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| **Module 8. My holidays** | | | | | | | |
| Module 8 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Family holidays** | | | | | |
| Objectives according to the Curriculum | | 3.1.2.1 recognise familiar words with visual support;  3.4.2.1. follow word order rules in short statements;  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 holiday and leisure activities   **Some learners will be able to:**   * to name and talk about holidays and leisure without support | | | | | |
| Evaluation criteria | | Demonstrate the new vocabulary (holiday) | | | | | |
| 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)**  · Write *Holidays* on the board and elicit/explain what it means.  · Elicit words to do with holidays: action verbs,  adjectives and nouns. Write them around Holidays to create a word map. | | 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 words for students to repeat in chorus.  · Do this three or four times.  · Hold up each flashcard for  students to say the words in  chorus.  · Add the flashcards to the word map on the board.  **Pair work (10 min)**  Ex 1 · · Students look at the picture in  their Student’s Books. Elicit who they can see and where they are (teach at the beach).  · Play the recording. Students point to the di­fferent activities when they hear the phrases.  · Play the recording again.  Students repeat the words.  · Students practise pointing to the holiday activities and naming them in pairs.  **Pair work (10 min)**  · Read the Big Question and check comprehension.  · In pairs, students think about as many di­fferent types of holiday as they can, e.g. *beach, camping in a forest, skiing in the mountains, staying on a canal boat.*  **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 in their Student’s Books.  For chant script see SB p103.  · Check comprehension of play in the sun, it’s lots of fun, dig, yum, click and splash.  · Play the recording again, pausing after each verse for students to repeat. Do the chant as a class and then in groups.  **Checking (5 min)**  **Ex3**  • Students listen the phrases and practice in saying.  • Check pronunciation. Make examples with the class. | | Students read the flashcards and work with vocabulary  · Students look at the picture in their Student’s Books. They listen and repeat the words  **Stronger students**: Ask what Flash says (We can have a race.)  Students think about the different types of holidays. They can stand up and move around.  Students listen and follow the chant in their Student’s Books  Students answer the questions and work on pronunciation | Students may write the words if needed  · Students work in pairs with stronger students  Students think about the different types of holidays. 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 and work on pronunciation. | | 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** | · Say, e.g. *On holiday I like eating ice cream. I don’t like looking for shells.*  · Write the example sentences  on the board and underline the -ing forms.  · In groups of four, students take turns to say what they like and don’t like doing on holiday. | | 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 8 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Let’s have some fun!** | | | | | |
| 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 make suggestions and respond using Let’s  **Most learners will be able to:**   * to review holiday activities   **Some learners will be able to:**   * to make sentences using *let’s* | | | | | |
| Evaluation criteria | | To talk about holiday activities | | | | | |
| 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)**  · Make two teams. A student from each team sits at the front of the class with his/her back to the board.  · Write a holiday activity on the board. The teams mime this activity for their representative at the front to guess. The students at the front can’t look at the board and the teams can’t say the words on the board.  · Whichever student at the front guesses first gets a point for his/her team.  · Two more students come and  sit at the front (one from each team).  · Continue with di­fferent activities. | | Students respond to greeting and take their places.  Students work with teams and complete the task | Students respond to greeting  Students work with teams and complete the task | |  | **SB** |
| **The middle of the lesson – 35 min** | **Introduction (5 min)**  Ex 1.• *Let’s* for suggestions  · Tell students to number the  pictures. Play the recording.  Students listen for the correct  order and write numbers in the  boxes in pencil.  · Students compare answers in  pairs. Then they write the missing words in the sentences from the box at the top of the activity.  · Play the recording again. Check with the class.  · Say each suggestion and  response for students to repeat.  Check understanding.  **Class work (10 min)**  **Ex 2**  · Play the Penny the penguin  video. Students watch and listen, then watch and read. Check understanding of the grammar.  · Play the audio again. Students follow in their Student’s Book and  join in.  · Students practice the sentences in pairs.  **Pair work (10 min)**  • **Ex 3.** • · Demonstrate the activity for the class and then give practice in open pairs.  · Students take turns to act out  and respond in closed pairs, e.g. Student A: *Let’s play football.*  Student B: *Sorry, I don’t want to.*  **Class work (10 min)**  • **Ex 1**  · Elicit the activities in the pictures. Use picture c to teach mountain and picture d to teach stay at home.  · Play the audio (124). Students follow the song in their Student’s Books. Explain the meaning of the holidays are near, the end of the year and just you and me.  For song lyrics see SB p106.  · Read the second part of the  instructions. Play the audio again for students to read the song lyrics and number the pictures according to the activities in the song.  · Students compare answers in  pairs before the class check.  · 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. | | · Students look at the pictures in the Student’s Book and read the sentences.  Students compare answers in pairs.  Students complete the task and check with the teacher.  • listen and complete the task.  Students check the task with teacher and correct mistakes | Students write the new grammar and ask questions if needed  Students compare answers in pairs.  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** | · Write the following words in jumbled letter order on the board: *sandcastle, shells, fish,*  *music, book, photo, picture, ice cream, guitar.*  · Students work in pairs to unjumble them and to add the correct verbs. | | · Students work with the words and complete the task. |  | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To learn new grammar *let’s* |

