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Sample lesson plans for Kazakhstan Grade 4

ENGLISH АЃЫЛШЫН ТIЛI АНГЛИЙСКИЙ ЯЗЫК

Жалпы бiлiм беретiн мектептiњ 4-сыныбына арналѓан оќулыќ Экспресс Паблишин баспасы 2018

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Уважаемые учителя английского языка, работающие по УМК обновленного содержания образования по английскому языку международного издательства «Express Publishing».

Данные поурочные планы несут **рекомендательный характер**.

В данном пособии предлагается несколько вариантов составления данных планов. В зависимости от уровня учащихся, требований администрации вашей школы и по пожеланию учителя поурочные планы подлежат корректировке самим учителем, преподающим в данной параллели.

С уважением, методисты международного образовательного центра

«EDU Strеam».

The lesson plans presented here provide detailed and mapping of the Grade 4 learning objectives designated within the Ministry of Education subject programme for English to the content and activities in the Smiles 4 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 teacher’s key differentiation and ongoing formative assessment opportunities in using the material.

**Module Themes**

Unit 1. Kazakhstan in the World of Sport

Unit 2. Values in Myths and Legends

Unit 3. Treasure and heritage

Unit 4.Professions and ways of Communication

Unit 5. Hot and cold

Unit 6. Healthy world

Unit 7. Journey into space Unit 8. Machines

**Using the lesson plans.**

As you familiarize yourself with each plan and how it relates to the activities in the Smiles 4 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.

**Sample Blank Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LESSON:** | | **School:** | | |
| **Date:** | | **Teacher’sname:** | | |
| **CLASS:** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** |  | | | |
| **Lessono bjectives** | **All learners will be able to:**   | | | |
| **Most learners will be able to:**   | | | |
| **Some learners will be able to:** | | | |
| **Previous learning** |  | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| Opening |  | | |  |
| Middle |  | | |  |
| End |  | | |  |

|  |  |  |
| --- | --- | --- |
| **Additionalinformation** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** | |

**Grade 4: Long term**

|  |  |  |
| --- | --- | --- |
| **Units** | **Topics, content** | **Learning objectives** |
| **TERM 1** | | |
| **Kazakhstan in the World of Sport** | *Children’s games 1* | 4.L2 understand an increasing range of questions which ask  for personal information  4.S4 respond to questions on an increasing range of general and some curricular topics  4.W4 write with support a sequence short sentences in a paragraph to give basic personal information  4.UE12 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, use common ly manner adverbs to describe actions e.g. slowly, quietly  4.UE14 use prepositions of location position and direction at, behind, between, in, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of  time: on, in, at, before, after use with/without to indicate, accompaniment with for instrument and for to indicate recipient  4.UE17 use me, too\ and I don’t to give short answers, use when clauses to describe simple present and past actions on personal and familiar topics |
| *Children’s games 2* | 4.S4 respond to questions on an increasing range of general and some curricular topics  4.R2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics  4.W4 write with support a sequence short sentences in a paragraph to give basic personal information  4.UE5 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics  4.UE8 use imperative forms [positive and negative] to give  short instructions on a growing range of familiar topics |
| *OIimpic Games* | 4.L4 understand an increasing range of short supported  questions on general and some curricular topics  4.S4 respond to questions on an increasing range of general and some curricular topics  4.W1 plan, write and check sentences with support on a  range of basic personal, general and some curricular topics  4.W4 write with support a sequence short sentences in a paragraph to give basic personal information  4.UE5 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics |
| *Aesor’s Fubles 1* | 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics  4.S4 respond to questions on an increasing range of general and some curricular topics  4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly  4.R3 recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics  4.UE12 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, use common ly manner adverbs to describe actions e.g. slowly, quietly |
| *Aesor’s Fubles 2* | 4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics  3.S8 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to describe things use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons  4.UE12 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, use common ly manner adverbs to describe actions e.g. slowly, quietly |
| **Values in Myths and Legends** | *Traditional stories 1`* | 4.L4 understand an increasing range of short supported  questions on general and some curricular topics  4.L8 understand short, supported narratives on an increasing range of general and some curricular topics  4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some  curricular topics  4.W7 spell most familiar high- frequency words accurately when writing independently  4.UE15 use would you like to to invite and use appropriate  responses yes please, no thanks use let’s + verb, verbs go, enjoy, like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, usae declarative what + adjective+ noun to show fellings |
| *Traditional stories 2* | 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics  4.S3 give short, basic description of people and objects  on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics  4.S4 respond to questions on an increasing range of general and some curricular topics  4.W1 plan, write and check sentences with support on a  range of basic personal, general and some curricular topics  4.UE1 use singular nouns, plural nouns – including some  common irregular plural and uncountable nouns,  possessive forms ‘s/s’ to name, describe and label things  4.UE7 use personal subject and object pronouns including indirect object pronouns and use possessive pronouns mine, yours, to give personal information and describe actions and events  4.UE15 use would you like to to invite and use appropriate  responses yes please, no thanks use let’s + verb, verbs go, enjoy, like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, usae declarative what + adjective+ noun to show fellings |
| *People and places* | 4.L5 identify initial, middle and final phonemes and blends 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics  4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using  contextual clues  4.W2 begin to use joined up handwriting in a limited range of written work  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to describe things use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons |
| *Dragons and creatures 1* | 4.S4 respond to questions on an increasing range of general and some curricular topics  4.W7 spell most familiar high- frequency words accurately when writing independently  4.UE15 use would you like to to invite and use appropriate  responses yes please, no thanks use let’s + verb, verbs go, enjoy, like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, usae declarative what + adjective+ noun to show fellings  4.UE16 use conjunctions and, or, but, because to link  words and phrases |
| *Dragons and creatures 2* | 4.S4 respond to questions on an increasing range of general and some curricular topics  4.S6 take turns when speaking with others in a growing  range of short, basic exchanges  4.R3 recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics  4.W4 write with support a sequence short sentences in a paragraph to give basic personal information  4.UE12 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, use common ly manner adverbs to describe actions e.g. slowly, quietly  4.UE15 use would you like to to invite and use appropriate  responses yes please, no thanks use let’s + verb, verbs go, enjoy, like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, usae declarative what + adjective+ noun to show fellings |
| **TERM 2** | | |
| **Treasure and heritage** | *Treasure maps 1* | 4.S3 give short, basic description of people and objects  on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics  4.S6 take turns when speaking with others in a growing  range of short, basic exchanges  4.R4 find with support books, worksheets and other print materials in a class or school library according to classification  4.UE1 use singular nouns, plural nouns – including some  common irregular plural and uncountable nouns, possessive  forms ‘s/s’ to name, describe and label things  4.UE8 use imperative forms [positive and negative] to give  short instructions on a growing range of familiar topics |
| *Treasure maps 2* | 4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics  4.S4 respond to questions on an increasing range of general and some curricular topics  4.W1 plan, write and check sentences with support on a  range of basic personal, general and some curricular topics  4.UE8 use imperative forms [positive and negative] to give  short instructions on a growing range of familiar topics  4.UE11 use has got / have got there is / are statement, negative question forms including short and full answers and contractions  4.UE14 use prepositions of location position and direction at, behind, between, in, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of  time: on, in, at, before, after use with/without to indicate, accompaniment with for instrument and for to indicate recipient |
| *Treasure and numbers 1* | 4.S4 respond to questions on an increasing range of general and some curricular topics  4.R3 recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics  4.W1 plan, write and check sentences with support on a  range of basic personal, general and some curricular topics  4.UE2 use cardinal numbers 1 -1000 and ordinal numbers 1 - 100 |
| *Treasure and numbers 2* | 4.L4 understand an increasing range of short supported  questions on general and some curricular topics  4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly  4.R3 recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics  4.W2 begin to use joined up handwriting in a limited range of written work  4.UE5 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics |
| *Our planet’s treasure 1* | 4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics  4.S3 give short, basic description of people and objects  on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics  4.S6 take turns when speaking with others in a growing  range of short, basic exchanges  4.R3 recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics  4.W4 write with support a sequence short sentences in a paragraph to give basic personal information |
| *Our planet’s treasure 2* | 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics  4.S6 take turns when speaking with others in a growing  range of short, basic exchanges  3.S8 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics  4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using  contextual clues |
| **Professions and ways of Communication** | *Body language* | 4.L1 understand an increasing range of classroom instructions  4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics  4.R1 recognise, identify and sound with support a growing range of language at text level  4.W2 begin to use joined up handwriting in a limited range of written work  4.UE1 use singular nouns, plural nouns – including some  common irregular plural and uncountable nouns, possessive  forms ‘s/s’ to name, describe and label things  4.UE6 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses |
| *Communicating around the world* | 4.L1 understand an increasing range of classroom instructions  4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics  4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics  4.R1 recognise, identify and sound with support a growing range of language at text level  4.W6 use upper and lower case letters accurately when writing names, places and short sentences when writing independently |
| *Technology* | 4.L2 understand an increasing range of questions which ask  for personal information  4.S3 give short, basic description of people and objects  on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics  4.W4 write with support a sequence short sentences in a paragraph to give basic personal information  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to describe things use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons  4.UE11 use has got / have got there is / are statement, negative question forms including short and full answers and contractions |
| **TERM 3** | | |
| **5. Hot and Cold** | *Healthy bodies 1* | |  | | --- | | 4.S5 pronounce an increasing range of words and short phrases and simple sentences intelligibly | | 4.W7 spell most familiar high-frequency words accurately when writing independently |   4.UE9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular]to describe actions and feelings and narrate simple events including short answer forms and contractions  4.UE12 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, use common –ly manner adverbs to describe actions e/g/ slowly, quickly |
| *Healthy bodies 2* | 4.S6 take turns when speaking with others in a growing range of short, basic exchanges  4.W2 begin to use joined-up handwriting in a limited range of written work  4.W7 spell most familiar high-frequency words accurately when writing independently  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to  describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons  4.UE10 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics/ using –ing forms swimming, spelling as nouns to describe familiar and classroom activities |
| *Save our animals 1* | 4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges  4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.W2 begin to use joined-up handwriting in a limited range of written work  4.UE1 use singular nouns, plural nouns– including some common irregular plural forms and uncountable nouns, use possessive forms ‘s/s’ to name, describe and label things  4.UE5 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics |
| *Save our animals 2* | 4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics   |  | | --- | | 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics |   4.R2 read and understand with some support short simple fiction and non-fiction texts  4.W5 link with some support sentences using basic coordinating connectors |
| **6. Healthy world** | Help the planet 1 | 4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics  4.L4 understand a limited range of short supported questions on general and some curricular topics  4.S6 take turns when speaking with others in a growing range of short, basic exchanges  4.R2 read and understand with some support short simple fiction and non-fiction texts  4.UE12 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, use common –ly manner adverbs to describe actions e/g/ slowly, quickly |
| Help the planet 2 | 4.L5 identify initial, middle and final phonemes and blends  4.S4 respond to questions on an increasing range of general and some curricular topics  4.S8 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics  4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.UE8 use imperative forms [positive and negative] to give  short instructions on growing range of familiar topics |
| *Healthy bodies 1* | |  | | --- | | 4.S5 pronounce an increasing range of words and short phrases and simple sentences intelligibly | | 4.W7 spell most familiar high-frequency words accurately when writing independently |   4.UE9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular]to describe actions and feelings and narrate simple events including short answer forms and contractions  4.UE12 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, use common –ly manner adverbs to describe actions e/g/ slowly, quickly |
| *Healthy bodies 2* | 4.S6 take turns when speaking with others in a growing range of short, basic exchanges  4.W2 begin to use joined-up handwriting in a limited range of written work  4.W7 spell most familiar high-frequency words accurately when writing independently  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to  describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons  4.UE10 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics/ using –ing forms swimming, spelling as nouns to describe familiar and classroom activities |
| *Save our animals 1* | 4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges  4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.W2 begin to use joined-up handwriting in a limited range of written work  4.UE1 use singular nouns, plural nouns– including some common irregular plural forms and uncountable nouns, use possessive forms ‘s/s’ to name, describe and label things  4.UE5 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics |
| **TERM 4** | | |
| **Journey into Space** | *Into Space 1* | 4.L5 identify initial, middle and final phonemes and blends  4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics  4.W7 spell most familiar high-frequency words accurately when writing independently  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to  describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons  4.UE5 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics  4.UE13 use can to make requests and ask permission, use must / mustn’t / have to to talk about obligation, use have to +object + infinitive to talk about obligations |
| *Into Space 2* | 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics  4.S6 take turns when speaking with others in a growing range of short, basic exchanges  4.R6 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.W4 write with support short basic sentences with appropriate spaces between words |
| *Planets 1* | 4L6 understand some specific information and detail of short,  supported talk on an increasing range of general and some curricular topics  4.R1 recognise, identify and sound with support a growing range of language at text level  4.R4 find with support books, worksheets and other print materials in a class or school library according to classification  4.W4 write with support short basic sentences with appropriate spaces between words  4.UE2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 100  4.UE17 use me, too and I don’t to give short answers, use when clause to describe simple present and past actions on personal and familiar topics |
| *Planets 2* | 4.L4 understand a limited range of short supported questions on general and some curricular topics  4.S4 respond to questions on an increasing range of general and some curricular topics  4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.W2 begin to use joined-up handwriting in a limited range of written work  4.UE1 use singular nouns, plural nouns– including some common irregular plural forms and uncountable nouns, use possessive forms ‘s/s’ to name, describe and label things  4.UE2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 100  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to  describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons |
| *Aliens 1* | 4.L5 identify initial, middle and final phonemes and blends  4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics  4.S4 respond to questions on an increasing range of general and some curricular topics  4.R6 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.W7 spell most familiar high-frequency words accurately when writing independently  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to  describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons  4.UE4 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics  4.UE16 use conjunctions and, or, but, because to link words and phrases |
| *Aliens 2* | 4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.W5 link with some support sentences using basic coordinating connectors  4.UE9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular]to describe actions and feelings and narrate simple events including short answer forms and contractions |
| **Machines** | *Slow machines 1* | 4L6 understand some specific information and detail of short,  supported talk on an increasing range of general and some curricular topics  4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics  4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics  4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.W7 spell most familiar high-frequency words accurately when writing independently  4.UE5 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics  4.UE12 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, use common –ly manner adverbs to describe actions e/g/ slowly, quikly |
| *Slow machines 2* | 4L6 understand some specific information and detail of short,  supported talk on an increasing range of general and some curricular topics  4.S1 make basic statements which provide information on an increasing range of general and some curricular topics  4.R2 read and understand with some support short simple fiction and non-fiction texts  4.W5 link with some support sentences using basic coordinating connectors  4.UE1 use singular nouns, plural nouns– including some common irregular plural forms and uncountable nouns, use possessive forms ‘s/s’ to name, describe and label things  4.UE6 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses |
| *Fast machines 1* | 4.L5 identify initial, middle and final phonemes and blends  4.S4 respond to questions on an increasing range of general and some curricular topics  4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges  4.R1 recognise, identify and sound with support a growing range of language at text level  4.W2 begin to use joined-up handwriting in a limited range of written work  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to  describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons  4.UE14 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient |
| *Fast machines 2* | 4.S4 respond to questions on an increasing range of general and some curricular topics  4.S6 take turns when speaking with others in a growing range of short, basic exchanges  4.W4 write with support short basic sentences with appropriate spaces between words  4.W7 spell most familiar high-frequency words accurately when writing independently  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to  describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons  4.UE13 use can to make requests and ask permission, use must / mustn’t / have to to talk about obligation, use have to +object + infinitive to talk about obligations  4.UE16 use conjunctions and, or, but, because to link words and phrases |
| *Robots 1* | 4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics  4.S4 respond to questions on an increasing range of general and some curricular topics  4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics  4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently  4.UE4 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics  4.UE11 use has got / have got there is / are statement, negative and question forms including short and full answers and contractions  4.UE14 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient |
| *Robots 2* | 4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics  4.R2 read and understand with some support short simple fiction and non-fiction texts  4.R4 find with support books, worksheets and other print materials in a class or school library according to classification  4.R6 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.W5 link with some support sentences using basic coordinating connectors  4.UE13 use can to make requests and ask permission, use must / mustn’t / have to to talk about obligation, use have to +object + infinitive to talk about obligations  4.UE15 use would you like to to invite and use appropriate  responses yes please, no thanks use let’s + verb verbs go enjoy like+ verb + ing |

**Sample Plan**

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| **Module 1. *Kazakhstan in the world of sport***  **LESSON: 1**  **Theme: Children’s games 1** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.2.1 understand an increasing range of supported questions which ask for personal information;  4.2.4.1 respond to questions on an increasing range of general and some curricular topics;  4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information;  4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly;  4.5.17.1 use *me, too* and *I don’t* to give short answers, use when clauses to describe simple present and past actions on personal and familiar topics | | | |
| **Lesson objectives** | **All learners will be able to:** understand an increasing range of supported questions which ask for personal information; respond to questions on an increasing range of general and some curricular topics using *me, too* and *I don’t*. Write with support a sequence of short sentences in a paragraph to give basic personal information; | | | |
| **Most learners will be able to:** understand an increasing range of supported questions which ask for personal information; respond to questions on an increasing range of general and some curricular topics using *me, too* and *I don’t*. Write without support a sequence of short sentences in a paragraph to give basic personal information; find some funny sport stories using adverbs of time and frequency | | | |
| **Some learners will be able to:** understand an increasing range of supported questions which ask for personal information; respond to questions on an increasing range of general and some curricular topics using *me, too* and *I don’t*. Write without support a sequence of short sentences in a paragraph to give basic personal information; find and tell some funny sport stories using adverbs of time and frequency | | | |
| **Assessment criteria** | Learners can talk about sport and games; express preferences; describe your daily routine; make suggestions | | | |
| **Language focus** | Adverbs of time, Present Simple, interrogative pronouns, possessive adjectives | | | |
| **Target vocabulary** | Types of Sport, children’s game | | | |
| **Cross - curricular**  **links** | PE | | | |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| BEGINNING THE LESSON  4.1.2.1  4.2.4.1 | (Activities to present and activate the new language. )  ***Ex 1 p 5.*****T: Look at the pictures. Which is a team sport? Which is an individual sport? Is there a sport you can play really well?**  ***Pupils’ book open.***Explain, in L1 if necessary what is a team sport and what is an individual sport. Ask the pupils to look at the picture on p.4 and elicit the names of the sports (football, tennis). Ask the pupils: What type of sport is tennis? Elicit: It is an individual sport. Then ask: What type of sport is football? Elicit: It is a team sport. Ask the pupils to name other individual and team sports they know. Then ask the pupils to tell the class if there is a sport they can play really well.  P1: I can play bandy really well. | | | Interactive Whiteboard Software |
| Middle  4.1.2.1  4.5.12.1  4.5.17.1  4.5.12.1 | ***POSTER***  ***Ex.2 p. 5******Pupils’ book closed.***Put the *Children’s games* poster up on the board.  Point to the children’s games, one at a time, and say the corresponding words. The pupils repeat chorally and/ or individually. Point to the games in random order and ask individual pupils to name them. Ask the rest of the class for verification.  ***Pupils’ book open****.* Point to children’s games. Play the CD. The pupils listen, point and repeat the words. If you wish, play the recording again with pauses for the pupils to repeat chorally or individually.  **Ex 3 p 5** Refer the pupils to the picture and the dialogue. First, read out the dialogue and then act out a similar dialogue with one of the pupils. Ask the pupils to act out, in pairs, similar dialogues about themselves. Go around the classroom monitoring the activity and providing any necessary help. Ask some pairs to come to the front of the classroom and act out the dialogue.  *Answer key:*  **Dana:** *I sometimes play hide-and-seek with my friends.*  **Aidar:** *I don’t. I play leap frog with my friends.*  **Ex 4 p 5** Refer the pupils to the *Funny Sports Facts* box and read aloud the first fact. Initiate a discussion, in L1 if necessary, about it. If you wish, you can show the pupils a picture of Alan Shephard playing golf on the moon. (Background information: Alan Shephard was the Commander of Apollo 14, a space mission that landed on the moon in 1971.) Then read aloud the second fact.  Ask the pupils to use the internet or other sources and find some more funny sports facts. They can include a drawing or a picture. Have the pupils, one at a time, come to the front of the classroom and present their funny fact. Alternatively, you can assign the activity for home work and have the pupils present their assignment to the class during the next lesson.  *Answer: A chef won the first Olympic Games in Ancient Greece.*  **Note:** Once you have collected their assignments, guide your pupils on how to file them in their *Language Portfolios.*  **Present Simple ex 1, 2**  **Adverbs of frequency ex 3** | | | Track 2 CD 1  Vocabulary and grammar practice p.39-42 |
| End  4.4.4.1 | (An activity to consolidate the language of the lesson)  Divide the class into two teams, A and B. Invite a pupil from each team to the board. The pupils think of a sport or children’s game and draw clues on the board for their team to guess the sport/game. They are not allowed to speak, write words or use gestures. Each correct answer wins a point. The team with the most points wins the game.  **ACTIVITY BOOK (Optional)**  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** | |

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| **Module 1:** Kazakhstan in the world of sport  **LESSON:** 2  **Theme: Children’s games 1** | | | **School:** | | | | |
| **Date:** | | | **Teacher’s name:** | | | | |
| **CLASS: 4** | | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.2.1 understand an increasing range of supported questions which ask for personal information;  4.2.4.1 respond to questions on an increasing range of general and some curricular topics;  4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information;  4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly; | | | | | | |
| **Lessono bjectives** | **All learners will be able to:** respond to questions on an increasing range of general and some curricular topics; write with support short sentences which describe people, places and objects; | | | | | | |
| **Most learners will be able to:** use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics**;** use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics | | | | | | |
| **Some learners will be able to: :** use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics**;** use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics;ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics; | | | | | | |
| **Assessment criteria** | Learners can talk about children’s games | | | | | | |
| **Language focus** | Present Simple; interrogative pronouns | | | | | | |
| **Target vocabulary** | Play board games, juggle, do a jigsaw puzzle, play video games, go bowling, play chess | | | | | | |
| **Cross - curricular**  **links** | PE | | | | | | |
| **ICT skills** | CD | | | | | | |
| **Previous learning** | adverbs of time and frequency, adverbs of manner | | | | | | |
| **Plan** |  | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Smiles Resources** | |
| BEGINNING THE LESSON | (An activity to revise the language of the previous lesson.)  Ask to pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 3). Repeat the activity with other pupils.  PRESENTATIONS AND PRACTICE  (Activities to present and activate the new language.) | | | | |  | |
| Middle  4.1.2.1  4.2.4.1  4.5.12.1  4.2.4.1  4.5.12.1  4.2.4.1  4.5.12.1  4.2.4.1  4.2.4.1  4.5.12.1 | POSTER  **5. Listen, point and repeat. Then match.**  Pupils’ books closed. Put the Children’s games poster up on the board. Point to the activities, one at a time, and say the corresponding phrases. The pupils repeat chorally and/or individually. Point to each activity in random order. Ask individual pupils to name them.  Pupils’ books open. Play the CD. The pupils listen and repeat. If you wish, play the CD again pausing after each word. The pupils repeat chorally and/or individually. Then they complete the activity. Check their answers.  **Answers key**  2 a 3 d 4 f 5 e 6 b  **6 Read and choose.**  Explain the activity and read the example aloud. Explain that the sentences are clues to find the correct answer. Go through the activity and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers.  **Answer key**  2 B 3 B 4 A 5 A  **7 Let’s play**  Read the example and explain the game. Divide the class into two teams, A and B. Invite a pupil from each team to the board. One pupil asks what a person from Ex.5 does in his/her free time. The other person has to say what activity the person does. Each correct answer wins a point. The team with the most points wins the game.  **Suggested answer key**  A: What does Bob do in his free time?  B; He juggles. What does Ann do in her free time?  A: She plays chess.etc  STUDY SPOT  (Activities to present and practice the present simple and adverbs of frequency.)  Pupils’ books closed. Say and write on the board: I walk to school. Underline the word in bold. Present the other persons in the same way. Explain/Elicit the spelling rules of the third persons. Present the negative and interrogative forms.  Say and write on the board: I always tidy my room. I am always busy on Saturday. Underline the words in bold. Elicit the adverbs of frequency. Explain that adverbs of frequency go before main verbs, but after the verb ‘to be’. Follow the same procedure to present the remaining adverbs.  Pupils’ books open. Go through the Study spot section briefly. Ask the pupils: What do you do every day? Elicit answers. (I play video games every day. I go to school every day. etc) Suggest to the pupils to use activities from Ex. 5.  **8 Thinking cap: Complete the questions. Then answer them.**  Read the instructions and explain the activity. Read aloud the example and ask the pupils to answer the question (e.d. I live in Astana.) Go through the sentences and elicit any unknown words. Allow the pupils some time to complete the activity. Check their answers.  **Answers key**  2 does Bauyrzhan Islamkhan play  He plays for Kairan.  3 do you have  I have an English lesson twice a week/ every Monday/ 2 hours a week. Etc. (suggested answer)  4 does an ice hockey match last  It lasts 60 minutes.  5 do you like  I like team sports. (suggested answer)  **9 What do they do every day? Match and say.**  Read the instructions and the example and explain the activity. Remind the pupils to look at the Study spot box for the adverbs of frequency key. If necessary, provide the pupils with another example. Allow the pupils some time to complete the activity. Check their answers.  **Answer key**  2 e Aizhan never juggles.  3 c Ulan always plays chess.  4 b Sultan never does a jigsaw puzzle.  5 f Berik sometimes goes bowling.  6 d Marzhan usually plays video games. | | | | | **Track 3 CD1** | |
| ENDING THE LESSON  4.2.4.1  4.5.12.1 | (An activity to consolidate the language of the lesson)  Ask the pupils to say what they always/sometimes/never do in free time (e.g I sometimes play board games, etc).  **ACTIVITY BOOK (Optional)**  If you wish, you can assign some or all of the corresponding activities from the Activities Book for homework. If this is the case, make sure you explain them first in class. | | | | |  | |
| **Additional information** | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links**  **Values links** | | |
|  | | |  | |  | | |
| **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** | | | | |

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| **3. Module 1. *Kazakhstan in the world of sport***  **LESSON: 3**  **Theme: Children games 2** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.2.4.1 respond to questions on an increasing range of general and some curricular topics;  4.3.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics;  4.4.3.1 write with support short sentences which describe people, places and objects;  4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics;  4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics | | | |
| **Lesson objectives** | **All learners will be able to:** understand an increasing range of short supported questions on general and some curricular topics; plan, write and check sentences with support on a range of basic personal, general and some curricular topics; | | | |
| **Most learners will be able to:** respond to questions on an increasing range of general and some curricular topics; plan, write and check sentences with support on a range of basic personal, general and some curricular topics; | | | |
| **Some learners will be able to:** plan, write and check sentences without support on a range of basic personal, general and some curricular topics; | | | |
| **Assessment criteria** | To develop listening and reading comprehension skills through a story; to practice talking about free-time activities and hobbies; to learn how to pronounce the [dz] sound | | | |
| **Language focus** | **Structures**: imperative.  **Language in use:** Hey Penny. Are you staying in? I’m not sure. Hold on. Never mind. | | | |
| **Target vocabulary** | Consolidation | | | |
| **Cross - curricular**  **links** | PE | | | |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| BEGINNING THE LESSON  4.5.5.1  4.3.2.1 | (An activity to revise the language of the previous lesson.)  The pupils work in pairs. One pupil thinks of a free-time activity and says how often he/she does it without naming it. Other pupil tries to guess the activity.  e.g. Pupil 1: I never do this.  Pupil 2: Play chess. Etc | | | Interactive Whiteboard Software |
| Middle  4.3.2.1  4.2.4.1  4.2.4.1  4.4.3.1  4.5.8.1  4.2.4.1  4.2.4.1  4.5.5.1  4.2.4.1  4.3.2.1  4.4.3.1  4.3.2.1  4.5.5.1 | PRESENTATION AND PRICTICE  (Activities to present and activate the new language)  **10 Listen and read.**  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) What are Daisy and Lily doing?  Class: They are reading magazines.  Teacher: (pointing to Liam in picture 1) What is Liam doing?  Class: Sending a text message. Etc  Play the CD. The pupils listen and follow the story in their books.  **11. Read the story and complete.**  Allow the pupils some time to read the story again silently and complete the activity. Check their answers.  Answer key:  2 **a**nswer 3 **r**ing 4 **h**ouse 5 **h**abby  **12 Thinking : Choose.**  Explain the activity and allow the pupils some time to complete it. Check their answers.  Answer key: **Hold on.**  **13 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 of the classroom and act the story. * For weaker classes: Select a short exchange from the story for the pupils to act out in pairs.   **14 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 pairs to come to the front of the classroom and act out dialogue. If you wish, write the following an the board so the pupils can refer to it white they are completing the activity.  A: Hey …. . Are you staying in? You usually go out on…  B: I`m not sure. I`m just … . What are you doing?  A: I`m practicing my new hobby.  B: New hobby?  A: Yes. I`m… .  B: .. ? Hold on. I`m coming over. I want to try it, too!  ***Suggested answer key***  Dana: Hey, Kairat. Are you staying in? You usually go out on Sunday!  Kairat: I`m not sure. I`m just doing a jigsaw puzzle. What are you doing?  Dana: I`m practicing my new hobby.  Kairat: new hobby?  Dana: yes. I`m playing chess.  Kairat: Chess? Hold on. I`m coming over. I want to try it, too!  **15 Listen, point and repeat.**  Refer the pupils to the pictures. Point to the jellyfish and say: /dz/ - jellyfish. The repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for jewellery, giant and gem. Play the CD. The pupils listen, point and repeat. Then point to the pictures at random and elicit the sounds and the words.  **16 complete. Then listen and repeat**.  Refer the pupils to the picture. Elicit giant, jellyfish, juggling, jewellery and gems. Draw the pupils` attention again to the /dz/ sound. Allow the pupils some time to complete the missing letters. Play the CD for the pupils to listen and check their answers.  ***Answer key***  The giant jellyfish is jugging with some jewellry and gems.  Ask individual pupils to read out the sentence. Check their pronunciation and intonation. | | | (Track 4 CD1)  (Track 5 CD1  (Track 6 CD)  (Track 7 CD1) |
| End | (An activity to consolidate the language of the lesson.)  Write the following sentence on the board. Ask the pupils to read the story again and decide which sentences are true and which are false. Check their answer.  1 It`s Saturday  2 Daisy and Lilly are sending text messages.  3 Liam hasn`t got Jake`s phone number.  4 Lake has a new hobby.  5 Lilly and Daisy go with Liam to Jake`s house.  6 Jake`s new hobby is doing jigsaw puzzles.  Note : If you wish, have the pupils close their books during this activity.  Answer key  1 True 3 False 5 True  2 False 4 True 6 False  ACTIVITY BOOK (Optional)  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** | |

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| **Module 1. *Kazakhstan in the world of sport***  **LESSON: 4**  **Theme: Olympic Games** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics;  4.2.4.1 respond to questions on an increasing range of general and some curricular topics;  4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics;  4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information;  4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics | | | |
| **Lesson objectives** | **All learners will be able to:** write with support a sequence of short sentences in a paragraph; | | | |
| **Most learners will be able to:** write with support a sequence of short sentences in a paragraph to give basic personal information; | | | |
| **Some learners will be able to:** write withщге support a sequence of short sentences in a paragraph to give basic personal information; | | | |
| **Assessment criteria** | Learners can talk about Olympic Games | | | |
| **Language focus** | Adverbs of manner; interrogative pronouns | | | |
| **Target vocabulary** | Rowing, archery, fencing, handball, water polo, long lump, cycling, gymnastics, rugby, figure skating | | | |
| **Cross - curricular**  **links** | PE | | | |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| BEGINNING THE LESSON  4.5.5.1  4.1.4.1 | (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 with as many pairs as you feel necessary. | | | Interactive Whiteboard Software |
| Middle  4.1.4.1  4.4.4.1  4.4.1.1  4.2.4.1  4.5.5.1  4.4.1.1  4.1.4.1  4.4.1.1  4.2.4.1  4.4.1.1 | **PRESENTATION AND PRACTICE**  (Activities to present and activate the new language)  **17 Listen, point and repeat. Then match.**  ***Pupil’s book closed***. Put the *Olympic Games* poster up on the board. Point to the pictures, one at a time, and say the corresponding words/phrases. The pupils repeat, chorally and/or individually. Point to each sport in random order. Ask individual pupils to name it.  ***Pupil’s book open.*** Play the CD. The pupils listen and repeat. Then the pupils match the words to the pictures. Allow the pupils some time to complete the activity. Check their answers.  **Answer key**  2 A 3 B 4 E 5 G 6 J 7 I 8 D 9 C 10 F  **18. What sport do they play well? Listen and write.**  Explain the activity. The pupils listen and complete the activity. Ask pupils to tell you what sport each person play well. Ask the rest of the class for verification.  **Answer key**  2 cycling 3 rugby 4 gymnastics  ***AUDIOSCRRIPT***  A: Kelly, what sport do you do well?  Kelly: I play water polo really well.  A: Water polo?  Kelly: Yes.  A: What about you, Sam?  Sam: Well, I like cycling and cycle really well!  A: I cycle well, too!  A: Jenny, what sport do you do well? I know your brother plays handball well. Do you play handball well, too?  Jenny: No, I don’t, but I play rugby well.  A: That’s a nice sport, too!  A: Bob? What about you?  Bob: Well, I like a lot of sports, but I do gymnastics well.  A: Gymnastics? Wow! That’s a difficult sport!  **STUDY SPOT**  (Activities to present and practice adverbs of manner.)  Pupil’s book closed. Say and write on the board: He runs quickly. Underline the word in bold. Explain to the pupils that adverbs of manner tell us how someone does something. (How does he run? Quickly).  Write on the board quick-ly. Explain to the pupils that we usually form adverbs by adding –ly at the end of an adjective. Write on the board the words beautiful, bad and slow and ask the pupils to form the adverbs (beautiful - beautifully, bad – badly, slow - slowly). Then write on the word easy – easily and explain the spelling rule.  Pupil’s book open. Go through the Study spot section briefly and draw the pupil’s attention to the two irregular adverbs (good – well, fast - fast).  **19 Choose and complete the sentences.**  Read the instructions and the example and explain the activity. Go through the phrases and the sentences and elicit any unknown words. Allow the pupils some time to complete the activity. Check their answers.  **Answer key**  2 very fast 3 his meal slowly 4 English well  5 his teacher’s questions quickly 6 new sports easily  **20 Talk with your friend**  Read aloud the adjectives, one at a time, and ask the pupils to say the correct adverb (e.g. good - well). Refer the pupils to the picture and the dialogue. First, read aloud the dialogue and then act out the similar dialogue with one of the pupils. Ask the pupils to act out, in pairs, similar dialogues about themselves. Go around the classroom and provide necessary help. Ask some pairs to come to the front of the classroom and act out the dialogue.  **21 Let’s play**  Explain the activity. Divide the class into two teams, A and B. Write the letters R,F,G,H,S,A and B on the board. Each team takes turns to say a sport beginning with one of the letters. If one of the team can’t answer, the other team gets an extra turn. Each correct answer gets a point.  **Suggested answer key**  R – rugby, rowing  F – fencing, football  G – golf, gymnastics  H – handball, hockey  S – swimming, sailing  A – archery, athletics  B – basketball, boxing | | | **Track 8 CD 1**  **Track 9 CD** 1 |
| End  4.1.4.1 | (An activity to consolidate the language of the lesson.)  Ask a pupil to mime playing one of the sports from ex. 17. The first pupil to guess which sport it is comes to the front and mimes another sport. Repeat as many times as you feel necessary.  ACTIVITY BOOK (Optional)  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **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** | |

