**Lesson plan for the 5th Grades**

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| Module 3 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Family and friends** | | | | | |
| Objectives according to the Curriculum | | 5.1.5.1-use feedback to set personal learning objectives;  5.1.6.1- organize and present information clearly to others  5.2.6.1 - deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn vocabulary for friends and family.  • talk about my own family.  • draw and describe my family tree.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Consider classmates' feedback and set personal learning objectives based on their feedback * Organize information logically. Express ideas clearly * Figure out the content of a short conversation with some support * Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **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/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Distribute photos of your own friends and family around the classroom and ask students to work in pairs to guess the identities of the people in them, e.g. I think this is your mum.  • Alternatively, introduce the topic by asking students if they have a collection of photos of their friends and family online and which photo websites (e.g. Instagram, Flickr) they use.  • If students have such accounts, they can use their phones to briefly show each other some of the photos they have there. | | students respond to greeting and take their places.  Students work with the topic and make examples. | students respond to greeting and take their places.  Students work with the topic and make examples. | |  |  |
| **The middle of the lesson – 35 min** | • Books closed. Ask: *Who are the important people in your life?* Elicit students’ answers to this question, e.g. my mum, mybrother, my best friend.  • Ask students to open their books, look at the picture and say what they can see in it.  • Put students into small groups. Give them a minute to answer the three questions. Point out that only the first of the three questions has an obvious answer.  • Check answers. You could introduce the word probably, which students can then use when giving their answers to the second and third questions. If you do, explain that the word is used to say that something is very likely, e.g. I’m probably going to the cinema this afternoon.  • Tell students that the theme of Unit 3 is family and friends.  1 • Ask students to open their books at page 27 and look at Sarah Wood’s family tree. Make sure they identify Sarah (with caption ‘Me!’ middle left).  LISTENING  2. 1.23 Ask students to work in small groups to complete this exercise. You could turn this task into a game by asking groups to compete to be the first to complete the text correctly.  • Ask stronger students to complete the text without checking the meaning of the words in a dictionary. Allow weaker students to use dictionaries.  • Play the recording.  • Students listen to it, check their answers to Exercise 1 and repeat the words. Encourage students to mimic the pronunciation they hear.  **Fast finishers:**  Students can turn to the Vocabulary bank on page 118 and do the Family and friends activities.  3 • Read out the example and then ask students to work in pairs to match the remaining words in pairs of opposites.  • Then ask them to look at the example sentence and complete the remaining ones.  4 • Before students do this exercise make sure they understand the difference between male and female.  • Ask students to copy the circles into their notebooks.  • Students can work alone or in pairs to complete the circles with the words in Exercise 2.  • Ask students to compare their answers with a partner before you check answers with the class.  5 • Divide students into pairs (A and B).  • Give students two minutes to draw their own family tree. Explain that they can use the example in Exercise 1 as a guide.  • Read out the example sentences and ask Student As to tell their partner about the people in their family tree. They should add any other information they can, e.g. age or hair colour.  • Student Bs listen and make notes.  • The pairs then swap and Student Bs describe their family tree and Student As listen and makes notes. | | Students answer the questions and check in groups  Students work with the picture and answer the questions  Students do listening task and complete the text.  Students follow the instruction and play a game  Students read and complete the examples.  Student complete the exercise and complete the circle. Students compare their answers  Students work in pairs and draw their own family tree. | Students answer the questions and check in groups  Students work with the picture and answer the questions  Students do listening task and complete the text.  Weaker students may use dictionaries  Students follow the instruction and play a game  Students read and complete the examples.  Student complete the exercise and complete the circle. Students compare their answers  Students work in pairs and draw their own family tree. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Students evaluate each other  1 point for each correct answer | Book, sldie  Book, slide  Book, audio  Book, slide  Book, slide  Internet resources, book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 17 of the Workbook for homework. | |  |  | |  |  |

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| Module 3 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A big Family** | | | | | |
