out the completed Progress Report Cards for the previous module and ask the pupils to file them in their Language Portfolios.		

<p>PRESENTATION AND PRACTICE</p> <p>3.2.8.1 3.1.8.1 3.2.1.1 3.1.8.1</p>	<p><b>Step 1 Look at the picture. Would you like to explore space? Which planet would you like to visit? . Ex 1</b></p> <ul style="list-style-type: none"> <li>• Pupils’ books open. Refer the pupils to the picture in p. 78. What can they see? (Children dressed like astronauts) Have a class discussion.</li> </ul> <p>Suggested answers:</p> <p><i>I would like to explore the space. I would like to visit Mars.</i></p>	<p><b>Pupils book p 79</b></p>	
<p>3.1.8.1 3.2.2.1</p>	<p><b>Step 2 Listen and read.</b> Refer the pupils to the pictures and elicit the words. Play the CD and ask them to listen and follow along in their books.</p>	<p><b>Pupils book p 79</b></p>	
<p>3.4.1.1 3.2.4.1</p> <p>3.2.4.1 3.5.3.1</p>	<p><b>Step 3 number the pictures. Explaining the activity. Allow the pupils some time to complete it. Check the answers.</b></p> <p>Answer key:</p> <p><i>A 3 b 4 c 1 d 2 Ex 3</i></p> <p>Ask the pupils to use the Internet and find pictures of a Kazakh inventor. Mention that if Internet is not available they can draw their pictures instead. Have the pupils, one at a time, come to the front of the classroom and present their pictures. Make sure you display their pictures somewhere in the classroom.</p> <p><b>Design your own spacesuit.</b></p> <p><b>Read the instructions and explain the activity. Have a class discussion.</b></p>	<p><b>Pupils book p 79</b></p> <p><b>Pupils book p 79</b></p>	<p>Alternatively, explain the activity and assign it for homework.</p>
<p>Ending the lesson</p> <p>3.1.1.1 3.2.6.1</p>	<p>(An activity to consolidate the language of the lesson.) Tell the pupils that you are going to play a game. You will think of an object in class and will have to guess the object.</p> <p>If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class.</p>	<p><b>ACTIVITY BOOK (Optional)</b></p>	



<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in their pairs</li> <li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and individual drilling</li> <li>• check comprehension of listening and reading text through follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links: Art</li> </ul>

## Module 6

### Lesson plan

<b>LESSON: Module 6 Lesson 2</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud</p> <p>3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics</p> <p>3.4.2.1- write words and phrases of regular size and shape</p> <p>3.5.7.1- use personal object pronouns [indirect] in conjunction with direct object nouns to describe actions and events</p> <p>3.4.2.1- write words and phrases of regular size and shape</p> <p>3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>3.4.4.1- write with support short basic sentences with appropriate spaces between words</p> <p>3.1.2.1- understand a limited range of short supported questions which ask for personal information</p> <p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p>		
<b>Aims</b>	To practise storytelling. To talk about actions in the past.		
<b>Previous learning</b>	Learners will need to be familiar with/reminded of subject, object and demonstrative pronouns, the use of adjectives in describing objects and feelings, and the formation of present simple questions.		
<b>Cross-curricular links</b>	History		
<b>ICT skills</b>	Using videos& pictures, working with URLs		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
Beginning the lesson  3.4.1.1 3.1.2.1	<p><i>(An activity to revise the vocabulary from the previous lesson.)</i></p> <p>Write the words from the previous lesson on the board. Ask the pupils to make sentences using them.</p>		

<p>PRESENTATION AND PRACTICE</p> <p>3.2.5.1 3.1.6.1</p>	<p><b>Step 1 (Activities to present and activate the new language.) Listen, point and repeat. Then match. Ex 5</b></p> <ul style="list-style-type: none"> <li>• Pupils’ books closed. Put up the flashcards on the board. Point to them, one at a time, and name them. The pupils repeat, chorally and/or individually. Repeat the procedure with the remaining flashcards. Then point to the flashcards in random order. Ask individual pupils to name them.</li> <li>• Pupils’ books open. Play the CD. The pupils listen, point to the words and repeat. If you wish, play the CD again pausing after each word. The pupils repeat, chorally and/or individually. The pupils then match the words to the pictures. Allow the pupils some time to complete the activity. Check their answers.</li> </ul>	<p>FLASHCARDS (41-47) (Track 01 CD2) Pupils book p 80</p>	<p>Extension activity (Optional) Point to the flashcards at random, sometimes saying the right word and sometimes not. Ask the pupils to say yes or no</p>
<p>3.3.6.1 3.4.2.1</p>	<p><b>Step 2 Read and complete. Then match. There is one extra sentence. Ex 6</b></p> <p>Explain the activity. Allow the pupils some time to read the sentences and complete them. Then they match the pictures to the sentences. Explain that there is one extra sentence. Check the pupils’ answers.</p>	<p>Pupils book p 80</p>	
<p>3.5.7.1  3.4.2.1</p>	<p><b>Step 3 STUDY SPOT (Activities to present and practise the past simple – regular verbs.)</b></p> <p><b>Read and complete. Ex 7</b></p> <ul style="list-style-type: none"> <li>• Pupils’ books closed. Say, then write: I visited my friend yesterday. Underline the words in bold. The pupils repeat, chorally and/or individually. Explain that this is the past simple and we use it to talk about actions in the past that happened at a specific time. Explain that we add –ed at the end of the verb. Elicit the spelling rules for visit, stop, study, play and like. Present the rest of the persons in the same way, as well as the negative</li> </ul>	<p>Pupils book p 81</p>	

<p>3.4.2.1</p> <p>3.3.5.1</p> <p>3.4.1.1</p>	<p>and interrogative forms and the short answers. Point out that in the interrogative and negative form, the main verb remains the same.</p> <ul style="list-style-type: none"> <li>• Pupils’ books open. Go through the Study spot section briefly. Explain the activity. Allow the pupils some time to complete it. Check their answers.</li> </ul> <p><b>Step 4 Look, read and correct. Ex 8</b></p> <p>Refer the pupils to the pictures and the sentences. The pupils look at the pictures and correct the sentences. Check their answers.</p> <p><b>Step 5 Let’s Play ex 9</b></p> <p>Read the example and explain the game. A pupil starts by saying what he/she played yesterday. The next pupil repeats what the previous pupil said and adds his/her own. The pupil who forgets what the previous pupils said loses and has to pay a forfeit</p>	<p>Pupils book p 81</p> <p>Pupils book p 81</p>	
<p>Ending the lesson</p> <p>3.2.6.1</p> <p>3.4.1.1</p> <p>3.1.2.1</p>	<p><i>(An activity to consolidate the language of the lesson.)</i></p> <p><b>Project: Yesterday, I ...</b></p> <p>Tell the pupils to draw a sketch depicting an action they did yesterday and write a sentence about it. The pupils then present them to the class.</p> <p>If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first</p>	<p>ACTIVITY BOOK (Optional)</p>	
<p><b>Additional information</b></p>			
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners’ learning?</b></p>	<p><b>Cross-curricular links</b>  <b>Health and safety check</b>  <b>ICT links</b>  <b>Values links</b></p>	
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in their pairs</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and individual drilling</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links: Art</li> </ul>	

<ul style="list-style-type: none"><li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li></ul>	<ul style="list-style-type: none"><li>• check comprehension of listening and reading text through follow-up questions</li></ul>	
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## Module 6

### Lesson plan

<b>LESSON: Module 6 Lesson 3</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud</p> <p>3.4.2.1- write words and phrases of regular size and shape</p> <p>3.3.4.1- use with some support a simple picture dictionary</p> <p>3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics</p> <p>3.4.5.1- link with support words or phrases using basic coordinating connectors</p> <p>3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>3.1.5.1- distinguish between phonemically distinct words</p> <p>3.1.4.1- understand a limited range of short supported questions on general and some curricular topics</p> <p>3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud</p> <p>3.1.3.1- understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics</p>		
<b>Aims</b>	To listen to and read a story about Nanny’s walk on the beach; to practise talking about actions in the past; to learn how to distinguish between and pronounce the sounds /b/ and /v/.		
<b>Previous learning</b>	Learners will need to be familiar with/reminded of subject, object and demonstrative pronouns, the use of adjectives in describing objects and feelings, and the formation of present simple questions.		
<b>Cross-curricular links</b>	History		
<b>ICT skills</b>	Using videos& pictures, working with URLs		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
Beginning the lesson	<p><i>(An activity to revise the vocabulary from the previous lesson.)</i></p> <p>Cover a flashcard with a piece of paper. Slowly reveal the flashcard and ask the</p>	FLASHCARDS (41- 47)	

3.1.4.1 3.2.5.1	class to guess what it is. Repeat the activity with the other flashcards.		
PRESENTATION AND PRACTICE	<p><b>Step 1</b> (<i>Activities to develop the pupils' listening and reading skills.</i>)</p> <p><b>Listen and read. Ex 10</b></p> <p>Go through the pictures of the story and set the scene by asking the pupils questions about what they can see in the pictures</p>	<b>Pupils book p 82</b>	Play the CD. The pupils listen and follow the story in their books.
	<p><b>Step 2 Read the story again and write yes or no, ex 11</b></p> <p>Refer the pupils to the sentences. Allow the pupils some time to read the story silently and then read the sentences and write yes or no. Check the pupils' answers.</p>	<b>Pupils book p 83</b>	
	<p><b>Step 3 Cover the story. Put the sentences in the right order. ex 12</b></p> <p>Explain the activity. Allow the pupils some time to complete the activity. Check the pupils' answers</p> <p><b>Step 4 Act out the story, ex 13</b></p> <ul style="list-style-type: none"> <li>• For stronger classes: Assign roles to the pupils. Allow them enough time to rehearse their roles in groups. Encourage them to come to the front and act out the story.</li> <li>• • For weaker classes: Select a short exchange from the story for the pupils to act out in pairs.</li> </ul> <p><b>Step 5 Talking points. Listen and read. Make a new dialogue with your friend, ex 14</b></p> <p>Refer the pupils to the picture and the dialogue. Play the CD. The pupils listen and follow along. Pause the CD for the pupils to repeat, chorally and/or individually. The pupils, in pairs, act out similar dialogues about themselves.</p>	<p><b>Pupils book p 83</b></p> <p><b>Pupils book p 83</b></p> <p>(Track 03 CD2)</p>	Play the CD again with pauses for the pupils to repeat, chorally and/or individually.
3.1.6.1 3.2.5.1			
3.4.2.1 3.3.4.1			
3.4.1.1 3.4.5.1 3.3.5.1			
3.5.7.1 3.1.8.1			

