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| **Module 7. Buildings** | | | | | | | |
| Module 7 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **My house, rooms and objects** | | | | | |
| Objectives according to the Curriculum | | 3.1.2.1 recognise familiar words with visual support;  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 say a chant   **Most learners will be able to:**   * to name and talk about parts of a home   **Some learners will be able to:**   * to name and talk about parts of a home without support | | | | | |
| Evaluation criteria | | Demonstrate the new vocabulary (parts of a home) | | | | | |
| 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)**  · Draw a simple house on the board. Elicit or teach house.  · Elicit rooms that students know and write them next to your picture.  · Review *old, new, big, small, ugly, beautiful* by asking about your picture (Is the house old  or new? Is it big or small? etc.) | | Students respond to greeting and take their places.  Students activate vocabulary. | Students respond to greeting  Students may write the words in their dictionaries | |  |  |
| **The middle of the lesson – 35 min** | **Introduction (5 min)**  · Hold up each flashcard in turn. Say the word for students to repeat in chorus.  · Do this three or four times.  · Hold up each flashcard for  students to say the word in  chorus.  · Stick the flashcards around your drawing of the house on the board to make a word map.  **Pair work (10 min)**  Ex 1 · · Students look at the picture in their Student’s Books. Elicit who’s in the picture and what they’re looking at (a picture of a house). Ask *Is the house old or new?* Ask *how Flash and Thunder feel (scared).*  · Play the recording. Students point to the parts of the house.  **Stronger students**: Ask *what the Super Friends are going to do (go and see the house).*  · Play the recording again.  Students repeat the words.  · Students practise pointing and naming the parts of the house in pairs.  **Pair work (10 min)**  • · Read the Big Question and explain di­fferent.  · In pairs, students think about as many different types of home as they can. Accept any reasonable suggestions, e.g. *house boats, tree houses, tents.*  **Note:** Some of the discussion will need to be in your students’ first language (L1).  **Class work (5 min)**  • **Ex2**  · Students look at the chant. · Play the recording. Students listen and follow the chant in their Student’s Books. Check comprehension of scary house.  · Play the recording again, pausing after each verse for students to repeat. Do the chant as a class and then in groups.  · Students help you invent actions for *Let’s go, scary* and for each of the rooms in the chant (e.g*. sleeping for bedroom, showering for bathroom, looking under a trapdoor for cellar*). Students do the chant again, including the actions.  **Checking (5 min)**  **Ex3**   * Students work with the picture and answer the questions. * Check with the class. Correct mistakes. | | Students read the flashcards and work with vocabulary  · Students look at the picture in their Student’s Books  **Stronger students**: Ask *what the Super Friends are going to do (go and see the house).*  · Play the recording again.  Students repeat the words.  · Students practise pointing and naming the parts of the house in pairs.  Students think about the different types of home. They can stand up and move around.  Students listen and follow the chant in their Student’s Books  Students answer the questions | Students may write the words if needed  · Students work in pairs with stronger students  Students think about the different types of home. 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  actions  Students answer the questions  . | | Self-check  Teacher evaluates students  1 point for 1 correct answer | Flashcards  Student’s book, audio  Students’ book, audio |
| **The end of the lesson – 5 min** | · Hold a flashcard so that students cannot see it.  · Students try to guess, e.g. *Is it the cellar?*  · The first student who guesses  correctly chooses a flashcard for the class to guess. | | Students answer and guess |  | | 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 7 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **In my house!** | | | | | |
| Objectives according to the Curriculum | | 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 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 *there is / there are* | | | | | |
| Evaluation criteria | | To talk about things in different parts if home. | | | | | |
| 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)** | | Students respond to greeting and take their places.  Students listen and point to the pictures | Students respond to greeting | |  | **Flashcards** |
| **The middle of the lesson – 35 min** | **Introduction (5 min)**  Ex 1.• Students work with the picture.  • Ask students to repeat the names of the rooms.  **Class work (10 min)**  **Ex 2**    **Pair work (10 min)**  • **Ex 3.** • Students close their eyes and complete the task  • Say different sentences about the class and ask students to answer yes or no.  **Class work (10 min)**  • **Ex 1**  · Elicit what students can see in the pictures (a house in a tree, a car, an old house, a small house). Use the last two pictures to teach *tent, flat*  *(= apartment)* and view. Review beautiful.  · Play the audio (82). Students  follow the song in their Student’s Books.  · Read the second part of the instructions. Play the audio again for students to read and match each phrase which has a dot after it to one of the pictures (a–f).  · Students compare answers in pairs before the class check. | | Students read the sentences and mark the answers (yes/no)  Students repeat the phrases and practice grammar  Students complete the task and check with the teacher.  • listen and complete the task.  Students check the task with teacher and correct mistakes | Students read the sentences and mark the answers (yes/no)  Students repeat the phrases and practice grammar  Students complete the task and check with the teacher.  • listen and complete the task.  Students check the task with teacher and correct mistakes | | Students may use dictionaries  Pair check  Self-check  Class check each other | SB  SB |