| Objectives according to the Curriculum | | 5.5.3.1- write with support factual descriptions at text level which describe people, places and objects;  5.4.2.1- understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  5.3.5.1- keep interaction going in basic exchanges on a growing range of general and curricular topics;  5.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an article about a big family.  • learn adjective opposites.  • compare my own family with the one in the article.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * write factual descriptions at text level * Identify details in a text with little support * Support a talk on a given general topic * Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **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/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Find out who in the class has got the biggest family by asking individual students: How many brothers and sisters have you got?  • Alternatively, tell the class how many brothers and sisters you have got. | | students respond to greeting and take their places.  Students answer the questions and tell the class about their family. | students respond to greeting and take their places.  Students answer the questions and tell the class about their family. | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 28.  • Focus their attention on the photos. Encourage students to make predictions about what the text is about using the images and title to help them.  • Read out the title and the question.  • Elicit answers from the class.  2 • Check students’ understanding of the following vocabulary from the article: noisy, busy and kids. Teach noisy by opening and closing drawers loudly in your desk, dropping things on the floor, singing and generally making a noise. Teach busy by doing lots of different things one after another, e.g. read, write, take things out of your bag, and keep checking the time on your watch or phone. Tell students that kids is an informal word for children.  • Ask students to read the article.  • Students can compare their answers in pairs before you check answers with the class. Ask students to say which part of the text gave them the answer (the last sentence).  • Refer students to the information in the FACT! box. Ask: Do you know where the word ‘family’ comes from? Tell students that it comes from the Latin famulus, which means slave or servant.  3 • Read out the instructions and the example.  • Ask different students to come to the board in turn to correct the false sentences  4. Explore adjectives  • Refer students to the adjectives in the list. Ask them to work alone to find the opposite adjectives in the article.  • Students can compare their answers in pairs before you check answers with the whole class.  • To extend this activity, ask students to work with a partner. Students take it in turns to draw or mime the adjectives for their partner to guess  • Play Could you spell that, please? using the words in Exercise 4.  • See Games Bank on page 28.  5 • Give students a couple of minutes to make notes on the differences between their family and Damien’s family.  • Monitor, making sure that students are completing the chart by using the adjectives in Exercise 4.  6 • Ask students to work in pairs to do this exercise.  • Students should produce sentences such as: Damien’s family is big, but my family is very small.  • Ask a few students to read their sentences out to the class.  • Put students into pairs.  • Students take it in turns to use their phones to record a video of each other talking about their families.  • Students can then play their videos for the class. | | Students make predictions and read the title of the text.  Students work on vocabulary and then read the article. Students answer the questions and check in pairs  Students identify the sentences as true/false and correct them  Students read the adjectives and compare their answers in pairs.  Students make notes on a topic and complete the chart.  Students work in pairs and make a video according to the topic. | Students make predictions and read the title of the text.  Students work on vocabulary and then read the article. Students answer the questions and check in pairs  Students identify the sentences as true/false and correct them  Students read the adjectives and compare their answers in pairs.  Students make notes on a topic and complete the chart.  Students work in pairs and make a video according to the topic. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book  Book, slide  Book, slide  Book, slide  Book, slide  Internet resources |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 6 and 7 on page 18 and Exercises 1, 2, 3, 4 and 5 on page 21 of the Workbook for homework. | |  |  | |  |  |

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| Module 3 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 1 *have got* | | | | | |
| Objectives according to the Curriculum | | 5.1.6.1- organize and present information clearly to others;  5.3.3.1- give an opinion at sentence level on a limited range of general and curricular topics;  5.3.4.1- respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn the affirmative, negative, question and short answer forms of have got.  • practise asking and answering questions about possessions with have got.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Organize information logically. Express ideas clearly * Provide a point of view in connected sentences * Provide unprepared speech to answer a variety of questions at sentence level with limited flexibility | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **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/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Hold up objects and say: *I’ve got a book. I’ve got a pencil., etc.*  • Ask students to work in pairs. Students take it in turns to hold up and name objects around them using have got. | | students respond to greeting and take their places.  Students take it in turns to hold up and name objects around them using have got. | students respond to greeting and take their places.  Students take it in turns to hold up and name objects around them using have got. | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 29 and copy the chart into their notebooks. Students can then work in pairs to complete the sentences by referring to the text on page 28.  • Give weaker students the two forms they need to complete the sentences and ask them to put the forms into the right gaps in the chart.  • Check answers.  • For further information and additional exercises, ask students to turn to page 110 of the Grammar reference section.  2 • Ask: What can you see in the picture? Elicit students’ answers.  • Refer students to the gapped text. Encourage them to read the text first for general understanding.  • Students should identify the personal subject pronouns or the singular or plural nouns that come before the gaps in the text. Doing this will lead them to the correct form of have got that they need to complete the text.  • Students should refer to the chart in Exercise 1 to remind them of the correct forms of have got.  **Fast finishers**  Students can write four pairs of sentences about their own family using the full and contracted forms of have got, e.g. I have got a sister. I’ve got a sister.  3 • Ask students to look at the pictures and name the objects they can see, e.g. trainers, headphones, scarf. • Read out the example and complete number 2 with the class.  • Ask students to work in pairs to complete the exercise.  • Check answers with the class.  5 • Put students into pairs.  • Give them a couple of minutes to ask and answer questions about what they have got using the information in the chart and two ideas of their own.  • Ask weaker students to write their questions down before they ask them.  • Divide students into pairs.  • Students first tell each other about how many people there are in their family, e.g. I’ve got three sisters, one brother, a mum and dad.  • Students think of questions with have got to ask their partner about members of their family, e.g. Has your brother got a computer?  • Students ask and answer the questions.  • To finish the activity, ask some students to tell the class about their partner’s family, e.g. Bogdan’s got one sister. His sister’s got a cat.  VIDEO You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson. 3.1 Robot Fighters  • Ask: What is a robot? Elicit student’s answers and then read out the information about the video.  • Play the video.  • Students watch it and answer the two questions.  • Check answers. Then ask students: Are robots a good idea?  • See page 135 for further activities you can do with this video | | Students copy the chart and complete the sentences  Students answer the question and gap the text.  Students talk about objectives they can see. Students work in pairs and complete the task  Students work in pairs and answer the questions.  Students work in pairs and complete the task. Students may ask and answer the questions.  Students watch the video and answer the questions. | Students copy the chart and complete the sentences  Students work with the given verbs and make sentences  Students answer the question and gap the text.  They may use dictionaries  Students talk about objectives they can see. Students work in pairs and complete the task  Students work in pairs and answer the questions. Weaker students write their questions down before they ask them.  Students work in pairs and complete the task. Students may ask and answer the questions.  Students watch the video and answer the questions. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Book, slide  Book, slide  Book, slide  Book, slide, video |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 18 of the Workbook for homework. You can also ask students to take a photo of some of their favourite things, bring it to the next lesson and show it to their partner. Students then have to say what things their partner has got. | |  |  | |  |  |

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| Module 3 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Describing people | | | | | |
| Objectives according to the Curriculum | | 5.2.2.1 - understand an increasing range of unsupported basic questions which ask for personal information;  5.2.6.1 - deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;  5.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • listen to a conversation about a virtual world.  • learn words to describe people.  • write a description of my avatar.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Recognize basic personal questions without support * Figure out the content of a short conversation with some support * Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **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/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Write avatars and virtual worlds on the board. Check that students understand these terms.  • Put students in pairs to tell one another about which video games they know and enjoy playing. | | students respond to greeting and take their places.  Students work in pairs and tell about games. | students respond to greeting and take their places.  Students work in pairs and tell about games. | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 30.  • Read out the question and then ask students to work in pairs to answer it.  LISTENING  2. 1.24 Before students listen, ask them to make a list of the words they might hear in the recording.  • Play the recording.  • Students can compare answers in pairs before you check answers with the class.  3. 1.24 Play the recording again.  • Give weaker students the audioscript to read as they listen to the recording.  • Students work in pairs to correct the sentences.  • Check answers.  Describing people  4. 1.25 Write Connor’s avatar has got spiky hair on the board. Ask students to identify which word in the sentence is an adjective (spiky).  • Read out the words in the box and under the pictures.  • Students copy the word groups into their notebooks and then add the words to the correct groups.  • Play the recording for students to check their answers and repeat the words.  **Fast finishers**  Students can turn to the Vocabulary bank on page 118 and do the Describing people activities.  5 • Give students five minutes to write their descriptions.  • Students read their description to a partner, who draws a picture of the avatar being described. | | Students read and answer the questions  Students listen to the recording and answer the questions  Students work in pairs and correct the sentences  Students read the words in box and check the answers in pairs.  Students write descriptions and check in pairs. | Students read and answer the questions  Students listen to the recording and answer the questions  Students work in pairs and correct the sentences  Weaker students are given audioscript.  Students read the words in box and check the answers in pairs.  Students write descriptions and check in pairs. | | 1 point for each correct answer  1 point for each correct answers  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide, audio  Book, slide, audio  Book, slide, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 19 of the Workbook for homework. | |  |  | |  |  |

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| Module 3 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 2 Comparative adjectives | | | | | |