	Go around the classroom providing any necessary help. Ask some pairs to come to the front of the classroom and act out the dialogue. If you wish, write the following on the board so the pupils can refer to it while they are completing the activity		
3.3.5.1 3.1.5.1 3.2.5.1	<p><b>Step 6 SOUNDS SPOT (Activities to familiarise the pupils with the pronunciation of the sounds /b/ and /v/ and to distinguish between them.)</b></p> <p><b>Listen, point and repeat, ex 15</b></p> <p>Refer the pupils to the picture of baby and say: b /b/ – baby. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for bird. Point to the picture of vine and say: v /v/ – vine. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for valley. Explain to the pupils the difference between the two sounds, /b/ and /v/. Play the CD. The pupils listen, point and repeat. Then point to the pictures at random and elicit the sounds and the words.</p>	(Track 04 CD2)	Extension activity (Optional) Write the following words on the board: violin, basket, vase, bike, visit, book. Ask individual pupils to come to the board, read out the words and write them next to the correct sound.
3.1.6.1 3.2.5.1	<p><b>Step 7 Complete. Then listen and repeat. Ex 17</b></p> <p>Refer the pupils to the picture. Elicit baby, bird, vine and valley. Draw the pupils' attention again to the /b/ and /v/ sounds. Allow the pupils some time to complete the missing letters. Check their answers.</p>	(Track 05 CD2)	Play the CD for the pupils to listen and repeat. Ask the pupils to read out the sentence. Check their pronunciation and intonation.
Ending the lesson 3.1.3.1 3.2.5.1	<p>(An activity to consolidate the language of the lesson.)</p> <p>Read out a few sentences from the story and ask the pupils to complete them orally.</p> <p>If you wish, you can assign some or all of the corresponding exercises from the Activity Book for homework. If this is the case, make sure you explain them in class first.</p>	ACTIVITY BOOK (Optional)	Note: If you wish, have the pupils close their books during this activity.



<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in their pairs</li> <li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and individual drilling</li> <li>• check comprehension of listening and reading text through follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links: Art</li> </ul>

## Module 6

### Lesson plan

<b>LESSON: Module 6 Lesson 4</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud</p> <p>3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10</p> <p>3.4.8.1- include appropriate use of a full stop during guided writing of short, familiar sentences</p> <p>3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics</p> <p>3.2.7.1- contribute a limited range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges</p> <p>3.1.4.1- understand a limited range of short supported questions on general and some curricular topics</p> <p>3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.4.7.1- spell a growing number of familiar high-frequency words accurately during guided writing activities</p>		
<b>Aims</b>	To name the months; to talk about things that happened in the past.		
<b>Previous learning</b>	Learners will need to be familiar with/reminded of subject, object and demonstrative pronouns, the use of adjectives in describing objects and feelings, and the formation of present simple questions.		
<b>Cross-curricular links</b>	Music		
<b>ICT skills</b>	Using videos& pictures, working with URLs		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
Beginning the lesson 3.2.6.1	<p><i>(An activity to revise the language from the previous lesson.)</i></p> <p>Ask two pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 14). Repeat the activity with other pupils.</p>		

PRESENTATION AND PRACTICE	<b>Step 1 (Activities to present and activate the new language.)</b>	(Track 06 CD2) Pupils book p 84	
3.1.6.1 3.2.5.1	<b>Listen, point and repeat ex 17</b> <ul style="list-style-type: none"> <li>• Pupils’ books closed. Put up the My Calendar! Poster on the board. Point to the pictures, one at a time, and say the months. The pupils repeat, chorally and/or individually. Point to each picture in random order. Ask individual pupils to name the months. Ask the rest of the class for verification.</li> <li>• Pupils’ books open. Play the CD. The pupils listen, point to the words and repeat. If you wish, play the CD again pausing after each word. The pupils repeat, chorally and/or individually.</li> </ul>		Extension activity (Optional) Say: This month is before August, but after June. Which month is it? Elicit: July. Ask pupils to take your role and repeat the activity.
3.5.2.1 3.4.8.1	<b>Step 2 Read and say. Ex 18</b>  Explain the activity. The pupils read the sentences and say the corresponding answers. Check the pupils’ answers.	Pupils book p 84	
3.3.6.1 3.2.7.1 3.1.4.1	<b>Step 3 STUDY SPOT (Activities to present and practise the past simple.)</b>  <b>Read and choose, ex 19</b> <ul style="list-style-type: none"> <li>• Pupils’ books closed. Say, then write: I wrote a letter yesterday. Underline the word in bold. Explain that irregular verbs are not formed in the past by adding -ed, instead a different form of the word is used. Show the past simple forms of the verbs in the Study spot section. Follow the same procedure to present the interrogative, negative and short forms.</li> <li>• Pupils’ books open. Go through the Study spot section briefly. Allow the pupils some time to complete the activity. Check their answers.</li> </ul>	Pupils book p 85	
3.1.4.1 3.4.7.1	<b>Step 4 What did they do yesterday? Listen and choose. Ex 20</b>  Play the CD, twice if necessary. The	(Track 07 CD2)	

	pupils listen and complete the activity. <b>Step 5 Talk with your friend. Ex 21</b> The pupils, act out dialogues, as in the example		
Ending the lesson 3.2.6.1	<i>(An activity to consolidate the language of the lesson.)</i> A pupil thinks of the people in Ex. 20 and says a sentence. The class guesses who they are  If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them in class first.	ACTIVITY BOOK (Optional)	

#### Additional information

<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in their pairs</li> <li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and individual drilling</li> <li>• check comprehension of listening and reading text through follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links: Music</li> </ul>

## Module 6

### Lesson plan

<b>LESSON: Module 6 Lesson 5</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>3.5.1.1- use singular nouns, plural nouns – including some common irregular plural forms use possessive forms ‘s/s’ with proper names and nouns to talk about ownership</p> <p>3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>3.4.5.1- link with support words or phrases using basic coordinating connectors</p> <p>3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics</p> <p>3.4.4.1- write with support short basic sentences with appropriate spaces between words</p> <p>3.1.9.1- recognise short basic words that are spelt out</p> <p>3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics</p> <p>3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics</p> <p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.1.8.1- understand short, narratives on a limited range of general and some curricular topics</p> <p>3.5.5.1- use interrogative pronouns including: which, what, where, whose, how many, what kind of ... on a limited range of familiar topics</p> <p>3.5.6.1- use demonstrative pronouns this, these, that, those in open and closed questions</p> <p>3.2.7.1- contribute a limited range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges</p>		
<b>Aims</b>	To talk about their previous birthday; to write about their last birthday; to revise the months; to develop the pupils’ listening skills through a song.		
<b>Previous learning</b>	Learners will need to be familiar with/reminded of subject, object and demonstrative pronouns, the use of adjectives in describing objects and feelings, and the formation of present simple questions.		
<b>Cross-curricular links</b>	Music		
<b>ICT skills</b>	Using videos& pictures, working with URLs		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
Beginning the	<i>(An activity to revise the language from</i>		

lesson 3.5.1.1	<i>the previous lesson.)</i> Say a verb, e.g. go and ask a pupil to give the past form. Repeat the activity with other pupils.		
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READING AND WRITING  3.3.5.1 3.4.5.1 3.1.6.1	<b>Step 1 (Activities to develop the pupils' reading and writing skills.)</b>  <b>Read and complete. Then listen and check, ex 22</b>  The pupils read the text silently and complete the activity. Play the CD. The pupils listen and check their answers.	<b>Pupils book p 86</b> (Track 08 CD2)	
3.3.6.1 3.4.1.1	<b>Step 2 Read and circle. Ex 23</b>  Say, then write: I am (Mrs Aibekova). Look at me! The pupils repeat after you. Underline the words in bold. Say then write: You are funny. Look at you! Underline the words in bold. Follow the same procedure and present the rest of the object pronouns.	<b>Pupils book p 86</b>	
3.1.9.1 3.1.7.1 3.2.8.1	<b>Step 3 PORTFOLIO: Talk with your friends. Then write about your last birthday.</b>  Ask the pupils to talk about their last birthdays. For homework, tell the pupils to write a short text about their last birthday, using Ex. 22 as a model.	(Track 09 CD2)	Note: Once you have corrected their writing activities, guide your pupils on how to file them in their Language Portfolios.
PRACTICE 3.2.6.1 3.1.8.1 3.5.5.1 3.5.6.1	<b>Step 4 (Activities to talk about months and develop the pupils' listening skills.)</b>  <b>Let's Sing! Ex 24</b>  Briefly revise the months again. Play the CD. The pupils listen and follow along in their books. Play the song again. The pupils sing along.  <b>Step 5 Answer the questions. Talk with your friend. Ex 25</b>  Explain the activity. The pupils, in pairs, ask and answer the questions. Check their answers.	<b>Pupils book p 87</b>	

<p>Ending the lesson</p> <p>3.1.6.1</p> <p>3.2.7.1</p>	<p><i>(An activity to consolidate the language of the lesson.)</i></p> <p>Write the months on the board. Ask the pupils to look at the months for one minute before they close their eyes. Erase a month. Ask the class to tell you which month is missing.</p>		
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<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in their pairs</li> <li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and individual drilling</li> <li>• check comprehension of listening and reading text through follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links: Music</li> </ul>

## Module 6

### Lesson plan

<b>LESSON: Module 6 Lesson 6</b>		<b>School:</b>	
<b>Time for CLIL</b>			
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud</p> <p>3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics</p> <p>3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.4.2.1- write words and phrases of regular size and shape</p> <p>3.3.4.1- use with some support a simple picture dictionary</p> <p>3.2.1.1- make basic statements which provide personal information on a limited range of general topics</p> <p>3.1.2.1- understand a limited range of short supported questions which ask for personal information</p>		
<b>Aims</b>	To explore other subject areas (History); to talk about Marco Polo.		
<b>Previous learning</b>	Learners will need to be familiar with/reminded of subject, object and demonstrative pronouns, the use of adjectives in describing objects and feelings, and the formation of present simple questions.		
<b>Cross-curricular links</b>	Music		
<b>ICT skills</b>	Using videos & pictures, working with URLs		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
Beginning the lesson  3.2.6.1 3.2.5.1 3.1.7.1	<p><i>(An activity to revise the language of the previous lesson.)</i></p> <p>Ask pupils to presents their portfolio activities from the previous lesson. Play the song from the previous lesson. Invite the pupils to sing along.</p>		
<b>PRESENTATION AND PRACTICE</b>	<b>Step 1 (Activities to present and activate the new language.)</b>	(Track 10 CD2) Pupils book p 88	Play the CD. The pupils listen and follow the story in