| **The end of the lesson – 5 min** | · In their notebooks, students write My favourite home in the song is … and choose their favourite. They draw their own version of the home, with themselves inside it. | | · In their notebooks, students write My favourite home in the song is … and choose their favourite. They draw their own version of the home, with themselves inside it. |  | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To learn new grammar *there is there are* |

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| Module 7 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Is there / Are there?** | | | | | |
| Objectives according to the Curriculum | | 3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics  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 use previous vocabulary   **Most learners will be able to:**   * to talk about things in a town with some support   **Some learners will be able to:**   * to talk about things in a town without support | | | | | |
| Evaluation criteria | | Make sentences using appropriate vocabulary and grammar | | | | | |
| 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)**  · Play a chain game. Say *In my house there are two bedrooms.*  A student says *In my house there are two bedrooms and there’s a* … and adds another  item, e.g. *cellar.* The next student repeats the list and adds another item, and so on. | | Students respond to greeting and take their places.  Students play a game and revise vocabulary | Students respond to greeting  Students play a game and revise vocabulary. They may use notebooks if needed | |  |  |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  Ex 1 · Students look at the picture.  Review vocabulary, e.g. *Point to a green car. Point to the trees. Show me a boy in a house.*  · Ask students to read the questions.  · Play the recording.  · Students compare answers in pairs. Play the recording again·  **Pair work (10 min)**  Ex 2 ·  · Play the Penny the penguin video. Students watch and listen, then watch and read. Point out that we use a after Is there but any after Are there.  · Play the audio.. They practice it in pairs.  · Ask questions about the picture in Activity 1 (without asking about items in Activity 3), e.g. *Are there any footballs? How many footballs are there?*  **Class work (5 min)**  Ex 3.  · Check students know what all the small pictures show.  **Class work (5 min)**  · Give each pair of students three A4 pieces of paper. Tell them to write go on one piece of paper, play on another and ride on the third.  · Say one of the nouns from the activities in the lesson, e.g. *swimming*. Students confer in their pairs to work out which verb to use and then hold up the correct piece of paper (e.g. go). Repeat with different nouns (*tennis, on my pony,* *fishing, on my bike, football*). When students get the idea, you can make the game  competitive by eliminating pairs who make a mistake, until you have a winning pair. | | Students read and answer the questions  Students listen, look and answer the questions  Students watch and listen, then watch and read  Students follow in their Student’s Book and join in  · Students take turns to ask and  answer in pairs. | Students may work in pairs if needed  Weaker students work with stronger.  · Students take turns to ask and  answer in pairs.  Students complete the task and check with the class  Teacher may give extra support if needed | | Classwork  Self-check  Class check  Teacher evaluates and guides students | Student’s book, audio  Student’s book, video  SB, audio  Student’s book |
| **The end of the lesson – 5 min** | · Write three questions from the lesson on the board in jumbled word order for students to write. | |  |  | | 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 7 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **At the house** | | | | | |
| Objectives according to the Curriculum | | 3.3.5.1 read short, illustrated fiction and non- fiction stories written in very simple language using a pictionary.  3.4.2.1. follow word order rules in short statements;  3.3.3.1 understand short, simple instructions used in familiar everyday contexts; | | | | | |
| 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 | | looking after your friends | | | | | |
| 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 what happened at the beginning of the last story episode (the Super Friends  got lost).  · Retell the story from Unit 7 with deliberate mistakes, using mime to help with comprehension. The students correct you, e.g. *The Super* *Friends are walking near a*  *house (No, a lake). They are lost. Flash says ‘I’ve got an idea’ (No, Misty). Whisper says ‘Wait and listen’ (No, ‘Wait and see’). Whisper talks to a dog (No, a rabbit). The rabbit helps the Super Friends. The rabbit hits his foot (No, his head).* | | Students respond to greeting and take their places.  Students correct the teacher and help to revise the story | Students respond to greeting  Students correct the teacher and help to revise the story | |  |  |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  Ex 1 · · Elicit where the Super Friends are (near a big, old house). Give them time to look at the first three pictures and ask which parts of the house they can see (stairs, cellar). Review spider and rat in  pictures 5 and 6.  · Play the audio.  · Play the whole Super Friends  video. Then play the video again, pausing to check comprehension.  Ask *Do the Super Friends want to go in the house? (No, only Misty – the house is scary), and What does Thunder say to Misty? (check comprehension of careful).* Ask *Where does Misty go? (In the cellar) How does she feel? (Cold) What animals are there in the cellar? (Spiders and rats) Why does Thunder say ‘Help!’