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| **Module 1. *Kazakhstan in the world of sport***  **LESSON: 5**  **Theme: Aesop’s Fables 1** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics;  4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly;  4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics;  4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly | | | |
| **Lesson objectives** | **All learners will be able to:** understand short, supported narratives on an increasing range of general and some curricular topics;  recognise basic opinions in short, simple texts; use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, | | | |
| **Most learners will be able to:** recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics; use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often,  begin to use simple adverbs of manner example given well, badly, | | | |
| **Some learners will be able to:** recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics; 1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly. | | | |
| **Assessment criteria** | Learners can read and write an email about inviting a friend to a sports event | | | |
| **Language focus** | **Structures**: consolidation  **Language in use**: Are you free on Saturday evening? Hope you can make it. Would you like to try bird watching? No, I don’t think so. | | | |
| **Target vocabulary** | Bird watching, collect video games, do crossword puzzles, jewellery making, go-kart racing, camping | | | |
| **Cross - curricular**  **links** | PE | | | |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| BEGINNING THE LESSON  4.1.8.1  4.2.5.1 | *(An activity to revise the language of the previous lesson.)*  Ask pairs of pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 20). Repeat with as many pairs as you fill answers. | | | Interactive Whiteboard Software |
| Middle  4.5.12.1  4.3.3.1  4.1.8.1  4.1.8.1  4.3.3.1  4.1.8.1 | **22 Read and underline. Then listen and check.**  Explain the activity. The pupils read the email and underline the correct answer. Allow them some time to complete the activity. Play the CD. The pupils listen and check their answer.  **Answer key**  2 free 4 event 6 make  3 starts 5 because  Then individual pupils read out the text  **23 Read and choose.**  Explain the activity and read the example aloud. Explain that the sentences are clues to find the correct answer. Allow the pupils some time to complete the activity. Check their answers.  **Answer key**  2 B 3 B 4 B 5 A  **Portfolio: Talk with your friends. Then write an email to your friend inviting him/her to a sports event.**  The pupils, in pairs or in groups, talk about different sports and what they would like to go and see live. For homework, tell the pupils to write an email in Ex. 22 as a model. Then help them file their writing activities in their *Language Portfolios.*  **Suggested answer key**  Hi Berik,  How are things? Are you free on Saturday evening? I’ve got free tickets for the Junior Ice Hockey game. Would you like to come?  The game starts at 6 o’clock. Dad and I can pick you up at five. We can get some autographs from the players after the game. I hope you can come because I know soon. Hope you can make it  Take care,  Sultan  **24 Let’s sing!**  Point to the picture and ask the pupils to describe it. Play the CD. The pupils listen and follow along in their books.  Extension activity (optional)  1. Divide the class into groups and assign a verse to each group. Ask each group to sign their corresponding verse and mime the actions.  2. Ask the pupils, in pairs, to come up with a title for the song.  (See the Introduction for further ideas on how to exploit the songs.)  **25 Over to you: Talk with your friend.**  Explain the task and read the prompts and speech bubbles aloud. Explain/Elicit any unknown words. In pairs, the pupils use the prompts and make dialogues about the hobbies in the list. Go around the classroom providing help where necessary. Ask some pairs to report back to the class.  **Suggested answer key**  A: Would you like to try jewellery making?  B: I’m not sure.  A: Would you like to try camping?  B: I’d love to! | | | (Track 10 CD1)  (Track 11 CD1) |
| End | (An activity to consolidate the language of the lesson.)  Ask the pupils to look at the picture in Ex. 24 again. Tell them to create a poster about their favourite activities/hobbies and present it to the class.  As on alternative ask them to do it at home and bring it in the next lesson.  **ACTIVITY BOOK(Optional)**  If you with you can assing some or all of the corresponding activities from the activities from the the Activity Book for homework. If this is the case, make sure you explain them first in class. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** | |

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| **Module 1. *Kazakhstan in the world of sport***  **LESSON: 6**  **Theme: Aesop’s Fables 2** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics;  4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics;  4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics;  4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-  syllable adjectives [comparative and superlative] to make comparisons;  4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly | | | |
| **Lesson objectives** | **All learners will be able to:** understand the main points of short supported talk on an increasing range of general and some curricular topics;  understand short, supported narratives on an increasing range of general and some curricular topics; | | | |
| **Most learners will be able to:** express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics;  4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-  syllable adjectives; | | | |
| **Some learners will be able to:** express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics; use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-  syllable adjectives [comparative and superlative] to make comparisons; | | | |
| **Assessment criteria** | To explore other subject areas; to develop listening and reading comprehension skills through short stories; to understand and talk about the main idea of a story. | | | |
| **Language focus** | **Structures:** adverbs of frequency; adverbs of manner; comparisons; possessive adjective. | | | |
| **Target vocabulary** | Rich, gold, hole, count, spend, hare, tortoise, race, finish line | | | |
| **Cross - curricular**  **links** | Literature | | | |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| BEGINNING THE LESSON  4.1.8.1 | (An activity to revise the language of the previous lesson.)  Play the song from the previous lesson. The pupils sing along.  Ask some pupils to present their portfolio activities from the previous lesson.  (An activity to introduce the theme of the lesson)  Ask the pupils to tell you, in L1 if necessary, if they know what a fable is. Explain that fables are stories that teach us values. Ask the pupils if they know any fables from Kazakhstan. Explain to the pupils that today they will read 2 fables by Aesop. Read aloud the title of the first story and refer pupils to the picture. Have a brief discussion, in L1 if necessary, about what the pupils think the story is about. | | | Interactive Whiteboard Software |
| Middle  4.1.3.1  4.5.12.1  4.5.3.1  4.2.8.1 | **26. Read and circle. Then listen and check.**  Explain the activity. Allow the pupils some time to read and underline the correct answer. Play the CD. The pupils listen and check their answers.  **Answer key**  2. usually 6. politely  3. secretly 7.never  4. quickly 8.sometimes  5. loudly  Then individual pupils read out the text.  Extension activity  Have a discussion, in L1 if necessary, about the moral of the story. Explain to the pupils that money has no value unless we make use of it.  **27. Listen and read. What value does the story teach?**  Read aloud the title of the story and refer pupils to the picture. Ask them to guess who they think wins the race. Play the CD. The pupils listen and follow in their books.  Ask the pupils if their guess was correct.  Refer the pupils to the question and elicit answers. Explain to the pupils that “slow and steady wins the race”.  If we want to succeed, we need to be patient and to keep on trying.  Then individual pupils read out the text. | | | (Track 12 CD1)  (Track 13 CD1) |
| End  4.5.3.1  4.2.8.1 | (An activity to consolidate the language of the lesson.)  • For weaker classes: Assign roles to some of the pupils. One pupil reads the first story while the other ones act it out. Assign roles to other pupils and do the same with the second story. If you want, you can change the ending of the story.  • For stronger classes: Write on the board questions based on the story and ask the pupils to answer them ( e.g. who is Argus? A rich man. Where does he put his gold? A man. etc). Then, based on the question and the answers, ask pupils to give you a summary of the answers, ask pupils to give you a summary of the story orally.  ***ACTIVITY BOOK (Optional)***  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** |  |

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| **Module 1. Kazakhstan in the world of sport**  **LESSON 7:** **Aesop’s Fables 2**  **Summative assessment 1** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics;  4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics;  4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics;  4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two- syllable adjectives [comparative and superlative] to make comparisons;  4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly | | | |
| **Lesson objectives** | **All learners will be able to:** understand the main ideas of the fable | | | |
| **Most learners will be able to:** understand the main ideas of the fable and name all the heroes of the fables | | | |
| **Some learners will be able to: :** understand the main ideas of the fable, name all the heroes of the fables, try to act out the play | | | |
| **Previous learning** | Aesop’s Fables | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | **Smiles**  **Resources** | |
| Opening  4.1.3.1 | (An activity to introduce the theme of the lesson)  Explain that fables are stories that teach us values. Ask the pupils if they know any fables from Kazakhstan. Explain to the pupils that today they will read the fables from Kazakhstan. Read aloud the title of the first story and refer pupils to the picture. Have a brief discussion, in L1 if necessary, about what the pupils think the story is about.  Ask some pupils to present their portfolio fables from Kazakhstan. | |  | |
| Middle  4.1.8.1  4.1.3.1  4.5.12.1  4.5.3.1  4.2.8.1 | Dear children, we will see Aesop’s fable "Father and his sons." I ask you to watch this fable attentively, because after the fairy tale I will ask you a few questions, how did you understand the main idea of the fable. (Teacher can give the children the words from the fable in advance)  Teller: ***There is a country***  ***Far away,***  ***Where three brothers live***  ***Who can`t just play .***  ***They argue all day,***  ***They argue all night.***  ***They don`t talk together-they always fight.***  ***Here`s the story***  ***Of how their dad***  ***Finds a way***  ***To stop all that.***  ***How does he do that?***  ***How can it be?***  ***Here`s the story.***  ***Shhh! Listen and see!***  Up in the mountains, but not far away, three little brothers play every day. But every time, during a game they argue and fight- it`s always the same.  Jason, the oldest thinks he is the best. He says he is better than all the rest.  David, the middle one, shouts all day: «Not fair! Not fair! Stop it, I say!»  Andrew, the little one, always complains. He never stops spoiling their games.  Three little brothers and always the same. They can`t play games. It`s such a shame!  When the boys fight, their dad feels sad.  Don`t do that, my boys. Fighting is bad!  The boys stop for a day- they all love their dad. They promise to stop and not make him sad.  But the next day again they all start to fight. They argue and shout from morning till night.  The days go by and it`s always the same-shouting and fighting, crying and pain. So one day their dad calls them to see what he has got from a big old tree.  My boys, come here! There`s something to learn from this bundle of sticks that we usually burn.  Oh Dad, let us be!  We just want to play!  We don`t want to look at those sticks all day!  All right, sons! Listen! I want you to try to snap this thick bundle. Come on now! Just try!  All right Dad, watch me! I can do that! But what can we learn from something like that?  Oh Dad, that`s so easy! I`ll snap them in two!  And I am the little one, but I `ll do it for you!  The three brothers take turns to snap the thick bundle, but nobody can and they start to grumble.  Their dad takes the bundle and unties the sticks, to teach them a lesson about fights and kicks.  He gives a short stick to each naughty son and asks them to snap each single one.  Look, Daddy! It’s easy!  Look, Daddy! It’s done!  They’re easy to snap when there’s just one!  You see now, my boys? These sticks are like you. Together you are strong whatever you do! But when you fight, you are not strong. You are better as three and weaker as one.  Now we  understand!  It`s not good to fight.  We`ll always be friends and do what is right!  Teacher: You guys watched the fable "Father and Sons." Did you like it? Does it happen in your life that you quarrel and fight with your brothers and sisters? And you know that you are upsetting and forcing your closest people to experience: your parents? And you know, when you fight and offend others, you show your weakness, and a weak person is easy to defeat? When you are friends in class, school, on the street, nothing bad will happen to you if you are one inseparable whole. Friendship and love for parents - this is what you should cherish and be proud of. | |  | |
| End  4.2.8.1 | **28. Over to you: Choose one of the three fables. Draw a picture. Present it to the class.**  Read the instructions and explain the activity. If you wish, you can assign this for homework.  The pupils present their projects to the class. Display their work in the classroom.  Suggested answer key | |  | |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** | |

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| **Module 1. *Kazakhstan in the world of sport***  **LESSON 8:**  **Theme: Revision. Checkpoint 1** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly;  4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given  well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly | | | |
| **Lesson objectives** | **All learners will be able to:** talk about famous Olympic athletes from Kazakhstan, Russia, UK (2-3 sentences with prompts) | | | |
| **Most learners will be able to:** **:** talk about famous Olympic athletes from Kazakhstan, Russia, UK (2-3 sentences without prompts) | | | |
| **Some learners will be able to:** **:** talk about famous Olympic athletes from Kazakhstan, Russia, UK (3-4 sentences without prompts) | | | |
| **Assessment criteria** | Learners can talk about famous Olympic athletes from the UK, Russia and Kazakhstan | | | |
| **Language focus** | ***Structures:*** consolidation  ***Language in use:*** This is Laura Kenny. She is a famous cyclist from the UK. She has got Olympic gold medals from the London Olympic in 2012. | | | |
| **Target vocabulary** | Cyclist, gold, medal, great, fencer, take pictures, skate. | | | |
| **Cross - curricular**  **links** | PE | | | |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| BEGINNING THE LESSON | ( An activity to revise the language of the previous lesson,)  Ask the pupils to present their drawings from the previous lesson. | | |  |
| Middle  4.2.5.1  4.2.5.1  4.5.12.1 | **PRACTICE**  **29. Read and complete. Then listen and check.**  Ask the pupils to look at the pictures. Have a picture discussion.  e.g. Teacher: (Pointing to the cyclist) Look at this woman. Where is she from?  Pupil: She’s from the UK.  Teacher: What is she doing?  Pupil: She’s cycling. etc.  Read the instructions and the example and explain the activity. Go through the texts and elicit any unknown words. The pupils read the texts silently and complete the activity. Play the CD. The pupils listen and check their answers.  Answer key  2 gold 3 quickly 4 fencer 5 medal 6 great 7 skates 8 free time 9 taking  **30 Read and answer.**  Explain the activity and allow the pupils some time to complete it. Ask the pupils to tell you the answers and ask them where they found them in the texts.  ***Answer key***  1 Laura Kenny 2 Denis Ten 3 Yana Egorian  **Extension activity (Optional)**  **Project: My favorite Olympic athlete**  Ask the pupils to think of their favorite Olympic athlete from their country and write a small paragraph about him/her using the texts in Ex.29 as an example. They can draw or look for pictures on the internet and attach them. Alternatively, assign the project for homework. The pupils then present their projects to the class. Display their work in the classroom.  ***Suggested answer key***  This is Alexander Vinokurov. He is a famous cyclist from Kazakhstan. Alexander has one medal from the Sydney Olympic in 2000 and one medal from the London Olympic in 2012. What a great cyclist!  **CHECKPOINT**  1 look and writ.  The pupils look at the pictures and complete the missing words.  **Answer key**  1 archery  2 fencing  3 water polo  2 Read and choose. Then complete the table.  The pupils read the sentences and choose the correct word.  **Answer key**  1 juggle 4 plays  2 goes 5 does  3 has  3 Read and complete.  The pupils read the sentences and complete them  with the verbs in the correct form.  **Answer key**  1 do the tickets cost 2 don’t watch  3 does he play 4 doesn’t like  5 does Dana wear  **4 Read and underline.**  The pupils read the sentences and underline the  Correct word/phrase.  **Answer key**  1 Quickly 4 beautifully  2 always go 5 sometimes watch  3 well | | | (Track 14 CD1) |
| End | Extra check: The pupils are now ready to do pages  12-13 in the Activity Book. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** | |

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| **Module 2. *Values in Myths and Legends***  **LESSON: 9**  **1.Theme: Traditional stories 1** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics;  4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics;  4.4.7.1 spell most familiar high-frequency words accurately when writing independently;  4.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let’s + verb, verbs go enjoy like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings | | | |
| **Lesson objectives** | **All learners will be able to:** understand an increasing range of short supported questions on general and some curricular topics. Tell about their favourite tale | | | |
| **Most learners will be able to:** understand an increasing range of short supported questions on general and some curricular topics. Tell about their favourite tale, name main heroes | | | |
| **Some learners will be able to:** understand an increasing range of short supported questions on general and some curricular topics. Tell about their favourite tale, name main heroes and present their favourite tale | | | |
| **Assessment criteria** | To talk about fairy tales | | | |
| **Language focus** | * **Structures: *-ing*** form; to-infinitive (to express purpose) what a + adjective + noun. * **Language in use:** *I enjoy reading fairy tales. My favorite fairy tale is Cinderella. I read fairy tales to have a good time. Would you like to read Goldilocks and the Three Bears? Yes, Id love to./ No, not really. Lets read Aldar Kosse’s Coat.* | | | |
| **Target vocabulary** | * **Traditional stories:** *value, myth, legend, traditional story, fairy tale, have a good time, right, wrong, visit, fantasy world.* | | | |
| **Cross - curricular**  **links** | Literature | | | |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| BEGINNING THE LESSON  4.1.4.1 | 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  (Activities to present and activate the new language) | | |  |
| Middle  4.2.2.1  4.5.15.1  4.1.4.1 | **1 Look at the picture. Can you name the fairy tale? Do you enjoy reading fairy tales? What\s your favourite fairy tale?**  Pupil’s book open. Ask to pupils to look at the picture on p.18 and have a picture discussion. Elicit the name of the fairy tale (Snow white and the 7 Dwarfs). Then ask the pupils: Do you enjoy reading fairy tales? What is your favourite fairy tale? Elicit answers from individual pupils.  Suggested answer key  I enjoy reading fairy tales. My favourite fairy tale is Cinderella.  **2 Thinking: Choose.**  Read the instructions and explain the activity. Go through the activity and elicit any unknown words. Allow the pupils some time to read and complete the activity. Elicit answers from individual pupils.  ***Suggested answer key***  I read fairy tales to visit a fantasy world.  **3 Read and choose.**  Refer the pupils to the covers of the two books and read aloud the titles. Ask the pupils if they have read these fairy tales and initiate a discussion, in L1 if necessary, about what happens in each story. Then, read aloud the two sentences and ask the pupils to choose which fairy tale these sentences are taken from.  **Answer key** Little Red Riding Hood | | |  |
| End  4.5.15.1  4.4.7.1 | ***(An activity to consolidate the language of the lesson.)***  Ask the pupils to draw a picture of their favourite fairy tale. Allow the pupils some time to draw their pictures. Ask individual pupils to come to the front of the classroom and present their picture to the class.  Suggested answer key  My favourite fairy tale is Little Red Riding Hood.  **ACTIVITY BOOK (optional)**  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** | |

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| **Module 2. *Values in Myths and Legends***  **LESSON: 10**  **2.Theme: Traditional stories 1** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics;  4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics;  4.4.7.1 spell most familiar high-frequency words accurately when writing independently;  4.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let’s + verb, verbs go enjoy like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings | | | |
| **Lesson objectives** | **All learners will be able to:** understand an increasing range of short supported questions on general and some curricular topics. Tell about their favourite tale | | | |
| **Most learners will be able to:** understand an increasing range of short supported questions on general and some curricular topics. Tell about their favourite tale, name main heroes | | | |
| **Some learners will be able to:** understand an increasing range of short supported questions on general and some curricular topics. Tell about their favourite tale, name main heroes and present their favourite tale. | | | |
| **Assessment criteria** | To talk about fairy tales | | | |
| **Language focus** | * **Structures: *-ing*** form; to-infinitive (to express purpose) what a + adjective + noun. * **Language in use:** *I enjoy reading fairy tales. My favorite fairy tale is…*   *The main hero is… He/She is very… I like this tale because it is…* | | | |
| **Target vocabulary** | * **Traditional stories:**  *shiny gold, mirror, prettiest, dwarf* | | | |
| **Cross - curricular**  **links** | Literature | | | |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| BEGINNING THE LESSON  4.1.4.1 | Ask children to answer the question:  -Why children like fairy tales?  -Do you like reading the fairy tales?  -What kind of fairy tales did you read?  - Could you retell one of them?  PRESENTATION AND PRACTICE  (Activities to present and activate the new language) | | |  |
| Middle  4.5.15.1  4.1.4.1  4.5.15.1  4.4.7.1 | **Play the game**  You can play the game on the knowledge of fairy tales. On the table lay out pictures from different tales. Children need to choose a fairy tale and tell all that they can. The one who tells more of the sentences wins.  *Traditional stories 2*  **4 Listen and number.**  Refer the pupils to the covers of the four books and read aloud the titles. Ask the pupils if they have read these fairy tales and elicit, in L1 if necessary, what they know about these stories. Read the instructions and explain the activity. Play CD. The pupils listen and complete the activity. Check their answers.  **Answer key** 2 b, 3d, 4a  ***Audioscript***  1 – Oh! A shiny gold jacket and a shiny gold watch! I can have them all!  2 – This chair is too big. This chair is big, too! This chair is just right!  3 – Mirror, mirror on the wall, who’s the prettiest of them all?  4 – Please take my coat, my horse and my gold, too!  **5 Talk with your friend.**  Read the dialogue aloud and then act out a similar dialogue with one of the pupils. Ask the pupils to act out, in pairs, similar dialogues. Go around the classroom providing any necessary help. Ask some pairs to come to the front of the classroom and act out the dialogue.  ***Suggested answer key***  A: Would you like to read Cinderella?  B: Yes, I’d love to!  A: Would you like to read Snow White and the 7 Dwarfs?  B: No, not really! Let’s read The Magpie and the Fox. | | | (Track 15 CD 1) |
| End  4.5.15.1  4.4.7.1 | ***(An activity to consolidate the language of the lesson.)***  Ask the pupils to draw a picture of their favourite fairy tale. Allow the pupils some time to draw their pictures. Ask individual pupils to come to the front of the classroom and present their picture to the class.  Suggested answer key  My favourite fairy tale is Little Red Riding Hood.  **ACTIVITY BOOK (optional)**  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** | |

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| **Module 2. *Values in Myths and Legends***  **LESSON: 11**  **3. Theme:** **Traditional stories 2** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics;  4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;  4.2.4.1 respond to questions on an increasing range of general and some curricular topics;  4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics;  4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons;  4.5.7.1 use personal subject and object pronouns, including indirect object pronouns and use possessive pronouns mine, yours to give personal information and  describe actions and events | | | |
| **Lesson objectives** | **All learners will be able to:** give short, basic description of people and objects, begin to describe what they see on the picture | | | |
| **Most learners will be able to:** give short, basic description of people and objects, begin to describe what they see on the picture using comparative and superlative adjectives | | | |
| **Some learners will be able to:** give short, basic description of people and objects, begin to describe what they see on the picture using comparative and superlative adjectives | | | |
| **Assessment criteria** | Learn and talk about the Vikings; to talk about past civilization and past events | | | |
| **Language focus** | **Structures:** possessive adjectives; comparisons; past simple; subject and object pronouns.  **Language in use:** *The Romans lived in the centre of Italy. They came to Britain 2.000 years ago.* | | | |
| **Target vocabulary** | The Vikings: loom, row a boat, hunt, sticks, mud, wooden bucket, longhouse, wrestle | | | |
| **Cross - curricular**  **links** | History | | | |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| BEGINNING THE LESSON  4.1.8.1 | (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.5). Repeat the activity with other pupils.  **PRESENTATION AND PRACTICE**  (Activities to present and activate the new language.)  **FLASHCARDS (1-8)** | | | Interactive Whiteboard Software |
| Middle  4.1.8.1  4.5.3.1  4.1.8.1  4.2.4.1  4.2.3.1  4.2.3.1  4.5.7.1 | **6 Listen, point and repeat.**  Pupils’ books closed. Put the flashcards up on the board. Point to them, one at a time, and say the corresponding words. The pupils repeat chorally and/or individually. Point to the flashcards in random order. Ask individual pupils to name them.  Pupils’ books open. Play the CD. The pupils listen, point and repeat. If you wish, play the CD again pausing after each word. The pupils repeat, chorally and/or individually.  **7 Look, read and write yes or no**.  Explain the activity and read the example aloud. The pupils look at the picture and read the sentences. Allow the pupils some time to complete the activity. Check their answers.  **Answer key**  2 yes 3 no 4 no 5 yes 6 yes  After doing ex 7 ask pupils to write sentences using adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons looking at the picture p.20  **STUDY SPOT**  (Activities to present and practise the past simple.)  **8 Complete the sentences. Then match. Check your answers online or with your teacher.**  ***Pupils’ books closed.*** Say, then write on the board: The ancient Egyptians lived in houses made from mud. The Romans spoke Latin. Underline the words in bold. The pupils repeat after you. Explain/Elicit that this is the past simple and we use it to talk about actions that happened at a specific time in the past. Explain/Elicit that we add –ed at the end of regular verbs but that some verbs (irregular) in the past simple use a different form of the verb. Write the following verbs on the board and elicit the spelling rules and irregular forms: stop->stopped, study->studied, play->played, write->wrote, give->gave, ride->rode, eat->ate. Revise the negative and interrogative forms and write short answers on the board.  **Answer key**  2 lived 3 wore 4 made 5 watched 6 wrote  ***Suggested answer key***  A 1, 2, 3, 4, 6  B 1, 2, 5  **9 Read and circle. Then listen and check.**  Explain the activity. Read the example out loud. Allow the pupils some time to complete the activity. Play the CD. The pupils listen and check their answers.  **Answer key**  2 played 3 didn’t go 4 paid 5 drank  **AUDIOSCRIPT**  The Aztecs were very interesting people, but actually, they didn’t call themselves the Mexica. They were very fit and played a lot of sports. Boys and girls went to school but they didn’t go to the same school. They went to different schools. To the Aztecs cocoa beans were very important. They even paid for things with cocoa beans. And did you know that they drank chocolate to make them strong and healthy? | | | (Track 16 CD1) |
| End  4.2.3.1 | (An activity to consolidate the language of the lesson.)  Ask the pupils to imagine they lived a long time ago in one of the time periods from the lesson. Have a class discussion about what it was like, where they lived, what they wore, etc.  **ACTIVITY BOOK (Optional)**  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** | |

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| **Module 2. *Values in Myths and Legends***  **LESSON: 12**  **4. Theme: Traditional stories 2** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics;  4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;  4.2.4.1 respond to questions on an increasing range of general and some curricular topics;  4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics;  4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons;  4.5.7.1 use personal subject and object pronouns, including indirect object pronouns and use possessive pronouns mine, yours to give personal information and  describe actions and events | | | |
| **Lesson objectives** | **All learners will be able to:** understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues;  Read the dialogue and understand it. | | | |
| **Most learners will be able to:** understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues;  Read the dialogue and understand it. Make a new dialogue with support. | | | |
| **Some learners will be able to:** understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues;  Read the dialogue and understand it. Make a new dialogue without support. | | | |
| **Assessment criteria** | To develop listening and reading comprehension skills through a story; to talk about a Viking Day school trip; to learn how to pronounce the [u:] and [u] sounds | | | |
| **Language focus** | **Structures**: consolidation  **Language in use:** How was your day yesterday? It was fantastic! They used to keep animals in the house. | | | |
| **Target vocabulary** | Consolidation | | | |
| **Cross - curricular**  **links** | Literature | | | |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| BEGINNING THE LESSON  4.1.8.1 | *(An activity to revise the language of the previous lesson)*  Write vocabulary from the previous lesson with gaps on the board, e.g. I \_ \_m. Ask a pupil to say the word and complete the gaps with the missing letters. Ask the rest of the class for verification. Repeat the activity with other words and pupils. | | | Interactive Whiteboard Software |
| Middle  4.1.8.1  4.4.1.1  4.2.3.1    4.2.3.1    4.5.7.1  4.1.8.1  4.2.3.1  4.1.8.1  4.1.8.1 | PRESENTATION AND PRACTICE  (Activities to present and activate the new language.)  **Ex.10 p. 22 Listen and read.**  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: (painting to picture 1). Where are the children?  Class: They are on a Viking day school trip.  Teacher: (pointing to Lilly in picture 3) What is Lilly looking at?  Class: A loom. etc  Play the CD. The pupils listen and follow the story in their books.  **11 Read the story and answer the questions.**  Explain the activity. The pupils read the story again and answer the questions. Allow them some time to complete the activity. They write down their answers to their copy-books. Check their answer.  ***Answer key***  1 One room  2 In a wooden bucket or in the nearest river.  3 Children grew vegetables, collected water, rowed boats and made clothes.  4 A goat  **12 Thinking**: You were on a Viking Day school trip. What did you like most? Tell the class.  Explain the activity. Tell the pupils to use the information from the story to talk about what they enjoyed and why.  ***Suggested answer key***  I liked seeing how to male clothes on a loom and how to grow vegetables and make soup!  **13 Act out the story**  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. Alternatively, to act out in pairs.  **14 Talking point. Listen and read. Make a new dialogue with your friend.**  Refer the pupils to the pictures 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. Go around the classroom and provide any necessary help. Have some pairs come to the front and act out their dialogues. If you wish, write the following on the board so the pupils can refer to it while they are completing the activity.  A: Hi, … . What did you do yesterday?  B: I went on a … school trip.  A: Really? How was it?  B: It was fantastic! Did you know that…  A: Really? I didn`t know that.  B: Yes, and …  ***Suggested answer key***  Damir: HI, Ulan, how was your day yesterday?  Ulan: I went on an Ancient Romans day school trip.  Damir: Really? How was it?  Ulan? It was the most fantastic! Did you know that the ancient Romans went to amphitheatres to watch people fight with wild animals?  Damir: Really? I didn`t know that.  Ulan: Yes, and young boys learnt how to fight, swim in cold water and ride a horse!  Damir: Sounds like you liked it a lot!  Ulan: Oh, yes. It was the most amazing events!  **15 Listen, point and repeat.**  Refer the pupils to the pictures. Point to the goose and say: /u/ - goose. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for broom. Point to the hood and say: /u/ - hood. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for bull. 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: ***goal, good, come, love, moose, luck, look, full, sole, room, stood***  Ask individual pupils to come to the board, read out the words and circle the ones with the /u:/ and /u/ sounds.  ***Answer key***  Good, moose, look, full, room, stood.  **16 complete. Then listen and repeat.**  Refer the pupils to the pictures. Elicit goose, hood, bull and broom. Draw the pupils` attention again to the /u:/ and /u/ sounds. Allow the pupils some time to complete the missing letters. Play the CD for the pupils to listen and check their answer.  ***Answer key***  The goose with the hood flew with the bull on a broom. Ask individual pupils to read out the sentence. Check their pronunciation and intonation. | | | (Track 18 CD1)  (Track 19 CD1)  (Track 20 CD1)  (Track 21 CD1) |
| End  4.1.8.1 | *(An activity to consolidate the language of the lesson)*  Write the following on the board:  Six Years Old  Short/long hair drive a car  Ride a bike walk to school alone  Have a computer play football  Play board games grow vegetables  Ask individual pupils to pick a prompt and tell you what they did or didn`t do when they were six years old.  ***ACTIVITY BOOK (Optional)***  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** | |

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| **Module 2. *Values in Myths and Legends***  **LESSON: 13**  **5. Theme: People and places SA 2** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.5.1 identify initial, middle and final phonemes and blends;  4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues;  4.4.2.1 begin to use joined-up handwriting in a limited range of written work;  4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two- syllable adjectives [comparative and superlative] to make comparisons | | | |
| **Lesson objectives** | **All learners will be able to:** read and translate the statements | | | |
| **Most learners will be able to:** read and translate the statements. Make own sentences using comparative and superlative degrees of adjectives | | | |
| **Some learners will be able to:** read and translate the statements. Make own sentences using comparative and superlative degrees of adjectives. Make comparisons of the places. | | | |
| **Assessment criteria** | To talk about places | | | |
| **Language focus** | **Structures:** possessive adjectives; **to**- infinitive; ing-form  **Language in use:** *I want to go to the market to buy some fresh fruit. I like eating fruit. Can you go to the market to buy some fruit, please?* | | | |
| **Target vocabulary** | **People and places:** *library, theatre, swimming pool, funfair, shopping centre, café, museum* | | | |
| **Cross - curricular**  **links** | Literature | | | |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| BEGINNING THE LESSON | (An activity t revise the language of the previous lesson.)  Ask pairs of pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 14). Repeat with as many pairs as you feel necessary. | | | Interactive Whiteboard Software |
| Middle  4.3.5.1  4.5.1.1  4.5.15.1  4.5.1.1  4.4.2.1  4.3.5.1  4.3.5.1  4.5.1.1 | PRESENTATION AND PRACTICE  (Activities to present and activate the new language.)  People and Places  FFLASHCARDS (9-15)  **17 Listen, point and repeat. Then match.**  Pupils’ books closed. Put the flashcards up on the board. Point to them, one at 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 associated with one of the places, e/g/ reading a book. Ask the pupil the name the place, e.g. library.  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. Then allow the pupils some time to complete the activity. Check their answers.  **Answer key**  2 d 3 b 4 f 5 a 6 g 7 c  **18. Where are they? Read and Write.**  Explain the activity and read the example aloud. Explain that the sentences are clues to find the correct answer. Allow the pupils some time to complete the activity. Check their answers.  **Answer key**  2 At the liberty  3 At the shopping Centre  4 At the funfair.  5 At the Café  6 At the theatre  **STUDY SPOT**  (Activities to present and practice ***–ing*** form and ***to -*** infinitive)  **19 Read and choose**  **Pupil’s books closed**. Say and write on the board*:* ***I want to go*** *to the library*. ***I enjoy*** *going to the library.* Underline the words in bold. Explain to the pupils, in L1 if necessary, that after certain verbs (e.g. want, hope, etc.) we use the infinitive, while after other verbs we use the **–ing** form. We usually use the – **ing** form after verbs that show feelings (*e.g. enjoy, like, hate,* etc.) Then write on the board: ***I hope****… to the library.* Underline the word in bold. Ask the pupils to complete the sentence by putting the verb **to go** in the correct form (*infinitive or -ing).* Substitute the verb hope with other verbs (e.g. *like, start, love, hate,* etc.) and repeat.  Then, write on the board: I want to go to the library to borrow a book. Underline the words in bold. Ask the pupils: Why do I want to go to the library? To borrow a book. Explain to the pupils, in Ll if necessary, that we use the infinitive to show purpose.  **Pupils' books open**. Go through the Study spot section briefly. Ask the pupils: What do you want to do? What do you like doing? Elicit answers. (I want to go to funfair. I like going to the swimming pool. etc) Suggest to the pupils to use activities from Ex. 17.  Read the instructions and the example and explain the activity. Go through the sentences and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers.  **Answer key**  2 listening 4 to feel 6 to read  3 to visit 5 juggling  **20 Complete the sentences in a way that it true about yourself.**  Explain the activity. Allow the pupils some time to complete it. ***Check their answers.***  ***Suggested answer key***  1. play video games.  2. learn how to play rugby.  3. go to the funfair on Sunday.  4. reading stories.  5. playing leap frog.  6. doing jigsaw puzzles.  **21 Match to make Grandma’s questions**  Draw the pupils’ attention to the pictures and elicit the names of the places (1-market,2-supermarket,3- library,4-theatre,5-post office). Read the instructions and explain the activity. Ask the pupils: Where can you go to buy some fruit? Elicit: At the market. Ask the pupils to match picture 1 with the correct phrase. Allow the pupils some time to complete the activity. Check their answers by asking questions (Where can you go to…).  **Answer key**  1 buy some fruit 2 get some milk  3 take back some books 4 buy three tickets  5 post some letters  Refer the pupils to the question and read it aloud. If necessary, provide the pupils with another example. Ask the pupils to make questions as in the example.  **Answer key**  Can you go to the supermarket to get some milk?  Can you go to the library to take back some books?  Can you go to the theatre to buy three tickets?  Can you go to the post office to post some letters? | | | (Track 22 CD1) |
| End  4.5.1.1 | ***(An activity to consolidate the language of the lesson.)***  Ask a pupil to come to the front of the classroom. Ask him/her to choose a place from Ex. 17 & 21 without letting the rest of the class know which one. The pupil decides whether he/she likes/doesn’t like going to the place and mimes the action accordingly. The rest of the class tries to guess where he/she likes/doesn’t like going  e.g. Pupil 1: (mimes watching something in a  enjoyable way )  Pupil 2: You like going to the theatre.  Pupil 1: That’s right! ect  ***ACTIVITY BOOK (Optional)***  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** | |