<p>3.1.6.1 3.4.2.1 3.2.6.1 3.3.4.1</p>	<p><b>Marco Polo</b></p> <p><b>6 Listen and read. Marco Polo stayed in China for three years. True or False? Ex 26</b></p> <ul style="list-style-type: none"> <li>• Pupils' books closed. Write the name Marco Polo on the board. Ask the pupils, in L1 if necessary, to tell you what they know about him. Elicit their answers and write them on the board</li> <li>• Pupils' books open. Go through the pictures of the story and set the scene by asking the pupils questions about what they can see in the pictures</li> </ul>		<p>their books. Refer the pupils to the question and elicit the correct answer.</p>
<p>3.4.3.1</p>	<p><b>Step 2 Read again and put the sentences in the right order. Ex 27</b></p> <ul style="list-style-type: none"> <li>• For stronger classes: Ask the pupils to cover the text. The pupils put the sentences in the right order without looking at the text. Check the pupil's answers.</li> <li>• For weaker classes: Refer the pupils to the sentences. Allow the pupils some time to read the text again and complete the activity. Check the pupils' answers.</li> </ul>	<p>Pupils book p 89</p>	
<p>Ending the lesson</p> <p>3.2.1.1 3.1.2.1</p>	<p><b>(An activity to consolidate the language of the lesson).</b></p> <p>Say some sentences about Marco Polo. Ask the pupils to say if they are true or not.</p> <p>If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class</p>	<p>ACTIVITY BOOK (Optional)</p>	
<p><b>Additional information</b></p>			
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b></p>	
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in their pairs</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and individual drilling</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links: Music</li> </ul>	

<ul style="list-style-type: none"><li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li></ul>	<ul style="list-style-type: none"><li>• check comprehension of listening and reading text through follow-up questions</li></ul>	
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## Module 6

### Lesson plan

<b>LESSON: Module 6 Lesson 7 – 8</b> Our World – Checkpoint 6 SA		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	<p>3.2.3.1- give short, basic description of people and objects on a limited range of general and some curricular topics</p> <p>3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics</p> <p>3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics</p> <p>3.4.2.1- write words and phrases of regular size and shape</p> <p>3.1.2.1- understand a limited range of short supported questions which ask for personal information</p>		
<b>Aims</b>	To talk about space exploration, NASA and the Baikonur Cosmodrome; to consolidate the language at the module.		
<b>Previous learning</b>	Learners will need to be familiar with/reminded of subject, object and demonstrative pronouns, the use of adjectives in describing objects and feelings, and the formation of present simple questions.		
<b>Cross-curricular links</b>	<i>Music</i>		
<b>ICT skills</b>	Using videos& pictures, working with URLs		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
Beginning the lesson  3.2.3.1	<p><b>(An activity to revise the language of the previous lesson.)</b></p> <p>Ask pupils to tell you what they remember from the text about Marco Polo.</p>		
<b>PRESENTATION AND PRACTICE</b>	<p><b>Step 1 (Activities to present and activate the new language.)</b></p> <p><b>Exploring Space</b></p> <p><b>Listen and read, ex 28</b></p> <ul style="list-style-type: none"> <li>• Pupils’ books closed. Put up the</li> </ul>	<p>(TRACK 11 CD2)</p> <p>Pupils book p 90</p>	

	<p>pictures related to space on the board. Have a brief discussion, in L1 if necessary, about space and space exploration.</p> <ul style="list-style-type: none"> <li>• Pupils' books open. Refer the pupils to the pictures and elicit the words.</li> </ul>		
<p>3.3.5.1 3.3.6.1 3.4.2.1 3.1.2.1 3.4.1.1</p>	<p><b>Step 2 Number the pictures. Ex 29</b></p> <p>Explain the activity. Allow the pupils some time to complete it. Check their answers.</p>		<p>Ask the pupils, in pairs, to make a collage of pictures or drawings of the things you can see and do at the Baikonur Cosmodrome. Alternatively, assign it for homework. The pupils then present their projects to the class. Display their work in the classroom</p>
	<p><b>Step 3 CHECKPOINT 6 (Summative Control Work)</b></p> <p>1 Look, read and number.</p> <p>The pupils look at the words and match them to the pictures.</p> <p>2 Read and underline.</p> <p>The pupils read the sentences and underline the correct word in bold.</p> <p>3 Complete.</p> <p>The pupils read the sentences and complete them with the correct form of the verb.</p> <p>4 Read and answer.</p> <p>The pupils read the text and answer the questions. Answer key</p> <p>1 At 6 o'clock.</p> <p>2 They gave him lots of presents and cards.</p> <p>3 They ate pizza and burgers.</p> <p>4 They sang Happy Birthday.</p>		
<p>Ending the lesson</p>	<p>Extra Check: The pupils are now ready to do pages 66-67 in the Activity Book.</p>		

<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in their pairs</li> <li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and individual drilling</li> <li>• check comprehension of listening and reading text through follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links: Music</li> </ul>

## Module 6

### Lesson plan

<b>LESSON: Module 6 Lesson 9</b> Storytime III (Too-too-moo and the Giant)		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines 3.1.3.1- understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics 3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics 3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics 3.4.4.1- write with support short basic sentences with appropriate spaces between words 3.3.4.1- use with some support a simple picture dictionary 3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics		
<b>Aims</b>	To practise reading for pleasure; to listen to and read a story from Indonesia about a girl and a giant		
<b>Previous learning</b>	Structures: Consolidation. • Language in use: Can I have some porridge, Mum? I'm hungry! I make porridge for the giant every morning. Look after the porridge. Give it to the giant when he comes!		
<b>Cross-curricular links</b>	Music - Art		
<b>ICT skills</b>	Using videos& pictures, working with URLs		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
Beginning the lesson  3.1.7.1	(An activity to introduce the theme of the lesson.)  Ask the pupils, in L1 if necessary, to name any famous stories or fairy tales with giants from their country, e.g. (The Wounded Lion, The Water of Life, etc). Have a brief class discussion.		
Presentation and practice	<b>Step 1 (Activities to present and activate the new language.)</b>	FLASHCARDS (48-51)  (Track 12 CD2)	Extension activity (Optional) Remove the picture flashcards from the

<p>3.1.3.1 3.3.3.1 3.2.2.1 3.4.4.1</p>	<p><b>Listen, point and repeat.</b></p> <ul style="list-style-type: none"> <li>• Pupils’ books closed. Put up the picture flashcards on the board. Point to them, one at a time, and name them. The pupils repeat, chorally and/or individually. Repeat the procedure with the remaining picture flashcards. Then point to the picture flashcards in random order. Ask individual pupils to name them.</li> <li>• Pupils’ books open. Play the CD. The pupils listen, point to the pictures and repeat the words. Play the CD again pausing after each word. The pupils repeat, chorally and/or individually</li> </ul>		<p>board and shuffle them. Ask a pupil to come to the board. Give him/her a picture flashcard. Ask him/her to name it. Ask the rest for the class for verification. Repeat the activity with other pupils.</p>
<p>3.4.4.1 3.3.4.1</p>	<p><b>Step 2 Listen and read. Too-too-moo makes porridge for the giant every morning. True or False?</b></p> <p>Go through the pictures of the story and set the scene by asking the pupils questions about what they can see in the pictures.</p>	<p>(Track 13 CD2)</p>	
	<p><b>Step 3 Read the story and complete.</b></p> <p>Explain the activity. The pupils read the story and complete the sentences. Allow the pupils some time to complete the activity. Check their answers.</p> <p>Smiles Values!</p> <p>Refer the pupils to the Smiles Values! section and read it aloud. Explain, in L1 if necessary, that we should do the right thing, even when it’s difficult. Have a discussion, in L1 if necessary, about the moral of the story. Tell the pupils that sometimes courage and quick decision-making help us to deal with problems that make us unhappy.</p>		<p>Before going into class</p> <p>Photocopy the story cards from the Teacher’s Resource Pack CD-ROM, one set per pupil.</p>

<p>Ending the lesson</p> <p>3.4.4.1</p>	<p><i>(An activity to consolidate the theme of the lesson.)</i></p> <p>Ask the pupils to write a short letter to Too-too-moo. You can write the following on the board as a model:</p>		
<p><b>Additional information</b></p>			
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners’ learning?</b></p>	<p><b>Cross-curricular links</b>  <b>Health and safety check</b>  <b>ICT links</b>  <b>Values links</b></p>	
<ul style="list-style-type: none"> <li>• support weaker learners with further modelling and drilling in their pairs</li> <li>• stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• check pronunciation of new language through group and individual drilling</li> <li>• check comprehension of listening and reading text through follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>• cross curricular links:</li> <li>• Value - if necessary, that we should do the right thing, even when it’s difficult.</li> </ul>	



## Module 7 Water, water everywhere

### Lesson plan

<b>LESSON: Module 7 Lesson 1</b> <b>Rain, rain</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud; 3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences		
	<b>Most learners will be able to:</b> recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences		
	<b>Some learners will be able to:</b> recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences		
<b>Previous learning</b>	<i>Like make swim go eat ice-cream (grade 2)</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>	Hand out the completed Progress Report Cards for the previous module and ask the pupils to file them in their Language Portfolios. Ask individual pupils to come to the board. Name an activity item, e.g. go, eat, make, swim. Ask him/her to write it on the board. Ask the rest of the class for verification.	Cards  TPR	

<b>Presentation and practice</b>  3.2.5.1 3.2.3.1	<b>Step 1 Speaking (activity 1)</b> Pupils' books opened. Refer the pupils to the picture p. 94 and ask: What kind of weather is it? (rainy) What kind of weather do they like? Suggested answer: <i>I like sunny weather.</i>	<i>Target vocabulary</i> • <i>Seaside activities:</i> <i>make sandcastles, collect starfish, swim, go sailing, eat ice cream, go fishing</i>

<p>3.3.1.1 3.3.2.1 3.5.9.1 3.5.15.1</p>	<p><b>Step 2 Which do you need when it's rainy? Put a tick or a cross then say.</b> Answer key <i>Items to be ticked: umbrella, raincoat</i> <i>Items to be crossed: shorts, T-shirt</i></p> <p><i>I don't need shorts when it's rainy. I need an umbrella.</i></p>		
	<p><b>Step 3 Craft work Experiment! How much does it rain a week? In groups make and measure.</b> Read the instructions and explain the activity. When they complete the experiment they report to the class. Suggested answers: <i>Tuesday 5 centimetres ,</i></p>	<p><b>Track 14 CD2</b></p>	
<p><b>Ending the lesson</b> 3.2.1.1</p>	<p>Invite a pupil to come to the front of the classroom. Ask him/her to mime a seaside activity from the lesson. The rest of the class makes guesses. The pupil that guesses the activity first comes to the front and the game continues. e.g. Pupil 1: (mimes swimming) Pupil 2: Swim! Pupil 1: Yes! etc.</p>		
<p><b>Additional information</b></p>			
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b></p>	
<p>work with weaker groups in read and tick task providing support e.g. by prompting them to sound out initial letters challenge stronger learners to answer questions in Step 1 with full short answers</p>	<p>monitoring learner responses in questioning task and drilling answers where learners need support with pronunciation</p>	<p>cross-curricular links:</p>	

