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| **Module 6. Health** | | | | | | | |
| Module 6 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Body parts** | | | | | |
| Objectives according to the Curriculum | | 3.1.2.1 recognize familiar words with visual support  3.3.3.1 understand short, simple instructions used in familiar everyday contexts | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to say a chant   **Most learners will be able to:**   * to name and talk about parts of the body with some support   **Some learners will be able to:**   * to name and talk about parts of the body without support | | | | | |
| Evaluation criteria | | Demonstrate the new vocabulary (body parts) | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Use the flashcard of head to teach robot, or mime being a robot.  · Tell the class that this unit is about a robot. | | Students respond to greeting and take their places.  Students activate vocabulary. | Students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | **Introduction (5 min)**  · Hold up each flashcard in turn and point to the part of your body. Say the word for the class to repeat.  Do this three or four times.  · Hold up each flashcard for students to say the word and point to the part of their body  without your help.  · Stick the flashcards on the board to make a word map, with the title *My body* at the centre.  **Pair work (10 min)**  Ex 1 · · Students look at the picture in  their Student’s Books. Elicit the names of the Super Friends and where they are (in the garden). Ask students what they think Thunder is carrying. Pre-teach *(robot) kit*.  · Play the recording. Students point to the parts of the body when they hear them.  · Check comprehension of *Let’s make a robot.*  · Play the recording again. Students repeat the words.  · Students point to parts of their body and name them in pairs.  **Pair work (10 min)**  • · Read the Big Question.  · Accept any reasonable suggestions.  · Ask students if they know any words for movements in English, e.g. *run, jump, hop, wave.*  **Note**: Some of the discussion will need to be in your students’ first language (L1).  **Class work (5 min)**  • **Ex2**  · Play the recording. Check comprehension of *Here’s / Here are and O­ it goes!*  · Play the recording again, pausing after each verse for students to repeat. Do the chant as a class and then in groups.  · Students do the chant again,  standing up and pointing to the  parts of the body when they chant them  **Checking (5 min)**  **Ex3**  • Ask students to read the words and match to the picture.   * Students may work in pairs.   Check the answers. Correct mistakes. | | Students read the flashcards and work with vocabulary  · Students point to parts of their body and name them in pairs.  Students think about the different ways we can move. They can stand up and move around.  Students listen and follow the chant in their Student’s Books  Students read the words and complete the task. | Students may write the words if needed  · Students point to parts of their body and name them in pairs.  Stud Students think about the different ways we can move. They can stand up and move around.  Students ask and answer with each other. · Students do the chant again,  standing up and pointing to the  parts of the body when they chant them  Students may work with dictionaries if needed  . | | Self-check  Teacher evaluates students  1 point for 1 correct answer | Flashcards  Student’s book  Students’ book,, audio |
| **The end of the lesson – 5 min** | · · Students stand up. Say the parts of the body one after another.  Students repeat each word and touch the relevant body part.  · Repeat the activity, faster and with the words in a di­ erent order. | | The students analyse each others’ answers and say which day is the most popular around the class |  | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To learn new vocabulary |

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| Module 6 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Can you do it?** | | | | | |
| Objectives according to the Curriculum | | 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks).  3.2.3.2 make basic requests related to immediate personal needs | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to present and practice new grammar   **Most learners will be able to:**   * to present and practice new language   **Some learners will be able to:**   * to practice the present simple | | | | | |
| Evaluation criteria | | to make sentences about sport games they can can’t do | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  • Show flashcards with sport games  • Ask *What can you see*? Ask students to listen and repeat the words. | | Students respond to greeting and take their places.  Students listen and repeat the words | Students respond to greeting | |  | **Flashcards** |