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| **Module 2. *Values in Myths and Legends***  **LESSON: 14**  **6. Theme: Dragons and creatures 1** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.4.7.1 spell most familiar high-frequency words accurately when writing independently;  4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things;  4.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let’s + verb, verbs go enjoy like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings;  4.5.16.1 use conjunctions and, or, but, because to link words and phrases | | | |
| **Lesson objectives** | **All learners will be able to:** read and write a short text about when they were little | | | |
| **Most learners will be able to:** read and write a short text using *would you like to*  and conjunctions | | | |
| **Some learners will be able to:** read and write a short text using *would you like* to, conjunctions and grammar structures and make their own sentences | | | |
| **Assessment criteria** | Learners can read and write a short text about when they were little | | | |
| **Language focus** | **Structures**: adjectives; comparisons  Language in use: When I was little, I was naughty, but I was cute! My favourite place was the museum. | | | |
| **Target vocabulary** | Naughty, cute, funny, different | | | |
| **Cross - curricular**  **links** | Literature | | | |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| BEGINNING THE LESSON  4.4.7.1 | (An activity to revise the language of the previous lesson.)  Write the following on the board:  Learn/English  Want, enjoy, love, hate, like  Ask individual pupils to make a sentence with one of the verbs and the correct form of the verb learn.  Repeat the activity with other verbs and prompts.  e.g. I want to learn English.  I enjoy playing chess. etc | | | Interactive Whiteboard Software |
| Middle  4.5.16.1  4.4.7.1  4.5.15.1  4.5.1.1  4.5.1.1  4.4.7.1 | **READING AND WRITING**  (Activities to develop the pupils` reading and writing skills.)  **22 Listen, read and choose.**  Explain the activity. Point to the pictures and elicit the adjectives *naughty* and *funny*. Play the CD. The pupils listen and follow along un their books. The pupils then read the texts silently and complete the activity. Ask the pupils to tell you the sentences where they found the answers. Check their answer.  **Answer Key**  2 b 3 b 4 a  Then individual pupils read out the texts.  **23 Over to you: Read and complete.**  Explain the activity. Allow the pupils some time to complete it. Check their answers.  ***Suggested answer key***  1 pizza 5 superman  2 red 6 the cheetah  3 cars 7 the sports centre  4 T-shirts and jeans 8 Aladdin  **PORTFOLIO: Talk with your friends. Then write about what you were like when you were little.**  Ask the pupils, in pairs or in groups, to talk about what they were like when they were little. Go around the classroom providing any necessary help. For homework, tell the pupils to use the texts in Ex. 22 as models to write about themselves.  ***Suggested answer key***  When I was little. I was always naughty, but I was funny! My favourite place was the theatre. I went there with my mum and dad. My favorite food was pizza and my favourite toys were cars. My favourite animal was my pet cat, Mimi.  By Nurzhan  **24 Let’s sing!**  Point to the song and say: A long, long time ago, before you and before me. The pupils repeat, chorally and/or individually. Follow the same procedure and present the rest of the song. 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.  ***Extension activity (Optional)***  ***Before going into class***  Prepare photocopies of the song for each group of pupils. Cut the song into strips, one line per strip.  Divide the class into groups and hand out the strips of paper. The pupils put them in the correct order, listen to the song and check their answers.  *(See the introduction for further ideas on how to exploit the songs.)*  **25 Look, read and write yes or no**.  Draw the pupils’ attention to the pictures and ask them if they know the buildings. Read aloud the names of the buildings and the facts. Read the instructions and the example and explain the activity. If necessary, provide the pupils with another example. Go through the sentences and elicit any unknown words. Allow the pupils some time to complete the activity. Check their answers.  **Answer key** 2 no3 yes4 no5 yes | | | (Track 23 CD1)  (Track 24 CD) |
| End  4.4.7.1 | *(An activity to consolidate the language of the lesson.)*  Give the pupils a time limit (e.g. 3 minutes) and ask them to write down as many words/phrases as they can from the lesson. The pupil that can remember the most items wins.  ***ACTIVITY BOOK (Optional)***  If you wish, you can assign some or all of the corresponding activities from Activity Book for homework. If this is the case, make sure you explain them first in class. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** | |

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| **Module 2. *Values in Myths and Legends***  **LESSON: 15**  **7. Theme: Dragons and creatures 2** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.2.4.1 respond to questions on an increasing range of general and some curricular topics;  4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges;  4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics;  4.4.3.1 write with support short sentences which describe people, places and objects;  4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly;  4.5.15.1 use *would you like to* to invite and use appropriate responses yes please, no thanks, use let’s + verb, verbs go enjoy like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings | | | |
| **Lesson objectives** | **All learners will be able to:** respond to questions on an increasing range of general and some curricular topics | | | |
| **Most learners will be able to:** write with support short sentences which describe people, places and objects; | | | |
| **Some learners will be able to:** write with support short sentences which describe people, places and objects; use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly; | | | |
| **Assessment criteria** | To explore other subject areas (Natural History)  To talk and write about dinosaurs. | | | |
| **Language focus** | **Structures:** plurals; -ing form; conjunctions possessive case.  **Language in use:** Dracorex was a dinosaur that looked a lot like a dragon! The Kondo  Dragon is the largest lizard in the world. What a strange creature! Would you like to  see it? | | | |
| **Target vocabulary** | **Dragons and Creatures 1**: horn, spike, tooth, claw, tail, feather | | | |
| **Cross - curricular**  **links** | Natural History | | | |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| BEGINNING THE LESSON  4.2.4.1 | (An activity to revise the language of the previous Lesson.)  Play the song from the previous lesson. The pupils sing along.  Ask some pupils to present their portfolio activities from the previous lesson | | | Interactive Whiteboard Software |
| Middle  4.3.3.1  4.4.3.1  4.2.6.1  4.5.15.1  4.5.12.1  4.4.3.1 | **PRESENTATION AND PRACTICE**  (Activities to present and activate the new language.)  **Dragons and Creatures 1**  POSTER  **26 Listen and read. Then label the pictures with the words in bold.**    **Pupils’ books closed.** Have a class discussion, in L1 if necessary, about dinosaur. Put the Dinosaurs poster up on the board. Say and point to the words, one at a time. The pupils repeat, chorally or individually. Then point to the pictures in random order. Ask individual pupils to name them.  ***Pupils’ book open.*** Play the CD. The pupils listen and follow in their books. Explain the activity. The pupils read the text silently and label the pictures. Allow them some time to complete the activity. Check their answers.  **Answer key**  2 spikes 3 teeth 4 feathers 5 tail 6 claws  Then individual pupils read out the texts.  **27 read and complete. Use**: and, or, but, because.  Read the instructions and the example and explain the activity. Go through the sentences and elicit\explain any unknown words. Allow the pupils some time to complete the activity. Check their answers.  ***Answer key***  2 but 3 or/and 4 but 5 because  **28 Read, choose and complete.**  Read the instruction and explain the activity. Go through the text and elicit/ explain any unknown words. Allow the pupils some time to complete the activity. Check their answers.  **Answer key**  2 yellow 3 four 4 tail 5 teeth 6 visit  **29 Collect information about another dinosaur. Make a project or a PowerPoint presentation. Present it to the class.**  Brainstorm ideas about dinosaurs and write them on the board. Explain the activity. The pupils use the Internet to find information about another dinosaur and present it to the class. Tell them to use the text in ex.26 as models. Alternatively, assign the project as homework. Then help them file their projects in their ***Language Portfolios.***  Note lf the pupils do not have internet access, ask them to use encyclopedias, newspapers or magazines.  **Suggested answer key**  Triceratops means `three-horned face. It was nine metres long. It had a big head with three horns – two on its forehead that could grow up to one metre in length, and a shorter one on its nose. Triceratops looked scary but it only ate plants. What a strange creature! | | | (Track 25 CD1) |
| End  4.2.4.1 | (An activity to consolidate the language of the lesson.)  Ask the pupils to write two things that impressed them about each dinosaur. Ask individual pupils to report back to the class.  **Suggested answer key**  Dracorex looked like a dragon! It was about 3 metres tall.  Deinonychus means `terrible claw`. It had a long tail and its body was covered in feathers.  **ACTIVITY BOOK (Optional)**  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **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** |  |

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| **Module 2. *Values in Myths and Legends***  **LESSON: 17**  **9. Theme: Revision** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let’s + verb, verbs go enjoy like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings | | | |
| **Lesson objectives** | **All learners will be able to:** plan, read, write and check sentences with support on a  range of basic personal, general and some curricular topics; | | | |
| **Most learners will be able to:** plan, read, write and check sentences with support on a  range of basic personal, general and some curricular topics; | | | |
| **Some learners will be able to:** plan, read, write and check sentences with support on a range of basic personal, general and some curricular topics; | | | |
| **Assessment criteria** | To talk about mythical creatures | | | |
| **Language focus** | **Structures:** adverbs of manner; adverbs of frequency.  **Language in use:** Scientists explore the lake to try and find out what there really is under the water. What a cool creature! | | | |
| **Target vocabulary** | **Dragons and creatures:** monster, believe, lake, spot, explore, unicorn, mythical | | | |
| **Cross - curricular**  **links** | Literature | | | |
| **ICT skills** | Using videos& pictures, working with URLs (Internet) | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| BEGINNING THE LESSON  4.5.15.1 | **30. Listen and read.**  Ask the pupils to look at the pictures. Have a picture discussion.  e.g. Teacher: (pointing to the Loch Ness Monster)  Look at this creature.  (An activity to revise the language of the previous lesson.)  Ask the pupils to present their from the previous lesson. e.g. Teacher: (pointing to the Loch Ness Monster)  Look at this creature. What is it?  Pupil: It’s the Loch Ness Monster.  Teacher: Where does it live?  Pupil: In the UK. etc  Play the CD. The pupils listen and follow the texts in their book. | | | Interactive Whiteboard Software  Track 26 CD 1 |
| Middle | **31 Read and write the answers in your notebook. Take turns to ask and answer the questions.**  Explain the activity. The pupils read the texts again silently and  Complete the activity. Check their answers and ask them where  they found them in the texts.  **Answer key**  1 It’s grey.  2 In a lake called Loch Ness in Scotland.  3 It has a big body, a long neck and a small head.  4 Thousands of years ago.  5 It was 1.8 metres tall and over 4 metres long. It had long hair all over its body.  6 From the huge horn that grew on its head.  **Extension activity (Optional)**  **Project:** My favourite mythical creature.  Ask the pupils to think of their favourite mythical creature and write a small paragraph about it using the text in ex.30 as models. They can draw or look for pictures on the internet and attach them. Alternatively, assign the project for homework. The pupils then present their project to the class. Display their work in the classroom.  **Suggested answer key**  The griffin is one of the most beautiful mythical creatures in history. It has the body, tail and back legs of a lion, and the head and wings of an eagle. Its front legs are also like an eagle’s legs. The griffin was a very strong creature. People believed that griffins protected treasures. What a cool creature!  **CHECKPOINT 2**  **1 Read and number.**  The pupils match the pictures with the correct words.  **Answer key**  B 2 C 5 D 1 E 3 F 4  **2 Look and complete.**  The pupils look at the pictures and complete the  missing letters to from the words.  **Answer key**  1 Theatre 4 museum  2 funfair 5 swimming pool  3 café  **3 Read and choose.**  The pupils read and choose the correct answer.  **Answer key**  1 A 2 A 3 B 4 A 5 B | | |  |
| End | **4 Make sentence.**  The pupils put the words in the correct order to from question.  **Answer key**  1 Did Kairat go on a school trip?  2 How Was it?  3 Where did you go?  4 What did you do?  **Extra Check:** The pupils are now ready to go pages  22-23 in the Activity Book | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** |  |

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| **Module 3 Treasure and heritage**  **1. LESSON:**  Theme: **Treasure maps1** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;  4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges;  4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification;  4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things;  4.5.4.1 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics;  4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics | | | |
| **Lesson objectives** | **All learners will be able to:** give short, basic description of people and objects, using possessive and determiners; begin to describe past experiences; | | | |
| **Most learners will be able to:** give short, basic description of people and objects, using possessive and determines; begin to describe past experiences; use the map of treasure | | | |
| **Some learners will be able to:** give short, basic description of people and objects, using possessive and determines; begin to describe past experiences; use the map of treasure; read fluently | | | |
| **Assessment criteria** | To talk about Kazakhstan’s natural treasures and cultural heritage; to read about a treasure hunt. | | | |
| **Language focus** | * **Structures:** plurals; determiners; imperative’ the verb ‘have got’; there is/there are; prepositions of place and direction * **Language in use:** The house hasn’t got windows. What is it? In this lake, trees come out of the water. What’s the name of the take? | | | |
| **Target vocabulary** | Treasure maps: treasure, heritage, monument, eagle, dombra, yurt, flag | | | |
| **Cross - curricular**  **links** | Geography | | | |
| **ICT skills** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles**  **Resources** |
| Opening  4.2.3.1 | Hand out the completed Progress Report Cards for the previous module and ask the pupils to fail them in their *Language Portfolios*  **PRESENTATION AND PRACTICE**  (Activities to present and activate the new language.) | | |  |
| Middle  4.3.4.1  4.2.6.1  4.2.6.1  4.5.1.1 | Treasure Maps 1  **1. Look at the map. Answer the question**  Pupils’ books open. Ask the pupils to look at the pictures on p.34 and have a picture discussion. Elicit anything the pupils nay know about them. (e.g. Do you know what a dombra is? Can you play a dombra?). Explain the activity. Go through the sentences and elicit/ explain any unknown words. The  Pupils answer the question orally first, then in writing. Allow the pupils some time to complete the activity. Check their answers.  ***Answer key***  2 Kaindy Lake 3 Apples  4 The Bayterek Monument 5 Sherkala  6 Singing Sand 7 A dombra  8 An eagle    **2 Read and answer. Write in your notebook.**  Pupils’ books closed. Put your pen it the book, write and say: There’s a pen in the book. Underline the word in bold. The pupils repeat after you. Follow the same procedure and present the rest of the prepositions (out of, in front, up, down, behind, opposite, on, under).  Pupils’ books open. Refer the pupils to the pictures and have a pictures discussion. Ask the pupils if they know what a treasure hunt is and elicit answers. Read aloud the text while the pupils follow it their books. Alternatively, you can ask the pupils to read it aloud. Explain the activity. Go through the questions and elicit/explain any unknown word. Allow the pupils some time to read the text silently and complete the activity. Check their answers.  **Answer key**  1. Nurlan’s  2 On 29th September **3** 11  4 In the park  **5** 6  6 Behind the tree. **7** In a box opposite the table.  8 His birthday cake. | | |  |
| End  4.5.4.1  4.5.8.1 | (An activity to consolidate the language of the lesson)  Draw a lake and a mountain on the board. Ask a pupil to come to the board. Say one of the suggested prompts below and ask the pupil to draw an object according to the prompt. If you wish, you can use your own prompts. Repeat the activity with other pupils.  Suggested prompts: a fish in the lake, a fish coming out of the lake, an eagle on the tree, an apple in front of the tree, a pirate behind the tree, etc.  **ACTIVITY BOOK (Optional)**  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** | |

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| **Module 3: Treasure and Heritage**  **2. LESSON:**  **Theme:**  Treasure map 2 | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics;  4.2.4.1 respond to questions on an increasing range of general and some curricular topics;  4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics;  4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics;  4.5.11.1 use has got/have got there is/are statement, negative, question forms including short and full answers and contractions;  4.5.14.1 use prepositions of location, position and direction, at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time, in, on, at, before, after , use with/without to indicate accompaniment with for instrument and for to indicate recipient | | | |
| **Lesson objectives** | **All learners will be able to:** understand the main points of short supported talk;  respond to questions | | | |
| **Most learners will be able to:**  understand the main points of short supported talk; plan and write sentences with support to find someone’s treasure | | | |
| **Some learners will be able to:** understand the main points of short supported talk; plan, write and check sentences without support to find someone’s treasure | | | |
| **Assessment criteria** | To learn about numbers: to talk about location. | | | |
| **Language focus** | **Structures**: prepositions of place.  **Language in use**: Where’s the treasure? The red flag is near the blue flag. | | | |
| **Target vocabulary** | Cardinal numbers (1-1,000), ordinal numbers (first – a hundredth) | | | |
| **Cross - curricular**  **links** | Maths | | | |
| **ICT skills** |  | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| Opening  4.5.14.1 | (An activity to revise the language of the previous lesson.)  Write on the board the prepositions of place from the previous lesson. Explain to the pupils that they have 3 minutes to write as many sentences as they can, using these prepositions. Allow the pupils three minutes to write their sentences. Check their answers. The pupil with the most correct sentences is the winner. | | |  |
| Middle  4.1.3.1 | **PRESENTATION AND PRACTICE**  (Activities to present and activate the new language.)  Treasure and Numbers 1  ***FLASHCARDS (20-24)***  **3 Listen, point and repeat. Then match**.  Pupils’ books closed. Put the flashcards up on the board. Point to the numbers, one at a time, and say the corresponding words. The pupils repeat chorally and/or individually. Point to the numbers in random order and ask individual pupils to name them. Ask the rest of the class for verification.  Pupils’ books open. Point to numbers. Play the CD. The pupils listen, point and repeat the words. If you wish, play the recording again with pauses for the pupils to repeat chorally and/or individually.  Explain the activity. Allow the pupils some time to complete it. Check their answers. | | | Track 29 CD1  **Answer key**  2 E 3 C 4 D 5 A |
| 4.2.4.1  4.5.14.1  4.5.8.1  4.4.1.1 | **4 Find Captain Jack Parrot’s treasure! Do the sums and cross off the places on the map. The last place is where the treasure is.**  Write the following sums on the board. Read aloud the sums and draw the pupils’ attention to the names of the symbols (+ plus, - minus, x times, =equals).  1+1+2 (one plus one equals two)  2-1=2 (two minus 1 equals one)  2x2=4 (two times two equals four)  The pupils listen and repeat, chorally and/or individually. Write on the board other sums and ask individual pupils to read them aloud.  Read the sum in the example and ask the pupils to give you the solution orally. Ask them to point to the correct number on the map. Explain that the solutions to the problems is one of the numbers on the map. Then refer them to the number written in letters in the model and explain the activity. Allow the pupils some time to complete it. Check their answers.  **Answer key**  2 six hundred  3 five hundred and forty  4 eight hundred and thirty  5 six hundred and ninety  6 one thousand  The treasure is at 1,000.  **STUDY STOP**  (Activities to present and practice prepositions of place)  **5 Look, read and underline.**  Pupils` books closed. Put your pencil on the left of a book, show it to the class and ask: Where is the pencil? Answer: It`s on the left of the book. Write the exchange on the board and underline the words in bold. The pupils repeat, chorally and/or individually. Follow the some procedure and present the rest of the prepositions.  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 read the sentences and underline the correct prepositions. Check their answer.  **Answer key**  2 right 4 right  3 between 5 on the left of  **6 Where does Captain Parrot take the treasure next? Listen and circle.**  Pupils` books closed. Write on the board the numbers 1-10 and the respective ordinal numbers next to them. Explain how we from the ordinal numbers and draw the pupils` attention to the irregular ones (firs, second, third). Point to the numbers, one at a time, and say the corresponding words. The pupils repeat chorally and/or individually. Point to the numbers in random order and ask individual pupils to name them. Ask the rest of the class for verification. Write on the board: 20 – twenty – twentieth. Underline the letters in bold and elicit the spelling rule. Then write on the board the numbers 30,40,45,58,100 and elicit the ordinal numbers.  Pupils` books open. Explain the activity. Go through the text and elicit/explain any unknown words. Play the CD. the pupils listen and circle the correct words. Check their answers.  **Answer key**  2 fifty-sixth 3 seventy-fifth 4 black pool  **AUDIOSCRIPT**  *31st August*  Today is my fiftieth birthday. This is my fifty-sixth trip on my ship. We are leaving today and taking the treasure with us.  *27th October*  This is the seventy-fifth day of our trip, but we are sailing into Blackpool, England. Home at last! | | | (Track 30 CD1) |
| End  4.1.3.1 | (An activity to consolidate the language of the lesson)  Thinking. Play Buzz Frizz. The pupils take turns counting up one number at a time, but instead of any multiple of three they have to say `Buzz`.  e.g. first, second, Buzz, fourth, fifth, Buzz, seventh, etc.  if a pupil makes a mistake, he/she can be made to sit out that round if you like. Once the pupils get familiar with the game, you can also add `Fizz` for all multiples of five.  ACTIVITY BOOK (Optional)  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **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** | |

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| **Module 3: Treasure and Heritage**  **3. LESSON:**  **Theme:**  **Treasure and numbers1** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics;  4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics;  4.5.2.1 use cardinal numbers 1 – 1000 and ordinal numbers 1 – 100 | | | |
| **Lesson objectives** | **All learners will be able to:** use cardinal numbers 1 – 1000 and ordinal numbers 1 – 100; answer the questions about what they can see in the pictures. | | | |
| **Most learners will be able to:** use cardinal numbers 1 – 1000 and ordinal numbers 1 – 100; answer the questions about what they can see in the pictures; make a new dialogue. | | | |
| **Some learners will be able to**: use cardinal numbers 1 – 1000 and ordinal numbers 1 – 100; answer the questions about what they can see in the pictures ; act out the story | | | |
| **Assessment criteria** | To develop listening and reading comprehension skills through a story: to talk about a class expedition  To learn how to pronounce [ʃn] and its different spellings. | | | |
| **Language focus** | **Structures:** Consolidation.  **Language in use:** what`s today`s expedition? We must find these ten leaves and name the trees. | | | |
| **Target vocabulary** | Consolidation. | | | |
| **Cross - curricular**  **links** |  | | | |
| **ICT skills** |  | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| Opening  4.5.2.1 | *(An activity to revise the language of the previous lesson.)*  Ask a pupil to come to the board. You say a cardinal number (1-1,000) and the pupil writes the number using letters on the board. Repeat with other pupil. Then, ask pupils, one at a time, to came to the board and write the respective ordinal numbers next to the cardinals. | | |  |
| Middle  4.3.3.1 | Presentation and practice  (Activities to develop the pupils` listening and reading skills.)  **7 Listen and read.**  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 the children  Class: They are at a park:  Teacher: (pointing to Lilly in picture 3) What`s wrong with Lilly  Class: She got sunburnt! etc  Play the CD. The pupils listen and follow the story in their books. | | | (Track 31 CD1) |
| 4.3.3.1  4.4.1.1  4.3.3.1  4.4.1.1  4.3.3.1  4.3.3.1 | **8 Read the story and answer the question**  Explain the activity. Allow the pupils some time to read the story again silently and answer the questions. Check their answers. Ask the pupils to tell you where they found the answers in the dialogue.  Answer key  1. To find ten leaves and name the trees.  2. A classmate, Drake.  3. Because her arms are sore.  4. Jake’s  5. Jake’s team  **9. Thinking: In pairs, answer the questions.**  • Explain the activity. In pairs, the pupils read the questions and discuss the answers with their partner. Ask pairs to report back to the class. Accept all reasonable answers.  **Suggested answer key**  1. They all stayed together and helped each other.  They worked as a team.  2. Yes, because Drake left his team behind. He didn’t care about his team. He only cared about winning.  **10. 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.  **11. 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. Go around the classroom providing 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: So, what’s today’s expedition?  B: We must… .  A: This should be easy. Let’s do it!  Suggested answer key  A: So, what’s today’s expedition?  B: We must find these ten wild flowers, name them and draw them in our notebooks.  A: This should be easy. Let’s do it!  **STUDY SPOT**  (Activities to familiarise the pupils with the [ʃn ] sound and the different spellings)  **12 Listen, point and repeat**  Refer the pupils to the pictures. Point to the first picture and say: [ʃn ] – fashion. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for mansion and exhibition. Check their pronunciation. Review the spelling of the different words and explain/ elicit how the words are spelled differently but the ending is pronounced the same. Play the CD. The pupils listen, point and repeat. Then point to the pictures at random and elicit the sounds and the words.  **13 Complete. Then listen and repeat**.  Refer the pupils to the picture. Elicit fashion, mansion and exhibition. Draw the pupils’ attention again to the [ʃn] sound and the different spellings. Allow the pupils some time to complete the missing letters. Play the CD for the pupils to listen and check their answers.  Answer key  The ticket for the fashion exhibition at the mansion was $10! | | | (Track 32 CD1)  (Track 33 CD 1)  (Track 34 CD1) |
| End | *( An activity to consolidate the language of the lesson)*  Ask the pupils to close their books and write three things they remember from the story. If you wish, set a time limit of two minutes to complete the activity. Ask a few pupils to report back to he class.  **ACTIVITY BOOK (Optional)**  If you wish, you can assign some or all of the corresponding activities from the Activity book for home work. If this is the case, make sure you explain them first in class. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **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** | |

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| **Module 3: Treasure and Heritage**  **4. LESSON:**  **Theme:**  **Treasure and numbers 2** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics;  4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly;  4.4.2.1 begin to use joined-up handwriting in a limited range of written work;  4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics | | | |
| **Lesson objectives** | **All learners will be able to:** use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions | | | |
| **Most learners will be able to:** use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions | | | |
| **Some learners will be able to:** use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions | | | |
| **Assessment criteria** | to talk about natural features. | | | |
| **Language focus** | **Structures:** articles (a/an,the).  **Language in use:** Everest is a mountain. Mr.Smiles is an explorer. He travels all over the world. | | | |
| **Target vocabulary** | Our planet’s treasure 1: waterfall, rainforest, river, desert, ocean, island, lake, mountain. | | | |
| **Cross - curricular**  **links** |  | | | |
| **ICT skills** |  | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| Opening  4.1.4.1  4.2.5.1 | (An activity to revise the language of the previous lesson)  Ask pairs of pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex.11). Repeat with as many pairs as you feel necessary. | | |  |
| Middle  4.2.5.1  4.1.4.1  4.4.2.1  4.4.2.1 | **PRESENTATION AND PRACTICE**  (Activities to present and activate the new language.)  **POSTER**  Our Planet’s Treasure 1  **14 Listen, point and repeat. Then match.**  Pupils’ books closed. Put up the Our planet’s treasure poster on the board. Point to the natural features, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Point to each natural feature in random order. Ask individual pupils to name them.  **Extension activity (Optional)**  Ask the pupils to look at the poster, choose an item and make a sentence.  e.g. Pupil 1 : (pointing to the island ) I’m going to go to an island this summer. etc  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. Then the pupils look at the pictures and match them to the words. Check their answers.  **Answer key**  2 G 4 A 6 F 8 H  3 E 5 C 7 B  **15 Read and choose . Then say.**  Explain the activity. Allow the pupils some time to complete it. Check their answers  **Answer key**  1 A 2 B 3 B 4 B 5 A 6 A  Then elicit answers from individual pupils.  e.g. Malta is an island ., The Pacific is an ocean . etc  **STUDY SPOT**  (Activities to present and practice the articles.)  **16 Read and choose.**  *Pupils’ books closed.* Say and write on the board: This is a desert. This is an island. Underline the words in bold. The pupils repeat chorally and/or individually. Explain to the pupils that we use a before nouns that begin with a consonant sound and we use an before nouns that begin with a vowel sound. Say and write on the board: This is a desert. This is the Sahara Desert. Underline the words in bold. The pupils repeat chorally and/or individually. Explain to the pupils, in L1 if necessary, that we use the indefinite article a when we refer to something general, and the definite article the when we refer to something specific. Then say and write on the board: This is and island. This is Malta. Explain to the pupils that we use the definite article the only before names of deserts, lakes and oceans, but we don’t use it before names of mountains, lakes, islands and countries.  **Pupils’ book open.**  Go through the *Study spot* section briefly. Read the instructions and the example and the activity. Go through the sentences and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers.  **Answer key**  2 B 3 C 4 A 5 C 6 A  **17 Let’s play**  Play ***the Correct The Teacher*** game. Divide the class into two teams, A and B. give one blue and one red card to a pupil from each team. Say aloud a sentence. If the sentence is correct, the pupils raise the blue card. If the sentence is wrong, they raise the red card. Then the pupils give the card to other member or their team and you repeat with other sentences. Each correct answer wins a point. The team with the most points wins the game.  **Suggested sentences**  *My friends visited the Hawaii last summer.*  *My brother lives in France.*  *It’s very hot at the Singing Sand.*  *The mountain Sherkala looks like a tent. etc* | | | (Track 35 CD1) |
| End  4.4.2.1.  4.1.4.1 | (*An activity to consolidate the language of the lesson*)  Divide the class into two teams, A and B. Read a sentence from ex. 15, e.g. *Malta is an*… . A pupil from each team writes the answer on the board *(island).* Each correct answer wins a point. The team with the most points wins the game. If you wish, you can use famous natural features in the pupils’ country.  **ACTIVITY BOOK (Optional)**  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **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** | |

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| **Module 3: Treasure and Heritage**  **5. LESSON:**  **Theme: Our planet’s treasure 1** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics;  4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;  4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics;  4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information | | | |
| **Lesson objectives** | **All learners will be able to:** to read and write an email about their last holidays using Past Simple with prompts**;** | | | |
| **Most learners will be able to:** to read and write an email about your last holidays using Past Simple without prompts; | | | |
| **Some learners will be able to:** to read and write an email about your last holidays using Past Simple without prompts and tell about their trip to their classmates; | | | |
| **Assessment criteria** | To read and write an email about your last holidays; to develop the pupils` listening skills through a song. | | | |
| **Language focus** | **Structures**: Consolidation.  **Language in use:** I`m writing to tell you about my holiday in Hawaii. We`re going to go on holiday and have a lot of fun! | | | |
| **Target vocabulary** | Holiday, climb the mountains, take care, play out, have a rest | | | |
| **Cross - curricular**  **links** | Geography | | | |
| **ICT skills** |  | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| Opening  4.1.3.1 | (An activity to revise the language of the previous lesson)  Ask a pupil to came to the board. Say a word from the previous lesson (e.g. lake) and ask the pupil to spell and write it. Ask the rest of the class for verification. Repeat the activity with other pupils.  (Activities to develop the pupils` reading and writing skills.) | | |  |
| Middle  4.2.3.1  4.3.3.1  4.1.3.1  4.2.3.1  4.4.4.1  4.4.4.1 | **18 Read and circle. Then listen and check.**  Refer the pupils to the picture and ask them to guess where Pat went on holiday and what she did. Allow the pupils some time to read the text silently and complete the activity. Play the CD. the pupils listen and follow the text in their books. Check their answers.  Answer key  1 the Pacific Ocean 3 rainforest  2 morning 4 waterfalls  Then individual pupils read out the text.  **19 Read and answer.**  Explain the activity. The pupils read and answer the questions orally first, then in writing. Check their answers.  Suggested answer key  1 I went to Lake Balkhash.  2 I went with my family.  3 I went swimming, sailing and fishing.  4 I saw many birds.  **Portfolio:** Talk with your friends. Write an email to your friend about your last holidays.  Elicit from the pupils where they went for their summer holiday. Then ask the pupils, in pairs or in groups, to talk about their holidays. For homework, tell the pupils to write an email to their friend and to use the text in Ex. 18 as a model.  Suggested answer key  Hi Gulnara,  How are you? I`m writing to tell you about my holiday in Lake Balkhash. It was great!  I went there with my family. I swam in the lake every day. We saw many birds there. Mum and dad took me sailing and fishing, too. It was a wonderful holiday!  Write and tell me all about your holiday.  Take care,  Daniya.  **PRACTICE**  (Activities to revise talking about holiday and natural features and develop the pupils` listening skills.)  **20 Let`s sing!**  Paint to the picture and say: We`re going to go on holiday and have a lot of fun! The pupils repeat, chorally and/or individually. Follow the same procedure and present the rest of the song.  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 sign their corresponding verse. Time permitting, play the song again for the pupils to sing together as a class.  **Extension activity (optional)**  Before going into class  Make photocopies of the song on p. 65, one per pupil, and tippex out some words, e.g. holiday, fun, sun, etc.  Hand out the photocopies of the sing. Play the CD again. The pupils listen and fill in the missing words.  (See the introduction for further ideas on how to exploit the songs.)  **21 Look, read and choose. Write the words on the line.**  Refer the pupils to the pictures and revise the words. Read aloud the example and explain the activity. Go through the sentences and elicit/explain any unknown words. Explain to the pupils that the sentences are clues to find the correct answer. Allow the pupils some time to complete the activity. Check their answer.  **Answer key**  2 a mountain 6 an ocean  3 a desert 7 a river  4 an island 8 a lake  5 a rainforest | | | (Track 36 CD1)  (Track 37 CD1) |
| End  4.2.3.1 | (*An activity to consolidate the language of the lesson.)*  Demonstrate the following dialogue with a pupil:  e.g. Teacher: Where are you going to go on holiday?  Pupil 1: I`m going to go to Mexico.  Teacher: Have a nice holiday!  Pupil 1: Thank you!  **ACTIVITY BOOK (Optional)**  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
|  |  |  |
| **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** | |