## Module 7 Water, water everywhere

<b>LESSON: Module 7 Lesson 2</b> <b>Rain, rain</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud; 3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences		
	<b>Most learners will be able to:</b> recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences		
	<b>Some learners will be able to:</b> recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences		
<b>Previous learning</b>	<i>Seaside activities: make sandcastles, collect starfish, swim, go sailing, eat ice cream, go fishing</i>		
<b>Plan</b>			
<b>Planned timings</b>	Planned activities	Smiles Resources	Teacher Notes
<b>Beginning the lesson</b>  3.2.6.1	An activity to revise the vocabulary from the previous lesson. Draw simple sketches of the items from Ex. 2 (e.g. starfish) on the board. Ask individual pupils to tell you what they are.	Track 14 CD2	
<b>Presentation and practice</b>  3.1.9.1 3.2.1.1 3.2.5.1	<b>Step 1 Listen, point and repeat. (activity 4)</b> Pupils' books closed. Put up the Have Fun! poster on the board. Point to the pictures, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Point to each picture in random order. Ask individual pupils to name them. <i>Target vocabulary • Water sports: sail, surf, waterski, dive; • get wet, pool</i> Pupils' books opened. Play the CD. The pupils listen, point to the words and repeat. If you wish, play the CD again pausing after each word/phrase. The pupils repeat, chorally and/or individually. The pupils complete the activity. Check their answers. Answer key 1 a 2 f 3 d 4 b 5 c 6 e	Track 15 CD2 Have Fun! poster on the board.	<i>Target vocabulary • Water sports: sail, surf, waterski, dive; • get wet, pool</i> <i>Structure Present Continuous</i>

3.1.3.1 3.3.5.1 3.2.1.1	<b>Step 2 Follow the lines and complete. (activity 5)</b> Explain the activity. Play the CD, twice if necessary. The pupils listen and complete the activity. Check their answers. Answer key 1 a 2 e 3 c 4 b 5 f	Track 16 CD2	
3.2.4.1 3.5.10.1	<b>Step 3 Let's Play (activity 6)</b> The pupils look at the picture in Ex. 5 for one minute and then close their books. Make false statements about the picture. The pupils correct your statements. Suggested answer key Teacher: Bob is sailing. Pupil A: No, he isn't. He's surfing. etc		
3.3.2.1 3.5.10.1	<b>Step 4 (activity 7)</b> Pupils' books closed. Mime, say and then write: <i>I am surfing</i> . The pupils repeat, chorally and/or individually. Underline the verb and explain that this tense is called the present continuous. Then elicit how it is formed. Explain that we use it to talk about actions happening now, at the moment of speaking. Pupils' books open. Go through the Study spot section briefly. Explain the activity and allow the pupils some time to complete it. Check their answers. Answer key 1 a 4 is diving, e 2 are sailing, c 5 are surfing, d 3 is looking, f 6 is fishing, b		
3.3.1.1	<b>Step 5 Circle. (activity 8)</b> Read and complete. Refer the pupils to the postcard. Allow the pupils some time to complete the activity. Check their answers. Answer key 2 is waterskiing 4 are swimming 3 is diving 5 am writing		
3.3.1.1 3.5.10.1	<b>Step 6 Circle. (activity 9)</b> Take roles. Continue the conversation. For stronger classes: Ask the pupils to refer to the postcard in Ex. 8 and, in pairs, continue Damir and Zhaniya's conversation.		
<b>Ending the lesson</b> 3.2.1.1	Ask the pupils, in pairs, to describe a picture for their partner to draw. e.g. Pupil 1: In this picture, a girl is surfing. etc		

#### Additional information

<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links Health and safety check ICT links Values links</b>
prompt weaker learners in Step 1 and Step 4 by helping them to sound letters and giving one more letter where they struggle challenge strong learners through questioning before and around the story dialogue task	intensively monitor groups in Step one sounding and writing task check learner control of target language in story task and model again and drill where necessary	ICT links: follow up lesson by asking learners to use computers/ keyboard and screen to play an interactive task

## Module 7 Water, water everywhere

<b>LESSON: Module 7 Lesson 3</b> <b>Rain, rain</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud; 3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences		
	<b>Most learners will be able to:</b> recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences		
	<b>Some learners will be able to:</b> recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences		
<b>Previous learning</b>	• <i>Water sports: sail, surf, waterski, dive;</i> • <i>get wet, pool Structure Present Continuous</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  3.3.6.1 3.3.2.1	Write a few words from the previous lesson on the board. Ask the pupils to write the words in alphabetical order as fast as they can in their notebooks. The first pupil to do so is the winner.		

<b>Presentation and practice</b>  3.1.1.1  3.3.1.1 3.3.5.1  3.3.3.1 3.2.4.1 3.2.5.1	<b>Step 1 Listen and set the scene. (activity 10)</b> Go through the pictures of the story and set the scene by asking the pupils questions about what they can see in the pictures. Play the CD. The pupils listen and follow the story in their books.	Track 17 CD2	<i>Target vocabulary</i> • <i>Consolidation.</i>
	<b>Step 2 read a story (activity 11)</b> Read the story and say <i>True or False</i> . Allow the pupils some time to read the story silently and complete the activity. Check the pupils' answers. Answer key 1 True 2 False 3 False 4 True		
	<b>Step 3 Read and match. (activity 12)</b> Read the story again. Who says ... Explain the activity. Allow the pupils some time to complete the activity. Check the pupils' answers. Answer key 1 Nanny Rose 2 Daisy Play the CD again with pauses for the pupils to repeat, chorally and/or individually.		
	<b>Step 4 Act out the story (activity 13)</b>		

3.2.6.1 3.5.10.1	For stronger classes: Assign roles to the pupils. Allow them enough time to rehearse their roles in groups. Encourage them to come to the front and act out the story. • For weaker classes: Select a short exchange from the story for the pupils to act out in pairs.		
3.2.6.1 3.1.3.1	<b>Step 5 Talking point. Listen and read. (activity 14)</b> Make a new dialogue with your friend. Refer the pupils to the picture and the dialogue. Play the CD. The pupils listen and follow along. Pause the CD for the pupils to repeat, chorally and/or individually. The pupils, in pairs, act out similar dialogues about themselves. Go around the classroom providing any necessary help. Ask some pairs to come to the front of the classroom and act out the dialogue. If you wish, write the following on the board so the pupils can refer to it while they are completing the activity.	Track 18 CD2	
3.1.5.1 3.2.5.1	<b>Step 6 Listen, point and repeat. (activity 15)</b> Refer the pupils to the pictures. Point to the picture of walrus and say: w / w / – walrus. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for water. Point to the picture of whiskers and say: w / w / - whiskers. The pupils repeat, chorally and/or individually. Focus the pupils’ attention on the letters wh. Repeat the procedure for white. Play the CD. The pupils listen, point and repeat. Then point to the pictures at random and elicit the sound and the words. Answer key what, well, wet	Track 19 CD2	
3.1.5.1 3.2.5.1 3.3.1.1	<b>Step 7 Complete. Then listen and read. (activity 16)</b> Refer the pupils to the picture. Elicit walrus, white, whiskers and water. Draw the pupils’ attention again to the / w / sound. Allow the pupils some time to complete the missing letters. Check their answers. Answer key The walrus with the white whiskers is on the water. Play the CD for the pupils to listen and repeat. Ask the pupils to read out the sentence. Check their pronunciation and intonation.	Track 20 CD2	
<b>Ending the lesson</b>  3.1.6.1	Ask the pupils to look at the story again and try to memorise as much as possible. Explain to the pupils that they are going to play a memory game. Divide the class into two teams, A and B, and ask them to close their books. Ask individual pupils from both teams questions about the pictures in the story. Each correct answer gets one point. The team with the most points wins. e.g. Teacher: Who is sailing? Pupil 1 Team A: Lilly! Teacher: Correct! etc		
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links</b> Health and safety check ICT links Values links	

work with weaker students intensively in pair Q and A activity to model and drill interactions aid weaker learners in comprehension tasks with supportive prompts	monitoring of use of target language in pair work activity pre-checking learner answers in comprehension tasks before plenary	cross-curricular links: things we identify with seasons
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## Module 7 Water, water everywhere

<b>LESSON: Module 7 Lesson 4</b>		<b>School:</b>	
<b>By the sea</b>			
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.4.1- understand a limited range of short supported questions on general and some curricular; 3.1.5.1- distinguish between phonemically distinct words; 3.5.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> respond to some written and spoken prompts correctly and show some control in spelling and structure in reading task with some support		
	<b>Most learners will be able to:</b> respond to most written and spoken prompts correctly and mostly use correct spelling and structure in reading task with some support		
	<b>Some learners will be able to:</b> respond to written and spoken prompts correctly and mostly use correct spelling, punctuation and structure in reading task with little support		
<b>Previous learning</b>	<i>Consolidation.</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 3.2.6.1 3.5.10.1	Ask two pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 14). Repeat the activity with other pupils.		
<b>Presentation and practice</b> 3.1.5.1 3.2.5.1  3.5.13.1. 3.5.13.2	<b>Step 1 Listen, point and repeat. Then match. (activity 17)</b> Pupils' books closed. Put up the Have Fun! poster on the board. Point to each action, one at a time, and say the corresponding words/phrases. The pupils repeat, chorally and/or individually. Point to each action in random order. Ask individual pupils to name the action. Ask the rest of the class for verification. Extension activity (Optional) Point to the actions on the poster and invite individual pupils to make true sentences about what they can do. e.g. <i>Pupil 1: I can do karate. Etc</i> Pupils' books open. Play the CD. The pupils listen, point to the words/phrases and repeat. If you wish, play the CD again pausing after each word/phrase. The pupils repeat, chorally and/or individually. The pupils look at the pictures and match them to the words/phrases. Check their answers. Answer key 2 c 4 d 6 a 3 f 5 g 7 b	Track 21 CD2 Have Fun! poster	<i>Target vocabulary</i> <i>Actions:</i> <i>skateboard,</i> <i>do karate,</i> <i>jog, hop,</i> <i>skip, have a picnic, play the violin</i> <i>Structures:</i> <i>the verb</i> <i>can;</i> <i>adverbs of manner</i>