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| Module 8 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Where is it?** | | | | | |
| Objectives according to the Curriculum | | 3.2.3.1 respond to basic questions with single words or short responses;  3.2.3.2 make basic requests related to immediate personal needs; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to use previous vocabulary   **Most learners will be able to:**   * to talk about where things are with some support   **Some learners will be able to:**   * to talk about where things are 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)**  · Hide a soft toy animal or animal flashcard before the lesson (inside something).  · Say *There’s an animal in the classroom. Where is it? Stand up and look!* Students walk  around looking. Give clues using prepositions, e.g. *It’s not under the chair. It’s not on my desk.* Students ask, e.g. *Is it in the bin?*  · When a student finds the animal, he/she says, e.g. *It’s in your bag!* | | Students respond to greeting and take their places.  Students walk around and look for the flashcard or toy and practice the words | Students respond to greeting  Students walk around and look for the flashcard or toy and practice the words | |  |  |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  Ex 1 · · Play the recording. Students listen and read.  · In pairs, students choose the correct picture to match the questions and answers.  · Check, using open pairs.  **Pair work (10 min)**  Ex 2 ·  · Use the picture to teach sunglasses.  · Play the Penny the penguin video. Students watch and listen, then watch and read. Point out that to say *‘no’* we use it isn’t or they aren’t. Explain that the apostrophe represents the ‘o’ (not). Teach rocks.  · Play the audio. Students follow in their Student’s Book and join in.  · Students practice the sentences in pairs.  **Class work (10 min)**  Ex 3.  · Give students time to look at the pictures. Ask them questions with Where’s and Where are, e.g. *Where’s the red book? (It’s in the orange bag.) Where are the green books? (They’re in the pink bag.)*  · Tell students that they are going to play a memory game.  · Give them one minute to study the pictures.  · Student A then closes their book. Student B asks questions about the pictures using *Where’s / Where are …?* Student A responds *It’s /*  *They’re in the (colour) bag.* Monitor and check use of singular/plural forms. You can make the game competitive (students score a point for each correct answer). | | Students listen and read the questions and complete the task in pairs  Students listen, look and answer the questions  Students watch and listen, then watch and read  Students follow in their Student’s Book and answer the questions  · Students take turns to ask and  answer in pairs. | Students listen and read the questions and complete the task in pairs  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** | · Students take out classroom objects and take turns to place them in/on things on their desks  and to ask each other questions, e.g. Where’s the blue pencil? It’s on your book. | |  |  | | 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 8 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **The top of the hill** | | | | | |
| 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.  3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter; | | | | | |
| 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)**  · Ask students what the special powers of the Super Friends are (e.g. *What can Thunder do? Who can run very fast? Can Flash talk to animals*?)  Use mime to help show the meaning of the questions.  · Elicit what happened in the last episode (the friends used teamwork to put the robot kit  together). | | Students respond to greeting and take their places.  Students answer the questions and revise the previous story | Students respond to greeting  Students answer the questions and revise the previous story | |  |  |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  Ex 1 · · Use the first picture to teach hill and explain the meaning of the story title (The top of the hill).  · Give students time to look at the pictures and guess what the story is about.  · Ask *What has Thunder got in*  *picture 7*?  · Play the audio. Students listen, look and read.  · Play the whole Super Friends  video. Then play the video again, pausing to check comprehension.  Ask *Do all the Super Friends want to race*? (They are not sure – only Flash really wants to). Check comprehension of See you at the top of the hill! and ask why Flash says it (*She is sure she’ll win the*  *race*). Ask *Who can’t run? (Misty), What can she do? (She can walk),* and *What’s the problem? (There’s a big rock).*  Explain the meaning of *This is the end of the race* and *Let me try.* Ask *what Thunder says when he lifts the rock (Now*  *you can race to the top, Flash!)*  Make sure students realise that  the characters all decide to go to the top of the hill together. Check comprehension of together.  · Talk with the class about the value (modesty). Ask *who is modest in the story (Flash)* and *when she shows modesty (pictures 7 and 8, when she doesn’t race to the top of*  *the hill).*  **Pair work (10 min)**  Ex 2 ·  · Tell students that the phrases in Activity 2 are not exact words from the story. Read each phrase and explain the meaning.  · In pairs, students look at the story and try to work out who would say something similar (they infer what the characters are thinking from their actions and attitudes).  · Check with the class.  **Class work (5 min)**  Ex 3.  · Write *see* on the board using a red pen for the letters ee. Show students how to smile to make the long /iː/ sound.  · Students repeat *Just wait* and *see* after you.  · Students find the sentence in the story (picture 3).  **Class work (5 min)**  · Play the recording. Students look at the picture, read and repeat.  Point out that the letters ee in  tree and ea in beach represent the same sound.  · Repeat the sentence as a class without the recording.  · 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  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  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** | · In groups of four, students each take a role of one of the characters.  · Play the recording. Students repeat in role.  · Groups practice the role play.  · Volunteer groups role play for the class. | | 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 8 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Where to go on holidays.** | | | | | |