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| **Module 3: Treasure and heritage SA**  **6. LESSON:**  Theme: **Our planet’s treasure 2** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics;  4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges;  4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics;  4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues | | | |
| **Lesson objectives** | **All learners will be able to:** talk about seven natural wonders of the world with support | | | |
| **Most learners will be able to:** talk about seven natural wonders of the world with support; express basic likes and dislikes | | | |
| **Some learners will be able to:** talk about seven natural wonders of the world with support; express basic likes and dislikes; present their presentation work to the class | | | |
| **Assessment criteria** | To explore other subject areas (Geography); to talk about natural wonders; to raise the pupils' environmental awareness. | | | |
| **Language focus** | **Structures:** Consolidation.  **Language in use:** The Great Barrier Reef in Australia is one of the world's natural wonders. | | | |
| **Target vocabulary** | Our planet's treasure 2: natural wonder,  canyon, harbour, reef, home to, coral, throw, rubbish, look after | | | |
| **Cross - curricular**  **links** | Geography | | | |
| **ICT skills** |  | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| Opening  4.1.8.1 | *(An activity to revise the language of the previous lesson.)*  Play the song from the previous lesson and ask the pupils to sing along.  Write the words ***island, river, lake, rainforest, waterfall, mountain, desert, ocean*** on the board. Tell the pupils to choose one of the words and imagine that they are going to visit one of these places this weekend. Ask them to think of what they are going to do there. Pupils, in pairs, talk to each other. Ask some pupils to report back to the class.  **Suggested answer key**  *Pupil:* I'm going to visit the Amazon rainforest this weekend. I'm going to see a lot of plants and animals there. | | |  |
| Middle  4.1.8.1  4.3.5.1  4.2.8.1  4.2.6.1  4.3.5.1  4.3.5.1 | **PRESENTATION AND PRACTICE**  *(Activities to present and activate the new language.)*    **22 Listen and match. Then talk with your friend.**  Say and write on the board: natural wonders. The pupils repeat, chorally and/or individually. Explain/ Elicit what natural wonders are. Have a brief class discussion, in LI if necessary, about natural wonders in their country and how important they are to the planet. Refer the pupils to the pictures and the title and have a class discussion about these seven natural wonders. Elicit anything the pupils might know about them. Read aloud the countries/regions and ask the pupils if they know or if they can guess where these natural wonders are. Explain the activity and play the CD.The pupils listen and match. Check their answers.  **Answer key**  2D 3C 4 F 5 A 6G 7E  **Note:** You can explain to the pupils that the Northern Lights can be seen in other countries like, for example, Iceland.  Refer the pupils to the picture and the dialogue. First, read out the dialogue and then act out a similar dialogue with one of the pupils. Ask the pupils to act out, in pairs, similar dialogues. Go around the classroom providing any necessary help. Ask some pairs to come to the front of the classroom and act out the dialogue.  **Suggested answer key**  Akbota: Which natural wonder would you like to see? Nurzhan: Mount Everest.  Akbota: Where can you see it?  Nurzhan: In Tibet and Nepal.  **23 Read and choose.**  Refer the pupils to the picture and have a brief picture discussion. Read aloud the text or ask some of the pupils to read it. The pupils listen and follow in their books. Explain the activity. Refer the pupils to the questions. The pupils read the text silently and choose the correct answer. Check their answers.  **Answer key**  1 A 2 A 3 В 4 В  Then individual pupils read out the text.  **24 Find information about another natural wonder. Make a project or PowerPoint® presentation. Present it to the class.**  Brainstorm the names of various natural wonders from around the world and write them on the board. Have a class discussion, in LI if necessary, about the problems they face. Explain the activity. The pupils use the Internet to find information about another natural wonder and present it to the class. Tell them to use the text in Ex. 23 as a model, Alternatively, assign the project for homework. Then help them file their projects in their Language Portfolios.  Note: If the pupils do not have Internet access, ask them to use encyclopedias, newspapers or magazines.  **Suggested answer key**  The Amazon Rainforest in South America is one of the world's natural wonders. It is the largest rainforest in the world and is home to many kinds of animals. But the Amazon is getting smaller and smaller. This is because people throw rubbish into the river and cut down the trees, Let's hope we can look after this amazing wonder so people can still see it hundreds of years from now! | | | (Track 38 CD1) |
| End  4.2.6.1  4.2.8.1 | *(An activity to consolidate the language of the lesson.)*  Allow the pupils some time to read the text again and then close their books. Ask them to try and remember two things from the text. Check their answers.  **Suggested answer key**  The Great Barrier Reef is in Australia. You can see i1 from space.  **ACTIVITY BOOK (Optional)**  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **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** | |

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| **Module 3: Treasure and heritage**  **7 LESSON: Revision**  **(Our world – Checkpoint 3)** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics;  4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information | | | |
| **Lesson objectives** | **All learners will be able to:** revise talking about natural features and natural wonders, express basic likes and dislikes | | | |
| **Most learners will be able to:** revise talking about natural features and natural wonders, express basic likes and dislikes | | | |
| **Some learners will be able to:** revise talking about natural features and natural wonders, express basic likes and dislikes | | | |
| **Assessment criteria** | То revise talking about natural features and natural wonders. | | | |
| **Language focus** | • Structures: Consolidation.  • Language in use: The Giant's Causeway is a natural rock formation in Northern Ireland. Lake Kaindy is 400 metres long and about 30 metres deep. | | | |
| **Target vocabulary** | • rock formation, steps, popular, deep, attraction, underwater, spear, degrees, brave, pine needles | | | |
| **Cross - curricular**  **links** | Geography | | | |
| **ICT skills** |  | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| Opening  4.2.8.1 | (An activity to revise the language of the previous lesson.)  Ask the pupils to present their projects from the previous lesson. | | | (Track 39 CD1) |
| Middle  4.2.8.1  4.2.8.1  4.4.4.1 | **PRACTICE**  **25 Listen and read. Which place would you like to visit? Why?**  Ask the pupils to look at the pictures. Have a picture discussion.  e.g. Teacher: (pointing to the Giant's Causeway) This is the Giant's Causeway. Where is it? Pupil: It's in the UK.  Teacher: This is Lake Kaindy. Where is it?  Pupil: It's in Kazakhstan, etc  Ask the pupils to tell you what they know about these places. Play the CD. The pupils listen and follow the texts in their book.  Ask the pupils which place they would like to visit and why. Elicit answers from individual pupils.  ***Suggested answer key***  I would like to visit Lake Kaindy to see the underwater forest.  Then individual pupils read out the texts.  **26 Read and match to make sentences.**  Read the instructions and the example and explain the activity. The pupils read again the texts silently and complete the activity. Check their answers.  ***Answer key***  2d 3a 4c  ***Extension activity (Optional)***  **Project: A natural wonder in Kazakhstan.**  Ask the pupils to think of natural wonders in Kazakhstan and write a small paragraph about it using the texts in Ex. 25 as models. They can draw or look for pictures on the Internet and attach them. Alternatively, assign the project tor homework. The pupils then present their projects to the class. Display their work in the classroom.  Suggested answer key  Torysh is a valley with rock formations that look like balls. The name Torysh actually means the Valley of Balls! The rocks are spread in the middle of the desert and have different sizes. Some are 3-4 metres in diameter!  **ACTIVITY BOOK (Optional)**  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.  **CHECKPOINT 3**  **1 Read and complete. Then match.**  The pupils put the letters in the correct order to form words and complete the sentences. Then they look at the pictures and match the sentences with the pictures.  **Answer key**  1 rainforest - F 4 ocean - D  2 island - E 5 river - C  3 mountain – В  **2 Read and match.**  The pupils read the numbers and match.  **Answer key**  le 2 f 3a 4 d 5b  **3 Read and complete.**  The pupils read and complete the sentences with the correct ordinal number.  **Answer key**  1 thirtieth 3 twenty-first 5 first  2 ninth 4 ninetieth  **4 Read and choose**.  The pupils read and choose the correct words. Answer key  1C 2 A 3B 4 A 5 В 6A | | |  |
| End | ***Extra Check:*** *The pupils are now ready to do pages 34-35 in the Activity Book.*  Formative Assessment | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **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** | |

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| **Module 4: Professions and ways of communication**  **1 LESSON:**  Theme: **Body language** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.1.1 understand an increasing range of classroom instructions;  4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics;  4.3.1.1 recognise, identify and sound with support a growing range of language at text level;  4.4.2.1 begin to use joined-up handwriting in a limited range of written work;  4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things;  4.5.6.1 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses | | | |
| **Lesson objectives** | **All learners will be able to:**  talk about ways of communication using demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses | | | |
| **Most learners will be able to:**  talk about ways of communication use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses. Describe the picture. | | | |
| **Some learners will be able to:** talk about ways of communication use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses. Describe the picture and say why they use the gadgets. | | | |
| **Assessment criteria** | To talk about ways of communication. | | | |
| **Language focus** | **Structures:** plurals; possessive case.  **Language in use: /** *like chaffing with ту**friends online. I chat with them every day.**Call me! Good luck! Give me a high five!**It's OK. Please! Hurray!* | | | |
| **Target vocabulary** | *profession, communication, gadget,**communicate, send text messages, chat**online, use a mobile phone, send emails* | | | |
| **Cross - curricular**  **links** | Social studies (Ex. 3) | | | |
| **ICT skills** |  | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| Opening  4.1.1.1 | **BEGINNING THE LESSON**  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**  *(Activities to present and activate the new language.)* | | |  |
| Middle  4.2.1.1  4.5.6.1  4.3.1.1  4.2.1.1  4.5.1.1 | **1 Look at the picture. What are the children doing? Have you got any of these gadgets? If yes, what do you use them for?**  Pupils' books closed. Write the word gadget on the board. Ask the pupils if they know what gadgets are and elicit the names of different gadgets (e.g. tablet, mobile phone, earphones, etc).  Pupils' books open. Ask the pupils to look at the pictures on p. 48 and have a picture discussion. Point to the boy and ask: What is he holding? Elicit: A tablet. Then ask: What is he doing? Elicit answers (e.g. He's playing games.) Repeat the same for the girl. Ask the pupils if they have any of these gadgets and what do they use them for. Elicit answers from individual pupils.  **Suggested answer key**  I have a tablet. I use it to watch videos online.  **2. How do you communicate with your family and friends? Which way of communication do you use more often? Choose and tell the class.**  Read aloud the phrases and explain to the pupils that these are different ways of communication. Ask the pupils if they can think of other ways of communication. Read aloud the example and explain the activity. Allow the pupils some time to complete it. Check their answers. Ask individual pupils to tell the class.  **Suggested answer key**  I like sending text messages to my friends. I text them every day.  **Body Language**  **3. Let's Play**  **Pupils' books closed.** Write on the board: *It's OK. Good luck! Sign OK*without speaking. Ask the pupils which of the two sentences is correct. Then write *body language*on the board and explain to the pupils, in LI if necessary, what body language is.  **Pupils' books open.** Refer the pupils to the pictures, one at a time, and read aloud the phrases. The pupils listen and repeat chorally and/or individually.  Divide the class into two teams, A and B. Ask one pupil from each team to come to the front of the classroom. One pupil mimes one of the phrases and the other tries to guess the correct phrase. Each correct answer wins a point. The team with the most points wins the game.  **Suggested answer key**  Pupil 1: (mimes 'Good luck!')  Pupil 2: Good luck! etc.  **4. Look, read and choose the correct answer.**  Read aloud the sentences, one at a time, and ask the pupils to choose the correct word. The pupils look at the pictures and complete the activity orally first, then in writing.  **Answer key**1 kiss 2 shake 3 hug | | |  |
| End  4.3.1.1 | ***(An activity to consolidate the language of the lesson.)***  Ask a pupil to come to the front of the classroom. Say a sentence and ask the pupil to respond using body language and the correct phrase if possible. Repeat with the other pupils.  ***Suggested answer key***  *Teacher:* I got an A at the test.  *Pupil:* (miming and saying) Give me a high five!  *Teacher*: Your favourite football team won the match.  *Pupil:* (miming and saying) Hurray! etc.  **ACTIVITY BOOK (Optional)**  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **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** | |

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| **Module 4: Professions and ways of communication**  **2. LESSON:**  Theme: **Communicating around the world** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.1.1 understand an increasing range of classroom instructions;  4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics;  4.1.10.1 recognise words similar to words in student native language;  4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics;  4.3.1.1 recognise, identify and sound with support a growing range of language at text level;  4.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences when writing independently | | | |
| **Lesson objectives** | **All learners will be able to:**  talk about communicating around the world | | | |
| **Most learners will be able to:** talk about communicating around the world using the degrees of comparisons. | | | |
| **Some learners will be able to:** talk about communicating around the world using the degrees of comparisons and give their own examples | | | |
| **Assessment criteria** | To talk about and compare means of transport. | | | |
| **Language focus** | **Structures:** comparative form; demonstrative pronouns  **Language in use:** *A scooter is slower than a motorbike.* | | | |
| **Target vocabulary** | Means of transport: hot-air balloon, helicopter, plane, tram, minibus, underground, van, scooter, motorbike, ferry, ship, yacht | | | |
| **Cross - curricular**  **links** |  | | | |
| **ICT skills** |  | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| Opening  4.2.1.1  4.1.1.1 | ***(An activity to revise the language of the previous lesson.)***  Write on the board the names of different gadgets and ask the pupils to tell you what we can use them for (e.g. mobile phone: send text messages).  Ask one of the pupils to come to the front of the classroom and use body language to express one of the phrases from the previous lesson. The rest of the class say aloud the correct phrase. Repeat with as many pupils as necessary.  **PRESENTATION AND PRACTICE**  (Activities to present and activate the new language.) | | |  |
| Middle  4.3.1.1  4.2.1.1  4.4.2.1  4.2.1.1  4.4.2.1  4.3.1.1  4.2.1.1 | **5 Listen and repeat. How do you usually travel every day? (Track 40 CD1)**  **Pupils' books closed.** Put the *Means of transport*poster up on the board. Point to the means of transport, one at a Time, and say the *corresponding words. The* pupils repeat, chorally and/or individually. Point to each means of transport in random order. Ask individual pupils to name them.  **Pupils' books open.** Play the CD. The pupils listen, point and repeat. If you wish, play the CD again pausing after each word. The pupils repeat, chorally and/or individually. Then they talk about how they usually travel every day.  **Suggested answer key** I usually travel by tram every day.  **6 thinking: Find the means of transport. More than one can be correct.** Write on the board: / *have to do my homework every day.*Underline the words in bold. Explain that the verb *have to*expresses necessity and obligation. Explain the task. Allow the pupils some time to complete the activity. Check their answers.  **Answer key**  2. tram, underground  3. helicopter, hot-air balloon, plane, tram, minibus, underground, ferry, ship  4. underground, minibus  5. helicopter, plane, van  6. tram, minibus  **7. Match the opposites. Then rearrange the letters to complete the texts.**  Explain the activity. Go through the texts and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers.  Answer key **2**  2 a 3 f 4 e 5 d 6 c  2 safe 4 fast 6 noisy  3 expensive 5 cheap 7 dirty  **STUDY SPOT**  *(Activities to present and practise the comparative form.)*  **8. Say and write.**  **Pupils' books closed.** Say, then write: *Cars are faster than scooters.*Underline the words in bold. The pupils repeat chorally and/or individually. Elicit the spelling rules for the comparative. Explain the irregular adjectives.  **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. better 4 smaller 6 noisier 2. funnier 5 fatter   **9 Thinking: Read and make sentences, as** **in the example.**  Read aloud the example and explain the activity. Allow the pupils some time to complete the activity. Check their answers.  **Answer key**   1. Cars are safer than scooters. 2. Minibuses are slower than trams. 3. Planes are noisier than hot-air balloons. 4. Trains are cheaper than planes.   **10 Let's Play**  Divide the class into two teams, A and B. Ask one pupil from each team to come to the front of the classroom. One pupil chooses 2 flashcards showing means of transport and shows them to the second pupil. The second pupil has to make a sentence comparing the two means of transport and using the adjectives in Ex.7.Then, the second pupil chooses two flashcards and the first pupil makes a sentence. Repeat with the remaining pupils. Each correct sentence wins a point. The team with the most point wins the game. | | |  |
| End  4.2.1.1 | *(An activity to consolidate the language of the lesson*  Divide the class into two teams, X and O. Draw a 3 X grid on the board. Ask a pupil from each team to com to the board. One pupil writes an adjective from Ex. 3 i a cell in the grid and makes a sentence with it. The other pupil writes the opposite of that adjective in another cell and also makes a sentence. If the sentences arc correct, they get to mark the cells accordingly, with ar X and O. Repeat with the remaining pupils. The winner is the team that has three marks horizontally, vertically or diagonally. If you have a large class, you may play the game in pairs.  **ACTIVITY BOOK (Optional)**  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **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** | |

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| **Module 4: Professions and ways of Communication**  **3 LESSON:**  **Theme: Communicating around the world** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.1.1 understand an increasing range of classroom instructions;  4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics;  4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics;  4.3.1.1 recognise, identify and sound with support a growing range of language at text level;  4.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences when writing independently | | | |
| **Lesson objectives** | **All learners will be able to:** read and talk about means of transport around the world; make a new dialogue using range of general curricular topics with support | | | |
| **Most learners will be able to:** read and talk about means of transport around the world; make a new dialogue using range of general curricular topics without support | | | |
| **Some learners will be able to:** read and talk about means of transport around the world; make a new dialogue using range of general curricular topics without support and act out it. | | | |
| **Assessment criteria** | To develop listening and reading comprehension skills through a story; to practice talking about means of transport; to learn how to distinguish between and pronounce the sounds /Ь/and /\/. | | | |
| **Language focus** | **Structures:** Consolidation  **Language in use:** Is everyone here? Let's go, then. What's that noise, Miss? | | | |
| **Target vocabulary** | Consolidation. | | | |
| **Cross - curricular**  **links** |  | | | |
| **ICT skills** |  | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| Opening  4.2.1.1 | *(An activity to revise the language of the previous lesson.)*  Write an adjective on the board *(e.g. safe)*and ask individual pupils to say the comparative form of it. Then ask the pupils make a sentence using the comparative form of the adjective. | | |  |
| Middle  4.1.3.1  4.3.1.1  4.1.3.1  4.3.1.1  4.2.1.1  4.2.1.1  4.3.1.1  4.4.6.1 | **PRESENTATION AND PRACTICE**  *(Activities to develop the pupils' listening and reading skills.)*   1. **Listen and read.**   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 minibus in picture 1) What's this?*  *Class: A minibus,*etc  Play the CD. The pupils listen and follow the story in their books.   1. **Read the story and write True or False.**   Allow the pupils some time to read the story silently and complete the activity. Check their answers.  **Answer key**  2 True 3 False 4 True 5 False  **13 Read the story again. Who** **says ....**  Allow the pupils some time to read the story again. Then they complete the activity. Check their answers.  **Answer key**   1. the teacher 2. the minibus driver 3. Liam   Play the CD again with pauses for the pupils to repeat, chorally and/or individually.  **14 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.  **15 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 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:* Why don't we go to the ...?  *B:* That's a great idea! How can we get there?  *A:* We can go ... or....  8; It's... .  *A:* OK. Come on. Let's go!  **Suggested answer key**  **Aizhan:** Why don't we go to the theatre?  **Kanat:** That's a great idea! How can we get there?  **Aizhan:** We can go by tram or by bus.  **Kanat:** It's faster by bus.  **Aizhan:** OK. Come on. Let's go!  **SOUNDS SPOT!**  *(Activities to familiarise the pupils with the pronunciation of the sounds /Ь/ and M and to distinguish between them.)*  **16 Listen, point and repeat.**  Refer the pupils to the pictures. Point to *blush*and say: */Ь/* **-** *blush.*The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for *boat.*Point to the picture of *viper*and say: *M- viper.*Repeat the procedure for *velvet.*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: *van, visit, but, vacuum, better, balloon.*Ask individual pupils to come to the board, read out the words and write them next to the correct sound.  **Answer key**  /b/: but, better, balloon  /v/: van, visit, vacuum  **17 Complete. Then listen and repeat.**  Refer the pupils to the picture. Elicit blush, viper, velvet and boat. Draw the pupils' attention again to the /b/ and /v/ sounds. Allow the pupils some time to complete the missing letters. Play the CD for the pupils to listen and check their answers.  **Answer key**  The blushing viper is on the velvet boat.  Ask individual pupils to read out the sentence. Check their pronunciation and intonation. | | | **(Track 41 CD1)**  **(Track 42 CD1)**  **(Track 43 CD1)**  (Track 44 CD1) |
| End  4.1.1.1  4.1.3.1 | (An activity to consolidate the language of the lesson.)  Read out a few sentences from the story and ask the  pupils to complete them orally.  e.g. Teacher: The minibus has got a flat...  Class: tyre! etc  Note: If you wish, have the pupils close their books during this activity.  **ACTIVITY BOOK (Optional)**  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **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** | |

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| **Module 4: Professions and ways of Communication**  **4 LESSON: SA4**  **Theme: Communicating around the world** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.1.1 understand an increasing range of classroom instructions;  4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics;  4.1.10.1 recognise words similar to words in student native language;  4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics; | | | |
| **Lesson objectives** | **All learners will be able to:**  understand the main points of short supported talk and match the phrases, talk about different jobs | | | |
| **Most learners will be able to:** understand the main points of short supported talk and match the phrases, find one extra word; talk about different jobs | | | |
| **Some learners will be able to:** understand the main points of short supported talk and match the phrases, find one extra word; talk about different jobs; tell about their job which they would like to do | | | |
| **Assessment criteria** | To talk about jobs. | | | |
| **Language focus** | **Structures:** superlative form.  **Language in use:** *Mr Black is the tallest of* *the three. Dr Green is the youngest in the* *hospital.* | | | |
| **Target vocabulary** | **Jobs:** *computer programmer, mechanic, nurse, electrician, shop assistant, news reporter, waitress, photographer, dentist, architect, fix, work, design, village, neighbour, sick,* tasty | | | |
| **Cross - curricular**  **links** |  | | | |
| **ICT skills** |  | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| Opening  4..1.1.1 | *(An activity to revise the language of the previous lesson.)*  Ask pairs of pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 5). Repeat with as many pairs as you feel necessary | | |  |
| Middle  4.1.1.0.1  4.2.1.1  4.2.1.1  4.1.10.1  4.1.3.1  4.1.3.1 | **PRESENTATION AND PRACTICE**  *(Activities to present and activate the new language.)*  **18 Listen and repeat. Then match.**  **Pupils' books closed.** Put the *Jobs* poster up on the board. Point to the jobs, one at a time, and say the corresponding words, The pupils repeat, chorally and/or individually.  **Pupils' books open.** Play the CD.The pupils listen, point to the words and repeat. Then they complete the activity. Check their answers.  **Answer key**   1. i 4c 6 f 8g 10 b 2. h 5 d 7 e 9 j   **19 Read and complete.**  Read aloud the example and explain the activity. Explain that the sentences are clues for the pupils to find the correct answer. Allow the pupils some time to complete the activity. Check their answers.  **Answer key**  2 nurse 5 waitress  3 computer programmer 6 architect  4 news reporter  **20 Listen and match. There is one extra job.**  Play the CD, twice, if necessary. The pupils listen and complete the activity. Check their answers.  **Answer key**  **IB 2D 3 E 4 A 5 F**  **AUDIOSCRIPT**  Teacher: OK, everyone. Let's talk about different jobs. Simon, what would you like to be when you grow up? Simon: A dentist. Miss.  Teacher: That's great, Simon. How about you, Tina? I know that your dad is a mechanic. Would you like to be a mechanic, too?  Tina: No, Miss. I want to be an architect. I like the idea of designing houses.  Teacher: Good for you, Tina. Bob?  Bob: My brother wants to be a computer programmer, but I would like to be a photographer. I love taking pictures.  Kelly: I would like to be a computer programmer, Miss. I love computers.  Teacher: That's great, Kelly. And how about you, Nick? Nick: A news reporter, Miss. I'd like to work at a TV station one day.  **STUDY SPOT**  (Activities to present and practise the superlative form.)  **21 Look, read and complete.**  Pupils' books closed. Say, then write: Tom, Nick and George are friends. Tom is the tallest of all. Nick is the youngest in the class. Underline the words in bold. The pupils repeat chorally and/or individually. Elicit the spelling rules for the superlative. Explain the irregular adjectives.  Pupils' books open. Go through the Study spot section briefly. Explain the activity. Go through the texts and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers.  **Answer key**  2 the slowest 4 the tastiest  3 the kindest 5 the biggest | | | **(Track 45 CD1)**  **(Track 46 CD1)** |
| End  4.1.1.1 | *(An activity to consolidate the language of the lesson.)*  Divide the class into two teams, A and B. Ask a pupil from Team A to come to the board. Whisper one of the jobs without letting the class hear it. The pupil tries to get his/her team to guess the word. He/She can act it out, give definitions or write example sentences, but he/she mustn't say or write the word. Each correct answer wins a point. The team with the most points wins.  **ACTIVITY BOOK (Optional)**  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **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** | |

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| **Module 4: Professions and ways of Communication**  **5 LESSON:**  **Theme: Technology** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.2.1 understand an increasing range of supported questions which ask for personal information;  4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;  4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information;  4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two- syllable adjectives [comparative and superlative] to make  comparisons;  4.5.11.1 use has got/have got there is/are statement, negative, question forms including short and full answers and contractions | | | |
| **Lesson objectives** | **All learners will be able to:** revise jobs; to talk about community helpers; to write about a community helper | | | |
| **Most learners will be able to:**  revise jobs; to talk and write about their favourite community helper; tell which of the jobs in the text they need to | | | |
| **Some learners will be able to:** revise jobs; to talk and write about their favourite community helper; tell which of the jobs in the text they need to; act out the dialogue | | | |
| **Assessment criteria** | To revise jobs; to talk about community helpers; to write about a community helper; to develop the pupils' listening skills through a song. | | | |
| **Language focus** | **Structures:** possessive case; object pronouns.  **Language in use:** *Miss Taylor is our school bus driver and she is my favourite community helper because she is the friendliest person I know. Architects and artists sharing their ideas. Whose hat is**this? it's the nurse's hat.* | | | |
| **Target vocabulary** | *community helper, busy, pick someone up, lead singer, career, talent, work for a living* | | | |
| **Cross - curricular**  **links** |  | | | |
| **ICT skills** |  | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| Opening  4.4.4.1 | *(An activity to revise the language of the previous lesson.)*  Write an adjective on the board (e.g. good) and ask individual pupils to say the comparative and superlative form of it.  Write some jobs on the board, but with a few letters missing. Ask individual pupils to come to the board and complete the missing letters. | | |  |
| Middle  4.1.2.1  4.1.2.1  4.4.4.1  4.5.11.1  4.5.3.1  4.2.3.1  4.2.3.1  4.1.2.1 | **READING AND WRITING**  *(Activities to develop the pupils' reading and writing skills.)*  **22 Listen and read. Then answer.**  Play the CD. The pupils listen and follow the text in their books. Then they answer the questions. Check their answers.  **Suggested answer key**   1. She's a school bus driver. 2. She gets up very early to clean the school bus and check the tyres. 3. Her favourite singer is Taylor Swift. 4. She's a DJ at the local radio station.   Then individual pupils read out the text.  **23** **Read and choose.**  Explain the activity. Allow the pupils some time to read the sentences and choose the correct words. Check their answers.  **Answer key**  1 us 2 it 3 them 4 it 5 her  **Portfolio: Talk with your friends. Then write about your favourite community helper.**  Elicit various community helpers from the pupils and write them on the board. Ask the pupils, in pairs or in groups, to talk about a community helper they know. For homework, tell the pupils to write about a community helper and use the text in Ex. 22 as a model. Then help them file their writing activities in their *Language Portfolios.*  ***Suggested answer key***  My Favourite Community Helper By Aidar Abdulayev  Mr Aronov is a police officer and he is my favourite community helper because he is very brave. He's also very friendly and he always has the biggest smile on his face.  Mr Aronov is a very busy man. He gets up early and goes around town in his police car to patrol the city and protect us.  Mr Aronov loves painting and in his free time he draws pictures! He even has a painting in the local art museum!  With his friendly smile and his love of art, Mr Aronov is the best police officer I know! I like him a lot!  **PRACTICE** *(Activities to revise jobs and develop the pupils'*  *listening skills.)*  **24 Let's sing!**  Point to the song and say: *Architects and artists sharing their ideas.*The pupils repeat, chorally and/or individually. Follow the same procedure and present the rest of the song.  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.  **• Thinking: For which of the jobs in the song do you need to ...**  Refer fhe pupils to the questions. Allow the pupils some time to complete the activity. Check their answers.  **Suggested answer key**   1. doctors, nurses 2. *inside:* architects, artists, doctors, nurses, teachers, photographers, musicians and computer programmers   *outside:* architects, artists, photographers and musicians  *both inside and outside:* architects, artists and photographers   1. architects, artists, doctors, nurses, teachers, photographers, musicians and computer programmers 2. artists, photographers and computer programmers   **Extension activity (Optional)**  Write a few words from the song on the board and ask the pupils to copy them. Ask the pupils to number the words in the order they hear them.  *(See the Introduction for further ideas on how to exploit the songs.)*  **25 Thinking: Whose are they? Read and match. Then talk with your friend.**  Refer the pupils to the pictures and read aloud the words. Explain the activity. Allow the pupils some time to match the pictures with the jobs. Check their answers.  **Answer key**  Lc 2d 3e 4 f 5b 6a  **Pupils' books closed.** Say and write on the board: *This is* Dana's pencil. Underline the letter in bold. Explain/Elicit that we put -'s at the end of the name to show that the person owns something. Write and say: Whose is this pencil? The pupils repeat, chorally and/or individually. Underline the word in bold. Explain to the pupils that we use whose in order to ask who the owner is.  Pupils' books open. Point to picture 1 and say: Whose hat is this? It's the nurse's hat. The pupils repeat, chorally and/or individually. Then, in pairs, the pupils act out similar dialogues about the rest of the objects in the pictures. Go around the classroom providing any necessary help. Ask some pairs to come to the front of the classroom and act out the dialogue.  **Suggested answer key**  A: Whose laptop is this?  B: It's the computer programmer's laptop. Whose camera is this?  A: It's the photographer's camera. Whose mike is this?  B: It's the news reporter's mike. Whose tray is this?  A: It's the waitress' tray. Whose helmet is this?  B: It's the architect's helmet. | | | **(Track 47 CD1)**  **(Track 48 CD1)** |
| End  4.1.2.1 | (An activity to consolidate the language of the lesson.)  Divide the class into groups. Ask the pupils to make a map of their community and mark the places that have community helpers, e.g. police officer, doctor, firefighter, etc. Display their work in the classroom.  ACTIVITY BOOK (Optional)  If you wish, you can assign some or all of fhe corresponding acfivities from fhe Activity Book for homework. If this is the case, make sure you explain them first in class. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **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** | |

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| **Module 4: Professions and ways of Communication**  **6. LESSON:**  **Theme: Technology** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.1.2.1 understand an increasing range of supported questions which ask for personal information;  4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;  4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information;  4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two- syllable adjectives [comparative and superlative] to make  comparisons; | | | |
| **Lesson objectives** | **All learners will be able to:** understand an increasing range of supported questions which ask for personal information; give short, basic description of people and objects, begin to describe past experiences with prompts; use adjectives, including possessive adjectives | | | |
| **Most learners will be able to:** understand an increasing range of supported questions which ask for personal information; give short, basic description of people and objects, begin to describe past experiences; use adjectives, including possessive adjectives | | | |
| **Some learners will be able to:** understand an increasing range of supported questions which ask for personal information; give short, basic description of people and objects, begin to describe past experiences; use adjectives, including possessive adjectives | | | |
| **Assessment criteria** | To explore other subject areas (Geography); to talk about technologies around the world. | | | |
| **Language focus** | **Structures:** Consolidation.  **Language in use**: Hello, I'm Korkem. I'm from Kazakhstan. Where are you from? Welcome to Kazakhstan, Mario! | | | |
| **Target vocabulary** | the UK, Spain, France, Germany, Italy, Greece, Turkey | | | |
| **Cross - curricular**  **links** | Geography (Ex. 26) | | | |
| **ICT skills** |  | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| Opening  4.1.2.1  4.2.3.1 | (An activity to revise the language of the previous lesson.)  Play the song from the previous lesson and ask the pupils to sing along.  (An activity to introduce the theme of the lesson.)  **POSTER**  Put the Communicating around the world poster up on the board. Point to the UK, Kazakhstan, Spain, France, Germany, Italy, Greece and Turkey and name each country. The pupils repeat, chorally and/or individually. Ask the pupils, in LI if necessary, to tell you what they know about these countries (flag colours, capital cities, landmarks, food, etc). | | |  |
| Middle  4.1.2.1  4.2.3.1  4.4.4.1  4.1.2.1  4.4.4.1 | **Communicating Around the World**  **26 Listen and repeat. Find the countries on the map**.  Play the CD. The pupils listen, point and repeat the names of the countries. Play the CD again pausing after each word. The pupils repeat, chorally and/or individually.  Explain the activity. Allow the pupils some time to find the countries on the map and match them in their notebooks. Check their answers.  **Answer key**  Id 3 f 5 g 7 b  2h 4c 6e 8a  **27 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 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: Hello, I'm ... . I'm from .... Where are you from?  B: Hi, I'm ... . I'm from ... .  A: Welcome to ...,... I B: Thanks!  Suggested answer key  Mario: Hello, I'm Mario. I'm from Italy. Where are you from?  Dana: Hi, I'm Dana. I'm from Kazakhstan.  Mario: Welcome to Italy, Dana!  Dana: Thanks!  **28 Thinking: Rewrite Mario and Korkem's**  **text messages.**  Pupils' books closed. Write on the board the following prompts.  C U I8r  LOL  Plz  Thx  Ask the pupils if they know what they mean (C U I8r = See you later, LOL = Laughing Out Loud, Plz = Please, Thx = Thanks). Elicit their meaning and explain how we write text messages.  Pupils' books open. Refer the pupils to the text messages and explain the activity. Allow the pupils some time to complete it. Check their answers.  **Answer key**  Where r u? = Where are you?  I'm w8ting 4 u @ the park. = I'm waiting for you at the park.  OK. c u! = OK. See you!  **29 Write the sentences correctly.**  Read the first sentence and ask the pupils what they think is wrong. Refer them to the example and explain that we use the upper case at the beginning of sentences, of names of people, cities, countries, days and months, and for the personal pronoun I. Explain the activity. Allow the pupils some time to complete it. Check their answers.  **Answer key**  1 I live in London. I'm nine years old and I like chatting online with my friends.  2 Hola! I'm Carlos and I'm from Barcelona. I talk on my mobile phone almost every day.  3 сэлеметаз бе! I'm Dana. I live in Astana. I can use my mobile phone only on Saturdays and Sundays to talk with my friends. | | | (Track 49 CD1.)  (Track 50 CD1) |
| End  4.1.2.1 | *(An activity to consolidate the language of the lesson.)*  Put up the *Communicating around the world*poster on the board. Say the name of a country and ask a pupil to show the country on the poster. Repeat with other pupils.  **ACTIVITY BOOK (Optional)**  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. | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **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** | |