3.1.1.1 3.4.2.1	<p><b>Step 2 Complete Korkem’s poem. (activity 18)</b> Then say which thing is not Korkem’s. Explain the activity. Allow the pupils some time to unscramble the letters and write the words. Then they say which item isn’t Korkem’s. Check their answers. Answer key 2 jog 3 skip 4 play 5 do Item which is not Korkem’s: b</p>		
3.2.1.1 3.3.1.1 3.4.4.1 3.1.4.1	<p><b>Step 3 Make sentences. (activity 19)</b> Revise the verb can. Say, then write: I can skip. The pupils repeat after you. Follow the same procedure and present/revise persons in the affirmative, negative and interrogative. The pupils look at the prompts and the faces and make sentences accordingly. Check their answers. Answer key 2 We can’t have a picnic today. 3 Sanzhar can jog all day. 4 Bakhytzhhan can’t surf at all. 5 Ayaulym can sail with us.</p>	Activity Cards	
3.5.13.1. 3.5.13.2 3.5.3.1 3.3.1.1 3.4.3.1 3.5.7.1	<p><b>Step 4 What can Khan Sultan do? Look and say. (activity 20 )</b> Pupils’ books closed. Say and write on the board: I can sing really well. He is a quick swimmer. He swims quickly. Underline the words in bold. The pupils repeat, chorally and/or individually. Explain that quick is an adjective that describes what kind of swimmer he is and quickly is an adverb of manner that describes how he swims. Explain how adverbs are usually formed (adjective + ly). Point out that well is an irregular adverb. Follow the same procedure to present fast. Pupils’ books open. Read the example and explain the activity. Allow the pupils some time to complete the activity. Check their answers. Answer key 2 He can play the violin very beautifully. 3 He can do karate very well. 4 He can skip very quickly. 5 He can ride his bike very fast.</p>		
3.5.13.1. 3.5.13.2 3.2.7.1	<p><b>Step 5 Let’s Play (activity 21 )</b> The pupils, in groups, ask one another whether they can do certain actions. The pupil that answers Yes, I can has to mime the action, too. Alternatively, play the game in pairs.</p>		
<b>Ending the lesson</b> 3.2.6.1	Ask the pupils to choose a word and draw it in a way that shows what it means.		
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links</b> Health and safety check ICT links Values links	
intensive monitoring and support for weaker learners in the writing task challenging stronger learners in writing task to include further information	monitoring use of target language in speaking tasks and highlighting pronunciation checking control of spelling structure and punctuation in writing task	Values links: the beauty of the different seasons	

## Lesson plan Water, water everywhere

<b>LESSON: Module 7 Lesson 5</b>		<b>School:</b>	
<b>By the sea</b>			
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>	<b>Number present:</b>	<b>absent:</b>	
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.4.1- understand a limited range of short supported questions on general and some curricular; 3.1.5.1- distinguish between phonemically distinct words; 3.5.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> respond to some written and spoken prompts correctly and show some control in spelling and structure in reading task with some support		
	<b>Most learners will be able to:</b> respond to most written and spoken prompts correctly and mostly use correct spelling and structure in reading task with some support		
	<b>Some learners will be able to:</b> respond to written and spoken prompts correctly and mostly use correct spelling, punctuation and structure in reading task with little support		
<b>Previous learning</b>	<i>Actions: skateboard, do karate, jog, hop, skip, have a picnic, play the violin</i> <i>Structures: the verb can; adverbs of manner</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  3.4.2.1	Write a few letters on the board. Ask the pupils to use them to make up as many words as possible. Give them a time limit. e.g. s k o p j h i g (hop, jog, skip)		

<b>Presentation and practice</b>  3.1.6.1 3.2.4.1 3.5.10.1 3.5.13.1. 3.5.13.2 3.1.4.1	<b>Step 1 Listen and read. Then answer. (activity 22)</b> Explain the activity. Play the CD. The pupils listen and follow in their books. The pupils then read the texts silently and answer the questions. Ask the pupils to say which sentences helped them to answer the questions. Allow some time for the pupils to complete the activity. Check their answers. Answer key 1 Yes, she can. 2 She's jogging. 3 He's doing karate. 4 No, he isn't. He's eating an ice cream. Then individual pupils read out the texts.	Track 22 CD2	<i>Consolidation.</i>
	<b>Step 2 Read and choose. (activity 23)</b> The pupils read the sentences and choose the correct answer. Allow the pupils some time to complete the activity. Check their answers. Answer key 1 going 3 see 5 run home 2 decide 4 hear		
3.3.5.1			

<p>3.5.10.1 3.2.5.1 3.1.5.1</p>	<p><b>Step 4 Let's Sing! (activity 24)</b> Point to the picture and ask: What is he doing? Elicit: He's surfing. Point to the song and say: We are sailing, we are surfing, we are diving in the pool! The pupils repeat, chorally and/or individually. Follow the same procedure and present the rest of the song. During this stage, present/ elicit any unknown words/phrases. Play the CD. The pupils listen and follow along in their books. Divide the class into two groups and assign a verse to each group. Play the song again and ask each group to sing their corresponding verse. Time permitting, play the song again for the pupils to sing together as a class.</p>	<p>Track 23 CD2</p>	
<p>3.5.10.1 3.5.13.1. 3.5.13.2 3.2.3.1</p>	<p><b>Step 4 PROJECT TIME</b> Refer the pupils to the picture and elicit what the boy is doing at Summer Camp (playing basketball). Ask the pupils, in pairs or in groups, to talk about their own experiences at a summer camp. For homework, tell the pupils to write a short text about the things they can do at a summer camp and use the texts in Ex. 22 as models. This is me at Summer Camp. Look! I'm playing basketball! I can play basketball really well!</p>		<p>Assign the project as homework. During the next lesson, invite the pupils to present their projects to the class. Make sure you display their work somewhere in the classroom. Then help them file their projects in their Language Portfolios.</p>
<p><b>Ending the lesson</b> 3.5.13.2 3.5.7.1</p>	<p>Ask the pupils to form a circle. Explain to them that as soon as you say about the things they can do at a summer camp</p>		
<p><b>Additional information</b></p>			
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b></p>	
<p>intensive monitoring and support for weaker learners in the writing task challenging stronger learners in writing task to include further information</p>	<p>monitor motor control and control of spelling in writing task check comprehension of what learners understand they need to do in writing task through questioning</p>	<p>cross-curricular links: features of Summer Camp</p>	

## Lesson plan Water, water everywhere

<b>LESSON: Module 7 Lesson 6</b> <b>By the sea</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.4.1- understand a limited range of short supported questions on general and some curricular; 3.1.5.1- distinguish between phonemically distinct words; 3.5.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now		
<b>Lesson objectives</b>	All learners will be able to: respond to some written and spoken prompts correctly and show some control in spelling and structure in reading task with some support		
	Most learners will be able to: respond to most written and spoken prompts correctly and mostly use correct spelling and structure in reading task with some support		
	Some learners will be able to: respond to written and spoken prompts correctly and mostly use correct spelling, punctuation and structure in reading task with little support		
<b>Previous learning</b>	<i>Consolidation.</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  3.5.13.2 3.5.7.1	Ask some pupils to present their portfolio activities from the previous lesson.  Play the song from the previous lesson.  Invite the pupils to sing along.		

<b>Presentation and practice</b>  3.1.3.1 3.2.5.1   3.3.5.1 3.2.1.1	<b>Step 1 Read and match. (activity 26 )</b> Pupils' books closed. Put up the Water Cycle! poster on the board. Explain to the pupils, in L1 if necessary, that the water cycle involves the sea, air and the ground. Point to the water drop and say: drop. The pupils repeat, chorally and/or individually. Then point to the drop surfing in the ocean and explain that the sun was very hot, so the drop changed into water vapour. Write on the board and say: water vapour. The pupils repeat, chorally and/or individually. Follow the same procedure to present the rest of the water cycle. During this stage, you can present/ elicit some vocabulary such as water vapour, evaporate, form, condense, precipitation, condensation, evaporation, cloud formation, etc. Pupils' books open. The pupils read the texts. Then they read the sentences (1-4) and match them to the correct words (a-d). Allow the pupils some time to complete the activity. Check	Water Cycle! poster	<i>Target vocabulary</i> • sea, air, ground, water vapour, evaporate, form, condense, precipitation, condensation, evaporation, cloud formation
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	<p>their answers.          Answer key 1 c 2 a 3 d 4 b          Then individual pupils read out the texts..</p>		
<p>3.1.1.1          3.3.1.1          3.2.1.1</p>	<p><b>Step 2 Quiz show. Are you good at Geography? (activity 27)</b>          Do the quiz and find out!          Read the instructions and explain the activity. Go through the sentences and explain/ elicit any unknown words. Allow the pupils some time to complete the quiz. Check their answers.          Answer key 2 C 3 B 4 C 5</p>		
<p>3.1.1.1          3.4.1.1          3.1.4.1</p>	<p><b>Step 3 Craft work (activity 28)</b>          Read the instructions and explain the activity. Refer the pupils to the pictures and elicit each step of the experiment. Go around the classroom, providing help with the bottles. When the pupils complete the experiment, they report back to the class.          Suggested answer key Tuesday 5 centimetres Wednesday 6 centimetres etc</p>		
<p><b>Ending the lesson</b>          3.1.9.1</p>	<p>Tell the pupils they are going to play a game. Hand out the slips of paper to the pupils. Ask them to draw simple sketches of a drum, pot, coat, wood, loaf of bread and a horse (one on each slip of paper). Then ask them to choose only five of those cards and place them on their desks, face up. Call out the names of five objects at random. The pupils listen and turn the corresponding sketch face down. The winner is the pupil who has turned all their cards face down.</p>		
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>		<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links          Health and safety check          ICT links          Values links</b>
<p>extra support with modelling and drilling with weaker groups of learners as they rehearse          provide extra challenge in use of language in questions around story ordering task</p>		<p>check learner control of target language in story task and model again and drill where necessary          check comprehension through questions is story ordering task</p>	<p>Values links: lessons from stories from other places</p>