| **The middle of the lesson – 35 min** | **Introduction (5 min)**  · Students look at the first picture. A student reads out the example.  · In pairs, students say what is in the other pictures.  · Students look at the table. Explain that they tick the square if the person pictured on the left can do the activity, or put a cross *if he/ she can’t*.  · Play the recording. Students listen and tick or cross.  · Students compare answers. Play the recording again. · Check with the class. Elicit full  sentences, e.g*. Sophie can’t play tennis. She can play the piano.*  **Class work (10 min)**  Ex 2  · Play the Penny the penguin  video. Students watch and listen, then watch and read. Check understanding of cook and draw.  · Play the audio. Students follow in their Student’s Book. They join in and mime each activity.  For script see SB p65.  · Students practice the sentences in pairs.  **Pair work (10 min)**  • **Ex 3.** · · Practice the question and short answers *Yes, I can and No, I can’t in open pairs.* Then put students in pairs to practice.  · Student A thinks of a free time activity and asks, e.g. *Can you play the piano?*  · Student B mimes the activity and answers.  **Class work (10 min)**  • **Ex3**  · Ask students to write numbers 1 to 6 in their notebooks.  · Say six statements using can  or can’t, e.g. *1 Jill can’t swim*.  Students write a tick next to the number if the sentence is positive and a cross if it is negative.  · Check with the class. | | Students work with the teacher  Students read and complete the task.  Students look at the picture and read the speech bubbles.  Students demonstrate the actions.  • Students complete the task and check with the class.  Students watch and listen, then watch and read. | Students work with the teacher. They may ask questions if needed  Students may work in pairs co complete the task  Students look at the picture and read the speech bubbles.  Students demonstrate the actions.  • Students complete the task and check with the class. | | Pair check  Self-check  Class check each other | SB  SB |
| **The end of the lesson – 5 min** | · Students sit in a circle, with  you at the center. They ask  you as many questions as  they can with *Can you …?*  · When they have finished  asking you questions, see if  they can remember all your  answers by making sentences,  e.g. *You can cook. You can’t*  *play tennis.* | | · In small groups, students tell each  other which actions they can and  can’t do. |  | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To learn new grammar |

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| Module 6 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Loom what I can do** | | | | | |
| Objectives according to the Curriculum | | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to sing a song   **Most learners will be able to:**   * to practice present simple   **Some learners will be able to:**   * to make sentences in present simple | | | | | |
| Evaluation criteria | | Responds to songs, rhymes and poems in a variety of ways. | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Make sentences *with I can, e.g. I can wave my hands.* Students who can do this repeat the sentence and do the action. Possible sentences: *I can touch my toes. I can jump. I can stand on one foot. I can swim* | | Students respond to greeting and take their places.  Students say the phrase.  · Students complete the task and make sentences | Students respond to greeting  Students work in pairs with stronger students | |  |  |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  Ex 1 ·· Use gesture to teach *touch my nose, put my tongue out, cross my fingers and cross my knees.*  Write the phrases on the board.  Students say them and do the actions in pairs  **Note:** If it is considered rude for your students to show their  tongue, use the picture to teach  the word**.**  · Students look at the pictures to find put my tongue out, cross my fingers and cross my knees.  · Play the audio. Students follow the song in their Student’s Books. For song lyrics see SB p64.  · Teach *I’m stuck and right hand.*  · Read the second part of the  instructions and show students  that each dot in the lyrics relate to two lines.  · Play the audio again for students to read and match. They compare their answers in pairs. Check answers.  · Play the song video, pausing after each verse for students to repeat.  · When students have learnt the song, use the karaoke version of the audio or video to  practise the song with the whole class and then in groups.  Key: d, e, b, f, c, a  **Pair work (10 min)**  Ex 2 ·  · In pairs, students tell each other which of the things in the song they can do.  · Ask different students to say what they can do and demonstrate to the class.  **Extra support:** Say *I can* sentences using actions from the song.  Students raise their hands if they can do the action and demonstrate as a group.  .  **Class work (10 min)**  · Play the recording again.  · Students sing the song again,  doing actions for I’m bored and for the different activities. | | Students say the phrases and do the  actions in pairs  Students listen and sing  · In pairs, students think and make sentences about things they have in common (it can be just the same activity, but on a different day).  Students sing a song again | Students say the phrases and do the  actions in pairs  Weaker students work with stronger.  Students sing a song again | | Classwork  Self-check  Class check | Student’s book, audio  Student’s book  SB, audio |