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| **Module 4: Professions and ways of Communication**  **7 LESSON: Revision** | | **School:** | | |
| **Date:** | | **Teacher’s name:** | | |
| **CLASS: 4** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things;  4.5.6.1 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses | | | |
| **Lesson objectives** | **All learners will be able to:** use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things; use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses | | | |
| **Most learners will be able to:** use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things; use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses; compare high-tech buildings in London and Kazakhstan | | | |
| **Some learners will be able to:** use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things; use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses; find information and present it to their classmates. | | | |
| **Assessment criteria** | To talk about high-tech buildings | | | |
| **Language focus** | **Structures:** comparisons; the verb 'have got'; there is/are.  **Language in use:** *There are 1,037 steps! The Gherkin has got 18 lifts that can go very fast.* | | | |
| **Target vocabulary** | **•** *building, skyscraper, lift, city* | | | |
| **Cross - curricular**  **links** |  | | | |
| **ICT skills** |  | | | |
| **Plan** |  | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Smiles Resources** |
| Opening  4.5.1.1  4.5.6.1 | *(An activity to revise the language of the previous lesson.)*  Ask pairs of pupils to come to the front of the classroom and act out the dialogue from the previous lesson (Ex. 27). Repeat with as many pairs as you feel necessary. | | |  |
| Middle  4.5.1.1  4.5.1.1.  4.5.6.1 | **30 Listen and read**  Ask the pupils to look at the pictures. Have a picture discussion.  e.g. Teacher: (pointing to the Gherkin) What is this?  Pupil: It's a skyscraper.  Teacher: Correct. It's the Gherkin. Where is it? Pupil: It's in the UK. Etc  Ask the pupils to tell you what they know about these  places. Play the CD. The pupils listen and follow the texts in their books.  **31 Read and choose.**  Explain the activity. The pupils read again the texts silently and complete the activity. Check their answers. Ask pupils: Which building would you like to visit? Why? Allow the pupils some time to write their answers in their notebooks. Ask individual pupils to report back to the class. Then individual pupils read out the texts.  **Answer key**  2. 1, 037 3. Egg 4. Fast  **Suggested answer key**  I would like to visit the Bayterek Tower because you can see the whole city from up there.  **Extension activity (Optional)**  **Project: A high-tech building in Kazakhstan.**  Ask the pupils to think of a high-tech building in Kazakhstan and write a small paragraph about it using the texts in Ex. 30 as models. They can draw or look for pictures on the Internet and attach them. Alternatively, assign the project for homework. The pupils then present their projects to the class. Display their work in the classroom.  **Suggested answer key**  Khan Shatyr is an entertainment centre in Astana. It looks like a tent! It opened in 2006 and it is 150 metres tall. It is one of the tallest building in the city. There are a lot of shops and restaurants in Khan Shatyr. There is also a water park and a beach! It is fantastic!  **ACTIVITY BOOK (Optional)**  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.  **CHECKPOINT 4**  **1 Read and number.**  The pupils read the words and number the pictures. Answer key  B3 C 5 D 2 E l F 4  **2 Look, read and complete.**  The pupils look at pictures and complete the sentences with the correct words.  **Answer key**  1. architect 5 mechanic  2. photographer 6 electrician  3. news reporter 7 waitress  4. dentist 8 computer programmer  **3 Read and choose.**  The pupils read and choose the correct words.  **Answer key**  1A 2 С 3B 4 В 5 В 6C | | | (Track 51 CD1) |
| End | Extra Check: The pupils are now ready to do pages 44-45 in the *Activity Book.* | | |  |

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| **Additional information** | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Cross-curricular links Health and safety check ICT links**  **Values links** |
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| **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 5 Hot and Cold**

**Lesson plan**

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| **LESSON: Module 5 Lesson 1**  *Weather 1* | | **School:** | | | | |
| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L9 recognise words that are spelt out from a limited rung of general and curricular topics  4.S1 make basic statements which provide information on an increasing range of general and some curricular topics  4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.W5 link with some support sentences using basic coordinating connectors  4.W7 spell most familiar high-frequency words accurately when writing independently  4.UE10 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics/ using –ing forms swimming, spelling as nouns to describe familiar and classroom activities  4.UE16 use conjunctions and, or, but, because to link words and phrases | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences, talk about the weather; to talk about summer and winter activities | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences talk about the weather; to talk about summer and winter activities | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences talk about the weather; to talk about summer and winter activities | | | | | |
| **Previous learning** | Learners will need to be familiar with/ Structures: comparisons; the verb 'have got'; there is/are. Target vocabulary | | | | |
| **Cross-curricular links** | BuildingsPE Ex. 3 | | | | |
| ICT skills | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.1.9.1 | Hand out the completed Progress Report Cards for the previous module and ask the pupils to file them in their Language Portfolios. | |  | |  | |

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| Presentation and practice  4.2.1.1  4.3.5.1  4.1.9.1  4.4.5.1  4.3.5.1  4.2.1.1  4.5.10.1  4.4.5.1 | **Step 1** Look at the picture  Refer the pupils to the pictures and have a picture discussion. Elicit what season it is, what's the weather like, what the children are doing and what they're wearing (e.g. Is it winter or summer? Is it cold or hot? etc).  Explain the activity. Go through the questions and elicit/explain any unknown vocabulary. Allow the pupil's some time to answer the questions. Check their answers. | | Pupils book | | Answers:  It’s winter.  It’s cold  They’re wearing jackets, helmets and gloves.  New Year. | |
| **Step 2** Listen, point and repeat. Answer the questions.  Pupils' books closed. Put the flashcards up on the board. Point to the flashcards, one at a time, and say the corresponding 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.  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 phrase. The pupils repeat, chorally and/or individually. | | (Track 1 CD2) **FLASHCARDS (29-36)** | |  | |
| **Step 3 Read and match. Then say.**  Pupils' books closed. Write on the board a *summer activity and a winter activity.* Ask the pupils *What do you do in summer?* Elicit answers *(e.g. I go swimming.).* Give verification to the pupils by saying *(Swimming) is a summer activity.* Repeat the same in order to elicit winter activities.  Pupils' books open. Explain the activity. Go through the prompts and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers. | | Pupils book 65 CB Ex. 3 | | Answer key:  A summer activity: surfing, skating, camping A winter activity: skiing, snowboarding | |
| **Step 4 Let's Play**  Ask the pupils to draw a picture of them doing a winter or summer activity. Then, divide the class into two teams, A and B. Read the dialogue and explain the game. Ask one pupil from each team to come to the front of the classroom. One pupil shows his/her drawing and asks: What am I doing? The other pupil answers: You're (swimming). It's summer/winter. Each correct answer wins a point. The team with the most points wins the game. | | **Pupils book p 65** | |  | |
| Ending the lesson  4.4.7.1 | (An activity to consolidate the language of the lesson.)  Put the flashcards on the board. Point to a picture and say a type of weather condition, sometimes saying the correct one and sometimes not. Ask the pupils to say yes or no. e.g. | | ACTIVITY BOOK (Optional)  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. | | *Teacher: (pointing to It's cold.') It's cold.*  *Class: Yes.*  *Teacher: (pointing to 'It's sunny.') It's raining. Class: No. etc* | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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 | |

**Module 5 Hot and Cold**

**Lesson plan**

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| **LESSON: Module 5 Lesson 2** *Weather 1* | | **School:** | | | | |
| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L9 recognise words that are spelt out from a limited rung of general and curricular topics  4.S1 make basic statements which provide information on an increasing range of general and some curricular topics  4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.W5 link with some support sentences using basic coordinating connectors  4.W7 spell most familiar high-frequency words accurately when writing independently  4.UE10 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics/ using –ing forms swimming, spelling as nouns to describe familiar and classroom activities  4.UE16 use conjunctions and, or, but, because to link words and phrases | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences to talk about camping and camping safety | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences to talk about camping and camping safety | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences to talk about camping and camping safety | | | | | |
| **Previous learning** | Learners will need to be familiar with/ Structures: present continuous; -ing form; conjunctions. Swimming is usually a summer activity but skiing is a winter activity. What am I doing? You're swimming. It's summer! Target vocabulary Weather | | | | |
| **Cross-curricular links** | Citizenship (Ex. 7) | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.2.1.1 | (An activity to revise the language of the previous lesson.)  Invite a pupil to come to the front of the classroom. Ask him/her to think of a weather condition and mime it. The rest of the class has to guess the weather condition.The pupil that guesses correctly first, comes to the front of the classroom and the game continues. e.g. Pupil 1: (mimes sweating) Pupil 2: It's hot! etc | |  | | 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. | |

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| --- | --- | --- | --- | --- | --- | --- |
| Presentation and practice    4.1.9.1  4.2.1.1  4.3.5.1  4.3.5.1  4.5.10.1  4.5.10.1  4.5.16.1      4.2.1.1  4.3.5.1 | 5 Match the words to the pictures. Then listen and check? (Track 2 CD2)  Pupils' books closed. Put up the Camping 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 each item in random order. Ask individual pupils to name them.  Pupils' books open. Play the CD. The pupils listen and repeat. 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.Then they listen again and check their answers. | | Pupils book p 66  (Track 2 CD2)POSTER | | Answer key  2a 3 b 4g 5 f 6h 7 d 8c 9 j 10 i | |
| **Step 2 Complete. Then choose the right picture. Ex 6**  Read and find the words.  Explain the activity. Allow the pupils enough time to complete the activity. Check their answers. | | Pupils book p 66 | | Answer key   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 2 | firewood | |  |  | 8 | penknife | | 3 | whistle | |  |  | 9 | fishing rod | | 4 | campfire | |  |  | 10 | cool box | | 5 | | camp stove | | | 6 | | rope | | | 7 | | blanket | | | |
| **Step 3 STUDY SPOT** (Activities to present and practise 'have to/don't have to'and 'must/mustn't’.)  Complete the sentences. Use: must  or mustn't.  Pupils' books closed. Say and write on the board: You must do your homework. You mustn't throw rubbish. The pupils repeat, chorally and/or individually. Underline the words in bold and explain/elicit that these are modal verbs. Explain that we use must for obligation and mustn't for prohibition. Then say and write on the board: Vbu have to study for the test. You don't have to wear a jacket. The pupils repeat, chorally and/or individually. Underline the words in bold and explain that we use have to for necessity and don't have to for lack of necessity. Explain that the modal verbs are the same for all persons.  Pupils' books open. Go through the Study spot section briefly. Read aloud Camping safety and elicit what it means. Explain the activity. Go through the sentences and elicit/explain any unknown words. Allow the pupils some time to complete it. Check their answers.  You want to go camping. Talk with your friend and find out about what  you have to/don't have to do at a campsite.  Pupils' books closed. Say and write on the board: Do I have to study for the test? Yes, you have to. The pupils repeat, chorally and/or individually. Underline the words in bold and explain how we form questions with have to and how we give positive short answers.Then say and write on the board: Do I have to wear a jacket? No, you don't have to. The pupils repeat, chorally and/or individually. Underline the words in bold and explain how we give negative short answers.  Pupils' books open. Refer the pupils to the picture and read the dialogue aloud. Explain the activity. Go through the prompts and elicit/explain any unknown words. In pairs, the pupils talk about what they have  Ask a few pairs to report back to the class. | | **Pupils book p 67** | | |  | | --- | | Answer key  2 must | | 3 must | | 4 mustn't | | 5 must | | | 6 mustn't | | | 7 must | |   8 mustn't  Answer key  A: Do I have to pay?  B: Yes, you have to. Do I have to cook?  A: No, you don't have to. Do I have to wash my clothes?  B: Yes, you have to. Do I have to clean around my tent? A: Yes, you have to. Do I have to have a camp stone? B: No, you don't have to. | |
| **Step 4 Complete the questions. Then answer them. Ex 8**  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. | | **Pupils book p 67** | |  | |
| 4.4.7.1 | **Step 5 Let’s Play ex 9**  Read the example and explain the game. Go through the pictures and elicit the activities. Divide the pupils into pairs or teams. The pupils take turns making sentences about what Lilly or Daisy likes doing in her free time for their partner/other team to guess. | | **Pupils book p 67** | |  | |
| Ending the lesson  4.4.7.1  4.4.5.1 | (An activity to consolidate the language of the lesson.)  Write on the board a word from Ex. 5 with scrambled letters. Ask a pupil to come to the board and write the word. Ask the rest of the pupils for verification. Repeat with other pupils. | | ACTIVITY BOOK (Optional) 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. | |  | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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 | |

**Module 5 Hot and Cold**

**Lesson plan**

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| **LESSON: Module 5 Lesson 3** *Weather 2* | | **School:** | | | | |
| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L4 understand a limited range of short supported questions on general and some curricular topics  4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics  4.S4 respond to questions on an increasing range of general and some curricular topics  4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges  4.R6 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.W4 write with support short basic sentences with appropriate spaces between words  4.W7 spell most familiar high-frequency words accurately when writing independently  4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To develop listening and reading comprehension skills through a story; to practise talking about camping; to learn how to distinguish between | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To develop listening and reading comprehension skills through a story; to practise talking about camping; to learn how to distinguish between | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To develop listening and reading comprehension skills through a story; to practise talking about camping; to learn how to distinguish between | | | | | |
| **Previous learning** | Learners will need to be familiar with Structures: have to/don't have to,  must/mustn't. I Language in use: You must have warm, clothes. You mustn't drop litter. Do I have to g bring a tent? No, you don't have to.Target vocabulary |  Camping items: campfire, firewood, rope. fishing rod, first-aid kit, blanket, camp stove, . cool box, whistle, penknife, safety, campsite, sleeping bag, tent | | | | |
| **Cross-curricular links** | differentiated Instruction Ex. 11 | | | | |
| **ICT skills** | Using videos& pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.2.2.1  4.2.4.1 | (An activity to revise the language of the previous lesson.)  Ask individual pupils to talk about camping safety using must or mustn't.  e.g. Pupil 1: You mustn't feed the animals.  Pupil 2: You must keep your food in a cool box. *et* | | POSTER | | e.g. Pupil 1: (mimes painting in an enjoyable way) Pupil 2: You like painting. Pupil 1: That’s right! etc | |

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| Presentation and practice  4.1.4.1  4.3.6.1  4.3.6.1  4.4.4.1  4.3.6.1  4.2.7.1  4.2.2.1  4.2.4.1  4.1.4.1  4.2.7.1  4.4.8.1  4.1.4.1  4.4.4.1  4.4.7.1 | **Step 1** (Activities to develop the pupils’ listening and reading skills.)  Listen and read ex 10  (Activities to develop the pupils'listening and reading skills.)  Listen and read.  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 firewood in picture 3) What's this?  Class: Firewood, etc | | Pupils book p 68  (Track 3 CD2) | | Play the CD. The pupils listen and follow the story in their books. | |
| **Step 2** Read the story again and say if the sentences are True or False.  Allow the pupils some time to read the story again silently and complete the activity. Check their answers. | | Pupils book p 68 | | Answer key  False 3 False 5 False  True 4 True | |
| **Step 3** Read the story again and answer.  Read the story again and match.  Allow the pupils some time to read the story again. Then they complete the activity. Check their answers.  **Step 4** Act out the story. Ex 14  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.  Step 5 Talking point. Listen and read. Make a new dialogue with your friend. Ex  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 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 love camping.  B: Me, too! Let's get everything ready. We must.... A: Can I... ?  B: .... And we must..., too!  A: I can do that.  SOUNDS SPOT (Activities to familiarise the pupils with the pronunciation of the sound /aI/.)  Listen, point and repeat.  Refer the pupils to the pictures. Point to knight and say: /ai/ - knight. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for light. Point to the picture of spy and say: /ai/- spy. Repeat the procedure for sky. Explain fhe spelling differences (-igh, -y). Play fhe 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: night fly, my, fight, try, right. Ask individual pupils to come to the board, read out the words and write them in the corresponding category (-igh and -y).  Play the CD.The pupils listen and follow the story in their books. | | Pupils book p 69  (Track 3 CD2)  Pupils book p 69  (Track 4 CD2)  Pupils book p 69  (Track 5 CD2) | | Answer key  Id 2 c 3 a 4 b  Play the CD again with pauses for the pupils to repeat, chorally and/or individually.  Suggested answer key Dana: I love camping.  Ulan: Me, too! Let's get everything ready. We must collect the firewood.  Dana: Can I bring water from the river?  Ulan: Yes, it's not far. And we must cook on the camp stove, too!  Dana: I can do that.  Answer key  igh: night, fight, right y: fly, my, try | |
| Step 6 Listen, point and repeat. Ex 15  Complete. Then listen and repeat.  (Track 6 CD2)  Refer the pupils to the picture. Elicit knight, light, spy and sky. Draw the pupils' attention again to the /ах/ sound. Remind them of the different spellings (-igh, -y). Allow the pupils some time to complete the missing letters. Play the CD for the pupils to listen and check their answers. | | Pupils book p 69 | | Answer key  I spy with my little eye a knight lighting a fire and looking at the sky!  Ask individual pupils to read out the sentence. Check their pronunciation and intonation. | |
| Ending the lesson  4.2.2.1 | (An activity to consolidate the language of the lesson.  Ask the pupils to think of a title for the story and write it. Ask a few pupils fo report back to the class. | | ACTIVITY BOOK (Optional) | | Suggested answer key  An emergency pizza! | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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 | |

**Module 5 Hot and Cold**

**Lesson plan**

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| **LESSON: Module 5 Lesson 4** *Weather 2* | | **School:** | | | | |
| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L4 understand a limited range of short supported questions on general and some curricular topics  4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics  4.S4 respond to questions on an increasing range of general and some curricular topics  4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges  4.R6 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.W4 write with support short basic sentences with appropriate spaces between words  4.W7 spell most familiar high-frequency words accurately when writing independently  4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To talk about weather and natural disasters. | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To talk about weather and natural disasters. | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To talk about weather and natural disasters. | | | | | |
| **Previous learning** | Learners will need to be familiar with/reminded of the Structures: Consolidation.  Language in use: Right everyone! We must put up the tents before it gets dark!  Target vocabulary, Consolidation. | | | | |
| **Cross-curricular links** | Interpreting information | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.2.2.1 | (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. 13). Repeat the activity with other pupils. | |  | |  | |

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| --- | --- | --- | --- | --- | --- | --- |
| Presentation and practice  4.1.4.1  4.2.7.1  4.3.6.1  4.4.4.1  4.4.8.1  4.3.6.1  4.1.4.1  4.2.2.1  4.2.4.1  4.3.6.1 | **Step 1** (Activities to present and activate the new language.) Listen, point and repeat.  Look, choose and write. Then listen and check.  Pupils' books closed. Put the Weather poster up 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 each item in random order. Ask individual pupils to name them.  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. | | POSTER  (Track 7 CD2)  Pupils book p 70 | | Answer key  В avalanche  D flood  F tornado  C storm  E hail | |
| **Step 2** STUDY SPOT  (Activities to present and practise the modal 'can'.)  Make sentences.  Pupils' books closed. Briefly revise the modal can. Explain that it is the same for all persons. Then, say and write on the board: Can you close the door, please? Yes, I can. The pupils repeat chorally and/or individually. Underline the word in bold and explain that we use can for requests. Then, say and write on the board: Can I go out, dad? No, you can't. The pupils repeat chorally and/or individually. Underline the word in bold and explain that we also use can to ask for permission.  Pupils' books open. Go through the Study spot section briefly. Read the example and explain the activity. Go through the prompts and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers. | | Pupils book p 70 | | Answer key  Can you send an email for me, please?  Can you close all the windows, please?  Can we leave early? | |
| **Step 3 STUDY SPOT** (Activities to present Complete. Then act out.  Read aloud the example and explain the activity, Allow the pupils some time to complete it. Check their answers.  **Step 4** What does the teacher have the children do when there is a fire drill? Listen and number. Then say. Elicit/explain what a fire drill is. Read the instructions and explain the activity. Play the CD.The pupils listen and number the prompts. Check their answers.Then, read aloud the example and ask individual pupils to tell you what the teacher has the children do when there is a fire drill.  AUDIOSCRIPT  The teacher has the children walk to the main door. She has them walk outside in a line.  Then the teacher has the children go to the meetinc. point.  She has the children wait quietly.  **Step 5 Let’s Play ex 21**  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 | | Pupils book p 71  (Track 8 CD2)  Pupils book p 71  Pupils book p 71 | | Answer key  Yes, you can. 4 No, you can't,  No, you can't.  Answer key  В 4  C2  D 3 | |
| **Ending the lesson**  4.4.4.1  4.4.7.1  4.4.8.1 | (An activity to consolidate the language of the lesson.)  Write the following prompts on the board. If you wish, you can use your own prompts.  wear your jacket (/)  use your penknife (X)  eat in class (X)  play video games (X)  go camping (/)  go skating (/)  leave early (X)  Ask two pupils to come to the front of the classroom. One pupil asks a question using can and one of the prompts. The other pupil replies according to the prompts. Repeat with other pupils. | | ACTIVITY BOOK (Optional) | | Answer key  A: Can I wear your jacket?  B: Yes, you can.  A: Can I eat in class?  B: No, you can't.  A: Can I go camping?  B: Yes, you can.  A: Can I leave early?  B: No, you can't.  A: Can I use your penknife?  B: No, you can't.  A: Can I play video games?  B: No, you can't.  A: Can I go skating?  B: Yes, you can. | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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 | |

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**Module 5 Hot and cold**

**Lesson plan**

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| **LESSON: Module 5 Lesson 5 -6** *Volcanoes* | | **School:** | | | | |
| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics  4L6 understand some specific information and detail of short,  supported talk on an increasing range of general and some curricular topics  4L7 use contextual clues to predict content in short, supported talk on an increasing range of general and some curricular topics   |  | | --- | | 4.S6 take turns when speaking with others in a growing range of short, basic exchanges |   4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics  4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.W2 begin to use joined-up handwriting in a limited range of written work | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To revise weather and camping; to talk about I I volcanoes; to write about a campsite in my country; to develop the pupils' listening skills through a song. | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To revise weather and camping; to talk about I I volcanoes; to write about a campsite in my country; to develop the pupils' listening skills through a song. | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To revise weather and camping; to talk about I I volcanoes; to write about a campsite in my country; to develop the pupils' listening skills through a song. | | | | | |
| **Previous learning** | Learners will need to be familiar with/reminded of the formation and use of Structures: can (request/permission). use: Can you open the I window, please? Can I use your phone? Yes, you can. No, you can't. The teacher has the children walk to the main door. Target vocabulary Weather: flood, storm, thunder and I lightning, avalanche, tornado, hail | | | | |
| **Cross-curricular links** | Recalling information (Ex. 24) | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.1.4.1  4.2.2.1 | (An activity to revise the language of the previous lesson.)  Ask the pupils to make up 3 sentences about a weather condition or natural disaster from the previous lesson without saying what it is.Then in pairs, the pupils say their sentences to their partner and see if they can guess the correct answer. | |  | | Suggested answer key  A: I saw a big ball of snow rolling down the mountain. B: Avalanche, etc | |

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| **Reading and writing**  4.1.4.1  4.2.4.1  4.1.4.4  4.3.6.1  4.4.7.1  4.2.2.1  4.2.4.1  4.2.7.1  4.4.4.1  4.4.8.1  4.1.4.1  4.1.4.1 | **Step 1** Activities to develop the pupils' reading and writing skills.)  Read and underline. Then listen and check.  Explain the activity. Allow the pupils some time to read the text and underline the correct words. Play the CD. The pupils listen and check their answers. | | **Pupils book p 72**  (Track 9 CD2) | | Then individual pupils read out the text. Answer key  eighty 4 have 6 up  have 5 or  Then individual pupils read out the text. | |
| **Step 2** Listen and circle.  Read aloud the title and elicit from the pupils what they know about volcanoes. Explain the activity. Go through the sentences and elicit/explain any unknown words. Play the CD. The pupils listen and circle the correct word/phrase. Check their answers.  AUDIOSCRIPT  And now let's talk about volcanoes. Did you know that the word Volcano comes from the word Vulcan, the Roman god of fire? Yes, that's right. As for the largest active volcano, that's Mauna Loa and it's in Hawaii. So if you want to see it up dose, then you have to visit Hawaii. And when you are in Hawaii, you can visit other volcanoes, too. Why? Because most volcanoes are in the Pacific Ocean. There are more than 1,000 volcanoes, but there aren't any volcanoes in the UK. And did you know that the | | **Pupils book p 72**  (Track 10 CD2) | | Answer key  Hawaii 4 There aren't any  Pacific 5 Etna  largest volcano in Europe is Mount Etna in Italy? Well that's all about volcanoes | |
| **Step 3 PORTFOLIO:** Portfolio: Talk with your friends. Then write a small text about a campsite in your country.  The pupils, in pairs or in groups, talk about a campsite in their country. For homework, tell the pupils to write about the campsite using the text in Ex. 21 as a model. Then help them file their writing activities in their Language Portfolios.  **Step 4**  Let's sing!  Refer the pupils to the picture. Ask: What's the weather like in London Town? Elicit: It's windy and rainy. Then say as you mime: It's a windy day in London Town, a windy, windy day. The pupils repeat,chorally and/or individually. Repeat with rainy.  Play the CD.The pupils listen and follow along in their books. Divide the class into two groups. Assign a verse to each group. 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 a class.  **Step 5** Extension activity (Optional)  Demonstrate the movements below. Play the song. The pupils listen and perform the actions, windy (hands above the head and move from side to side)  rainy (hands in the air, move fingers and bring hands down).  (See the Introduction for further ideas on how to exploit the songs.)  Explain the activity. Allow the pupils 3 minutes to w their answers. Ask individual pupils to report back the class. | | **Pupils book p 72**  (Track 11 CD2)  ***Suggested answer key***  hot, cold, foggy, windy, sunny  skiing, snowboarding  swimming, surfing, camping  rope, first-aid kit, cool box, whistle  go near wild animals, go for a walk alone | | Welcome to Turgen!  We are in the beautiful countryside of Turgen, Kazakhstan! It's a place you have to see to believe! Our campsite offers everything you need, so you don't have to pack a lot of things.  There are a lot of fun activities for all the family. You can go walking in the pine forest, go fishing in the lake or just relax and enjoy the view. One thing you must do when you are here is go up the mountain to one of the waterfalls of Turgen. You can go swimming in fhe river there.  Book now for an amazing experience! | |
| **Ending the lesson**  4.1.4.1  4.2.2.1 | (An activity to consolidate the language of the lessor  Ask the pupils to draw a picture of their town/ci when it's sunny, windy, snowy, etc. Allow them some time to do their drawings. Go around the classroom providing any necessary help. When the pupils finis their drawings they present them to the class. e.g. Pupil 7: It's a sunny day in Astana. | | ACTIVITY BOOK (Optional) | |  | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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 | |

**Module 5 Hot and Cold**

**Lesson plan**

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| **LESSON: Module 5 Lesson 7**  **Time for CLIL** *Snow and ice*  **C** | | **School:** | | | | |
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| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.R6 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.UE13 use can to make requests and ask permission, use must / mustn’t / have to to talk about obligation, use have to +object + infinitive to talk about obligations  4.UE14 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient  4.UE16 use conjunctions and, or, but, because to link words and phrases | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To explore other subject areas (Geography); to talk about snow and ice | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To explore other subject areas (Geography); to talk about snow and ice | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To explore other subject areas (Geography); to talk about snow and ice | | | | | |
| **Previous learning** | Structures: Consolidation. I  *Language in use:* It's *a* place you have to see to believe. There are lots of fun activities for all the family. Book now for an amazing experience. It's a windy day in London Town.  Target vocabulary countryside, volcano, pack, horse riding, relax, view, train ride, book, experience | | | | |
| **Cross-curricular links** | *Geography* (Exs. 26,27 & 29) *& Science* (Ex. 28) | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.2.6.1 | An activity to revise the language of the previous lesson.)  Play the song from the previous lesson and ask the pupils to sing along. | |  | |  | |

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| PRESENTATION AND PRACTICE  4.4.2.1  4.1.4.1  4.1.6.1  4.1.7.1.  4.3.3.1  4.3.3.1  4.3.3.1  4.3.5.1  4.4.2.1 | **Step 1** : Choose and write on the igloo the words that have to do with snow and ice.  Say and write on the board snow and ice. Have a brief class discussion. Read aloud the words and elicit/explain any unknown vocabulary. Explain the activity. Allow the pupils some time to complete it. Check their answers. | | POSTER  Pupils book 74 | | Answer key  Scarf, snowflake, penguin, winter, ice crystal | |
| **Step 2**  Listen and read.  Refer the pupils to the pictures, one at a time, and have a class discussion. Play the CD.The pupils listen and follow in their books.  Read again. Correct the sentences  Explain the activity. Allow the pupils some time to read the text again silently and correct the sentences  Then individual pupils read out the texts. | | **(Track 12 CD2)** | | Answer key  ice/snow  4 blue whales  volcano  5 February | |
| Step 3 Read, choose and complete.  Explain the activity. Go through the text and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers.  **Step 4** This is the flag of Antarctica. In pairs, draw and make a new flag with new colours. Present it to the class.  Read the instructions and explain the activity. The pupils, in pairs, draw their flags. Ask pairs of pupils to present their flag to the class.  Suggested answer key  This is the flag of Antarctica. It's white. There's a penguin on the flag.    **FUNTIME!**  **Read aloud the joke for the pupils. Alternatively, you can ask one of the pupils to read it.** | | Pupils book 75  Pupils book 75 | | Answer key  snowflakes  4 different  200  5 largest | |
| **Ending the lesson**  4.4/2/1 | Pupils' books closed. Ask pupils to write in the notebook two things they remember about Antarctic Allow the pupils some time to write their sentences./5 individual pupils to report back to the class. | | ACTIVITY BOOK (Optional) | | Suggested answer key  Antarctica is bigger than the USA. There's a lot of i< in Antarctica. | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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: Music | |

**Module 5 Hot and Cold**

**Lesson plan**

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| **LESSON: Module 5 Lesson 8** *Snow and ice SA5* | | **School:** | | | | |
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| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.R6 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.UE13 use can to make requests and ask permission, use must / mustn’t / have to to talk about obligation, use have to +object + infinitive to talk about obligations  4.UE14 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient  4.UE16 use conjunctions and, or, but, because to link words and phrases | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To explore other subject areas (Geography); to talk about snow and ice | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To explore other subject areas (Geography); to talk about snow and ice | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To explore other subject areas (Geography); to talk about snow and ice | | | | | |
| **Previous learning** | Language focus Structures: prepositions of place; prepositions of time; conjunctions. Language in use: This is the flag of Antarctica.Target vocabular  Snow and ice: igloo, scarf, snowflake,penguin, ice crystal whale, dark, light, polar bears, temperature, stick, point | | | | |
| **Cross-curricular links** | Geography (Exs. 26,27 & 29) & Science (Ex. 28) | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.2.6.1 | An activity to revise the language of the previous lesson.)  Play the song from the previous lesson and ask the pupils to sing along. | |  | |  | |

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| PRESENTATION AND PRACTICE  4.4.3.1  4.2.7.1  4.3.3.1  4.4.2.1 | **Step 1** writing work SA Module 5 | | Pupils book p 76 | |  | |
| **Step 2** This is the flag of Antarctica. In pairs, draw and make a new flag with new colours. Present it to the class.  Read the instructions and explain the activity. The pupils, in pairs, draw their flags. Ask pairs of pupils to present their flag to the class.  Suggested answer key  This is the flag of Antarctica. It's white. There's a penguin on the flag. | | Pupils book p 76 | | 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. | |
| FUNTIME!  Read aloud the joke for the pupils. Alternatively, you can ask one of the pupils to read it. | |  | |  | |
| Ending the lesson  4.3.5.1 | 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) | |  | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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: Music | |

**Module 5 Hot and Cold**

**Lesson plan**

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| **LESSON: Module 5 Lesson 9** Revision | | **School:** | | | | |
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| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.R6 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.UE13 use can to make requests and ask permission, use must / mustn’t / have to to talk about obligation, use have to +object + infinitive to talk about obligations  4.UE14 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient  4.UE16 use conjunctions and, or, but, because to link words and phrases | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To revise talking about snow and ice. | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To revise talking about snow and ice. | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To revise talking about snow and ice. | | | | | |
| **Previous learning** | talk about snow and ice. Language focus Structures: prepositions of place;  prepositions of time; conjunctions. Language in use: This is the flag of Antarctica.  Target vocabulary, *Snow and ice:* igloo, scarf, snowflake,penguin, ice crystalwhale, dark, light, polar bears, temperature,stick, point | | | | |
| **Cross-curricular links** | Geography (Exs. 26,27 & 29) & Science (Ex. 28) | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.3.6.1 | (An activity to revise the language of the previous lesson.)  Ask the pupils, in pairs, to write in three minutes as many words as they can that have to do with ice and snow. Each correct word wins a point. The pair with the most points wins. | |  | |  | |

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| PRESENTATION AND PRACTICE  4.1.3.1  4.5.14.1  4.1.3.1  4.5.13.1  4.5.14.1  4.5.16.1  4.1.3.1  4.5.13.1  4.5.14.1  4.5.16.1 | **Step 1** Listen and read.  Ask the pupils to look at the pictures. Have a picture discussion.  e.g. Teacher: (pointing to the Bayterek Tower) What's this?  Pupil: The Bayterek Tower.  Teacher: It's a sculpture that looks like the Bayterek Tower. What is it a made of? Pupil: Ice. etc  Play the CD. The pupils listen and follow the texts in their book.  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. | | **Pupils book p 76**  (Track 13 CD2) | |  | |
| **Step 2** Read and answer.  Explain the activity. The pupils read again the texts silently and complete the activity. Check their answers.  Then individual pupils read out the texts. | | **Pupils book p 76** | | Answer key  Every year in January and February.  Seventeen days.  Every year in December.  Ice bricks.  Animals, castles, fairy tale characters or famous buildings. | |
| **Step 3** Extension activity (Optional)  Project: An ice festival.  Ask the pupils to search online for another ice festival and write a small paragraph about it using the texts in Ex. 30 as models.They can draw or look for pictures on the Internet and attach them. Alternatively, assign the project for homework. The pupils then present their projects to the class. Display their work in the classroom | |  | | Suggested answer key | |
| .4 Make sentences.  The pupils make sentences by putting the words the correct order.  Answer key  1 Can we visit the volcano?  2 He doesn't have to come with us.  3 Can I use your penknife?  4 We have to wash our clothes.  5 They don't have to get up early.  3 Nurlan wants to go camping with his family. What must/mustn't he do? Read and complete.  The pupils read and complete the sentences. | | CHECKPOINT 5  1 Look, read and circle.  The pupils look at the pictures and circle the correct  3 whistle 5 penknife  4 fishing rod  2 Read and complete. | | Every year in January or February, thousands of people visit the Norway Ice Music Festival. People use ice to make musical instruments. These instruments look like real instruments and you can even play music with them! At the festival there are a lot of concerts. Musicians from around the world play music in igloos with the ice instruments.You must visit the Norway Ice Music Festival. It's Magical!  Answer key  1 mustn't 3 mustn't 5 must  2 mustn't 4 mustn't | |
| Ending the lesson  4.3.6.1 | 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) | |  | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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: Music | |