## Lesson plan Water, water everywhere

<b>LESSON: Module 7 Lesson 7 A beach story</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.4.8.1- include appropriate use of a full stop during guided writing of short, familiar sentences		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> respond to some written and spoken prompts correctly and show some control in spelling and structure in reading task with some support		
	<b>Most learners will be able to:</b> respond to most written and spoken prompts correctly and mostly use correct spelling and structure in reading task with some support		
	<b>Some learners will be able to:</b> respond to written and spoken prompts correctly and mostly use correct spelling, punctuation and structure in reading task with little support		
<b>Previous learning</b>	<i>sea, air, ground, water vapour, evaporate, form, condense, precipitation, condensation, evaporation, cloud formation</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  3.2.4.1	An activity to revise the language of the previous lesson.) Say: When the sun shines on the sea, warm air rises and forms water vapour. What is this called? Elicit: Evaporation. Follow the same procedure with condensation, precipitation and cloud formation.		
<b>Presentation and practice</b>  3.1.1.1 3.1.3.1  3.3.5.1 3.3.6.1	<b>Step 1 Listen and read (activity 29)</b> Pupils' books closed. Tell the pupils you will talk about famous athletes today. Brainstorm famous sports stars and write their names on the board. Ask the pupils, in L1 if necessary, who their favourite athletes are and why. Pupils' books open. Have the pupils look at the pictures. Ask them if they recognise the people presented and elicit what they can do really well (surf, swim, dive). Play the CD and ask the pupils to listen and follow the texts in their books	Track 24 CD2	<i>Target vocabulary • swimmer, gold medal, diver</i>

3.3.1.1 3.2.3.1	<b>Step 2 Read and match. (activity 30)</b> Allow the pupils some time to complete the activity. Check their answers. Answer key 1 b 2 c 3 a Then individual pupils read out the texts.		
3.4.1.1 3.5.9.1 3.2.8.1	<b>Project: My favourite sports person</b> Ask the pupils to think of a sports person they like from their country or abroad. Ask them to tell you where this person is from and what he/she can do. Ask the pupils to use the texts in Ex. 29 as models. You can ask pupils to write the short text at home as part of their homework. Suggested answer key Nikolay Karpenko is from Kazakhstan. He can ski really well. Note: Once you have corrected their writing activities, guide your pupils on how to file them in their Language Portfolios.		
<b>Ending the lesson</b> 3.1.9.1	Ask the pupils to present Project: My favourite sports person Individually in the class		
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>	
extra support with modelling and drilling with weaker groups of learners as they rehearse provide extra challenge in use of language in questions around story ordering task	check learner control of target language in story task and model again and drill where necessary check comprehension through questions is story ordering task	Values links: lessons from stories from other places	



## Lesson plan Water, water everywhere

<b>LESSON: Module 7 Lesson 8</b> A beach story SA7		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.4.8.1- include appropriate use of a full stop during guided writing of short, familiar sentences		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> respond to some written and spoken prompts correctly and show some control in spelling and structure in reading task with some support		
	<b>Most learners will be able to:</b> respond to most written and spoken prompts correctly and mostly use correct spelling and structure in reading task with some support		
	<b>Some learners will be able to:</b> respond to written and spoken prompts correctly and mostly use correct spelling, punctuation and structure in reading task with little support		
<b>Previous learning</b>	<i>sea, air, ground, water vapour, evaporate, form, condense, precipitation, condensation, evaporation, cloud formation</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 3.1.9.1 3.2.8.1	Ask the pupils to present Project: My favourite sports person Individually in the class		
<b>Presentation and practice</b>  3.1.1.1 3.3.2.1 3.3.5.1	<b>Step 1</b> Read and revise the words and grammar module 7		
	<b>Step 2</b> Read the instructions and explain the activity. Go through the sentences and explain/ elicit any unknown words or any written problems.. Allow the pupils some time to complete the SA 7	SA Cards # 7	
3.4.8.1 3.3.6.1	<b>Step 3</b> Read the instructions and explain the activity. When the pupils complete the task, they report put the cards on the teacher's table.	SA Cards # 7	



<b>Ending the lesson</b> 3.1.9.1 3.2.8.1	Ask the pupils to present Project: My favourite sports person Individually in the class		
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>	
extra support with modelling and drilling with weaker groups of learners as they rehearse provide extra challenge in use of language in questions around story ordering task	check learner control of target language in story task and model again and drill where necessary check comprehension through questions is story ordering task	Values links: lessons from stories from other places	

## Lesson plan Water, water everywhere

<b>LESSON: Module 7 Lesson 9</b> <b>A beach story Revision</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.4.8.1- include appropriate use of a full stop during guided writing of short, familiar sentences		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> respond to some written and spoken prompts correctly and show some control in spelling and structure in reading task with some support		
	<b>Most learners will be able to:</b> respond to most written and spoken prompts correctly and mostly use correct spelling and structure in reading task with some support		
	<b>Some learners will be able to:</b> respond to written and spoken prompts correctly and mostly use correct spelling, punctuation and structure in reading task with little support		
<b>Previous learning</b>	<i>Consolidation. sea, air, ground, water vapour, evaporate, form, condense, precipitation, condensation, evaporation, cloud formation</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 3.1.9.1 3.2.8.1	Ask the pupils to present Project: My favourite sports person Individually in the class		
3.3.1.1 3.5.2.1	<b>Step 1 CHECKPOINT 7</b> <b>Look, read and number. (activity 1)</b> Elicit the activities depicted. The pupils then read the sentences and number the pictures accordingly. Answer key B 5 C 2 D 1 E 3 F 4		
	<b>Step 2 Read and complete. (activity 2)</b> The pupils read the sentences and complete them using the present continuous. Answer key 1 Is Dana swimming 3 am getting 2 is playing 4 is surfing		
3.3.3.1 3.2.1.1			
3.3.2.1 3.2.2.1	<b>Step 2 Look, read and underline. (activity 3)</b> What do they like doing at the seaside? Elicit the pictures. The pupils look at the pictures, read the sentences and underline the		

	correct words in bold. Answer key 2 going sailing 3 eating ice cream		
3.4.1.1 3.5.13.1 3.5.13.2 3.2.2.1	<b>Step 2 Make sentences. (activity 4)</b> The pupils put the words in the correct order to make sentences. Answer key 1 We can't surf. 2 They can waterski. 3 He can play the violin. 4 She can't play the drums. 5 Can they have a picnic here?		
<b>Ending the lesson</b> 3.4.1.1	The pupils are now ready to do pages 78-79 in the Activity Book.		
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>	
extra support with modelling and drilling with weaker groups of learners as they rehearse provide extra challenge in use of language in questions around story ordering task	check learner control of target language in story task and model again and drill where necessary check comprehension through questions is story ordering task	Values links: lessons from stories from other places	

## Module 8

### Lesson plan Having fun

<b>LESSON: Module 8 Lesson 1 <i>Fun places</i></b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.5.9.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events; 3.5.9.2- use common past simple forms to describe actions and feelings ;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> respond correctly to some spoken, written and mimed prompts and show some control of target language in interactive question sequences		
	<b>Most learners will be able to:</b> respond correctly to most spoken, written and mimed prompts and show some control of target language in interactive question sequences		
	<b>Some learners will be able to:</b> recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken questions		
<b>Previous learning</b>	<i>swimmer, gold medal, diver module 7</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 3.2.4.1	Hand out the completed Progress Report Cards for the previous module and ask the pupils to file them in their Language Portfolios.		

<b>Presentation and practice</b>  3.1.7.1 3.2.8.1 3.5.9.1 3.5.10.1 3.3.5.1	<b>Step 1 Listen, point and answer the questions (activity 1)</b> Look at the picture. Where are they? What are they doing? Pupils' books open. Refer the pupils to the picture and ask: Where are they? Elicit: At the cinema. Have a class discussion, in L1 if necessary, about different free-time activities. Read the instructions and explain the activity. Allow the pupils some time to look at the picture on page 108 and answer the questions. Check their answers. Suggested answer key They are at the cinema. They are watching a film.		Target vocabulary • Places: park, cinema, sports centre, skating rink, market
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	<p><b>Step 2 Answer the questions (activity 2)</b>  Where do you like going in your free time?  Choose and talk with your friend.  Read the instructions and explain the activity.  Refer the pupils to the places and explain/ elicit their meaning. Refer the pupils to the sentences at the end of Ex. 2 and read them out loud. Allow the pupils some time to read the words/phrases and talk about where they like going in their free time. Ask a few pairs to report back to the class. Check their answers.  Suggested answer key A: I like going to the skating rink in my free time. B: Me, too!/I don't. I like going to the park with my friends. etc</p>		
3.1.6.1 3.5.9.1 3.5.9.2 3.5.15.2	<p><b>Step 3 Listen and match. (activity 3)</b>  Where did they go last Saturday? There is one extra place.  Explain the activity. Refer the pupils to the pictures and ask the pupils what they can see. Elicit the different places. Play the CD, twice if necessary. The pupils listen and match. Check the pupils' answers.  Answer key 1 b 2 c 3 a</p>	Track 25 CD2	
<b>Ending the lesson</b> 3.1.6.1 3.2.5.1	Divide the class into two teams, A and B. Write the target vocabulary on the board, but misspell one of the words. In teams, the pupils have to identify the wrong word and spell it correctly. Each correct answer wins a point. Give an extra point if the word is pronounced correctly, too. The team with the most points wins.		
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>	
support weaker learners with further modelling and drilling in their pairs  stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks	check pronunciation of new language through group and individual drilling  check comprehension of listening and reading text through follow-up questions	cross curricular links: Art and Design	

## Lesson plan Having fun

<b>LESSON: Module 8 Lesson 2 Fun places</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.5.9.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events; 3.5.17.1- use me, too and I don't to give short answers		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> recognise and use some target language correctly and show comprehension of some written and spoken questions with some support		
	<b>Most learners will be able to:</b> recognise and use most target language correctly and show comprehension of most written and spoken questions with some support		
	<b>Some learners will be able to:</b> recognise and use target language correctly and show comprehension of most written and spoken questions with little support		
<b>Previous learning</b>	Places: park, cinema, sports centre, skating rink, market		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 3.2.8.1	Ask individual pupils to tell you what they like doing in their free time. e.g. Pupil 1: I like going to the cinema in my free time. etc		