| **The end of the lesson – 5 min** | · Students work in pairs or  small groups and write a  new verse for the song about  things they can do.  · Monitor and help with new  language. Students share  their ideas with the class. | |  |  | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To learn new grammar present simple |

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| Module 6 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Healthy food.** | | | | | |
| Objectives according to the Curriculum | | 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks).  3.2.3.2 make basic requests related to immediate personal needs  3.2.3.1 respond to basic questions with single words or short responses | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * · to understand the grammar *have got*   **Most learners will be able to:**   * to ask and answer questions using *have got* with some support   **Some learners will be able to:**   * to ask and answer questions using *have got* without support | | | | | |
| Evaluation criteria | | Use the grammar to talk about possessive sentences. | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Draw two shopping baskets on the board. Label them *Food* and *Drink.*  · In pairs, with books closed, students write words in the two categories.  · Elicit ideas and add them to the board. | | Students respond to greeting and take their places.  Students write the words in the two categories and complete the task | Students respond to greeting  Students write the words in the two categories and complete the task. They may use dictionaries | |  |  |
| **The middle of the lesson – 35 min** | **Presentation work (15 min)**  · Put five food flashcards face up on a desk at the front. Call two students to the desk.  · Say, e.g. *Have you got any chicken?* Students look for the chicken flashcard and hold it up if it’s on the desk. Prompt *Yes, we have. / No, we haven’t.*  · Repeat the question with other food words. Then repeat the activity with different students.  **Class work (10 min)**  Ex 1 ·  · Elicit the food in the pictures and teach orange juice.  **Pair work (5 min)**  Ex 2  · Teach *I’m hungry* using mime. Students practice the phrase and do the mime.  · Play the Penny the penguin  video. Check understanding of the grammar.  · Play the audio. Students follow in their Student’s Book. They join in and do mimes for *I’m hungry and No, we haven’t, Yes, we have*  *and fish.*  For script see SB p79.  · Students practice the sentences in pairs.  **Stronger students:** Students can say the chant with different kinds of food instead of fish.  **Class work (5 min)**  · Demonstrate the activity with a volunteer. Point to the shopping trolley and say This is our food and drink. *What have we got? Have we got any sausages?* The studentanswers *Yes, we have*. Ask *Have we got any fish?* The student answers *No, we haven’t.*  Monitor and check they are taking turns and using the question form correctly. | | · Students look for the cards and choose the correct option  · Students trace the lines to see which items are in the basket. They tick the correct answers  Students watch and listen, then watch and read  Students do mimes and check.  **Stronger students:** Students can say the chant with different kinds of food instead of fish.  · Students ask and answer about the shopping in the same way in pairs. | Students may use dictionaries if needed  · Students trace the lines to see which items are in the basket. They tick the correct answers  Weaker students work with stronger students.  · Students ask and answer about the shopping in the same way in pairs. | | Classwork  Teacher evaluates and guides students  Teacher evaluates students. | Flashcards  Student’s book  Student’s book  Student’s book |
| **The end of the lesson – 5 min** | · Ask questions about things you haven’t got in the classroom, e.g. Have we got any animals in our classroom? Students respond. | | · Students take turns to ask the  class similar questions, using their own ideas. |  | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To learn new grammar *have got* |

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| Module 6 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **The pizza** | | | | | |
| Objectives according to the Curriculum | | 3.3.5.1 read short, illustrated fiction and non- fiction stories written in very simple language using a dictionary.  3.3.3.1 find out the main points in short simple descriptions with visual support;  3.4.1.1 spell accurately a few high-frequency words | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to listen to, read, watch and act out a picture story   **Most learners will be able to:**   * to review language from the unit   **Some learners will be able to:**   * to retell the story with some support. | | | | | |