**Module 6 Healthy world**

**Lesson plan**

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| **LESSON: Module 6 Lesson 1** *Healthy bodies 1* | | **School:** | | | | |
| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | |  | | --- | | 4.S5 pronounce an increasing range of words and short phrases and simple sentences intelligibly | | 4.W7 spell most familiar high-frequency words accurately when writing independently |   4.UE9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular]to describe actions and feelings and narrate simple events including short answer forms and contractions  4.UE12 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, use common –ly manner adverbs to describe actions e/g/ slowly, quickly | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To talk about healthy bodies. | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To talk about healthy bodies. | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To talk about healthy bodies. | | | | | |
| **Previous learning** | Language focus Structures: Consolidation. Language in use: *At the carnival there are* a *lot of fun activities for everyone. At the Quebec Carnival you can also enjoy snow sculptures, shows and skating! You must visit Astana in December.*  Target vocabulary rock formation, popular, attraction, deep, underwater, spear, dive, brave, pine needles | | | | |
| |  |  | | --- | --- | | **Cross-curricular links** | Geography (Exs. 26,27 & 29) & Science (Ex. 28) | | PSHE *(Exs. 1,3 & 4* | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.1.4.1 | Hand out the completed Progress Report Cards for the previous module and ask the pupils to file them in their Language Portfolios. | |  | |  | |

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| PRESENTATION AND PRACTICE  4.2.5.1  4.4.7.1  4.3.4.1  4.4.7.1  4.5.9.1  4.5.12.1  4.2.5.1 | **Step 1** (Activities to present and activate the new language.) Look at the picture. Answer the questions.  Say and write on the board: healthy eating. Elicit/explain what healthy eating means. Refer the pupils to the picture and have a picture discussion. Use the questions in the activity to elicit from the pupils orally where the children are, what they are doing, what they are eating and if the food is healthy. Then ask the pupils what they usually eat at school and elicit answers from individual pupils.  Refer the pupils to the activity. Allow the pupil's some time to answer the questions. Check their answers. | | Pupils book p 79 | | Answer key  at the school cafeteria  salad, sandwich, juice (suggested answers)  yes  fruit (suggested answer) | |
| **Step 2** Read and choose  Explain the activity. Go through the prompts and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers. | | Pupils book p 79 | | Answer key – 1 2 4 | |
| **Step 3** Make sentences to complete the poster.  Refer the pupils to the pictures. Explain that these are all ways to a healthy body. Read the example and explain the activity. Go through the prompts and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers.  **Step 4** In pairs, write two more ways to a healthy body. Draw pictures. Present them to the class.  Ask the pupils, in pairs to write two more ways to a healthy body and draw pictures. Explain that they can use the sentences in Ex.3 as models. Allow the pupils some time to complete the activity. Ask each pair to present their projects to the class. | | Pupils book p 79  Pupils book p 79 | | Answer key  Get active every day!  Sleep 10 hours!  Drink a lot of water!  Suggested answers  Eat fish!  Don't eat sweets and sugar! | |
| **Ending the lesson**  4.5.9.1  4.5.12.1 | Ask individual pupils what they do every day to a healthy body. Tell the pupils that they can use ing from Exs. 3 & 4. Then ask the pupils which of tt ways to a healthy body they don't do every day. | | ACTIVITY BOOK (Optional) | |  | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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 | |

**Module 6 Healthy world**

**Lesson plan**

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| --- | --- | --- | --- | --- | --- | --- |
| **LESSON: Module 6 Lesson 2** *Healthy bodies 2* | | **School:** | | | | |
| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.S6 take turns when speaking with others in a growing range of short, basic exchanges  4.W2 begin to use joined-up handwriting in a limited range of written work  4.W7 spell most familiar high-frequency words accurately when writing independently  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to  describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons  4.UE10 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics/ using –ing forms swimming, spelling as nouns to describe familiar and classroom activities | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To talk about food and drinks. | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To talk about food and drinks. | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To talk about food and drinks. | | | | | |
| **Previous learning** | Language focus Structures: present simple; adverbs of frequency; adverbs of manner. *Language in use: Healthy eating gives your body what it needs to work properly Eat more fruit and vegetables!*  Target vocabulary *Healthy bodies: healthy properly, energy, fat, sick, sad, body, fruit, vegetables, get active, sleep, drink, water* | | | | |
| **Cross-curricular links** | Making decisions (Ex. 6) | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.1.4.1 | (An activity to revise the language of the previous lesson.)  Ask individual pupils what to do to have a healthy body. Elicit answers. Ask the rest of the class for verification. | |  | |  | |

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| PRESENTATION AND PRACTICE  4.1.4.1  4.5.9.1  4.5.12.1  4.4.7.1  4.2.5.1    4.1.4.1  4.5.9.1  4.5.12.1  4.4.7.1  4.2.5.1  4.4.7.1  4.2.5.1  \4.1.4.1  4.5.9.1    4.4.7.1  4.2.5.1  4.1.4.1  4.5.9.1 | **Step 1** *(Activities to present and activate the new language.) POSTER*  5 Listen, point and repeat. Then match.  Pupils' books closed. Put the Time to eat poster up on the board. Point to the items, one at a time, and say the corresponding phrases. The pupils repeat, chorally and/or individually. Point to each item in random order. Ask individual pupils to name the item. Explain to the pupils that in today's lesson you'll talk about food and drinks. Ask them to tell you their favourite food and drink.  Pupils' books open. Play the CD.The pupils listen and repeat. If you wish, play fhe CD again pausing after each word/phrase.The pupils repeat chorally and/or individually.Then the pupils match the pictures to the words. Check their answers. | | *POSTER*  (Track 14 CD2)  Pupils book p 80 | | Answer key  lb 2i 3h 4 g  5 j 6 d 7a 8c  9e 10 f | |
| **Step 2** You want to make a salad.  In pairs, decide what to include.  Refer the pupils to the pictures and elicit the names of the food items. Read the dialogue aloud and explain the activity. The pupils, in pairs, 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. | | Pupils book p 80 | | Suggested answer key  A: Let's put some tomatoes in our salad.  B: Yes, sure. Why not?  A: Let's put some carrots in our salad.  B: Oh, no. Let's put some cucumbers.  A: Let's put some mayonnaise in our salad.  B: Yes, sure. Why not? etc | |
| **Step 3 STUDY SPOT**  Match. Then talk with your friend.  Pupils' books closed. Say, then write on the board: / am playing chess now. Underline the words in bold.The pupils repeat, chorally and/or individually. Then say and write on the board: / am having a piano lesson this evening. Underline the words in bold. The pupils repeat, chorally and/or individually. Elicit/Explain that we use the present continuous for temporary actions, actions happening at the time of speaking or for fixed arrangements in the near future. Point out that we use words like at the moment, now, these days, at present, tonight, this evening, etc with the present continuous. Revise/Elicit the interrogative, negative and the short answers.  Drill your pupils:  *e.g. Teacher: play video games (now)*  *Pupil 1: I am playing video games (now), etc*  Pupils' books open. Go through the Study spot section briefly. Read aloud the example and explain the activity. Go through the prompts and elicit/explain any unknown words. Allow the pupils some time to complete it. Check their answers.  Read aloud the dialogue and ask the pupils, in pairs, to make similar dialogues. Go around the classroom providing any necessary help. Ask some pairs to report back to the class.  **Step 4** Who is doing what for tomorrow's party? Listen and match. Then say.  Refer the pupils to the pictures and elicit the words. Explain the activity. Play the CD. The pupils listen and match. Check their answers. Ask the pupils to tell you what each person is doing for tomorrow's party.  AUDIOSCRIPT  *боу 7: Ok, everyone. We need to get all the things ready for tomorrow's party. Who is going shopping? Karlygash?*  Karlygash: *No, I'm not. Ayaulym is going shopping. I'm decorating the house.*  Boy *7: Oh, OK. What about you, Bakhytzhan? What are you doing?*  Bakhytzhan: *I'm cooking some pasta and I'm making some sandwiches, too.*  Boy *7: Excellent!*  Bakhytzhan: *Nurzhan? What are you doing?* Nurzhan: *I'm bringing some CDs. I'm playing sorr music, of course!*  **Step 5 Let’s Play ex 9**  Let's Play  A pupil starts by saying what he/she bought.The ne: pupil repeats what was said and adds their own iten as in the example. The pupil who forgets what th< previous pupils said loses and has to pay a forfeit, e.c name a flashcard, sing a song, etc. | | Pupils book p 81  Pupils book p 81  Pupils book p 81  (Track 15 CD2) | | Answer key  2a 3b 4e 5c  Suggested answer key  A: What are you doing?  B: I'm going to the gym.  A: Going to the gym?  B: Yes. Exercising gives me more energy!  *Answer key*  1 Ayaulym  2 Karlygash  3 Bakhytzhan  4 Nurzhan  Karlygash is decorating the house.  Ayaulym is going shopping.  Bakhytzhan is cooking some pasta and making some sandwiches.  Nurzhan is bringing some CDs and playing some music.  Suggested answer key  Pupil 1: ... I bought cucumbers, sausages and som< lettuce.  Pupil 2:1 bought cucumbers, sausages, some lettuce and tomatoes.  Pupil 3:1 bought cucumbers, sausages, some lettuce tomatoes and mushrooms, etc | |
| Ending the lesson  4.4.7.1  4.2.5.1 | *(An activity to consolidate the language of the lesson.)*  Say one of the food items from the lesson. Ask a pupil to come to the board and draw its shape. Ask the rest of the class for verification. | | ACTIVITY BOOK (Optional) | |  | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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 | |

**Module 6 Healthy world**

**Lesson plan**

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| **LESSON: Module 6 Lesson 3** *Save our animals 1* | | **School:** | | | | |
| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges  4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.W2 begin to use joined-up handwriting in a limited range of written work  4.UE1 use singular nouns, plural nouns– including some common irregular plural forms and uncountable nouns, use possessive forms ‘s/s’ to name, describe and label things  4.UE5 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To develop listening and reading comprehension 1 I skills through a story; to practise talking about plans I | and intentions; to learn how to distinguish between | and pronounce the consonant clusters sk, sn and g I sp. To talk about food and drinks. | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To develop listening and reading comprehension 1 I skills through a story; to practise talking about plans I | and intentions; to learn how to distinguish between | and pronounce the consonant clusters sk, sn and g I sp. To talk about food and drinks. | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To develop listening and reading comprehension 1 I skills through a story; to practise talking about plans I | and intentions; to learn how to distinguish between | and pronounce the consonant clusters sk, sn and g I sp. To talk about food and drinks. | | | | | |
| **Previous learning** | Learners will need to be familiar with/reminded of subject, object and demonstrative pronouns, the use of Language focus 4  I • Structures: present continuous; -ing form.  *I • Language in use:* Let's put some tomatoes *I* in our salad. Yes, sure. Why not? Oh, no. *Let's... What are you doing? I'm washing the dishes. Washing the dishes? Yes. Helping . at home makes my mum happy! I was at the supermarket. I bought cucumbers.* Target vocabulary  *Food items: salt and pepper, cabbage, pizza, sausage, olive oil, mayonnaise, lettuce, cucumber, mushrooms, mustard* | | | | |
| **Cross-curricular links** | History | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.1.4.1 | *(An activity to revise the language of the previous lesson.)*  Ask individual pupils to say one thing they're doing and one thing they're not doing at the weekend. e.g. Pupil 1: I'm playing football with my friends. I'm not studying English, etc | | FLASHCARDS (41- 47) | |  | |

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| PRESENTATION AND PRACTICE  4.1.4.1  4.2.7.1    4.4.1.1  4.5.1.1  4.2.7.1  4.5.1.1  4,5.5.1      4.2.7.1  4.5.1.1  4,5.5.1  4.1.4.1  4.2.7.1  4.5.1.1  4,5.5.1  4.2.7.1  4.5.1.1  4,5.5.1 | **Step 1** *(Activities to develop the pupils'listening and reading skills.)*  Listen and read.  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 Daisy in picture 1) Who's this? Class: Daisy!*  *Teacher: (pointing to picture 1) What is Liam going to buy?*  *Class: Potatoes! etc*  Play the CD.The pupils listen and follow the story in their books. | | Pupils book p 82 (Track 16 CD2) | | Play the CD. The pupils listen and follow the story in their books. | |
| **Step 2** Read the story and complete the summary.  Explain the activity. Refer the pupils to the summary and read the example aloud. Allow the pupils some time to read the story again silently and complete the summary. Check their answers. | | Pupils book p 83 | | potatoes 4 apples 6 gardening  stew 5 Guy | |
| **Step 3** Choose the correct answer.  Explain the activity. Allow the pupils some time to complete it.  Check their answers.  **Step 4** Act out the story, ex 13  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.  **Step 5** 14 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. 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: Hi,.... Where are you going?  B: To the supermarket. I want to ... for my birthday party.  A: Oh, is it tonight?  B: Yes. Are you coming?  A: Of course! What else are you planning for your party?  B: My brother is ... for us.  A: Greafi See you tonight, then. | | Pupils book p 83  Pupils book p 83  **(Track 17 CD2)** | | Play the CD again with pauses for the pupils to repeat, chorally and/or individually.  Answer key  b  Suggested answer key  Gulnara: Hi, Berik. Where are you going?  Berik: To the supermarket. I want to buy some hot  dogs and crisps for my birthday party. Gulnara: Oh, is it tonight?  Berik: Yes. Are you coming?  Gulnara: Of course! What else are you planning for your party?  Berik: My brother is decorating the house for us.  Gulnara: Great! See you tonight, then. | |
| **Step 6** SOUNDS SPOT SOUNDS SPOT!  *(Activities to familiarise the pupils with the pronunciation of the consonant clusters 'sk', 'sn'and 'sp'and to distinguish between them.)*  Listen, point and repeat. (Track 18 CD2)  Refer the pupils to the picture of ski and say: sk/sk/- ski. The pupils repeat chorally and/or individually. Check their pronunciation. Repeat the procedure for snail and spade. Explain the difference between the three sounds, /sk/,/sn/and /sp/. 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: skate, snow, space, skip, sky, speak, snake and sport. Ask individual pupils to come to the board, read out the words and write them next to the correct sound. Ask the rest of the class for verification. | | (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.  Answer key  /sk/: skate, skip, sky /sn/: snow, snake /sp/: space, speak, sport | |
|  | **Step 7** Complete. Then listen and repeat.  (Track 19 CD2)  Refer the pupils to the picture. Elicit ski, snail and spade. Draw the pupils' attention again to the /sk/./sn/and /sp/ sounds. Allow the pupils some time to complete the missing letters. Check their answers. | | (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.  Answer key  The snail wants to ski on a spade! | |
| **Ending the lesson** | *(An activity to consolidate the language of the les:*  Write the following sentences on the board. Asl< pupils to read the story again and decide w sentence is true and which is false. Check their ans\  Daisy is going to go shopping.  Liam is going to buy some potatoes.  Daisy likes baked potatoes.  Daisy is going to light fireworks.  They're going to make pizza.  Jake is going to make a Guy.  Note: If you wish, have the pupils close their be during this activity. | | ACTIVITY BOOK (Optional) | | Note: If you wish, have the pupils close their books during this activity.  Answer key  False  3 True  5 False  True  4 False  6 True | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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 | |

**Module 6 Healthy world**

**Lesson plan**

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| **LESSON: Module 6 Lesson 4** *Save our animals 2* | | **School:** | | | | |
| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics   |  | | --- | | 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics |   4.R2 read and understand with some support short simple fiction and non-fiction texts  4.W5 link with some support sentences using basic coordinating connectors | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To talk about food and containers. | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To talk about food and containers. | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To talk about food and containers. | | | | | |
| **Previous learning** | 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 Language focus Structures: Consolidation, *Language in use:* Hi, Liam. Where are you going? I'm going to buy some potatoes for *,* Bonfire Night.Target vocabulary Consolidation | | | | |
| **Cross-curricular links** |  | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.1.4.1 | *(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. | |  | |  | |

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| --- | --- | --- | --- | --- | --- | --- |
| PRESENTATION AND PRACTICE  4.1.4.1  4.2.7.1  4.5.1.1  4,5.5.1  4.2.7.1  4.5.1.1  4,5.5.1  4.2.7.1  4.5.1.1  4,5.5.1    4.2.7.1  4.5.1.1  4,5.5.1 | **Step 1** *(Activities to present and activate the new language.) POSTER*  Listen, point and repeat. Which of these do you like? Which don't you like?  Pupils' books closed. Put the SnackTime poster up 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 each item in random order. Ask individual pupils to name them.  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. Ask individual pupils to tell you which of the food items they like and which they don't like. | | Pupils book p 84  (Track 20 CD2) | | Suggested answer key  I like chocolate, watermelon and crisps. I don't like peas and walnuts. | |
| **Step 2** Read and choose the correct word.  Read aloud the example and explain the activity. Allow the pupils some time to complete it. Check their answers.    Look at the trays. Who eats healthy food? Who eats junk food?  Refer the pupils to the pictures. Elicit healthy food and junk food. Ask them to say who eats healthy food and who eats junk food. | | Pupils book p 84 | | Answer key  loaf 4 pot 6 bar 8 bottle  bottle 5 carton 7 packet  Answer key  Saule eats healthy food. Ulan eats junk food. | |
| **Step 3** Listen and choose the correct trays.  Explain the activity. Play the CD. The pupils listen and choose the correct picture. Check their answers.  AUDIOSCRIPT  Dinner Lady: *What can I get you, dear?*  Saule: *Can I have some chicken with peas and some watermelon, please?*  Dinner Lady: *Here you are.*  Saule: *Thank you. How about you, Uian? What are you having for lunch?*  Ulan: *I'm not that hungry. I've got some things here. Look! Cola, crisps and some salty peanuts. Yum!* Saule: *Hmmm.*  **Step 4** STUDY SPOT  *(Activities to present and practise a-an, some-any.)*  21 Write the words in the right box.  Pupils' books closed. Draw a potato on the board. Point to it, say and write: a potato. Underline the article. The pupils repeat, chorally and/or individually. Draw an egg on the board. Point to it, say and write: an egg. Underline the article.The pupils repeat, chorally and/or individually. Elicit the use of a before countable singular nouns that begin with a consonant and the use of an before singular countable nouns that begin with a vowel.  Say and write on the board: There is some rice. Explain to the pupils that some nouns cannot be counted. (We cannot say one rice, two rices, etc/.These words are only singular and are used with some.  Pupils' books open. Point to the items on the table in the picture and elicit their names. Then allow the pupils some time to write the words under the correct heading. Check their answers.  **Step 5** Read and choose.  Draw two eggs on the board. Say, then write: There are some eggs. Elicit the use of some for countable nouns in plural.Then write: Are there any eggs? There aren't any eggs. Elicit the use of some in the affirmative and any in the interrogative and in the negative. Say and write on the board: Is there any rice? There is some rice. There isn't any rice. Underline the words in bold and elicit the use of some in the affirmative and any in the negative and interrogative with uncountable nouns. Allow the pupils some time to read the sentences and complete the activity. Check their answers.  What is there in your lunchbox? Choose 4 food items. Tell the class  Elicit the names of the food items depicted.The | look at the pictures and choose four items they in their lunchboxes. Allow the pupils some tir complete the activity.Then individual pupils report to the class. | | Pupils book p 85  (Track 21 CD2) | | Answer key  Saule:  A Ulan:  В  Answer key  some: honey, crisps, yogurt an: apple, onion, orange a: carrot, banana, potato  Answer key  any  any  any  any  6 some  Suggested answer key  There's a burger, a tomato, some chocolate ar egg in my lunchbox. | |
| **Ending the lesson**  *4.2.7.1* | *(An activity to consolidate the language of the les*  Tell the pupils to draw a fridge with any food or items they want in it.Then they present their drav to the class.  *e.g. Pupil 1: There is some milk and there are tomatoes.* | | ACTIVITY BOOK (Optional) | |  | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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: Music | |

**Module 6 Healthy world**

**Lesson plan**

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| --- | --- | --- | --- | --- | --- | --- |
| **LESSON: Module 6 Lesson 5** *Save our animals 2* SA6 | | **School:** | | | | |
| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics   |  | | --- | | 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics |   4.R2 read and understand with some support short simple fiction and non-fiction texts  4.W5 link with some support sentences using basic coordinating connectors | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To revise food and healthy eating; to write a blog entry about healthy food; to develop the pupils' listening skills through a song. | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To revise food and healthy eating; to write a blog entry about healthy food; to develop the pupils' listening skills through a song. | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To revise food and healthy eating; to write a blog entry about healthy food; to develop the pupils' listening skills through a song. | | | | | |
| **Previous learning** | 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 Structures: a-an, some-any. *Language in use:* There is some olive oil. There isn't any cola.Target vocabulary *Food and containers: a* packet of peas, a pot of yogurt a jar of honey, a bottle of cola, a loaf of bread, a carton of juice, abar of chocolate, watermelon, walnut,cracker, peanut, crisps | | | | |
| **Cross-curricular links** | *Food and containers:* | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.1.3.1 | *(An activity to revise the language of the previous lesson.)*  Whisper a food or drink item to a pupil at the front of the class. Ask him/her to whisper the same word to the pupil sitting next to him/her, who then whispers it to the next pupil, etc. Ask the last pupil to call out the word. Check if the word is the correct one. | |  | |  | |

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| --- | --- | --- | --- | --- | --- | --- |
| READING AND WRITING  4.1.3.1  4.2.3.1  4.3.2.1  4.4.5.1  4.1.3.1  4.2.3.1  4.3.2.1  4.4.5.1  4.1.3.1  4.2.3.1  4.3.2.1  4.4.5.1 | **Step 1** READING AND WRITING  *(Activities to develop the pupils' reading and writing skills.)*  Complete. Then listen and check.  Which is your favourite snack?  Explain the activity. The pupils read the blog entries silently and complete them. Play the CD. The pupils listen and check their answers.  Then individual pupils read out the texts and say what their favourite snack is.  Suggested answer key  My favourite snack is nuts. | | **Pupils book p 86**  (Track 22 CD2) | | Answer key  yogurt  4 peanuts  6 carrots  walnuts  5 peppers | |
| **Step 2** *(Activities to revise containers and develop the pupils' listening skills.)*  Let's sing!  Refer the pupils to the picture and elicit the items depicted (jam, cola). Point to the picture and say I’ve got a jar of jam! The pupils repeat, chorally and/or individually. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and follow along in their books. Divide the class into two groups. Assign a verse to each group. Play the song again and ask each group to sing their corresponding verse whenever they hear it. Time permitting, play the song again for the pupils to sing together as a class.  Extension activity (Optional)  The pupils, in pairs, think of other containers and make their own verse.  *(See the Introduction for further ideas on how to exploit the songs.)*  Thinkm? Let's shop!  Present the British currency. Point to the coins and say the words. The pupils repeat after you. Explain that there are 100 pence in a pound. Refer the pupils to the picture and elicit the items. Read the example.The pupils act out similar exchanges. Go around the classroom providing any necessary help. Ask some pairs to report back to the class. | | **Pupils book p 86**  (Track 23 CD2) | | Suggested answer key  A: Can I have a bar of chocolate and a packet of biscuits, please?  B: Here you are.  A: How much is that?  B: £2.30 | |
| **Step 3 PORTFOLIO:** (An activity to consolidate the language of the /esse  Project: My shopping list  Tell the pupils that they have got five pounds to whichever food/drink items they'd like in Ex. 27. T make their shopping list and present it to the cla: there any change left? | | Pupils book p 87 | | *Suggested Answer Key*  My shopping list  Two packets of biscuits £2.40  One bar of chocolate £1.10  One can of cola 50p  One carton of milk80p  Total: £4.80, Change: 20p | |
| Ending the lesson  4.1.3.1 | *(An activity to consolidate the language of the lesson.)*  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. | |  | |  | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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: Music | |

**Module 6 Healthy world**

**Lesson plan**

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| **LESSON: Module 6 Lesson 6**  **Time for CLIL** Help the planet 1 | | **School:** | | | | |
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| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics  4.L4 understand a limited range of short supported questions on general and some curricular topics  4.S6 take turns when speaking with others in a growing range of short, basic exchanges  4.R2 read and understand with some support short simple fiction and non-fiction texts  4.UE12 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, use common –ly manner adverbs to describe actions e/g/ slowly, quickly | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To explore other subject areas (Geography); to 8 I talk about endangered animals; to make a I | poster for the protection of the rainforests. | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To explore other subject areas (Geography); to 8 I talk about endangered animals; to make a I | poster for the protection of the rainforests. | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To explore other subject areas (Geography); to 8 I talk about endangered animals; to make a I | poster for the protection of the rainforests. | | | | | |
| **Previous learning** | 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 *Language in use: Why did you put mustard on your sausage? Because it's tastier this way. Can I have a packet of biscuits and a can of cola, please? Here you are! How much is that? £1.70.* Target vocabulary snack, slice, dip, sliced, cheese dip, on theside | | | | |
| **Cross-curricular links** | *Food and containers:* | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.1.4.1  4.1.3.1 | (An activity to revise the language of the previous lesson.)  *(An activity to introduce the topic of the lesson.)*  Read the title of the lesson. Ask the pupils if they have heard about endangered animals, and what they mean to them. Explain to the pupils, in LI if necessary, that some animals are in danger of becoming extinct for various reasons. Some animals are hunted by men. Other animals lose their homes and some others cannot find food any more. Ask the pupils to think about what we can do to protect endangered animals. | |  | |  | |

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| PRESENTATION AND PRACTICE | **Step 1** What animal am I? Read and write.  Explain the activity. The pupils look at the pictures, read the sentences and say the names of the animals. Allow the pupils some time to complete the activity. Check their answers. | | (Track 10 CD2)  Pupils book p 88 | | Answer key  rhino 3 dolphin 5 panda  gorilla 4 polar bear  Then individual pupils read out the texts. | |
| Step 2 Listen and read. Then act out similar dialogues. (Track 24 CD2)  Refer the pupils to the dialogue. Play the CD.The pupils listen and follow along. Pause the CD for the pupils to repeat, chorally and/or individually. Refer the pupils to the pictures and elicit the names of the animals and what the pupils know about them. Read aloud the fact files.The pupils, in pairs, act out similar dialogues using the information in the fact files. Go around the classroom providing any necessary help. Ask some pairs to come to the front of the classroom and act out their dialogues. If you wish, write the following on the board so the pupils can refer to it while they are completing the activity.  A: Look at these amazing .... Where do ... live?  B: They live in .... Did you know they are in danger? A: Really? Why?  B: Because....  A: That's a shame. We must do something to protect them!  Suggested answer key  A: Look at these amazing chimpanzees. Where do chimpanzees live?  B: They live in the jungle. Did you know they are in danger?  A: Really? Why?  B: Because people hunt them or sell them as pets. A: That's a shame. We must do something to protect them!  Read and circle. Then listen and check. (Track 25 CD2)  Explain the activity. Go through the sentences and elicit/explain any unknown words. Play the CD. The pupils listen and circle the correct words. Check their answers.  AUDIOSCRIPT  *So that was the news at five o'clock. Anyway, I hope you are all listening because here are some rainforest facts.*  *More than 50% of the world's animals live in rainforests. That's a lot!*  *There aren't any rainforests in Antarctica because it's always very cold.*  *The largest rainforest is the Amazon rainforest in South America.*  *Rainforests give us oxygen. That's why we must protect them.*  *Today, rainforests are slowly getting smaller because people are cutting down the trees.*  *We must save our rainforests...*  Extension activity (Optional)  Ask the pupils to write guestions based on sentences 1 -5.Then the pupils, in pairs, ask and answer questions. Go around the class providing any necessary help. Ask some pairs to report back to the class.  Read aloud the title of the poster and have a class discussion about why we must save the rainforests. Read the instructions and explain the activity. Allow the pupils some time to prepare their posters. Ask individual pupils to present their poster to the class.  Design your own Save the rainforests! poster. Present it to the class.  Save the rainforests!  Rainforests give us oxygen and many of the v animals live there. We must do something to p them! | | Pupils book p 89 | | Answer key  cold 4 oxygen  South America 5 smaller | |
| Ending the lesson  4.1.4.1  4.1.3.1 | **(An activity to consolidate the language of the lesson).**  *(An activity to consolidate the language of fhe le*  Tell the pupils to look at the animals on pp. 88- a minute. Have them close their books. Divid class into two teams. A pupil from each team c to the front of the classroom and talks abo animal (what it looks like, where it lives, if it's in dc etc) without naming it. Each correct answer v point.The team with the most points wins the g | | ACTIVITY BOOK (Optional) | | Suggested answer key  Pupil 1: It's in danger. It lives in warm seas. It's g Team A: Green turtle! etc | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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: Music | |

**Module 6 Healthy world**

**Lesson plan**

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| **LESSON: Module 6 Lesson 7 - 8**  Help the planet 2 | | **School:** | | | | |
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| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L5 identify initial, middle and final phonemes and blends  4.S4 respond to questions on an increasing range of general and some curricular topics  4.S8 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics  4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.UE8 use imperative forms [positive and negative] to give  short instructions on growing range of familiar topics | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To talk about animals and places that are in danger. | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To talk about animals and places that are in danger. | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To talk about animals and places that are in danger. | | | | | |
| **Previous learning** | 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 Structures: plurals; conjunctions; possessive I | case; adverbs of frequency; adverbs of manner.*Language in use: Look at these amazing pandas. Did you know they are in danger? That's a shame! We must do something to* protect them Target vocabulary  Save our animals 1: dolphin, polar bear panda, rhino, gorilla, horn, Arctic, melt, *I |* destroy, cut down, bamboo forest, panda, chimpanzee, green turtle Help the planet 1: pollution, oxygen | | | | |
| **Cross-curricular links** | Geography (Exs. 30&31) & Science | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson  4.1.5.1 | *(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. 29). Repeat the activity with other pupils. | |  | |  | |

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| PRESENTATION AND PRACTICE  4.3.5.1  4.1.5.1  4.2.4.1  4.3.5.1  4.2.8.1  4.1.5.1  4.3.5.1  4.2.7.1  4.2.8.1  4.5.8.1  4.1.5.1  4.3.5.1  4.2.7.1  4.2.8.1  4.5.8.1 | **Step 1** Read and complete. Then listen and check. Do you know other places/ animals that are in danger? Tell the class.  Ask the pupils to look at the pictures. Have a picture discussion.  *e.g. Teacher: (pointing to Stonehenge) What's this? Pupil: It's Stonehenge.*  *Teacher: Correct. Where is it?*  *Pupil: In the UK. etc*  Explain the activity. Allow the pupils some time to complete it. Play the CD. The pupils listen and check their answers.Then ask the pupils if they know any other place or animal that is in danger. Elicit answers. Ask the pupils to say why this place/animal is in danger.  Argali are in danger because people hunt them for their horns.  Then individual pupils read out the texts. | | Pupils book p 90  (Track 26 CD2) | | *Answer key*  2 danger 3 stones 4 litter 5 spots  6 mountains 7 fur  8 trees | |
| **Step 2**  Read and complete.  Explain the activity. The pupils read the texts again silently and complete the activity.  Check their answers.  the air pollution from the traffic damages the stones  people hunted them for their fur or cut down the trees so they didn't have a home  Extension activity (Optional)  Project: An endangered place/animal.  Ask the pupils to write a small paragraph about a place/animal that is in danger. They can use ideas from Ex. 32 and the texts as models. They can draw or look for pictures on the Internet and attach them. Alternatively, assign the project for homework. The pupils then present their projects to the class. Display | | The pupils then present their projects to the class. Display their work in the classroom Kazakhstan is a country with many beautiful, wild animals. One of them is the argali.  Argali are amazing animals with yellow or brown fur and horns.They live in the mountains of Kazakhstan. Argali are in danger because people hunt them for their horns. We must all try to save this wonderful animal! | | 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. | |
| **Step 3 CHECKPOINT 6 (Summative Control Work)**  CHECKPOINT 6  Number.  The pupils read and number the pictures.  Read and underline.  The pupils read and underline the correct words.  Read and write. Use: some, any, a and  an.  The pupils read and complete the sentences with the correct word.  Read and complete the sentences.  The pupils read and complete the sentences with th< present continuous of the verbs in brackets.  Complete the sentences to be true about yourself.  The pupils read and complete the sentences to t true about themselves.  Suggested answer key  visiting my grandparents  playing football with my friends  having a piano lesson  going to the cinema with my parents | |  | | *Answer key*  a3 b 2 c4  d5 eO fl  *Answer key*  1 loaf 2 pot 3 bars  4 bottles 5 carton    *Answer key*  1 any 2 any 3 an  4 some 5 a  *Answer key*  1 is cooking  2 are making  3 is climbing  4 are visiting  5 is buying | |
| **Ending the lesson** | Extra Check: The pupils are now ready to do pages 66-67 in the Activity Book. | |  | |  | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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: Music | |

**Module 6 Healthy world**

**Lesson plan**

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| **LESSON: Module 6 Lesson 9**  SAT3 | | **School:** | | | | |
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| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L5 identify initial, middle and final phonemes and blends  4.S4 respond to questions on an increasing range of general and some curricular topics  4.S8 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics  4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.UE8 use imperative forms [positive and negative] to give  short instructions on growing range of familiar topics | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To practise reading for pleasure; to listen to and read a story from Russia about the twelve months. | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To practise reading for pleasure; to listen to and read a story from Russia about the twelve months. | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To practise reading for pleasure; to listen to and read a story from Russia about the twelve months. | | | | | |
| **Previous learning** | 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 Structures: Consolidation. *Language in use:* Snow leopards were in *| I* danger because people hunted them for their fur.Target vocabulary Help the planet 2: litter, monument air pollution, traffic, damage, mysterious, drop, *|* gum, fur, spots, wild, snow leopards | | | | |
| **Cross-curricular links** | Geography (Exs. 30&31) & Science | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson | (An activity to revise the language of the previous lesson.)  *(An activity to introduce the theme of the lesson.)*  Ask pupils to tell you what their favourite season is and the reason why it is their favourite.  *e.g. Pupil 1: I like winter because I like snow, etc* | |  | |  | |