<b>Presentation and practice</b>  3.1.5.1 3.2.5.1	<b>Step 1 Listen, point and repeat. Then read and match. (activity 4)</b> Pupils' books closed. Put up the flashcards, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Point to each item in random order. Ask individual pupils to name the item. Ask the rest of the class for verification. Explain to the pupils that in today's lesson you'll talk about seasons. Ask them to tell you their favourite season. Extension (Optional) Ask a pupil to come to the front. Whisper a season to him/her. The pupil mimes an action related to that season. The rest of the class tries to guess the season. Repeat with as many pupils as you think is necessary. Pupils' books open. Play the CD. The pupils listen,	Track 26 CD2 FLASHCARD S (52-59)	Target vocabulary • Seasons: spring, summer, autumn, winter; • Actions:ly a kite, go to school, ride a bike, fish.
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3.3.5.1	point to the pictures and repeat the words. Play the CD again pausing after each word/phrase. The pupils repeat, chorally and/or individually. Then they complete the activity. Check their answers. Answers key 2 e 4 f 6 d 8 c 3 h 5 a 7 b		
3.3.5.1 3.3.6.1	<b>Step 2 Read and choose. (activity 5)</b> Read the instructions and explain the activity. Allow the pupils some time to complete the activity. Check their answers. Suggested answer key 1 a 2 b 3 b 4 a		
3.5.10.1 3.2.4.1 3.5.17.1	<b>Step 3 Complete, then answer. (activity 5)</b> Go through the examples in the Study spot table and revise present continuous (form and spelling). Read the example and explain the activity. Point to pictures 2-4 and elicit the actions (ride a bike, eat, read). Then ask the pupils to complete the questions and the answers. Allow the pupils enough time to complete the activity. Check their answers. Answer key 2 Is he/Yes, he is. 4 Is he/No, he isn't. 3 Is she/No, she isn't.		
3.1.7.1 3.5.9.1	<b>Step 4 Let's play (activity 6) Number games</b> Read the example and explain the game. Tell the pupils that they have to find the differences between the two pictures. If you want to make the game more competitive, you can divide the pupils into two teams, A and B. Every time a pupil from a team points out a difference, his/her team gets one point. The team with the most points wins.		
<b>Ending the lesson</b> 3.1.2.1	Memory game Have the pupils look at the pictures in Ex. 7 and try to memorise as much as possible. Explain that they are going to play a memory game. Ask the pupils to close their books. Ask pupils questions about the pictures. e.g. Teacher: What is Liam doing in picture A? Pupil 1: He's lying a kite! Teacher:What is Daisy doing in picture A? Pupil 2: She's riding a bike! etc		
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>	
support weaker learners intensively in pairs with modelling and drilling new language challenge stronger learners to respond in more expansive way to the pictures through prompts	check control of target language including use of contractions in oral activities check comprehension in listening and reading activities by monitoring what learners write as answers and through follow-up questions	cross-curricular links: PE through performing actions and Drama through performing mime	

## Lesson plan Having fun

<b>LESSON: Module 8 Lesson 3</b> <i>Number games</i>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.2.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.5.8.1- use imperative forms [positive and negative] to give short instructions on limited range of familiar topics; 3.5.11.1- use has got / have got there is / are statement and question forms including short answers and contractions		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> take part in interactive exchanges giving and asking for some information correctly identify some information correctly in comprehension tasks with some support		
	<b>Most learners will be able to:</b> take part in interactive exchanges giving and asking for most information correctly identify most information correctly in comprehension tasks with some support		
	<b>Some learners will be able to:</b> take part in interactive exchanges giving and asking for information correctly identify most information correctly in comprehension tasks with little support		
<b>Previous learning</b>	Seasons: spring, summer, autumn, winter; • Actions: fly a kite, go to school, ride a bike, fish.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 3.2.3.1	Draw simple sketches of a sun, lower, rain and snow and have the pupils guess the season.		

<b>Presentation and practice</b>  3.1.1.1 3.2.4.1 3.3.2.1	<b>Step 1 Listen and read. (activity 8)</b> Pupils' books open. Go through the pictures of the story and set the scene by asking the pupils questions about what they can see in the pictures. e.g. Teacher: (pointing to Lilly, Liam and Daisy in picture 1) Where are the children? Class: At the park. Teacher: (pointing to the kites) What have the children got? Class: Kites. etc. Play the CD. The pupils listen and follow the story in their books. Then individual pupils read out the story.	Track 27 CD2	Consolidation
	<b>Step 2 Read the story and complete. (activity 9)</b> Allow the pupils some time to read the story silently and complete the activity. Check the pupils' answers. Answer key 1 are 2 flying 3 worry 4 Spring Play the CD again with pauses for the pupils to repeat, chorally and/or individually.		
	3.1.1.1 3.3.5.1	<b>Step 3 Match the sentences in Ex. 9 to the people below.</b> Read the instructions and explain the activity. Allow the	



3.4.1.1	pupils some time to match the sentences in Ex. 9 to the people depicted. Check their answers. Answer key A 4 B 3 C 1 D 2.		
3.2.6.1 3.5.8.1	<b>Step 4 Act out the story (activity 11)</b> For stronger classes: Assign roles to the pupils. Allow them enough time to rehearse their roles in groups. Encourage them to come to the front and act out the story. • For weaker classes: Select a short exchange from the story for the pupils to act out in pairs.		
3.2.7.1	<b>Step 5 Talking point. Listen and read. Make a new dialogue with your friend. (activity 12)</b> Refer the pupils to the picture and the dialogue. Play the CD. The pupils listen and follow along. Pause the CD for the pupils to repeat, chorally and/or individually. The pupils, in pairs, act out similar dialogues about themselves. Go around the classroom providing any necessary help. Ask some of the pairs to come to the front of the classroom and act out the dialogue.	Track 28 CD2	
3.1.5.1 3.2.5.1	<b>Step 6 Listen, point and repeat. (activity 13)</b> Refer the pupils to the picture of the sea and say: s /s/– sea The pupils repeat, chorally and/or individually. Check the pronunciation. Point to the picture of sheep and say: sh \S/ – sheep. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for ish. Play the CD. The pupils listen, point and repeat. Then point to the pictures at random and elicit the sounds and the words.	Track 29 CD2	
3.1.5.1 3.2.5.1	<b>Step 7 Complete. Then listen and repeat. (activity 14)</b> Refer the pupils to the picture. Elicit sheep, ish and sea. Draw the pupils’ attention again to the \s\ and \S\ sounds. Allow the pupils some time to complete the missing letters. Check their answers. Answer key Sally the sheep is fishing in the sea. Play the CD for the pupils to listen and repeat. Ask the pupils to read out the sentence. Check their pronunciation and intonation.	Track 30 CD2	
<b>Ending the lesson</b> 3.2.8.1 5.1.1.1	Ask the pupils to draw their favourite season.		
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>		<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>
work with weaker students intensively in pair Q and A activity to model and drill interactions aid weaker learners in comprehension tasks with supportive prompts		monitoring of use of target language in pair work activity pre-checking learner answers in comprehension tasks before plenary	Health and Safety check: talk about simple rules Do’s and Don’ts with walking, riding a bike and getting a bus.

## Lesson plan Having fun

<b>LESSON: Module 8 Lesson 4</b> <i>Number games SA8</i>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.2.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10; 3.5.8.1- use imperative forms [positive and negative] to give short instructions on limited range of familiar topics;		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> recognise and use some target language correctly and show comprehension of some written and spoken questions with some support		
	<b>Most learners will be able to:</b> recognise and most some target language correctly and show comprehension of some written and most spoken questions with some support		
	<b>Some learners will be able to:</b> recognise and use target language correctly and show comprehension of most written and spoken questions with little support		
<b>Previous learning</b>	Consolidation		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  3.2.6.1	Ask a pair of pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 12). Repeat the activity with other pupils.		

<b>Presentation and practice</b>  3.2.5.1	<b>Step 1 Listen, point and repeat. Then number. (activity 15)</b> Pupils' books closed. Put up the flashcards on the board. Point to them, one at a time, and name them. The pupils repeat, chorally and/or individually. Repeat the procedure with the remaining flashcards. Then point to the flashcards in random order. Ask individual pupils to name them. Extension activity (Optional) Mime an action. Ask the pupils to guess the action.	Track 31 CD2  TPR	Target vocabulary • Activities: eat an ice cream, sleep, listen to music, watch TV, tidy my room, drink milk, pick lowers
	3.1.6.1 3.2.5.1		
3.3.1.1 3.5.2.1	<b>Step 2 Talk with your friend. (activity 16)</b> Refer the pupils to the pictures and explain the activity.		

	Then read the example aloud. The pupils use the numbers and the letters to describe the pictures, as in the example. Ask a few pairs to report back to the class. Check their answers.		
3.3.5.1 3.4.1.1 3.5.10.1 3.2.6.1	<b>Step 3 Read and underline. (activity 17)</b> Go through the sentences in the Study spot box and revise the present continuous. Read the instructions and explain the activity. Allow the pupils some time to complete the activity. Check their answers. Answer key 2 No, they aren't. 4 Yes, they are. 3 Yes, we are. 5 No, we aren't.		
3.1.6.1	<b>Step 4 Listen and choose. (activity 18)</b> Play the CD, twice if necessary. The pupils listen and complete the activity. Check the pupils' answers. Answer key 2 b 3 b 4 a.	Track 32 CD2	
3.1.1.1 3.2.1.1 3.5.8.1	<b>Step 5 Let's Play (activity 15)</b> Explain the game. Ask a pupil to come to the front of the classroom and mime an action. The rest of the class tries to guess the action. Whoever guesses the action first takes the next turn and the game continues. e.g. Pupil 1: (mimes fishing) Pupil 2: Are you fishing? Pupil 1: Yes, I am. etc	TPR	
<b>Ending the lesson</b> 3.4.1.1	Write the following on the board. The pupils draw lines to match. Answer key 1 d 2 e 3 f 4 b 5 c 6 a		
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>	
monitor and elicit from weaker learners language they plan to use in their project and check spellings remind stronger learners of structures they should aim to use	monitoring in closed groups and evaluation of learner presentations	cross-curricular : Art	

## Lesson plan Having fun

<b>LESSON: Module 8 Lesson 5 Flying kites</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics 3.3.4.1- use with some support a simple picture dictionary 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now 3.5.16.1 use conjunctions and, or, but to link words and phrases		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> respond correctly to some spoken, written and mimed prompts and show some control of target language in presentation and written activities		
	<b>Most learners will be able to:</b> respond correctly to most spoken, written and mimed prompts and show control of target of most language in presentation and written activities		
	<b>Some learners will be able to:</b> respond correctly to spoken, written and mimed prompts and show control of target of most language in presentation and written activities		
<b>Previous learning</b>	<i>Activities: eat an ice cream, sleep, listen to music, watch TV, tidy my room, drink milk, pick lowers</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  3.2.1.1	Tell the pupils they are going to play the Mirror Me game. Ask the pupils, in pairs, to stand facing each other. One pupil is the leader and mimes an action, e.g. eating an ice cream, and his/her partner has to follow as accurately as possible, as if looking in the mirror. The rest of the class names the action	TPR	