| Objectives according to the Curriculum | | 5.6.1.1- use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics;  5.6.2.1- use quantifiers many , much , a lot of ,a few on a limited range of familiar general and curricular topics;  5.6.3.1- use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn comparative adjectives.  • describe a picture using comparative adjectives.  • compare myself to another student using comparative adjectives.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Describe time and location on familiar topics using countable and uncountable nouns * Apply the correct quantifiers in the context * Apply the rule for comparative and superlative adjectives | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **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/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Introduce comparatives by drawing a picture of two people on the board.  • Give the two people names and make them look as different from one another as you can. One can be tall and unhappy and the other short and happy.  • Write one sentence on the board comparing the two people and then elicit further sentences from the class, helping students to form comparative adjectives.  • Follow the same procedure as above but this time draw three people. One can be tall, the other taller and the third the tallest of all.  • Write a sentence on the board showing that this person is the most of a group (the tallest). | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 31 and copy the chart into their notebooks.  • Students can then work in pairs to complete the chart.  • For further information and additional exercises, ask students to turn to page 110 of the Grammar reference section.  2 • Write the chart on the board and ask individual students to come to the front of the class to complete it.  • Students then pass their answers to another team for marking.  • Teams get one point for a correct adjective but only if it is spelt correctly. The team with the most points wins. If there is no winner, write an incorrect sentence on the board, e.g. Shymkent is bigger than Aktobe. The first team to correct the sentence wins the game.  3 • Ask stronger students to complete the sentences individually.  • Allow weaker students to work in pairs to complete the sentences.  • Check answers by writing the gapped sentences on the board and asking different students to come to the front of the class to complete them.  **Fast finishers**  Students can write five sentences comparing famous people or places.  1.26 Play the recording for students to listen to and repeat the sentences.  Make sure that students are pronouncing the ‘th’ of than correctly (the correct pronunciation is /ð/).  4 • Read out an adjective from the box and then choose a student to make a sentence about the dogs using that adjective.  • Ask students to work in pairs to write the sentences.  5 • Give students one minute to read through the text.  • Ask stronger students to complete the gaps individually.  • Ask weaker students to work in pairs to complete the gaps.  • Check answers by asking seven students in turn to write an answer on the board.  6 • Put students in pairs to compare people in their family using the adjectives in the box. Make sure students write their sentences in their notebooks.  7 • Put students into pairs.  • Give them a few minutes to tell each other about their family.  • Ask students to tell the class about their partner's family.  • Play The ball game using comparatives and superlatives.  • See Games Bank on page 28. | | Students complete the chart and work with grammar  Students pass their answers and correct the adjectives.  Students complete the task individually.  Students listen and repeat the sentences  Students read the adjectives and write sentences  Students read the text and complete the sentences.  Students work in [airs and compare their answers.  Students tell about their families to each other  Students follow the instructions and play a game | Students complete the chart and work with grammar  Students pass their answers and correct the adjectives.  Students complete the task in pairs.  Students listen and repeat the sentences  Students read the adjectives and write sentences  Students read the text and complete the sentences.  Students work in [airs and compare their answers.  Students tell about their families to each other  Students follow the instructions and play a game | | 1 point for each correct answer  1 Point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Book, slide, audio  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2 and 3 on page 20 of the Workbook for homework | |  |  | |  |  |

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| Module 5 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | My family, by Boris Moldanov | | | | | |
| Objectives according to the Curriculum | | 5.2.6.1 - deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;  5.2.8.1 - understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  5.3.6.1- communicate meaning clearly at sentence level during, pair, group and whole class exchanges; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch a video about a family in Siberia.  • compare my own town with the town in the video.  • compare my own family with the family in the video.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Figure out the content of a short conversation with some support * Recognize the meaning of a story and extended talk with some support * Interact with each other delivering content correctly and clearly to others | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **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/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Write Siberia on the board and ask students what they know about the region.  • Alternatively, you could write the words in Exercise 1 on the board and see if students can predict which part of the world the video is about. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 32.  • Refer students to the map so that they can identify the location of Siberia.  • Check that students understand the meaning of the words in the box.  • Students can work alone or in pairs to find six of the things in the photos.  