| Evaluation criteria | | Waiting your turn | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Elicit the names of the four Super Friends.  · Ask students to mime their special powers.  · Elicit what the characters learnt in the last episode (to be brave and overcome their fear  of spiders). | | Students respond to greeting and take their places.  Students answer the questions and compare answers. | Students respond to greeting  Students answer the questions and compare answers. | |  |  |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  Ex 1 · · Elicit who students can see in the first picture of the story *(Whisper, Flash and Thunder)* and where they are (in the school canteen).  Elicit what they are doing (students can answer in L1 that  they are queuing for lunch).  · Remind students that the names of the speakers in the story are on the le­ft, and teach Woman, using the pictures.  · Ask *Which food can you see in picture 8*? Play the audio.  · Elicit the answer. Explain the meaning of nice and hot.  · Play the whole Super Friends video. Then, play the video again, pausing to ask questions:  *Who’s missing? (Misty), What’s Misty’s favourite? (Pizza), What does Misty want? (Pizza), What’s the problem? (There isn’t any pizza), What’s Misty got? (Sausages and peas), What have the other Super Friends got? (Pizza)*  · Talk with the class about the value (waiting your turn) and ask who doesn’t wait their turn (Misty).  **Pair work (10 min)**  Ex 2 ·  · Check students know what to do, and their understanding of *Who says …?* Students read the five sentences silently.  · Check with the class.  **Class work (5 min)**  Ex 3.  · Write sorry and got on the board, using a red pen for the o.  · Students repeat *Sorry. We haven’t got pizza after you.*  · Students find the sentence in the story (frame 4).  **Class work (5 min)**  · Teach *shop* and *hot dog* using  the picture. Play the recording.  Students look at the picture, read and repeat.  · Repeat the sentence as a class  without the recording. Say it loudly, slowly, quickly, whisper it, etc. | | · Students answer the questions and complete the task.  Students listen and read to find out what the food is in picture 8.  · Students read the five sentences silently.  · They tick or cross in the table and compare answers in pairs.  Students read the sentences and find the correct sentence  Students look at the picture, read and repeat.  · Students take turns to repeat in pairs. | Students may work in pairs.  · Students read the five sentences silently.  · They tick or cross in the table and compare answers in pairs.  Students may use dictionaries  Students look at the picture, read and repeat.  · Students take turns to repeat in pairs. | | Teacher evaluates and guides students.  Students evaluate each other  Teacher corrects pronunciation | Student’s Book, audio  Student’s book  Student’s book  Students’ book |
| **The end of the lesson – 5 min** | · Put students in groups of five (one student is the woman).  · Students each take a role of one of the characters.  · Play the recording. Students repeat in role.  · Students practice the role play in groups. They can use paper plates and serving spoons as props.  · Volunteer groups role play for the class. | | Students repeat in role and play. | Students repeat in role and play. | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To read the story |

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| Module 6 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **My favourite meal** | | | | | |
| Objectives according to the Curriculum | | 3.1.4.2 understand simple descriptions of people’s actions, and objects with visual support.  3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);  3.3.3.1 understand short, simple instructions used in familiar everyday contexts | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to review vocabulayr   **Most learners will be able to:**   * to present and practice *I like / I don’t like.*   **Some learners will be able to:**   * to make sentences *I like / I don’t like* without support | | | | | |
| Evaluation criteria | | talk about meal they like / don’t like. | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  • Show the pictures of Kazakh traditional food. Ask students to name them.  • Ask *What other traditional meal do you know?* Elicit answers. | | Students respond to greeting and take their places.  Students answer the questions | Students respond to greeting  Students answer the questions | |  |  |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  Ex 1 •  • Students listen the dialogue.  • Ask students to listen and repeat the dialogue.  • Students then divide into pairs and read the dialogue.  • Check pronunciation. Correct mistakes.  **Pair work (10 min)**  Ex 2 ·  Ask students to read the dialogue again and answer the questions.  **Class work (5 min)**  Ex 3.  • Ask students to read the text about Nick and Dina.  • Give students time to answer yes or no.  • Correct mistakes. Check pronunciation.  **Class work (5 min)**  Ask students to work in pairs.  Give students time to prepare.  Students work in pairs and act out a dialogue. | | · Students listen and read the dialogue  Students work individually and check in pairs.  • Students may work in pairs and then check with the class.  Students work in pairs and act out a dialogue. | · Students listen and read the dialogue    Students work individually and check in pairs.  • Students may work in pairs and then check with the class.  Students work in pairs with stronger students and act out a dialogue. | | Teacher evaluates and guides students.  Self-check  1 point for 1 correct answer  Pair check | Student’s Book,  Audio  SB  SB |
| **The end of the lesson – 5 min** | • Ask any student *What’s your favorite meal?* Elicit answers.  • Help students if needed. Correct mistakes. | | • Students take turns to ask each other about their favorite food. | • Students take turns to ask each other about their favorite food. | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To learn new vocabulary |

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| Module 6 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Food.** | | | | | |
| Objectives according to the Curriculum | | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support.  3.2.3.1 respond to basic questions with single words or short responses;  3.4.2.2 use words and short simple phrases to complete a written text at a sentence level; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to integrate other areas of the curriculum through English: Science   **Most learners will be able to:**   * to explore the Big Question *Where does food come from?.*   **Some learners will be able to:**   * to practice classifying and categorizing | | | | | |
| Evaluation criteria | | Sorts and classifies objects and activities according to key features (e.g. types of animal or transport) | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Write the Big Question *Where does food come from?* on the board. Show the carrots  flashcard or a real carrot, and ask *Where do carrots come from? From a tree?* Elicit that a  carrot comes from a plant and grows under the ground. Draw a diagram of a carrot growing  and teach ground.  · Mime and ask students *Do we dig carrots up?* Talk about how carrots are grown by farmers, who harvest them. They are transported to a shop and then we buy them. | | Students respond to greeting and take their places.  Students answer the questions and complete the task | Students respond to greeting  Students answer the questions and complete the task | |  |  |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  • · With Student’s Books closed, play the video. Ask students what they remember.  · Ask students to watch again and answer *What types of food do you know?* Play the video again and elicit answers (students say the food words they know in English).  **Pair work (10 min)**  Ex 1 ·  · Play the recording. Students listen and point to the photos.  · Play the recording again.  Students repeat.  **Class work (5 min)**  Ex 2.  · Students read and match  individually. Then they check  their answers in pairs.  **Class work (5 min)**  • In pairs, students read and look at the example food story. Check comprehension of breakfast. Ask different students *What do you eat*  *for breakfast?*  • Pairs choose a fruit to write about. Brainstorm fruits and write them on the board.  • In pairs, students make notes for their story. They think about four different parts: the beginning, how the fruit grows, where it goes next, and where/when it is eaten.  • Give each pair a piece of A4 paper. They divide it into four sections.  • Pairs draw a picture and write each section of their story.  • Pairs present their stories to the class. Student A reads the story and Student B acts it out.  • The presentations could be  recorded (audio or video) and saved to students’ digital portfolios. | | · Students watch the video and answer the questions  Students listen and point to the photo. They then repeat the words  · Students read and match  individually. Then they check  their answers in pairs.  • In pairs, students talk about  The food story  Students do writing and present it to the class. | · Students watch the video and answer the questions  · Students may use dictionaries  · Students may work in pairs  Students may work in pairs with stronger students  Students do writing and present it to the class. | | 1point for 1 correct answer  Teacher evaluates students.  1 point for 1 correct answer  Class-check  Self-check | Student’s Book, video  Student’s book, audio  SB  Student’s book  SB |
| **The end of the lesson – 5 min** | · Elicit what students learnt today and write it on the board, e.g. *Today I’ve learnt about different types of food.* Students copy in their notebooks. | | · In small groups, students tell each  other which new things they learnt |  | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To learn new vocabulary |