<b>Presentation and practice</b>  3.3.4.1 3.1.6.1	<b>Step 1 Listen and read. (activity 20)</b> Read and circle. Then listen and check. Point to and present the word diary. Ask the pupils, in L1 if necessary, to tell you if they have got a diary and what they usually write in it. Play the CD. The pupils listen and follow along in their books. Allow the pupils some time to read the text silently and complete the activity. Check the pupils' answers. Then pupils read out the text.	Track 33 CD2	Consolidati on.
	<b>Step 2 Complete the sentences with and, or or but. (activity 21)</b> Write the following on the board: I like spring and summer. Is the English test on Monday or Tuesday? I don't like bananas, but I like apples. Underline the words in bold. Explain to the pupils that <b>and, or</b> and <b>but</b> help us link ideas in a sentence. We use and to join similar ideas. We use or to list two		
3.5.16.1			

	alternatives. We use but to join different ideas. Read the instructions and explain the activity. Allow the pupils some time to complete the sentences. Check their answers.		
3.4.4.1 3.5.9.1 3.5.10.1	<p><b>Step 3 PORTFOLIO:</b> Talk with your friends. Then write your diary entry for today. The pupils, in pairs or in groups, talk about what they will write in their diaries for today. Go around the classroom, providing any necessary help. For homework, tell the pupils to write a diary entry. Tell them to use the text in Ex. 20 as a model.</p> <p>Suggested answer key Dear Diary, I'm in my room now and I'm listening to music. Mum and Dad are in the kitchen. They are cooking. Bakhytzhana is tidying up his room and Kitty our cat is sleeping under the chair. Grandpa is watching TV. Everyone is happy today!</p> <p>Love, Nurzhan</p>	Spots and Stripes Poster	
3.1.6.1	<p><b>Step 3 Let's sing! (activity 22)</b></p> <p>Point to the picture and elicit the seasons. Then mime as you say: Spring is here! I'm flying my kite with everyone! The pupils repeat after you. Follow the same procedure and present the rest of the song.</p> <p>Play the CD. The pupils listen and follow along in their books. Divide the class into four groups. Play the CD. The pupils listen and sing the corresponding verse. Time permitting, play the CD a third time for the pupils to sing the song as well.</p>	Track 34 CD2	
3.4.1.1	<p><b>Step 4 Choose your favourite season. (activity 23)</b></p> <p>Write your own song. Then draw.</p> <p>Explain to pupils that they have to write their own verse about their favourite season. Tell them to use the song from Ex. 22 as a model. Allow the pupils some time to complete the activity. Walk around the classroom providing any necessary help. Then ask individual pupils to read their songs.</p> <p>Suggested answer key Summer is here! It's lots of fun! I'm swimming With everyone!</p>		
<b>Ending the lesson</b> 3.1.5.1 3.2.5.1	Ask the pupils to stand up. Name a season, e.g. summer. The pupils whose favourite season is summer form a group. Repeat with the rest of the seasons.		
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>	
support weaker learners through further modelling and drilling in groups prompt stronger learners to include sentences and phrases linked by conjunctions <i>and but or</i> in their written work	monitor responses to spoken questions recast answers where necessary and drill check written work for accuracy of spelling, punctuation and structure	cross-curricular links: climate around the world	

## Lesson plan Having fun

<b>LESSON: Module 8 Lesson 6 SAT4</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics 3.2.4.1- respond to questions on a limited range of general and some curricular topics 3.3.4.1- use with some support a simple picture dictionary 3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons 3.5.8.1- use imperative forms [positive and negative] to give short instructions on limited range of familiar topics 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now 3.U16 use conjunctions and, or, but to link words and phrases		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> recognise and use some target language correctly and show comprehension of some written and spoken questions with support		
	<b>Most learners will be able to:</b> recognise and use most target language correctly and show comprehension of most written and spoken questions with support		
	<b>Some learners will be able to:</b> recognise and use target language correctly and show comprehension of most written and spoken questions with little support		
<b>Previous learning</b>	Consolidation.		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 3.1.9.1 3.2.8.1	Ask the pupils to present Project: My favourite season Individually in the class		
<b>Presentation and practice</b>  3.1.1.1 3.3.2.1 3.3.5.1	<b>Step 1</b> Read and revise the words and grammar module 7		
	<b>Step 2</b> Read the instructions and explain the activity. Go through the sentences and explain/ elicit any unknown words or any written problems.. Allow the pupils some time to complete the SA 7	SA Cards # 8	
3.4.8.1 3.3.6.1	<b>Step 3</b> Read the instructions and explain the activity. When the pupils complete the task, they report put the cards on the teacher's table.	SA Cards # 8	

<b>Ending the lesson</b> 3.1.9.1 3.2.8.1	Ask the pupils to present Project: My favourite sports person Individually in the class		
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners’ learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>	
extra support with modelling and drilling with weaker groups of learners as they rehearse provide extra challenge in use of language in questions around story ordering task	check learner control of target language in story task and model again and drill where necessary check comprehension through questions is story ordering task	Values links: lessons from stories from other places	



## Lesson plan Having fun

<b>LESSON: Module 8 Lesson 6</b> <b>Flying kites</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics 3.2.4.1- respond to questions on a limited range of general and some curricular topics 3.3.4.1- use with some support a simple picture dictionary 3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons 3.5.8.1- use imperative forms [positive and negative] to give short instructions on limited range of familiar topics 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now 3.U16 use conjunctions and, or, but to link words and phrases		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> recognise and use some target language correctly and show comprehension of some written and spoken questions with support		
	<b>Most learners will be able to:</b> recognise and use most target language correctly and show comprehension of most written and spoken questions with support		
	<b>Some learners will be able to:</b> recognise and use target language correctly and show comprehension of most written and spoken questions with little support		
<b>Previous learning</b>	<i>Numbers: 1-100</i>		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b>  3.2.8.1	Ask some pupils to present their portfolio activities from the previous lesson. Play the song from the previous lesson. Invite the pupils to sing along.		

<b>Presentation and practice</b>  3.1.5.1 3.2.5.1  3.3.5.1	<b>Step 1 My neighbourhood! Complete the map. (activity 24)</b> Pupils' books closed. Put up the My Neighbourhood! poster on the board. Point to buildings/places, one at a time, and elicit their names. Then point to the buildings/places in random order. Ask individual pupils to name them. Ask the rest of the class for verification. Pupils' books open. Explain the activity. Refer the pupils to the map. and the sentences. The pupils read the sentences and draw the buildings/places on the map accordingly. Allow the pupils some time to complete the activity. Check their answers.	My Neighbourhood! poster	Target vocabulary • take place, open area, don't miss, kitebuilding, kite masters
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3.5.2.1	<b>Step 2 Read and fill in. (activity 25)</b> Read the instructions and explain the activity. Briefly revise numbers 1-100. Refer the pupils to the sentences and the examples in the table and read them out loud. Allow the pupils some time to complete the activity. Check their answers.		
3.5.2.1 3.3.2.1	<b>Step 3 Magic Squares! Complete with the right numbers. (activity 26 )</b> Remember: The numbers in each row must add up to 15. Read the instructions and explain the activity. Elicit the numbers depicted. Explain to the pupils that each row must add up to 15. Allow the pupils some time to complete the activity. Check their answers		
<b>Ending the lesson</b> 3.2.6.1	The pupils work in pairs. Ask them to draw a grid like the one in Ex. 24. The pupils think of places and their friend where they are. e.g. Pupil 1: There's a park in 1B. Pupil 2: (draws a park in 1B.)		
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>	
give weaker learners more than one chance to answer questions by asking simple follow-up questions challenge stronger learners to add really emphasis through their voices in acting out the story	monitor use of target language in tasks and comprehension in response to prompts and ordering task	values links: children think about value of boasting and value of being humble	

## Lesson plan Having fun

<b>LESSON: Module 8 Lesson 7</b> <b>Flying kites module revision</b>		<b>School:</b>	
<b>Date:</b>		<b>Teacher name:</b>	
<b>CLASS:</b>		<b>Number present:</b>	<b>absent:</b>
<b>Learning objectives(s) that this lesson is contributing to</b>	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics 3.2.4.1- respond to questions on a limited range of general and some curricular topics 3.3.4.1- use with some support a simple picture dictionary 3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons 3.5.8.1- use imperative forms [positive and negative] to give short instructions on limited range of familiar topics		
<b>Lesson objectives</b>	<b>All learners will be able to:</b> recognise and use some target language correctly and show comprehension of some written and spoken questions with support		
	<b>Most learners will be able to:</b> recognise and use most target language correctly and show comprehension of most written and spoken questions with support		
	<b>Some learners will be able to:</b> recognise and use target language correctly and show comprehension of most written and spoken questions with little support		
<b>Previous learning</b>	take place, open area, don't miss, kitebuilding, kite masters		
<b>Plan</b>			
<b>Planned timings</b>	<b>Planned activities</b>	<b>Smiles Resources</b>	<b>Teacher Notes</b>
<b>Beginning the lesson</b> 3.5.2.1	Write some numbers on the board. Ask pupils to say them.		

<b>Presentation and practice</b>  3.1.6.1 3.3.6.1 3.2.4.1	<b>Step 1 Listen and read. (activity 27 )</b> When are the kite festivals in the UK and in Kazakhstan? Pupils' books open. Have a class discussion, in L1 if necessary, about kite festivals. Ask the pupils to tell you what they know about these festivals and if they've ever been to one. Have they got their own kites? Play the CD. The pupils listen and follow the texts in their books. Then they answer the question.	Track 35 CD2	Target vocabulary • take place, open area, don't miss, kitebuilding, kite masters
	3.5.8.1 3.5.3.1	<b>Step 2 Draw a kite. Compare it to your friend's. (activity 28 )</b> Read the instructions and explain the activity. Refer the pupils to the words and read the speech bubble aloud. Upon drawing their kites, the pupils use the words to compare their kites to their friend's. Allow the pupils some time to complete	

	the activity. Check their answers. <i>My kite is funnier than your kite..</i>		
3.3.1.1 3.2.6.1	<b>Step 3 (activity 1 ) Look, read and number.</b> Elicit the activities depicted. The pupils then read the sentences and number the pictures accordingly. Answer key b 5 c 3 d 2 e 4 f 1 Answer the questions. <b>(activity 2 )</b> The pupils read the questions and answer them about themselves.		
3.4.3.1 3.3.4.1	<b>Step 4 Look, read and write one-word answers. (activity 3)</b> Refer the pupils to the picture and elicit the activities. The pupils look at the pictures, read the sentences and write one-word answers. Suggested answer key 1 sunny 3 kite 5 Running 2 bike 4 Sleeping		
<b>Ending the lesson</b> 3.2.7.1	The pupils work in pairs. Ask them to draw a grid like the one in Ex. 24. The pupils think of places and their friend where they are. e.g.Pupil 1: There's a park in 1B. Pupil 2: (draws a park in 1B.)		
<b>Additional information</b>			
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Cross-curricular links</b> <b>Health and safety check</b> <b>ICT links</b> <b>Values links</b>	
give weaker learners more than one chance to answer questions by asking simple follow-up questions challenge stronger learners to add really emphasis through their voices in acting out the story	monitor use of target language in tasks and comprehension in response to prompts and ordering task	values links: children think about value of boasting and value of being humble	