? (He’s scared)* Make sure students realise that the characters run away because Misty is covered in spiders’ webs.  · Talk with the class about the value (looking after your friends). Ask *who looks after the Super Friends in the story (Misty)* and *who looks after Misty (Thunder, when he says*  *‘Be careful!’)*  **Pair work (10 min)**  Ex 2 ·  · Check students know what to  do. Read out the speech bubbles and remind students when to use there’s (for one thing) and there are (for more than one thing).  · In pairs, students take turns to describe what they can see in the pictures. Monitor and help as necessary.  · Elicit sentences from different pairs.  **Class work (5 min)**  Ex 3.  · Write *Help* on the board using a red pen for the H. Put your hand in front of your mouth and breathe out with some force to make the /h/  sound. Students copy you, feeling the air on the palm of their hands.  · Students repeat *Help!* after you.  **Class work (5 min)**  · Play the recording. Students look at the picture, read and repeat. Present *hairy* using the picture.  · Repeat the sentence as a class without the recording. Say it loudly, slowly, quickly, whisper it, etc.  · Students take turns to repeat  in pairs. | | · Students answer the questions and complete the task.  Students listen and look.  Students talk about value  · In pairs, students take turns to describe what they can see in the pictures  Students look at the picture, read and repeat.  · Students take turns to repeat in pairs.  · Students find the word in the  story (frame 8).  Students look at the picture, read and repeat | Students may work in pairs.  Students talk about value  · In pairs, students take turns to describe what they can see in the pictures  Students look at the picture, read and repeat.  · Students take turns to repeat in pairs.  · Students find the word in the  story (frame 8).  Students look at the picture, read and repeat | | 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** | · Focus on the part of the story where Misty offered to go into the house because her friends  were frightened.  · Elicit why this value is important and ask students when they have looked after their friends or their friends have looked after them. | | Students talk about stories and complete the task | Students talk about stories and complete the task | | 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 7 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **What is there in my room?** | | | | | |
| Objectives according to the Curriculum | | 3.1.2.1 recognise familiar words with visual support;  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 present and practice furniture   **Most learners will be able to:**   * to say sentences with the class   **Some learners will be able to:**   * to make sentences according to the lesson. | | | | | |
| Evaluation criteria | | talk about furniture | | | | | |
| 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)** | | Students respond to greeting and take their places.  Students complete the task | Students respond to greeting  Students complete the task | |  | **Flashcards** |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  Ex 1 •  Read the dialogue aloud. Students listen, make sure students know the given words and phrases.  Ask students to work in pairs and read the dialogue. Students read and translate.  Check pronunciations. Correct mistakes.  **Pair work (10 min)**  Ex 2 ·  • Ask students *What can you see in this picture?* Elicit students’ answers.  • Students read the text and translate.  • Make sure students understand the words.   * Ask students to write the words and check with the class.   **Class work (5 min)**  Ex 3.  · Read the model and check comprehension.  · Students write a first draft of the sentences they want to use in their notebooks. Monitor and check.  · After you have seen and commented on their work, students draw an outline of a house or block of flats and write their sentences around it. They can add details to the picture or bring a photo of their home to the next lesson to stick inside the outline.  **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 work in pairs and complete the task. They then translate the words  Students read the text and translate.  Students check the task with the class  • Students write a first draft of the sentences they want to use in their notebooks | · Students work in pairs and complete the task. They then translate the words    Students read the text and translate.  Students check the task with the class  • Students write a first draft of the sentences they want to use in their notebooks | | Teacher evaluates and guides students.  Self-check  Teacher evaluates and guides students | Student’s Book,  Audio  SB  SB |
| **The end of the lesson – 5 min** | · In small groups, students take turns to read aloud what they have written for SB Activity 2  and to say something else about their pictures.  · Students compare their pictures. | | students take turns to read aloud what they have written for SB Activity 2  and to say something else about their pictures | students take turns to read aloud what they have written for SB Activity 2  and to say something else about their pictures | | 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 7 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Homes** | | | | | |
| Objectives according to the Curriculum | | 3.1.2.1 recognise familiar words with visual support;  3.2.2.1 use isolated words and basic expressions to provide personal information;  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 integrate other areas of the curriculum through English:Geography   **Most learners will be able to:**   * to explore the Big Question *How are houses di­fferent*?   **Some learners will be able to:**   * to practice speaking about houses | | | | | |