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| Module 6 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **What’s in your fridge?** | | | | | |
| Objectives according to the Curriculum | | 3.2.3.1 respond to basic questions with single words or short responses;  3.1.4.1 understand basic personal questions;  3.4.2.2 use words and short simple phrases to complete a written text at a sentence level; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to· to say and write numbers 11–20   **Most learners will be able to:**   * to listen for specific information   **Some learners will be able to:**   * to talk on specific information | | | | | |
| Evaluation criteria | | Uses new grammar to make sentences | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Make groups of up to ten students. Each group stands in a circle. Make a ball out of  paper for each group (or use a real so­ ball).  · The first student says *One* and then throws the ball to another student who says *Two*. This student throws the ball and says Three, and so on.  · When groups get to Ten, they start to count backwards. | | Students respond to greeting and take their places.  · Students throw the ball and revise the numbers. | Students respond to greeting  · Students throw the ball and revise the numbers. | |  |  |
| **The middle of the lesson – 35 min** | **Pair work (15 min)**  Ex 1 • · Students look at the pictures in the Student’s Book.  · Play the recording twice. Students listen and repeat.  · Use the flashcards to practice the numbers. Show the flashcards first in sequence while students say the numbers. Then show the cards at random and elicit the numbers  **Pair work (10 min)**  Ex 2. · Use the picture to teach fridge. Ask students what they think the boy in the picture is asking (*What’s in the fridge? or What have we got in the fridge?*) Elicit some questions he could ask with *Have we got any …? (e.g. Have we got any cheese? Have we got any orange juice?)*  · Tell students that the boy is called Tom and they are going to listen to Tom and his dad talking about what’s in the fridge.  · Play the recording for students to listen only.  · Play the recording again for students to listen and complete the list of food.  **Project work (5 min)**  Ex 3. · Students work individually to complete a list of items in their own fridge. They write six items. Monitor to check spelling and ask  *What’s in your fridge?* or *Have you got any (sausages)?*  · Students work in pairs. Student A tries to guess what is on Student B’s list by asking, e.g. *Have you got any (orange juice)?* Student B replies *Yes, I have* or *No, I haven’t.* Then they swap roles.  **Class work (5 min)**  · Call 20 students to the front of the class.  · Say a number between 1 and 20 to each student at random. | | Students listen and repeat the words.  Students practice the numbers  • Students listen to the recording and answer the questions.  · They compare answers in pairs before the class check. If necessary, play the recording  again  . · Students work individually to complete a list of items in their own fridge  Students work in pairs, they then swap the roles.  · Students quickly arrange  themselves in a line in numerical order. | Students listen and repeat the words.  Students practice the numbers  • Students listen to the recording and answer the questions.  · They compare answers in pairs before the class check. If necessary, play the recording  again  . · Students work individually to complete a list of items in their own fridge  Students work in pairs, they then swap the roles.  Teacher may help students | | Teacher evaluates students.  Class-check  Students evaluate each other | Student’s book, audio  Student’s book, audio  Student’s book, audio  Students’ book, Internet resources |
| **The end of the lesson – 5 min** | · In pairs, students put the  new number words into  alphabetical order. | | · In pairs, students put the  new number words into  alphabetical order. |  | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To revise numbers 1-20 |

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| Module 6 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Do that!** | | | | | |
| Objectives according to the Curriculum | | 3.2.4.1 provide simple descriptions of people, and objects.  3.2.3.1 respond to basic questions with single words or short responses;  3.1.2.1 recognise familiar words with visual support; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to stimulate imagination and review new language through listening   **Most learners will be able to:**   * · to practice following a set of Instructions   **Some learners will be able to:**   * to listen for specific information | | | | | |