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| PRESENTATION AND PRACTICE  4.1.5.1  4.3.5.1  4.2.7.1  4.2.8.1  4.5.8.1 | **Step 1** Listen and read. Why is the daughter's basket empty at the end of the story?  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 window in picture 1) What's the weather like?  *Class: It's snowing.*  *Teacher: Yes. It's very cold. The girl must go out and look for some food, etc*  Play the CD. The pupils listen and follow the story in their books. Refer the pupils to the question and elicit the correct answer, | | Pupils book p 90  (Track 27 CD2) | | Suggested answer key  The daughter's basket hasn't got any food because she wasn't polite or grateful. | |
| **Step 2** Read the story and match.  The pupils read the story and the sentences. Then (An activity to consolidate the theme of the  they match the sentences. Allow the pupils some time Projec(. favourite month  to complete the activity.  Check their answers.  Have a discussion, in LI if necessary, about the moral  of the story. Tell the pupils that being polite and kind to others always pays off whereas being rude always creates problems.  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 have 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.  **Step 3 CHECKPOINT 6 (Summative Control Work)**  1 Look, read and number.  The pupils look at the words and match them to the pictures.  2 Read and underline. | |  | | Answer key  2d 3 a 4 b  Play the CD again with pauses for the pupils to repeat, chorally and/or individually. Then ask individual pupils to read out the story. | |
| **Ending the lesson** | Ask the pupils to draw and colour their month.Tell them to write the reason why tb is their favourite. Allow the pupils some complete the activity. Alternatively, assign th homework. Have the pupils present their drc the class. | |  | |  | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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: Music | |

**Module 6 Healthy world**

**Lesson plan**

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| **LESSON: Module 6 Lesson 10**  Revision | | **School:** | | | | |
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| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L5 identify initial, middle and final phonemes and blends  4.S4 respond to questions on an increasing range of general and some curricular topics  4.S8 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics  4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.UE8 use imperative forms [positive and negative] to give  short instructions on growing range of familiar topics | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To talk about space exploration, NASA and the Baikonur Cosmodrome; to consolidate the language at the module. | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To talk about space exploration, NASA and the Baikonur Cosmodrome; to consolidate the language at the module. | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To talk about space exploration, NASA and the Baikonur Cosmodrome; to consolidate the language at the module. | | | | | |
| **Previous learning** | 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 Structures: Consolidation. *Language in use: We are December, January and February. Do you like winter? Oh yes, I do! I love snow!* Target vocabulary Consolidation. | | | | |
| **Cross-curricular links** | Geography (Exs. 30&31) & Science | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| Beginning the lesson | **(An activity to revise the language of the previous lesson.)**  Ask pupils to tell you what they remember from the text about Marco Polo. | |  | |  | |

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| PRESENTATION AND PRACTICE  4.1.5.1  4.3.5.1  4.2.7.1  4.2.8.1  4.5.8.1 | **Step 1 *(Activities to present and activate the new language.)***  **Exploring Space**  **Listen and read**   * Pupils’ books closed. Put up the pictures related to space on the board. Have a brief discussion, in L1 if necessary, about space and space exploration. * Pupils’ books open. Refer the pupils to the pictures and elicit the words. | | (Track 27 CD2)  Pupils book p 90 | |  |
| **Step 2 Number the pictures. Ex 29**  Explain the activity. Allow the pupils some time to complete it. Check their answers. | |  | | 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 |
| **Step 3 CHECKPOINT 6 (Summative Control Work)**  1 Look, read and number.  The pupils look at the words and match them to the pictures.  2 Read and underline.  The pupils read the sentences and underline the correct word in bold.  3 Complete.  The pupils read the sentences and complete them with the correct form of the verb.  4 Read and answer.  The pupils read the text and answer the questions. Answer key  1 At 6 o’clock.  2 They gave him lots of presents and cards.  3 They ate pizza and burgers.  4 They sang Happy Birthday. | |  | |  |
| Ending the lesson | Extra Check: The pupils are now ready to do pages 66-67 in the Activity Book. | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| * 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: Music | |

**Module 7 Journey into Space**

**Lesson plan**

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| **LESSON: Module 7 Lesson 1**  *Into Space 1* | | **School:** | | | |
| **Date:** | | **Teacher name:** | | | |
| **CLASS:** | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L5 identify initial, middle and final phonemes and blends  4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics  4.W7 spell most familiar high-frequency words accurately when writing independently  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to  describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons  4.UE5 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics  4.UE13 use can to make requests and ask permission, use must / mustn’t / have to to talk about obligation, use have to +object + infinitive to talk about obligations | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To talk about space. | | | | |
| **Most learners will be able to:** | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To talk about space. | | | | |
| **Some learners will be able to:** | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To talk about space. | | | | |
| **Previous learning** | 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! Like make swim go eat ice-cream (grade 2)  Structures: comparisons; must/have to (obligation). Language in use: / would like to travel into space to visit other planets. Target vocabulary Into space: space station, telescope, spacesuit, rocket, alien, planet, astronaut, spaceship, comet | | | | |
| **Cross-curricular links** | Science (Ex. 1) | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** |
| **Beginning the lesson**  4. 1.5.1 | Hand out the completed Progress Report Cards for the previous module and ask the pupils to file them in their Language Portfolios. | | Cards  TPR | |  |

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| 4. 1.5.1  4.3.3.1  4. 1.5.1  4.5.3.1 | **Step 1** Look at the picture. Would you like to travel into space? Why?/Why not? Do you know any planets bigger than Earth?  Pupils' books closed. Put the Journey into space poster up 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.  Pupils' books open. Refer the pupils to the picture on p.94 and have a picture discussion. Ask the pupils if they would like to travel into space and why. Elicit answers from individual pupils.Then say and write on the board: Earth. Explain to the pupils that Earth is the name of our planet. Ask the pupils to name other planets (Mercury, Venus, Mars, Jupiter, Saturn, Uranus and Neptune).Then ask them to name the planets that are bigger than Earth. | | Answer key  I would like to travel into space to visit other planets. (suggested answer) Jupiter, Saturn, Uranus and Neptune are bigger than Earth. | | *Target vocabulary Seaside activities: make sandcastles, collect starfish, swim, go sailing, eat ice cream, go fishing* |
| **Step 2** Can you find these in the picture on page 94? Match. Then listen and check  Explain the activity. Allow the pupils some time to match the pictures with the correct words. Play the CD.The pupils listen and check their answers. | | . (Track 28 CD2) | | Answer key  2 i 3 h 4 f 5 d 6 b 7 g 8 e 9c |
| **Step 3** Look and read. Write yes or no.  Refer the pupils to the picture and have a picture discussion. Read the example aloud and explain the activity. Allow the pupils some time to look at the picture and complete the activity. Ask individual pupils to answer. Ask the rest of the class for verification. | | Track 14 CD2 | | Answer key  2 no 3 no  4 yes 5 no |
| Ending the lesson  4.1.7.1 | An activity to consolidate the language of the le. *Play Hangman using the words from the lesson* | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| 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 | | monitoring learner responses in questioning task and drilling answers where learners need support with pronunciation | | cross-curricular links: | |

**Module 7 Journey into Space**

**Lesson plan**

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| **LESSON: Module 7 Lesson 2**  *Into Space 2* | | **School:** | | | |
| **Date:** | | **Teacher name:** | | | |
| **CLASS:** | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics  4.S6 take turns when speaking with others in a growing range of short, basic exchanges  4.R6 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.W4 write with support short basic sentences with appropriate spaces between words | | | | |
| **Aim** | Language focus  Structures: interrogative pronouns; possessive adjectives.  *Language in use:* Where are you going? I'm going on holiday. When are you going? Who are you going with? What are you doing there? How many days are you staying?  Target vocabulary  *Holiday-related words:* go fishing, buy souvenirs, swimming trunks, goggles, go hiking, go sightseeing, sunbathe, towel, sunglasses, swimsuit, sunscreen, pack my suitcase | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To talk about holidays. | | | | |
| **Most learners will be able to:** | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To talk about holidays. | | | | |
| **Some learners will be able to:** | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To talk about holidays. | | | | |
| **Previous learning** | Structures: interrogative pronouns; possessive adjectives. *Language in use:* Where are you going? I'm going on holiday. When are you going? Who are you going with? What are you doing there? How many days are you staying?  Target vocabulary *Holiday-related words:* go fishing, buy souvenirs, swimming trunks, goggles, go hiking, go sightseeing, sunbathe, towel, sunglasses, swimsuit, sunscreen, pack my suitcase | | | | |
| **Cross-curricular links** | Science | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | Planned activities | | Smiles Resources | | Teacher Notes |
| **Beginning the lesson**  4.1.7.1 | (An activity to revise the language of the previous lesson.)  Put the Journey into space poster upon the board. Say aloud one of the words and ask individual pupils to come to the board and point to the correct picture. Ask the rest of the class for verification. | |  | |  |

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| **Presentation and practice**  4.1.4.1  4.1.7.1  4.5.5.1  4.3.3.1  4.3.3.1  4.5.5.1  4.5..13.1  4.1.4.1 | **Step 1** Listen, point and repeat.  Pupils' books closed. Put the picture flashcards up on the board. Point to them, one at a time, and name them. The pupils repeat, chorally and/or individually. Then point to the picture flashcards in random order. Ask individual pupils to name them.  Pupils' books open. Play the CD. The pupils listen, point and repeat. If you wish, play the CD again pausing after each word. The pupils repeat, chorally and/or individually | | (Track 29 CD2)Have Fun! poster on the board. | | *Target vocabulary • Water sports: sail, surf, waterski, dive; • get wet, pool Structure Present Continuous* |
| **Step 2** The Zorby family is visiting Earth on holiday. What do they want to do? Read and complete. Then match the pictures to the aliens.  Refer the pupils to the pictures and elicit the new vocabulary. Read the example aloud and explain the activity. Allow the pupils some time to complete it. Check their answers. | |  | | Answer key  2 souvenirs - f  3 sightseeing – e 4 goggles – c 5 hiking-d 6 sunscreen, swimsuit, sunbathe - a |
| **Step 3** Flop is getting ready for holiday. Read and complete the dialogue.  Pupils' books closed. Say, then write on the board: Who is he? Underline the word in bold. The pupils repeat, chorally and/or individually. Then point to a pupil and ask: Who is he? Elicit the name of the pupil, (e.g. Berik). Say, then write on the board: He's Berik. Underline the word in bold. Explain that we use the interrogative pronoun who to ask about people. Repeat to present the rest of the interrogative pronouns. Explain that we use how old to ask about age, why to ask for reason, what to ask about objects/actions, where to ask about position/ location, and when to ask about time.  Pupils' books open. Go through the Study spot section briefly. Read the example aloud and explain the activity. Go through the text and elicit/explain any unknown words. Allow the pupils some time to complete it. Check their answers. | |  | | Answer key  Where are you going?  Who are you going with?  How many days are you staying?  What are you doing there?  When are you leaving? |
| **Step 4** (activity 7) Imagine you are going on holiday in space. Talk with your friend.  Refer the pupils to the questions and explain the activity. Allow the pupils some time to brainstorm answers to the questions. Then the pupils, in pairs, use their answers and act out similar dialogues as the one in Ex.7. Go around the classroom providing any necessary help. Ask some pairs to report back to the class.  A: Why are you so happy, Saule?  B: Because I'm going on holiday.  A: That's nice! Where are you going?  B: I'm going to Mars.  A: Mars? Really? That is fantastic! Who are yoi with?  B: I'm going with my mum, my dad and my t A: How many days are you staying?  B: We're staying four days.  A: What are you doing there?  B: I'm going hiking and sunbathing!  A: When are you leaving?  B: We're leaving tomorrow morning.  A: That's great! Have fun, Saule!  B: Thank you! | |  | |  |
| **Ending the lesson**  4.1.4.1  4.5.13.1 | Hold up the picture flashcards, one at a time an< individual pupils to correct your statements. e.g. Teacher: (holding the 'go fishing'picture flashcard) Go sightseeing.  Pupil 1: No! Go fishing, etc  Suggested homework  For the next lesson, the pupils should know the words/phrases in Ex. 1. | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| 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 Journey into Space**

**Lesson plan**

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| **LESSON: Module 7 Lesson 3**  *Planets 1* | | | **School:** | | | |
| **Date:** | | | **Teacher name:** | | | |
| **CLASS:** | | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4L6 understand some specific information and detail of short,  supported talk on an increasing range of general and some curricular topics  4.R1 recognise, identify and sound with support a growing range of language at text level  4.R4 find with support books, worksheets and other print materials in a class or school library according to classification  4.W4 write with support short basic sentences with appropriate spaces between words  4.UE2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 100  4.UE17 use me, too and I don’t to give short answers, use when clause to describe simple present and past actions on personal and familiar topics | | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To develop listening and reading comprehension skills through a story; to practise talking about holidays ;to learn howto distinguish between and pronounce the sounds /[/and /tf/. | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To develop listening and reading comprehension skills through a story; to practise talking about holidays ;to learn howto distinguish between and pronounce the sounds /[/and /tf/. | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To develop listening and reading comprehension skills through a story; to practise talking about holidays ;to learn howto distinguish between and pronounce the sounds /[/and /tf/. | | | | | |
| **Previous learning** | Language focus Structures: Consolidation. Language in use: This is going to be a great holiday! I'm going to swim all day!Target vocabulary Consolidation. | | | | | |
| **Cross-curricular links** | *Science* | | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | | |
| **Plan** | | | | | | |
| **Planned timings** | | **Planned activities** | | **Smiles Resources** | | **Teacher Notes** |
| **Beginning the lesson**  4.1.4.1 | | (An activity to revise the language of the previous lesson.)  Say where you are going on summer holidays and ask individual pupils to say what they are doing there. e.g. Teacher: We are going to Greece this summer. Pupil 1: I am going swimming.  Pupil 2: I am going sightseeing, *etc* | |  | |  |

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| **Presentation and practice**  4.1.6.1  4.3.1.1  4.3.1.1  4.3.4.1  4.5.17.1  4.4.4.1  4.1.4.1  4.3.4.1  4.1.6.1 | **Step 1** Listen and read.  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) What are they doing?  Class: They're packing their suitcases.  Teacher: Yes. They're getting ready for their summer holidays, *etc*  Play the CD. The pupils listen and follow the story in their books. | | (Track 30 CD2) | | *Target vocabulary Consolidation.* |
| **Step 2** Read the story and correct the mistakes.  Allow the pupils some time to read the story silently and complete the activity. Check their answers.  Answer key  Daisy wants to swim all day.  Daisy's dad wants to go fishing every day.  Daisy's sister wants to play on the beach all day. Bella is having | |  | |  |
| **Step 3** choose the best title for the story.  Allow the pupils some time to read the story again. Then they choose a title. Allow them time to complete the activity. Check their answers.  Answer key  C Holiday For All!  Play the CD again with pauses for the pupils to repeat, chorally and/or individually | |  | | . |
| **Step 4 Act out the story (activity 13)**  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. | |  | |  |
| **Step 5** 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 pairs to come to the front of the classroom and act out their dialogue. If you wish, write the following on the board so the pupils can refer to it while they are completing the activity.  *A:* Let's pack our suitcases.  *B:* Hurray!! can't wait! I want to ... all day!  *A:* Don't forget to take your...!  *В:* I want to ..„too!  *A:* Don*'t* forget your...!  *B:* Thanks! Well, that's everything. We're ready for our holiday.  *A:* Let's go! | | (Track 31 CD2) | | Suggested answer key  Dana: Let's pack our suitcases.  Berik:Hurray! I can't wait! I want to fish all day!  Dana:Don't forget to take your fishing rod!  Berik: I want to go sightseeing, too!  Dana:Don't forget your camera!  Berik:Thanks! Well, that's everything. We're ready  for our holiday.  Dana: Let's go! |
| 4.1.4.1  4.2.4.1  4.5.17.1 | **Step 6** Listen and repeat.  Refer the pupils to the pictures. Point to sheriff a nd say: /[/ - sheriff. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for cash. Point to cheque and say: /tf/- cheque. Repeat the procedure for rich. 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: shoe, archil shell, wash, mechanic, chocolate, star, cheap. individual pupils to come to the board, read out words and write them next to the correct sound. | | (Track 32 CD2) | | Answer key  /JV: shoe, shell, wash /tf/: chocolate, cheap |
| 4.1.6.1  4.3.1.1  4.3.4.1 | **Step 7** Complete. Then listen and check. Read.  Refer the pupils to the picture. Elicit rich, sheriff, chec and cash. Draw the pupils' attention again to the /[/ c AJ7 sounds. Allow the pupils some time to complete missing letters. Play the CD for the pupils to listen c check their answers.  Answer key  The rich sheriff wants to give a cheque and some cc to charity.  Ask individual pupils to read out the sentence. Che their pronunciation and intonation | | (Track 33 CD2) | | . |
| **Ending the lesson**    4.1.4.1  4.1.6.1  4.4.4.1 | (An activity to consolidate the language of the lesso  Write the following sentences on the board. Ask t pupils to read the story again and choose the corre answer.  Daisy and her... are going on holiday,  a friends b family  Daisy's dad wants to go ... .  a fishing b sightseeing  Daisy's sister wants to play on the ....  a boat b beach  They are going by ... .  a plane b car  Note: If you wish, have the pupils close their boo during this activity. | |  | | Answer key  lb 2 a  3 b 4 b |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links 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 | |

**Module 7 Journey into Space**

**Lesson plan**

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| **LESSON: Module 7 Lesson 4**  *Planets 2* | | **School:** | | | |
| **Date:** | | **Teacher name:** | | | |
| **CLASS:** | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L4 understand a limited range of short supported questions on general and some curricular topics  4.S4 respond to questions on an increasing range of general and some curricular topics  4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.W2 begin to use joined-up handwriting in a limited range of written work  4.UE1 use singular nouns, plural nouns– including some common irregular plural forms and uncountable nouns, use possessive forms ‘s/s’ to name, describe and label things  4.UE2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 100  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to  describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons | | | | |
| **Lesson objectives** | **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 To talk about planets. | | | | |
| **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 To talk about planets. | | | | |
| **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 To talk about planets. | | | | |
| **Previous learning** | Language focus Structures: present simple; present I continuous; past simple; plurals; comparisons. **Language in use:** Zorg lives on a different planet. He went to Mars three months ago. j He is visiting Earth now. He's travelling to Venus tomorrow. What did the Ancient Greeks call the Sun? Target vocabulary  Planets: Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune | | | | |
| **Cross-curricular links** | *Science* | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles Resources** | | **Teacher Notes** |
| **Beginning the lesson**  4.1.4.1 | 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. 13). Repeat the activity with other pupils. | |  | |  |

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| **Presentation and practice**    4.1.6.1  4.3.1.1.  4.3.4.1  4.4.4.1  4.1.4.1  4.1.6.1  4.5.2.1  4.1.4.1  4.3.1.1  4.3.4.1 | **Step 1** Listen, point and repeat.  Pupils' books closed. Put the Planets poster up on the board. Point to the planets, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Point to each planet in random order. Ask individual pupils to name them.  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. | | (Track 34 CD2) | | *Target vocabulary Actions: skateboard, do karate, jog, hop, skip, have a picnic, play the violin* *Structures: the verb can; adverbs of manner* |
| **Step 2** Do the quiz and collect planets. Check your answers with your teacher or online.  Explain to the pupils that they will do a quiz about planets. Go through the questions and the prompts and elicit/explain any unknown vocabulary. Allow the pupils some time to do the quiz. Check their answers. Ask the pupils to count how many planets they collected, write the number in their books and check their results. | |  | | *Answer key*  *la 2b 3b 4a 5a 6a* |
| **Step 3** Read and complete.  Pupils' books closed. Say, then write on the board: I usually play video games on Sundays, but today I am playing chess. Underline the words in bold. The pupils repeat, chorally and/or individually. Explain the difference between the present simple (for repeated actions) and the present continuous (for temporary actions or future plans). Point out the use of key words (always, usually, today, every day, etc) to determine which tense is to be used. Revise/Elicit the interrogative, negative and the short answers. Ask the pupils to make sentences about what they usually do and what they are doing today.  **Drill your pupils:**  e.g. Teacher: walk to school - take bus  Pupil 1: I usually walk to school, but today I'm taking the bus.  Suggested prompts:  study in the afternoon - play football  go to the park - go to the museum  watch TV - go to the cinema  play tag with my friends - play leap frog with my friends  Say, then write on the board: / live in Astana. Underline the words in bold.The pupils repeat, chorally and/or individually. Explain that we also use present simple to talk about permanent actions in the present. Say, then write on the board: / lived in Almaty three years ago. The pupils repeat, chorally and/or individually. Explain that we use the past simple to talk about actions or states in the past. Revise/elicit the past simple.  Pupils' books open. Go through the Study spot section briefly. Explain the activity. Go through the sentences and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers. | | Activity  Cards | |  |
| **Step 5 Let’s Play (activity 21 )**  Pupils' books open. Refer the pupils to the interrogative pronouns and read the dialogue aloud. Allow th pupils some time to write questions based on Ex.l using the interrogative pronouns.  Pupils' books closed. The pupils play in pairs. Or pupil asks one of the questions he/she wrote and tf other pupil answers. Each correct answer wins point.The pupil with the most points wins.  Suggested answer key  Why are robots exploring Mars now? To find informatic When did Neil Armstrong walk on the Moon? In 19 How often does the moon travel around the Earl Almost once every month.  Who discovered Uranus in 1781? Willian Herschel. Where are the astronauts going tomorrow? To the mo How many aliens are coming out of the spaceship? | |  | |  |
| **Ending the lesson**  4.1.6.1 | (An activity to consolidate the language of the less  Say a time word or adverb of frequency and elicit w1 tense goes with it. Ask a pupil to make a sentence и it. Repeat with other pupils. e.g. Teacher: Yesterday.  Pupil: I played football yesterday, etc | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links 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 Journey into Space**

**Lesson plan**

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| **LESSON: Module 7 Lesson 5** *Aliens 1* | | **School:** | | |
| **Date:** | | **Teacher name:** | | |
| **CLASS:** | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L5 identify initial, middle and final phonemes and blends  4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics  4.S4 respond to questions on an increasing range of general and some curricular topics  4.R6 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.W7 spell most familiar high-frequency words accurately when writing independently  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to  describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons  4.UE4 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics  4.UE16 use conjunctions and, or, but, because to link words and phrases | | | |
| **Lesson objectives** | **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 To revise holidays and planets; to write a blog entry about your dream holiday; to develop the pupils' listening skills through a song. | | | |
| **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 To revise holidays and planets; to write a blog entry about your dream holiday; to develop the pupils' listening skills through a song. | | | |
| **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 To revise holidays and planets; to write a blog entry about your dream holiday; to develop the pupils' listening skills through a song. | | | |
| **Previous learning** | Language focus Structures: determiners; conjunctions. *Language in use:* Oh what a great world this will be, when we can go on holidays under the sea! Bongo's excited because he likes swimming underwater. Target vocabulary dream holiday, underwater, glass, hotel, seashells, brilliant, outer space | | | |
| **Cross-curricular links** | *Science* | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | |
| **Plan** | | | | |
| **Planned timings** | **Planned activities** | | **Smiles Resources** | **Teacher Notes** |
| **Beginning the lesson**    4.1.5.1  4.2.4.1 | (An activity to revise the language of the previous lesson.)  Write on the board the interrogative pronouns from the previous lesson and ask pupils to write questions about the planets using them. Allow the pupils some time to write their questions. Check their answers. e.g. How many moons does Neptune have?  What do people call Mars? *etc.*  Before going into class  Prepare photocopies of the song for each group of pupils. Cut the song into strips, one line per strip.  Divide the class into groups and hand out the strips of paper. The pupils put the strips of paper in the correct order as they listen to the song.  (See the */nfroducf/on* for further ideas on how to exploit the *songs.)* | |  |  |

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| **Presentation and practice**  4.1.5.1  4.3.6.1  4.3.6.1  4.4.7.1 | **Step 1** Complete. Then listen and check.  Explain the activity. Allow the pupils some time to read “ and complete the texts, Play the CD. The pupils listen and check their answers. | | (Track 35 CD2) | | Answer key  2 windows 3 fish 4 planet 5 aliens 6 spacesuit |
| **Step 2** Read and circle.  Explain the activity. Go through the text and elicit/explain any unknown words. Allow the pupils some time to complete it. Check their answers. | |  | | Answer key   |  |  |  | | --- | --- | --- | | 2 - 3 any 4 but | 5 a | c  о  oo | | 5 a 6 – 7 the 8 an | 6 - |  | |  | 7 the |  | |
| **Step 3** PORTFOLIO: Talk with your friends. Then write a blog entry about your dream holiday.  Ask the pupils, in pairs or in groups, to talk about their dream holiday. For homework, tell the pupils to write a blog entry about their dream holiday and use the text in Ex. 20 as a model. Then help them file their writing activities in their Language Portfolios.  Suggested answer key  Daniya from Almaty  My dream holiday is to go to the moon! I would like to stay in space stations with very big windows to watch the stars, comets and spaceships. | | Track 23 CD2 | |  |
| 4.1.6.1  4.1.8.1  4.3.6.1 | **Step 4** Let's sing!  Point to the song and say: Oh what a great wor/d this will be! The pupils repeat, chorally and/or individually. Follow the same procedure and present the rest ot the song.  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. | | (Track 36 CD2) | | 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. |
|  | **Step 5** Read and write the aliens' names.  Refer the pupils to the pictures and have a picture discussion. Explain the activity. Allow the pupils some time to read the text and complete the activity. Check their answers. | |  | | Answer key  Bango2 Dalo 3 Yonta 4 Floogle |
| **\Ending the lesson**  4.5.4.1 | An activity to consolidate the language of the less  Ask the pupils to draw a pit the beach and write a shoi Allow the pupils some time Ask individual pupils to pres class.  **Suggested answer key**  Dango is wearing sunglasses. He is e he likes fishing. | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links 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 | | 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 | | cross-curricular links: features of Summer Camp | |

**Lesson plan Journey into Space**

**Lesson plan**

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| **LESSON: Module 7 Lesson 6**  *Aliens 2* | | | **School:** | | | | |
| **Date:** | | | **Teacher name:** | | | | |
| **CLASS:** | | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.W5 link with some support sentences using basic coordinating connectors  4.UE9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular]to describe actions and feelings and narrate simple events including short answer forms and contractions | | | | | | |
| **Lesson objectives** | 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 To explore other subject areas (Science); to learn about Mars; to foster pupils' creativity by designing their own planet. | | | | | | |
| 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 To explore other subject areas (Science); to learn about Mars; to foster pupils' creativity by designing their own planet. | | | | | | |
| 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 To explore other subject areas (Science); to learn about Mars; to foster pupils' creativity by designing their own planet. | | | | | | |
| **Previous learning** | Language focus Structures: present simple; past simple. ***Language in use:*** Mars is the fourth planet from the Sun and it has got two moons. Target vocabulary  surface, season, solar system | | | | | | |
| **Cross-curricular links** |  | | | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | | **Planned activities** | | **Smiles Resources** | | **Teacher Notes** | |
| **Beginning the lesson**  4.1.4.1 | | Play the song from the previous lesson and ask the pupils to sing along. | |  | |  | |

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| 4.1.5.1  4.1.8.1  4.3.6.1  4.2.4.1  4.5.16.1 | **Step 1** Listen and read.  Pupils' books closed. Put the All about Mars poster up on the board. Point to the planet and say Mars. The pupils repeat, chorally and/or individually. Read the facts on the poster aloud and have a class discussion about Mars. Ask the pupils to tell you any other facts they may know about Mars.  Pupils' books open. Play the CD.The pupils listen and follow the in their books. | | (Track 37 CD2) | | *Target vocabulary • sea, air, ground, water vapour, evaporate, form, condense, precipitation, condensation, evaporation, cloud formation* |
| **Step 2** Read and match to make sentences.  Explain the activity. Allow the pupils some time to read again the text silently and complete the activity. Check their answers.  Did you know?  Refer the pupils to the Did you know? section. Read the sentence aloud and have a brief class discussion about it. (Background information: Venus is very close to the Sun and that's why it looks very bright. We can see it very early in the morning before the sun rises and late in the evening after the sun is down. Because of this people in the ancient world believed that Venus was two different objects. A star of the morning and one of the evening.The ancient Greeks finally understood that this wasn't the case.) | |  | | Answer key **2 c 3a 4 b** |
| 4.1.7.1  4.1.8.1 | **Step 3** Listen and circle. (Track 38 CD2)  Explain the activity. Go through the prompts and elicit/explain any unknown words. Play the CD. The pupils listen and circle the correct words. Check their answersAUDIOSCRIPT  *Teacher:* Mark, can you show the class the planet you designed?  *Mark:* OK. Hello, everyone! This is my planet, Zarf. It's red and yellow and it's got four moons. It's ten billion kilometres away from the sun. That's why a day on Zarf is thirty - three days on Earth! Zarf has got high mountains, lakes and some volcanoes, too!  *Teacher:* Well, thank you, Mark. | |  | | Answer key  2 red  3 four   1. ten   5 thirty-three  6 lakes |
| 4.5.3.1  4.5.4.1 | **Step 4**  Over to you: Design your own planet and present it to the class.  Ask the pupils to think of their own planet. Write on the board:  Name of planet:  Colour:  Number of moons:  Distance from the Sun:  Length of day:  What else has it got?  Elicit answers from individual pupils. Then ask the pupils to draw their planet and write a short description about it. Allow the pupils some time to complete the project. Ask individual pupils to present their planet to the class.  This is my planet, Greenus. It's green and it's got two moons. It's five billion kilometres away from the sun. A day on Greenus is 15 days on Earth. Greenus has got a lot of forests and lakes. | |  | |  |
| **Ending the lesson**  4.5.3.1 | Pupils' books closed. Divide the class i A and B. Ask one pupil from each tec the front of the class. Tell each p sentence about Mars and ask them sentence. Each correct answer wins a p with the most points wins the game. | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| 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 Journey into Space**

**Lesson plan**

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| **LESSON: Module 7 Lesson 7**  *Into Space 1 SA7* | | | **School:** | | | | |
| **Date:** | | | **Teacher name:** | | | | |
| **CLASS:** | | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.W5 link with some support sentences using basic coordinating connectors  4.UE9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular]to describe actions and feelings and narrate simple events including short answer forms and contractions | | | | | | |
| **Lesson objectives** | **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 To talk about space museums. | | | | | | |
| **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 To talk about space museums. | | | | | | |
| **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 To talk about space museums. | | | | | | |
| **Previous learning** | Language focus Structures: Consolidation. *Language in use:* Visit the National Space Centre in England and see one of the largest planetariums in the UK. Do you like learning about space life? Target vocabulary planetarium, gallery, cosmonaut, space shuttle, cabin, take control | | | | | | |
| **Cross-curricular links** | *Science* | | | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | | **Planned activities** | | **Smiles Resources** | | **Teacher Notes** | |
| **Beginning the lesson**    4.1.4.1 | | (An activity to revise the language of the previous lesson.)  Ask the pupils to write 3 sentences about Mars. Allow the pupils some time to write their sentences. Ask individual pupils to report back to the class. Ask the rest of the class for verification | |  | |  | |

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| 4.3.5.1  4.4.1.1  4.4.1.1  4.4.5.1  4.5.9.1 | **Step 1** Read and underline. Then listen and check.  Ask the pupils to look at the pictures. Have a picture discussion.  e.g. Teacher: (pointing to the astronaut) What's this? Pupil: It's an astronaut.  Teacher: It's a statue of an astronaut. Where is it? Pupil: In the UK. Etc  Explain the activity. Go through the texts and elicit/explain any unknown words. Allow the pupils some time to read the texts and underline the correct words. Play the CD. The pupils listen and check their answers. | | (Track 39 CD2)  Answer key   |  |  |  |  | | --- | --- | --- | --- | | 1 | largest |  | learning | | 2 | at |  | of | | 3 | through |  | explore | | 4 | On |  | of | | | Answer key   |  |  | | --- | --- | | 5 | learning | | 6 | of | | 7 | explore | | 8 | of | |
| **Step 2** Project: My space museum  Ask the pupils to think of their own space museum and write a short paragraph about it using the texts on p.106 as models. They can draw pictures and attach them. Alternatively, assign the project for homework. The pupils then present their projects to the class. Display their work in the classroom. | |  | | .Suggested answer key |
| 4.4.1.1  4.4.5.1  4.5.9.1 | **Project: My favourite sports person** 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. | |  | |  |
| **Ending the lesson**    4.5.9.1 | This is my space museum. It looks like a spaceship. There are so many exciting things to see and do here. You can visit the planetarium and learn about the planets. You can also see spacesuits and helmets that astronauts used in space. Before you leave, remember to take a picture wearing a spacesuit! | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| 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 Journey into Space**

**Lesson plan**

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| **LESSON: Module 7 Lesson 8**  Revision | | | **School:** | | | | |
| **Date:** | | | **Teacher name:** | | | | |
| **CLASS:** | | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.W5 link with some support sentences using basic coordinating connectors  4.UE9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular]to describe actions and feelings and narrate simple events including short answer forms and contractions | | | | | | |
| **Lesson objectives** | **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 | | | | | | |
| **Previous learning** | My space museum | | | | | | |
| **Cross-curricular links** | *Space* | | | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | | **Planned activities** | | **Smiles Resources** | | **Teacher Notes** | |
| **Beginning the lesson**  4.1.4.1 | | Ask the pupils to present Project: | |  | |  | |

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| **Presentation and practice**    4.4.1.1  4.4.5.1  4.5.9.1 |  | |  | |  |
| **Step 1** Read and revise the words and grammar module 7 | |  | |  |
| **Step 2** 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 | |  |
|  | **Step 3**  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 | |  |
| **Ending the lesson** | Ask the pupils to present Project: My favourite sports person Individually in the class | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| 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 Journey into Space**

**Lesson plan**

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| **LESSON: Module 7 Lesson 9**  **A beach story Revision** | | | **School:** | | | | |
| **Date:** | | | **Teacher name:** | | | | |
| **CLASS:** | | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.W5 link with some support sentences using basic coordinating connectors  4.UE9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular]to describe actions and feelings and narrate simple events including short answer forms and contractions | | | | | | |
| **Lesson objectives** | **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 | | | | | | |
| **Previous learning** | *Consolidation.*  *sea, air, ground, water vapour, evaporate, form, condense, precipitation, condensation, evaporation, cloud formation* | | | | | | |
| **Cross-curricular links** | *Space* | | | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | | **Planned activities** | | **Smiles Resources** | | **Teacher Notes** | |
| **Beginning the lesson**  4.1.4.1 | | Ask the pupils to present Project: My favourite sports person Individually in the class | |  | |  | |