| Objectives according to the Curriculum | | 3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support;  3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices); | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to present and practice reading skills   **Most learners will be able to:**   * to answer the questions.   **Some learners will be able to:**   * to make sentences according to the lesson. | | | | | |
| Evaluation criteria | | talk about holidays | | | | | |
| 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)**  • Ask students *have you ever been to the Zoo?* Elicit students’ answers.  • Ask *What animals can you see in the Zoo*? Elicit students’ answers.  • Say today we will read the dialogue about Nick and Dina and interesting places of Kazakhstan. | | Students respond to greeting and take their places.  Students complete the task | Students respond to greeting  Students complete the task | |  | **Pictures** |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  Ex 1 •  • Students listen the dialogue and practice in saying.  • Divide students in pairs and ask them to read the dialogue.  **Pair work (10 min)**  Ex 2 ·  • Students read the text and answer the questions.  • Check the answers.  **Class work (5 min)**  Ex 3.   * Point on the picture and ask *What can you see in this picture?* * Play the recording. Ask students to say the words and point them. * Students then work in pairs and name the transport.   **Class work (5 min)**  • Explain the task. Give students time to complete it.  • Students may work in pairs.  • Check the answers. Correct mistakes.  . | | · Students work in pairs and read the dialogue  Students read the text and translate.  Students check the task with the class  • Students listen and answer the questions. | · Students work in pairs and read the dialogue    Students read the text and translate.  Students check the task with the class  • Students listen and answer the questions. | | Teacher evaluates and guides students.  Self-check  Teacher evaluates and guides students | Student’s Book,  Audio  SB  SB, audio |
| **The end of the lesson – 5 min** | • Students take turns to tell what they remember about the Zoo and Burabay | | students take turns to talk and discuss | students take turns to talk and discuss | | 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 8 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Transport** | | | | | |
| 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 present and practice transport   **Most learners will be able to:**   * to say the chant with the class   **Some learners will be able to:**   * to practice speaking about transport | | | | | |
| Evaluation criteria | | To name methods of 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)** | | 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)**  Ex 1 Ask students to listen and point to the pictures. Give time to think and remember the places.  **Pair work (10 min)**  Ex 2  Students work with the pictures and answer the questions in pairs.  **Stronger students** may work individually and make sentences with each picture.  **Class work (5 min)**  Ex 3.  Students work in pairs and complete the task. Students A names any type of transport, students B tells where this transport goes.  **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 then complete the task in pairs and check each other.  Students complete the task and answer the questions  · Students work in pairs and complete the task | Students then complete the task in pairs and check each other.  Students complete the task and answer the questions  · Students work in pairs and complete the task | | 1point for 1 correct answer  1 point for 1 correct answer  Teacher evaluates students. | Student’s Book,  Student’s book, audio  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 8 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Museum of transport.** | | | | | |
| Objectives according to the Curriculum | | 3.1.2.1 recognise familiar words with visual support;  3.3.3.2 find out the main points in short simple descriptions with visual support; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to practice the new language and listening skills. | | | | | |
| Evaluation criteria | | Talks about types of 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)**  Divide students into 3 big groups. Ask students to revise transport and their places.  Group 1 talk about transport on land, group 2 talk about transport on water, group 3 talk about transport in air. | | Students respond to greeting and take their places.  · Students are divided into groups and revise the transport | Students respond to greeting  · Students are divided into groups and revise the transport. | |  |  |
| **The middle of the lesson – 35 min** | **Class work (35 min)**  Ex 1  Ask students to listen and point to the transport.  Play the recording twice. Check the answers. Correct mistakes if needed. | | 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** | Divide students in pairs. Students work with the picture from exercise 1 and talk about types of transport. | | · 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 8 Lesson 8 | |  | | | | | |
| 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 | | 3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices); | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  · to practice the language through listening and responding physically | | | | | |
| 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)**  · Revise toys using the flashcards or mime.  · Give out soft balls or tell students to imagine they are holding balls. Teach *bounce* by demonstrating (Bounce the ball!) Students repeat and do the action (either with a real ball or miming). Repeat with throw.  · Students stand in a circle with a soft ball. Give instructions, e.g. *Throw the ball to (name). Bounce the ball! Hold the ball in your left hand.* | | 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. · Students complete the tasks and check with the class.  **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 how to make a new dialogue by completing the gaps, e.g. *Do you go swimming at the weekends? Yes, I do. Where do you go swimming? In the swimming pool. That’s great!*  · In pairs, students write a new  dialogue. Help with vocabulary.  · Students practice in pairs. | | 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 listen and complete the task. They then check with the teacher  · Students work in pairs. They show each other their pictures and describe | | 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 |