| Evaluation criteria | | Uses different media to make and describe his/her own designs | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Say *It’s lunchtime! What’s for lunch today? What do you like?*  · Elicit favourite foods. | | Students respond to greeting and take their places.  · Students answer the questions and discuss | Students respond to greeting  · Students answer the questions and discuss | |  |  |
| **The middle of the lesson – 35 min** | **Pair work (15 min)**  Ex 1 • · With Student’s Books closed, show a real banana or draw one on the board. Ask *Where do bananas grow? (On a plant) Where do we buy bananas? (In a shop) Teach peel. Say I’m hungry and mime eating a banana (or eat a real banana!)*  Teach *throw (down)* by miming throwing away the peel. Mime slipping on the skin and teach slip.  · Play the recording and show  students the actions. Repeat the recording until students are able to listen and follow.  · Students look at the pictures in Activity 1. Say *Now listen and number*. Ask them to guess which is the first picture before they listen.  **Pair work (10 min)**  Ex.2. · Remind students that the sentences are the story they have just listened to.  . Check answers by eliciting the  story in the correct order.  **Project work (5 min)**  Ex 3.  · Read the example speech bubbles and explain the new language.  · Students work on their own to write a simple set of instructions (the number of turns depends on their ability). They work out an action for each instruction. Monitor and help.  · In pairs, students take turns to give their instructions and teach the actions. Choose pairs to show the class their role plays.  **Class work (5 min)**  · Give instructions from SB Activity 2 in the wrong order. | | · Students answer the questions and guess.  Students listen to the recording and follow the instructions.  **Stronger students:** Students try to write all the numbers in pencil before listening.  · Play the recording again.  Students number the pictures.  · Students read and draw lines between the dots individually  • · Students work in individually. They show each other their plays and share ideas  Students do the appropriate actions. | Students predict the answers and check with the teacher.  · Students read and draw lines between the dots individually  • · Students work in individually. They show each other their plays and share ideas  Students do the appropriate actions. | | Teacher evaluates and guides students  Teacher evaluates students.  Class-check  Teacher evaluates students | Student’s book, audio  Audio, SB |
| **The end of the lesson – 5 min** | · Show a selection of fruit and vegetables. Ask students to guess which one has travelled  the furthest to the shop.  · Using a world map, help students work out which fruit or vegetable has travelled the  furthest. Talk briefly about the problems of transporting food for long distances by plane,  compared with the advantages of buying food transported by ship or seasonal local food. | | · Students talk on a topic and share ideas with each other | · Students talk on a topic and share ideas with each other | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To revise vocabulary |

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| Module 6 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Check up!** | | | | | |
| Objectives according to the Curriculum | | 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;  3.3.3.1 understand short, simple instructions used in familiar everyday contexts  3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks). | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  · to review language from the unit by doing a quiz  · to reflect on learning | | | | | |
| Evaluation criteria | | Creates texts that express personal interests, emotions, or identity | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Write six to eight food words from the unit in jumbled letter order on the board. | | Students respond to greeting and take their places.  · Students work in pairs and write each word correctly. | Students respond to greeting  · Students work in pairs to write each word correctly. | |  |  |
| **The middle of the lesson – 35 min** | **Class work (35 min)**  · Write the headings Body parts and Food on the board. Elicit the names of the animals and items in Activity 1.  · Students write labels below the pictures they drew for Activity 1.  Check spelling. | | · Students copy the category headings in their notebooks and draw more items in each group. Students share their pictures.  · In pairs, students take turns to point to one of their pictures and say the word. | · Students copy the category headings in their notebooks and draw more items in each group. Students share their pictures.  · In pairs, students take turns to point to one of their pictures and say the word. | | 1 point for 1 correct answer  1nall 2 -answer | Student’s book |
| **The end of the lesson – 5 min** | · Ask students what their favourite activity is and have a class vote.  · Repeat the most popular activity. | | · Students revise the unit and talk about it | · Students revise the unit and talk about it | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To revise vocabulary |