| 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 *How are houses different?* on the board.  · Say the beginning of sentences for students to complete: *Houses are big or … (small). Houses are new or … (old). Some people don’t live in houses. They live in (flats, tents, trees).*  · Elicit more ideas about places to live. | | Students respond to greeting and take their places.  Students complete the sentences and check each other | Students respond to greeting  Students complete the sentences and check each other. They may use dictionaries | |  |  |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  · With Student’s Books closed, play the video.  · Ask students what they remember. They can use L1 to tell you about the houses on wheels, the igloo, etc.  · Students watch again to answer  *What types of homes do you know?*  Play the video again and elicit  answers. Ask students *Has anyone ever slept on a house boat or in a tent?*  **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 look at the photos in  Activity 1 for 30 seconds.  · In pairs, they test each other on what is in each picture (Student A with book closed, Student B checking the page, then swapping roles).  **Class work (5 min)**  · Check comprehension of *Which home …?*  Monitor and help, as necessary.  · Elicit answers and ask Which home do you like? Have a class vote on the most popular unusual home. | | · Students watch the video and answer the questions  Students listen and point to the photo. They then repeat the words  · Students work in pairs and test each other. They then check in pairs  · Students read the rest of the  questions in pairs and find the  answers in Activity 1. | · Students watch the video and answer the questions  · Students may use dictionaries  · Students work in pairs and test each other. They then check in pairs  · Students read the rest of the  questions in pairs and find the  answers in Activity 1. | | 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 homes. 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 7 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Buildings in our Town.** | | | | | |
| Objectives according to the Curriculum | | 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; | | | | | |
| 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)** | | 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** | **Class work (35 min)**  Ex 1   * Students look at the pictures in their Students books. * Play the recording. * Students point to the places when they hear the words, * Play the recording again. Students repeat the place names. * Students practice pointing and naming in pairs | | Students complete the tasks and check with the class | Students complete the tasks and check with the class | |  | Student’s book, audio |
| **The end of the lesson – 5 min** | · Flash each flashcard quickly in front of the class. Students guess and say what is it. | | · Flash each flashcard quickly in front of the class. Students guess and say what is it. |  | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To vocabulary |

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| Module 7 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **My perfect bedroom.** | | | | | |
| Objectives according to the Curriculum | | 3.2.2.1 use isolated words and basic expressions to provide personal information;  3.1.2.1 recognise familiar words with visual support; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  · to listen, imagine and draw to demonstrate meaning  · to describe a perfect room | | | | | |
| 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)**  · Pretend you have lost your voice. Mime some of the instructions you usually give, e.g*. Pick up your books. Open your books.* Take your  pencil case. Find a red pencil. Students give the instructions. Include *Close your eyes, Open*  *your eyes and Listen.* | | Students respond to greeting and take their places.  · Students respond the questions and revise the vocabulary | Students respond to greeting  · Students respond the questions and revise the vocabulary | |  |  |
| **The middle of the lesson – 35 min** | **Class work (35 min)**  Ex 1. · Remind students how to do the activity. Pre-teach *bed* (by drawing a picture) and get out of bed using mime. Make sure  students have coloured pens or pencils.  · Play the recording for students to follow instructions.  · Play the recording again before students draw, if necessary.  · Circulate as they draw their pictures, asking *What is your perfect bedroom?*  · Praise students for using their imagination and for their originality.  **Project work.**  · Draw a picture of your perfect bedroom.. Use colours if possible. Talk about the picture, starting with the prompt in the speech  bubble (e.g. *My perfect bedroom has 3 chairs. A bed…, I listen to music there*..)  · Students work in pairs. They show each other their pictures and describe. Encourage them to say as much as they can and to talk about their partner’s picture, as in the example.  **Pair work**  · Remind students that they answer by circling one option for each sentence, using the picture clues, if appropriate.  · Do the first item in the quiz as an example, if necessary.  · Students do the quiz in pairs.  The first time, they do it without looking back through the unit.  · Pairs check their work with other pairs.  · Students then look back to check questions they did not know.  · Check answers with the class. | | Students listen and complete the task. They then check with the teacher  · Students work in pairs. They show each other their pictures and describe  Students do the quiz and revise the unit  · Students then look back to check questions they did not know. | Students listen and complete the task. They then check with the teacher  · Students work in pairs. They show each other their pictures and describe  Students do the quiz and revise the unit. They may look through the book if needed  · Students then look back to check questions they did not know. | | 1 point for 1 correct answer  Students evaluate each other | Student’s book, audio  Internet, SB, audio |
| **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 from the unit |