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| **Presentation and practice**  4.3.5.1  4.4.1.1 | CHECKPOINT 7  Read and number.  The pupils read and number the pictures.  Look, choose and complete the sentences.  The pupils look at the pictures and complete the sentences with the present continuous of the correct phrase.  Extra Check: The pupils are now ready to 78-79 in the Activity Book. Read and choose the best  Formative Assessment  is packing her suitcase  is going hiking  are buying souvenirs  are going sightseeing  is going swimming | |  | | Answer key  B3 C 2 D 4 El F 5  Answer key The pupils read and complete the dialoc Answer key  To White Waters Lake.  This Friday afternoon.  No, my brother is driving.  Yes, of course! |
| **Ending the lesson**  4.3.5.1  4.1.4.1 | The pupils are now ready to do pages 78-79 in the Activity Book. | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| 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 Machines**

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| **LESSON: Module 8 Lesson 1** *Slow machines 1* | | **School:** | | | | |
| **Date:** | | **Teacher name:** | | | | |
| **CLASS:** | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | 4L6 understand some specific information and detail of short,  supported talk on an increasing range of general and some curricular topics  4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics  4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics  4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.W7 spell most familiar high-frequency words accurately when writing independently  4.UE5 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics  4.UE12 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, use common –ly manner adverbs to describe actions e/g/ slowly, quickly | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | |
| respond correctly to some spoken, written and mimed prompts and show some control of target language in interactive question sequences To learn and talk about slow machines. | | | | |
| **Most learners will be able to:** | | | | |
| respond correctly to most spoken, written and mimed prompts and show some control of target language in interactive question sequences To learn and talk about slow machines. | | | | |
| **Some learners will be able to:** | | | | |
| recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken questions To learn and talk about slow machines. | | | | |
| **Previous learning** | Language focus Structures: past simple; interrogative pronouns; adverbs of frequency; adverbs of manner. Language in use: / would use a photo booth to take a photo. Target vocabulary Slow machines: photo booth, coffee machine, bicycle, computer, cassette player, typewriter washing machine • photo, press, button, handles | | | | |
| **Cross-curricular links** | Science (Exs. 1 & 2) | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** | |
| **Beginning the lesson**  4.1.4.1 | Hand out the completed Progress Report Cards for the previous module and ask the pupils to file them in their Language Portfolios. | |  | |  | |

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| **Presentation and practice**  4.1.6.1  4.1.6.1  4.2.3.1  4.3.3.1  4.4.1.1    4.1.6.1  4.2.3.1 | **Step 1** Look at the pictures. Which of the machines would you use to take a photo? to go to school? to do your homework? to make a drink?  Say and write on the board: machine. Elicit/explain what a machine is. Refer the pupils to the picture and have a picture discussion. Elicit the names of the machines (A - photo booth, В - coffee machine, C - bicycle, D - computer). Then ask the pupils which of these machines they would use to take a photo, which one to make a drink, which one to go to school, and which one to do their homework. Elicit answers from individual pupils. Ask the rest of the class for verification.  Answer key  I would use a photo booth to take a photo.  I would use a coffee machine to make a drink.  I would use a bicycle to go to school.  I would use a computer to do my homework. | |  | | Target vocabulary Places: park, cinema, sports centre, skating rink, market |
| **Step 2** Make a list of 5 machines you use every day! Are they fast or slow?  Refer the pupils to the picture of the computer on p.l 08. Ask: Is it a slow or a fast machine? Elicit: it's a slow machine. Then show the pupils a picture of a smartphone. Ask: Is it a slow or a fast machine? Elicit: It's a fast machine. Explain to the pupils, in LI if necessary what is the difference between slow and fast machines. Then ask pupils to write down 5 machines they use every day. Ask the pupils to think if they are slow or fast machines. Allow the pupils some time to write down their answers. Go around the class providing any necessary help. Check their answers. | |  | | Suggested answer key  tablet - fast machine, bicycle - slow machine, scissors - slow machine, microwave - fast machine, dishwasher - fast machine |
| **Step 3** Read and complete. Use: Past Simple. Then match.  Ask the pupils to complete the sentences by using the past simple of the verbs in brackets. Go through the sentences and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers.  Refer the pupils to the pictures. Read the words aloud, one at a time. The pupils repeat chorally and/or individually. Explain the activity. Allow the pupils some time to match the pictures with the correct sentences. Check their answers. | |  | | Answer key   1. pressed 2. pushed 3. used   5 pressed  6 listened    АЗ B 1 C2 |
| **Step 4** Listen and number.  Refer the pupils to the pictures and elicit the names of the machines (A - sewing machine, В - phonograph, C - carriage, D - film projector). Refer the pupils to the picture of the sewing machine and ask them what people used this machine for? Elicit/explain that people used a sewing machine to make clothes. Explain the activity. Play the CD. The pupils listen and number the pictures.  AUDIOSCRIPT  *-* People used this to make clothes.  *-* This machine was at the cinema. It was a  machine for showing films.  - People used this to listen to music.  *-* People used this to travel from place to place. | | (Track 40 CD2) | | Answer key  В 3 C 4 D 2 |
| **Ending the lesson**  4.2.3.1 | Ask pupils to think of a slow machine that grandparents or parents used. Ask them to drc picture of the machine and write what they us for. Allow the pupils some time to complete activity. Ask individual pupils to report back to class. | |  | | My dad played music on a cassette player |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| 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 Machines**

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| **LESSON: Module 8 Lesson 2** *Slow machines 2* | | **School:** | | | |
| **Date:** | | **Teacher name:** | | | |
| **CLASS:** | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4L6 understand some specific information and detail of short,  supported talk on an increasing range of general and some curricular topics  4.S1 make basic statements which provide information on an increasing range of general and some curricular topics  4.R2 read and understand with some support short simple fiction and non-fiction texts  4.W5 link with some support sentences using basic coordinating connectors  4.UE1 use singular nouns, plural nouns– including some common irregular plural forms and uncountable nouns, use possessive forms ‘s/s’ to name, describe and label things  4.UE6 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken questions with some support To learn and talk about materials. | | | | |
| **Most learners will be able to:** | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken questions with some support To learn and talk about materials. | | | | |
| **Some learners will be able to:** | | | | |
| recognise and use target language correctly and show comprehension of most written and spoken questions with little support To learn and talk about materials. | | | | |
| **Previous learning** | Language focus Structures: made of/used for; possessive case; this/that/these/those; object pronouns. *Language in use: Can* you see that watch over there? Yes. Whose is it? It's Akbota's. Give it to her, please. A pot is usually made of clay. Target vocabulary scarf, belt, watch, mirror, candle, remote control, pot, broom | | | | |
| **Cross-curricular links** | Science | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** |
| **Beginning the lesson**    4.1.6.1 | Ask individual pupils to name a slow machine and say what people use/used it for. Ask the rest of the class for verification.  e.g. People use a coffee machine to make a drink. | |  | |  |

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| **Presentation and practice**    4.1.6.1  4.2.3.1  4.3.3.1  4.4.1.1.  4.4.7.1  4.3.3.1  4.5.5.1  4.5.12.1  4.5.12.1 | **Step 1** Listen, point and repeat.  Pupils' books closed. Put the picture flashcards up on fhe board. Point to them one at a time and say the corresponding words. The pupils repeat chorally and/or individually. Point to the picture flashcards in random order. Ask individual pupils to name them.  Pupils' books open. Play the CD. The pupils listen, point and repeat. If you wish, play the CD again pausing after each word.The pupils repeat, chorally and or individually. | | (Track 41 CD2) | | Target vocabulary Seasons: spring, summer, autumn, winter; Actions:ly a kite, go to school, ride a bike, fish. |
| **Step 2** Read and complete. Then match.  Refer the pupils to the first dialogue and read it aloud. Explain the activity. Allow the pupils some time to complete the dialogues. Check their answers.  Refer the pupils to the pictures. Explain the activity. Allow the pupils some time to match the pictures with the dialogues. Check their answers. Then the pupils, in pairs, act out the dialogues. | |  | | Answer key  2me 3 you  4 it 5 them АЗ В 5 Cl D 4 E 2 |
| **Step 3** Look again at the items in Ex. 5. Read and match.  Pupils' books closed. Say, then write on the board: A ruler is made of plastic. Underline the words in bold. The pupils repeat, chorally and/or individually. Then say and write on the board: It's used for drawing straight lines. Underline the words in bold.The pupils repeat, chorally and/or individually. Elicit/Explain that we use made of to talk about the material used to make an object and used for to talk about what we use the object for.  Pupils' books open. Go through the Study spot section briefly. Read aloud the example and explain the activity. Go through the prompts and elicit/explain any unknown words. Allow the pupils some time to complete the activity.  Check their answers. | |  | | Answer key  В 3 C 2 D 7 E 5 FI  G 8 H 4 |
| **Step 4** Explain the activity. Allow the pupils three minutes to complete it. Elicit answers for individual pupils. Ask the rest of the class for verification.  Suggested answer key  bottle, cool box, cassette player  pen, pencil  chair, table  coffee machine, bicycle, watch | |  | |  |
| 4.1.3.1 | **Step 5 Let's Play**  Divide the class into two teams, A and B.Ask one pupil from each team to come to the front of the classroom. Name to each pupil an item from Ex.5. The pupils have to say what it is made of. Repeat with the rest of the pupils. Each correct answer wins a point. The team with the most points wins the game.  Suggested answer key Teacher: Candle!  Pupil 1: A candle is made of wax.  Teacher: Mirror!  Pupil 2: A mirror is made of glass, etc | |  | |  |
| **Ending the lesson**    4.4.1.1 | Write the following on the board: table, m> coat, bike, chair, book, laptop, smartphone, house, etc. Divide the class into two teams.Th take turns choosing an object and saying v used for. Accept all reasonable answers. EacT answer wins a point. The team with the mos wins the game. | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| 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 Machines**

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| **LESSON: Module 8 Lesson 3** *Fast machines 1* | | **School:** | | | |
| **Date:** | | **Teacher name:** | | | |
| **CLASS:** | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L5 identify initial, middle and final phonemes and blends  4.S4 respond to questions on an increasing range of general and some curricular topics  4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges  4.R1 recognise, identify and sound with support a growing range of language at text level  4.W2 begin to use joined-up handwriting in a limited range of written work  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to  describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons  4.UE14 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | |
| take part in interactive exchanges giving and asking for some information correctly identify some information correctly in comprehension tasks with some support To develop listening and reading comprehension skills through a story; to talk about playing a game; to learn how to pronounce the /е/, /ei/, /эе/ sounds. | | | | |
| **Most learners will be able to:** | | | | |
| take part in interactive exchanges giving and asking for most information correctly identify most information correctly in comprehension tasks with some support To develop listening and reading comprehension skills through a story; to talk about playing a game; to learn how to pronounce the /е/, /ei/, /эе/ sounds. | | | | |
| **Some learners will be able to:** | | | | |
| take part in interactive exchanges giving and asking for information correctly identify most information correctly in comprehension tasks with little support To develop listening and reading comprehension skills through a story; to talk about playing a game; to learn how to pronounce the /е/, /ei/, /эе/ sounds. | | | | |
| **Previous learning** | Language focus Structures; Consolidation. *Language in use:* It's made of wax. It's used for lighting a room. Do you want to play 'What's The Object?' Target vocabulary Consolidation. | | | | |
| **Cross-curricular links** | Consolidation. | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** |
| **Beginning the lesson**  4.1.4.1 | Write vocabulary from the previous lesson with gaps on the board, e.g.b\_\_t. Ask a pupil to say the word (belt) and complete the gaps with the missing letters. Ask the rest of the class for verification. Repeat the activity with other words and pupils. | |  | |  |

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| **Presentation and practice**  4.1.6.1  4.3.3.1  4.4.7.1  4.4.1.1.  4.4.7.1  4.3.3.1 | **Step 1** Listen and read.  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) What are the children doing?  Class: They are watching a quiz programme  on TV!  Teacher: (pointing to Jake in picture *и/rw*  Play the CD. The pupils listen and follow the story i their books. | | (Track 42 CD2) | | Consolidation |
| **Step 2** Read the story and complete the summary.  Explain the activity. Refer the pupils to the summary and read the example aloud. Allow the pupils some time to read the story again silently and complete the summary. Check their answers. | |  | | **Answer key**  2 TV  3 Object  4 mum  5 Lilly  6 piano |
| **Step 3** Thinkirfh Read and answer.  Explain the activity.The pupils read the sentences and find the answers in the story. Check their answers. | |  | | Answer key  1 scarf  2 watch  3 candle |
| 4.2.3.1 | **Step 4 Act out the story (activity 11)**  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. | |  | |  |
| 4.1.7.1  4.2.3.1 | **Step 5** 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. 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: ... ,do you want to play 'What's The Object'?  B: Yes, of course. I always get the right answers!  A: OK. It’s made of.... It’s used for...!  B: ... ?  A: That's ...! Your ft | | **(Track 43 CD2)** | |  |
| 4.1.7.1  4.2.3.1  4.3.3.1  4.5.5.1 | **Step 6** Activities to familiarise the pupils with the */е/,* /ei/ and /аг/sounds.) Listen, point and repeat.  Refer the pupils to the pictures. Point to the picture of mend and say: /e/- mend.The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for apron. Point to the apron and say: /ei/ - apron. The pupils repeat, chorally and/or individually. Check their pronunciation. Repeat the procedure for patch. Point to patch and say: /ж/ - patch. The pupils repeat chorally and/or individually. 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 on the board as headings:/е/ /ei/./ае/. Write the words: tend catch, send, age, match, say, cake, bend, latch.  Ask individual pupils to come to the board, read out the words and write them next to the correct sound. Ask the rest of the class for verification. | | (Track 44 CD2) | | Answer key  E - lend, send, bend,  Ei - age, say, cake  ɘ- catch, match, latch |
| 4.1.7.1 | **Step 7** Complete. Then listen and repea (Track 45 CD2)  Refer the pupils to the picture. Elicit apron, me patch. Draw the pupils' attention again to the and sounds. Allow the pupils some time to cc the missing letters. Play the CD for the pupils 1 and check their answers.  Answer key  Can you mend my apron with this patch?  Ask individual pupils to read out the sentence, their pronunciation and intonation. | | Track 30 CD2 | |  |
| **Ending the lesson**  4.12.3.1 | Divide the class into two teams. Put the F flashcards (49-56) on the board in random oro the pupils to look at the cards for a few m Shuffle the cards and remove one without the seeing. Ask them to say which one is missin team who guesses first gets a point. Continue v many cards as you feel is necessary | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links 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 | | Health and Safety check: talk about simple rules Do’s and Don’ts with walking, riding a bike and getting a bus. | |

**Lesson plan Machines**

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| **LESSON: Module 8 Lesson 4** *Fast machines 2 SA8* | | | **School:** | | | |
| **Date:** | | | **Teacher name:** | | | |
| **CLASS:** | | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.S4 respond to questions on an increasing range of general and some curricular topics  4.S6 take turns when speaking with others in a growing range of short, basic exchanges  4.W4 write with support short basic sentences with appropriate spaces between words  4.W7 spell most familiar high-frequency words accurately when writing independently  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to  describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons  4.UE13 use can to make requests and ask permission, use must / mustn’t / have to to talk about obligation, use have to +object + infinitive to talk about obligations  4.UE16 use conjunctions and, or, but, because to link words and phrases | | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken questions with some support To talk about household objects. | | | | | |
| **Most learners will be able to:** | | | | | |
| recognise and most some target language correctly and show comprehension of some written and most spoken questions with some support To talk about household objects. | | | | | |
| **Some learners will be able to:** | | | | | |
| recognise and use target language correctly and show comprehension of most written and spoken questions with little support To talk about household objects. | | | | | |
| **Previous learning** | Language focus Structures: order of adjectives. *Language in use:* The young boy has got а fantastic new tablet. Target vocabulary Fast machines: **vacuum cleaner,**  microwave, hairdryer digital thermometer,calculator dishwasher, fridge, blender | | | | | |
| **Cross-curricular links** | Machines | | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | | |
| **Plan** | | | | | | |
| **Planned timings** | | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** |
| **Beginning the lesson**    4.1.5.1 | | 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. | |  | |  |

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| **Presentation and practice**  4.1.5.1  4.3.1.1  4.2.4.1  4.2.7.1  4.2.4.1  4.2.7.1  4.5.3.1  4.3.1.1  4.4.2.1  4.5.14.1 | **Step 1** Listen and repeat. Then number the pictures.  Pupils' books closed. Put the Fast machines poster up 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 each item in random order. Ask individual pupils to name them. Pupils' books open. Explain the activity. Allow the pupils some time to complete it. Check their answers.  Answer key  C 4 H 6 E 8 A  В | | (Track 46 CD2)    TPR | | Target vocabulary • Activities: eat an ice cream, sleep, listen to music, watch TV, tidy my room, drink milk, pick lowers |
| **Step 2** Answer the questions.  Explain the activity. Go through the questions and elicit/explain any unknown words. Allow the pupils some time to answer the questions. Ask individual pupils to report back to the class. Ask the rest of the class for verification. | |  | | Answer key  1 calculator  2hairdryer  3 vacuum  cleaner  4 microwave, dishwasher, fridge, blender  5 microwave  6 fridge |
| **Step 3** Which of these machines are  important to you? to your mum? to your dad?  Ask the pupils which of the machines are important to them, which ones to their mums, and which one to their dads. Elicit answers from individual pupils.  Suggested answer key  The calculator is important to me. I use it to do my maths homework.  The hairdryer is important to my mum. She uses it to dry her hair.  The dishwasher is important to my dad. He uses it to wash the dishes. | |  | |  |
| **Step 4** Read and write.  Pupils' books closed. Say, then write on the board: We bought a new fridge. Underline the words in bold.The pupils repeat, chorally and/or individually. Explain that adjectives come before nouns. Then say and write on the board: We bought a fantastic new big red metal fridge. Underline the words in bold.The pupils repeat, chorally and/or individually. Write opinion, age, size, colour, material above the respective adjective. Explain that when we use many adjectives to describe an object, we have to use a specific order.  Pupils' books open. Go through the Study spot section briefly. Read the examples aloud and explain the activity. Allow the pupils some time to complete the activity. Check their answers. | |  | | Answer key  2 S 3 M 4 A5 0 6 A 7 M 8 C  9 S |
| 4.4.2.1 | **Step 5** Explain the activity. Go through the sentences and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers. | | TPR | | Suggested answer key  1 fantastic new  2 small metal 3 small plastic  4 old green |
|  | **Step 6**  Play the adjectives game!  Divide the class into two teams, A and B. Say an adjective from Ex.20 to a pupil from team A. If you wish you can use other adjectives, too.The pupil has to say what type of adjective it is. Repeat with a pupil from team B. Each correct answer wins a point. The team with the most points wins the game. e.g. Teacher: Plastic.  Pupil 1: Material! etc | |  | |  |
| **Ending the lesson**  4.4.2.1  4.5.5.1 | Write on the board two or three adject noun. Ask a pupil to put the adjectives in order. Ask the rest of the class for verificat with other prompts and pupils. e.g. (Write on the board: red metal old frit Pupil: An old red metal fridge | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| 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 Machines**

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| **LESSON: Module 8 Lesson 5** *Robots 1* | | **School:** | | | |
| **Date:** | | **Teacher name:** | | | |
| **CLASS:** | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics  4.S4 respond to questions on an increasing range of general and some curricular topics  4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics  4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently  4.UE4 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics  4.UE11 use has got / have got there is / are statement, negative and question forms including short and full answers and contractions  4.UE14 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | |
| respond correctly to some spoken, written and mimed prompts and show some control of target language in presentation and written activities | | | | |
| **Most learners will be able to:** | | | | |
| respond correctly to most spoken, written and mimed prompts and show control of target of most language in presentation and written activities | | | | |
| **Some learners will be able to:** | | | | |
| respond correctly to spoken, written and mimed prompts and show control of target of most language in presentation and written activities To read and talk about people in history; to write | a short biography of a person in history; to develop the pupils' listening skills through a song | | | | |
| **Previous learning** | Language focusStructures: Consolidation *Language in use:* Sir Isaac Newton was bom in England, on 4th January, 1643. The light bulb was invented by a man named Edison, inventions and discoveries have changed the lives we lead. Target vocabulary famous, scientific, discovery, invention, gravity, telescope, scientist | | | | |
| **Cross-curricular links** | History | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** |
| **Beginning the lesson**    4.1.8.1 | Ask individual pupils to mime using one of the items from Ex.17 from the previous lesson. The rest of the class tries to guess what it is. Repeat with as many pupils as you feel necessary. | | TPR | |  |

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| **Presentation and practice**  4.3.6.1  4.3.4.1  4.1.8.1  4.3.4.1  4.3.4.1  4.3.2.1  4.4.5.1 | **Step 1** Read and circle.Then listen and check.  Explain the activity. Read the text aloud and elicit/explain any unknown words. Allow the pupils some time to read the text silently and circle the correct words. Play the CD. The pupils listen and check their answers.  Answer key   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2 | His | 5 and | 8 | invented | | 3 | but | 6 best | 9 | on | | 4 | because | 7 an | 10 | greatest |   Then individual pupils read out the texts. | | (Track 47 CD2) | | Consolidation. |
| **Step 2** Match. Talk with your friend.  Refer the pupils to the names of the famous people and fhe inventions. Explain the activity. The pupils match the people with the inventions orally first, then in writing. Check their answers. Refer the pupils to the prompts and provide the pupils with a model dialogue. Remind the pupils how to read dates. Explain that the first date shows when each person was born and the second date shows when each person died. Then the pupils, in pairs, make similar dialogues. Go around the classroom providing any necessary help. Ask some pairs to report back to the class.  Suggested answer key  A: When was Karl Benz born?  B: He was born in 1844,  A: When did he die?  B: He died in 1929.  A: What did he invent?  B: He invented the first car. | |  | | Answer key  a 4 b 2 cl d 3 |
| **Step 3** PORTFOLIO: Talk with your friends. Then write about a person in history.  The pupils, in pairs or in groups, talk about the people from Ex. 24. Go around the classroom providing any necessary help. For homework, tell the pupils to write a short biography about one of the people in Ex. 24. Then help them file their writing activities in their Language Portfolios.  Suggested answer key  *Alexander Graham Bell was born in 1847. He is famous because he made many inventions. His best invention was the telephone.*  *Alexander Graham Bell died in 1922. Today, people think of him as one of the greatest inventors in history!* | | Spots and Stripes Poster | |  |
| 4.1.8.1 | **Step 4** Let's sing!  Point to the picture and elicit the items. Say: The light bulb was invented by a man named Edison. The pupils repeat chorally and/or individually. Follow the same procedure to present the rest of the song. Play the CD. The pupils listen and follow along in their books. | | (Track 48 CD2) | |  |
| 4.3.2.1 | **Step 5**  Read and match.  Explain the activity. Go through the activity and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers. | |  | | Answer key  2 A 3D 4 C |
| **Ending the lesson**  4.3.2.1 | Refer the pupils to the inventions in Ex. 2^ which of these inventions are important t< what do they use them for. Elicit an individual pupils. | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| support weaker learners through further modelling and drilling in groups  prompt stronger learners to include sentences and phrases linked by conjunctions *and but or* 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 Machines**

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| **LESSON: Module 8 Lesson 6** *Robots 2* | | | **School:** | | | |
| **Date:** | | | **Teacher name:** | | | |
| **CLASS:** | | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | 4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics  4.R2 read and understand with some support short simple fiction and non-fiction texts  4.R4 find with support books, worksheets and other print materials in a class or school library according to classification  4.R6 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.W5 link with some support sentences using basic coordinating connectors  4.UE13 use can to make requests and ask permission, use must / mustn’t / have to to talk about obligation, use have to +object + infinitive to talk about obligations  4.UE15 use would you like to to invite and use appropriate  responses yes please, no thanks use let’s + verb verbs go enjoy like+ verb + ing | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken questions with support To explore other subject areas (Design and Technology); to talk about robots; to design a robot. | | | | |
| **Most learners will be able to:** | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken questions with support To explore other subject areas (Design and Technology); to talk about robots; to design a robot. | | | | |
| **Some learners will be able to:** | | | | |
| recognise and use target language correctly and show comprehension of most written and spoken questions with little support To explore other subject areas (Design and Technology); to talk about robots; to design a robot. | | | | |
| Previous learning | | Language focus Structures: determiners; the verb have got there is/there are; prepositions of place; prepositions of time. *Language in use:* This cute little robot is PaPeRo. It's a small robot made of plastiс What's your robot's name? Target vocabulary | | | | |
| **Cross-curricular links** | | Design and Technology (Exs. 27,28 &30) | | | | |
| **ICT skills** | | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | **Smiles Resources** | | **Teacher Notes** |
| **Beginning the lesson**  4.1.4.1 | Play the song from the previous lesson and ask the pupils to sing along. | | |  | |  |

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| **Presentation and practice**  4.3.4.1  4.3.6.1  4.4.5.1 | **Step 1** Read and write A or B.  Refer the pupils to the pictures and have a brief class discussion about the robots. Explain the activity. Allow the pupils some time to read the texts and complete the activity. Check their answers.  Then individual pupils read out the texts. | |  | | Answer key  2 A 3 В 4 В |
| **Step 2** Think of your own robot. Talk with your friend.  Ask the pupils to think of their own robot. Refer them to the questions and ask them to talk, in pairs or in groups, about the name of the robot, what it is made of, what it looks like, and what it can do. | | SA Cards # 8 | |  |
| 4.1.8.1  4.4.4.1 | **Step 3**  What's your robot's name?  Combot!  What is it made of?  It's made of plastic and metal.  What does it look like?  It's a little blue robot. It's got arms and legs. What can it do?  It can understand what you say and talk. It can help me with my homework, too! etc.  *POSTER*  Put the Robots poster up on the boarc to say what each robot looks like and If you wish, you can ask the pupils to c during this activity. | | SA Cards # 8 | |  |
| 4.4.8.1  4.5.4.1  4.5.11.1  4.5.14.1 | **Step 4**  Over to you: Design your own robot. Present it to the class.  Read the instructions and explain the activity. Tell the pupils that they can use the texts in Ex. 27 as models. Allow the pupils some time to prepare their projects. Ask individual pupils to present their robot to the class. If you wish, you can assign this for homework.  Suggested answer key | |  | |  |
| **Ending the lesson**  4.1.8.1 | Ask the pupils to present Project: My favourite sports person Individually in the class | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| 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 Machines**

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| **LESSON: Module 8 Lesson 6** *SAT4* | | **School:** | | | |
| **Date:** | | **Teacher name:** | | | |
| **CLASS:** | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics  4.R2 read and understand with some support short simple fiction and non-fiction texts  4.R4 find with support books, worksheets and other print materials in a class or school library according to classification  4.R6 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.W5 link with some support sentences using basic coordinating connectors  4.UE13 use can to make requests and ask permission, use must / mustn’t / have to to talk about obligation, use have to +object + infinitive to talk about obligations  4.UE15 use would you like to to invite and use appropriate  responses yes please, no thanks use let’s + verb verbs go enjoy like+ verb + ing | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken questions with support To talk about the Robotics Challenge in the UK and in Kazakhstan. | | | | |
| **Most learners will be able to:** | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken questions with support To talk about the Robotics Challenge in the UK and in Kazakhstan. | | | | |
| **Some learners will be able to:** | | | | |
| recognise and use target language correctly and show comprehension of most written and spoken questions with little support To talk about the Robotics Challenge in the UK and in Kazakhstan. | | | | |
| **Previous learning** | Language focus Structures: infinitive; -ing form. Language in use: **Would you like to see** robots that can dance, sing or even play sports? Let's see who wins this year! What agreat way for pupils to have fun and learn at the same time! Target vocabulary *Robots 2:* scary, prize, robotics, challenge, competition | | | | |
| **Cross-curricular links** | Design and Technology (Exs. 27,28 &30) | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** |
| **Beginning the lesson**  4.1.4.1 | Ask the pupils to present their projects from the previous lesson. | |  | |  |

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| **Presentation and practice**  4.3.3.1  4.2.4.1  4.4.8.1  4.5.4.1  4.5.11.1  4.5.14.1 | **Step 1** Read and complete. Then listen and check.  Ask the pupils to look at the pictures. Have a picture discussion.  e.g. Teacher: (pointing to the white robot) What's this?  Pupil: It's a robot.  Teacher: Correct. What is it doing?  Pupil: It's dancing, etc  Explain the activity. Allow the pupils some time to complete it. Play the CD. The pupils listen and check their answers. Then ask the pupils if they have ever visited any of these two Robotics Challenges or any other robotics competition. Ask the pupils to describe what they saw and what they liked best. If there are pupils who have never visited a robotics competition, ask them which of the two Robotics Challenge they would like to visit and why.  Answer key   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2 | visit | 6 scariest | 10 | goals | | 3 | country | 7 designing | 11 | have | | 4 | but | 8 or | 12 | and | | 5 | prize | 9 five |  |  | | | (Track 49 CD2) | | Target vocabulary • take place, open area, don’t miss, kitebuilding, kite masters |
| **Step 2** Extension activity (Optional)  Project: My Robotics Challenge  Ask the pupils to think of their own Robotics Challenge and write a short paragraph about it using the texts on p.l 20 as models.They can draw pictures and attach them. Alternatively, assign the project for homework. The pupils then present their projects to the class. Display their work in the classroom.  Would you like to see robots that can cook? Then you have to visit the Cooking Robotics Challenge in Almaty. Pupils from all over Kazakhstan design their robots with their teachers' help. Pupils have robots cook and the best ones win a prize. Let's see who wins this year! | |  | |  |
| 4.3.3.1 | **Step 3** 3 Read and tick (✓).  The pupils read and choose the correct sentence.  Answer key  1 Gulnara is a pretty young girl.  The woman's got a long pink scarf. Grandma lives in a big old house.  4 Read and answer.  The pupils read and answer the ques Answer key  He invented them in 1910.  They are made of plastic.  They are used for listening to musi | |  | |  |
| **Ending the lesson**  4.2.4.1 | 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.) | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| 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 Machines**

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| **LESSON: Module 8 Lesson 7 revision** | | **School:** | | | |
| **Date:** | | **Teacher name:** | | | |
| **CLASS:** | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics  4.R2 read and understand with some support short simple fiction and non-fiction texts  4.R4 find with support books, worksheets and other print materials in a class or school library according to classification  4.R6 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.W5 link with some support sentences using basic coordinating connectors  4.UE13 use can to make requests and ask permission, use must / mustn’t / have to to talk about obligation, use have to +object + infinitive to talk about obligations  4.UE15 use would you like to to invite and use appropriate  responses yes please, no thanks use let’s + verb verbs go enjoy like+ verb + ing | | | | |
| **Lesson objectives** | **All learners will be able to:** | | | | |
| recognise and use some target language correctly and show comprehension of some written and spoken questions with support To practise reading for pleasure; to listen to and read a story from Jamaica about a clever spider. | | | | |
| **Most learners will be able to:** | | | | |
| recognise and use most target language correctly and show comprehension of most written and spoken questions with support To practise reading for pleasure; to listen to and read a story from Jamaica about a clever spider. | | | | |
| **Some learners will be able to:** | | | | |
| recognise and use target language correctly and show comprehension of most written and spoken questions with little support To practise reading for pleasure; to listen to and read a story from Jamaica about a clever spider. | | | | |
| **Previous learning** | Language focus Structures: Consolidation. *Language in use:* I'm the tallest in the jungle! I'm the strongest in the jungle! I am weaker than the other animals, but I am the cleverest!Target vocabulary spider, weak, stick, tie | | | | |
| **Cross-curricular links** | Design and Technology (Exs. 27,28 &30) | | | | |
| **ICT skills** | Using videos & pictures, working with URLs | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | **Smiles  Resources** | | **Teacher  Notes** |
| **Beginning the lesson**  4.1.8.1 | Ask pupils to think of famous fairy tales with animals, e.g. The Tortoise and the Hare, The Lion and the Mouse, etc. Ask individual pupils to tell you their favourite fairy tale with animals and their favourite animal character from each fairy tale.  e.g. Teacher: What is your favourite fairy tale with animals?  Pupil 1: 'The Tortoise and the Hare'.  Teacher: Who is your favourite character from 'The Tortoise and the Hare'?  Pupil 1: The tortoise.  Teacher: Why?  Pupil 1: Because it was the cleverest animal of all. etc | |  | |  |

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| **Presentation and practice**  4.1.8.1  4.3.2.1  4.1.8.1  4.5.13.1 | **Step 1** Listen, point and repeat.  Pupils' books closed. Put the flashcards up on the board. Point to them, one at a time, and name them. The pupils repeat, chorally and/or individually. Then point to the flashcards in random order. Ask individual pupils to name them.  Extension activity (Optional)  Point to the flashcards. Invite guesses, in LI if necessary, as to what the story is about. 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.  (Activities to develop the pupils'listening and reading skills.) | | (Track 50 CD2)  *FLASHCARDS (57-59)* | | Target vocabulary • take place, open area, don’t miss, kitebuilding, kite masters |
| **Step 2** Listen and read. Who's the cleverest in the jungle? (Track 51 CD2)  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) Look at all these animals in the jungle. Who's the tallest? Class: The giraffe.  Teacher: Who's the strongest?  Class: The tiger, etc  Play the CD. The pupils listen and follow the story in their books. Refer the pupils to the question and elicit the correct answer.  Suggested answer key  Anansi the spider is the cleverest in the jungle. | |  | |  |
| 4.1.8.1  4.5.13.1  4.5.15.1 | **Step 3** Who says these sentences? Read the story and choose.  The pupils read the story and the sentences. Then they say who says each sentence. Allow the pupils some time to complete the activity. Check their answers.  Play the CD again with pauses for the pupils to repeat, chorally and/or individually. Then ask individual pupils to read out the story.  Smiles Values!  Refer the pupils to the Smites Values! section and read it aloud.  Have a discussion, in U if necessary, about the moral of the story. Explain to the pupils that in life it doesn't matter how small you are or how much physical strength you have. If you are clever enough, you can take down a giant with your intelligence instead of using physical strength.  Extension activity (Optional)  Before going into class  Photocopy the story cards from the Teacher's Resource Pack CD-ROM, one set per pupil.  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 have 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.  Project: My handprint spider  Hand out the paper.Tell the pupils that a handprint spider. Demonstrate this w Paint the pupil's palms and fingers wf but do not paint the thumbs. Press down on the paper with the fingers s\ eight spider legs, as shown in the picti completion of the activity, the pupils c spiders and present them to the class  Suggested answer key  This is Torri the spider. It's very clever! | |  | | Answer key  1 A 2 В ЗА  4 В |
| 4.3.4.1 | Step 4 Look, read and write one-word answers. (activity 3)  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 | |  | |  |
| **Ending the lesson**    4.3.4.1 | Before going into class  Have the black paint and the paper the pupils to use. | |  | |  |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | |
| 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 | |