2 • Ask the question of the class. Be aware of which students do not often contribute when you ask the class questions which do not have obvious answers, and make sure that the most confident students do not dominate.  • You could ask students to justify the answers they give to the question, e.g. I think we’ll see snow because Siberia is very cold.  3. 3.2 Play the video with the sound off.  • Students watch the video and check their answers to Exercise 1.  4. 3.2 Read out the three summaries and check that students understand them.  • Then play the video for students to choose the best summary.  • Students can compare answers in pairs before you compare answers with the class.  5. 3.2 Ask a student to read out the three sentences.  • Then play the next part of the video so that students can order the events.  • Ask one student to give the answers to the exercise. Ask the rest of the class whether or not they agree.  6. 3.2 Give students a minute to read through sentences 1–7.  • Play the video again and ask students to decide if sentences 1–7 are true or false.  • Give weaker students a copy of the script, which they can then read as they watch the video.  7 • Give students a couple of minutes to complete the chart with their own information. Monitor and help as necessary.  8 • Put students into pairs.  • Students take it in turns to tell each other about how where they live compares with where Boris lives. | | Students work with map and answer the questions.  Students talk on a topic and answer the questions  Students watch the video and check their answers  Students read the summaries and watch the video.  Students read the sentences and give answers  Students read the sentences and decide true/false.  Students complete the chart and work in pairs. | Students work with map and answer the questions.  Students talk on a topic and answer the questions  Students watch the video and check their answers  Students read the summaries and watch the video.  Students read the sentences and give answers  Students read the sentences and decide true/false.  Weaker students copy the script.  Students complete the chart and work in pairs. | | Teacher evaluates and guides students  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  video  Video, book. slide  Book, slide, video  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to use the Internet to research an aspect of life in Siberia, e.g. food, weather or culture. At the beginning of the next class, students share what they found out with a partner. | |  |  | |  |  |

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| Module 3 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | A Family Festival | | | | | |
| Objectives according to the Curriculum | | 5.4.2.1- understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  5.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics;  5.5.5.1- link without support sentences using basic coordinating connectors;  5.5.7.1- use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read a text about Diwali.  • talk about festivals in my own country.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify details in a text with little support * Recognize factual details in a given argument related to the topic * Link sentences using basic coordinating connectors * Identify the correct form of a word, appropriate sentence structure and text layout | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **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/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Distribute the photos around the class.  • Ask: What can you see? Encourage students to describe the photos in as much detail as they are able to provide.  • Explain that the photos show festivals and that people around the world celebrate festivals and that these celebrations are important in people’s lives. Check students’ understanding of these key words. | | students respond to greeting and take their places.  Students work with photos and answer the questions | students respond to greeting and take their places.  Students work with photos and answer the questions | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 33. Focus attention on the photo.  • Elicit ideas about what is happening in the photo and where the people are. Do not accept or reject any ideas at this stage.  2 • Ask students to read the text to check their ideas about the photo that they came up with in Exercise 1.  3 • Read out the title to the interview and the short introduction.  • Ask students to work alone to read about Diwali and then match the questions to the paragraphs.  • Students can compare answers in pairs.  4 • Students can work in pairs to do the task.  • Ask students to underline the parts of the text which helped them complete the exercise.  • Read out the information in the FACT! box. Ask: How many festivals are there in your country?  • Ask students to name some festivals, say what they celebrate and where they take place.  • Put students into small groups. Give each group a festival to research, e.g. the Lantern Festival in Pingxi, Taiwan; Queen’s Day in the Netherlands; the Ice and Snow Festival in Harbin, China.  • Assign different roles to students in their groups (or ask the students to decide roles for themselves), e.g. one does the writing, one looks for information online, one communicates the results of the search to the class.  • Students do an Internet search about the festival.  • Students should provide the name of the festival, say where it takes place, what it celebrates, how long it lasts and what people do during the festival.  • Each group tells the class about what it has found out.  5. Explore adjective suffixes -ful  • Ask students to work alone to find two adjectives in the interview which have the -ful suffix.  • Check answers. Make sure that students understand that the -ful suffix means full of, e.g. colourful = full of colour.  6 • Ask students to work alone to complete the sentences.  • Students can compare answers in pairs before you check answers with the class.  7 • Read out the two words and ask the class to turn them into adjectives using the suffix -ful.  • To extend work on the vocabulary, ask students to turn to the Vocabulary bank on page 118.  8 • Give students time to think of a festival in their country that they have been to or are interested in going to.  • Make sure students do not all choose the same festival.  • Give students a few minutes to make notes on the festival they choose. If necessary, they can look up information about the festival on the Internet.  • Help weaker students by giving them specific questions to find answers to, e.g. What’s the festival called? Where is it? When is it?  9 • Put students in pairs to do the task.  • Ask some students to report back to the class on the festival their partner talked about. | | Students work with photos and answer the questions.  Students read the text and answer the questions  Students read the text and do matching  Students work in pairs and answer the questions  Students work in small groups and research festivals online.  Students work individually and fill in the adjectives.  Students complete the sentences and compare answers  Students work on vocabulary  Students make notes on a task and then work in pairs and discuss. | Students work with photos and answer the questions.  Students read the text and do matching  Students work in pairs and answer the questions  Students work in small groups and research festivals online.  Students work individually and fill in the adjectives.  Students complete the sentences and compare answers  Students work on vocabulary  Students make notes on a task and then work in pairs and discuss. Weaker students are given special questions to answer. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Students evaluate each other  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students. | Book  Book, slide  Book, slide  Internet resources  Book, slide  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercise 4 on page 20 of the Workbook for homework. | |  |  | |  |  |

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| Module 3 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Speaking on the phone | | | | | |
| Objectives according to the Curriculum | | 5.3.5.1- keep interaction going in basic exchanges on a growing range of general and curricular topics;  5.3.6.1- communicate meaning clearly at sentence level during, pair, group and whole class exchanges;  5.2.2.1 - understand an increasing range of unsupported basic questions which ask for personal information | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch or listen to teenagers taking about mobile numbers and e-mail addresses.  • practise giving out mobile numbers and email addresses.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Recognize basic personal questions without support * Support a talk on a given general topic * Interact with each other delivering content correctly and clearly to others | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **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/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Write an email address and a phone number on the board and ask the class to identify what they are.  • Practise how to read phone numbers and email addresses by saying the ones you have written on the board and asking the students to repeat them after you. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | REAL TALK: What’s your phone number? What’s your email address?  1. 3.3 Ask students to open their books at page 34.  • Tell students they are going to watch some teenagers answering the following questions:  What’s your phone number? What’s your email address?  • Give students some time to look at the chart and then play the video.  • Do not be afraid to play it a few times. You may also want to pause it after each speaker.  • Students work alone to complete the chart with the correct email addresses and phone numbers.  • Students can compare answers in pairs before you check answers with the class.  2. Put students into pairs to practise asking and answering the two questions. Point out that if students do not want to give their actual email address or phone number out, they can simply make them up.  • Ask some students to report back to the class on their partner’s phone number and email address.  3. 1.27 Play the recording. Ask students what Raj wants to do.  4 • Ask: How can we make it easy for someone to understand what we say on the phone? Elicit some ideas, e.g. speak slowly and carefully, spell difficult names, repeat information, etc.  • Ask stronger students to cover the phrases in the Useful language box. They can then attempt to complete the conversation with appropriate words and phrases.  5. 1.27 Play the recording again for students to listen andcheck their answers to Exercise 4.  6. Students work in pairs to practise the conversation in Exercise 4.  7. Read through the instructions and make sure that students understand what they have to do.  • To help weaker students, read out and drill the phone numbers and email addresses before students do the activity.  • Put students in pairs to practise their conversations.  • Monitor while students are practising their conversations. Check that they are using the phrases from the Useful language box and saying the email addresses and phone numbers correctly. | | Students answer the questions and watch the video.  Students complete the chart and compare answers.  Students work in pairs and answer the questions.  Students listen to the recording and answer the questions.  Students work in pairs and practice the conversation | Students answer the questions and watch the video.  Students complete the chart and compare answers.  Students work in pairs and answer the questions.  Students listen to the recording and answer the questions.  Students work in pairs and practice the conversation | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, slide  Book, slide  Book, slide  Book, audio |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to record a short telephone conversation with a friend. The conversation can be based on the one in Exercise 4. At the beginning of the next lesson, students can play their recording to a partner. | |  |  | |  |  |

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| Module 3 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | My best friend | | | | | |
| Objectives according to the Curriculum | | 5.5.1.1- plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics;  5.5.3.1- write with support factual descriptions at text level which describe people, places and objects;  5.5.5.1- link without support sentences using basic coordinating connectors;  5.5.8.1- spell most high-frequency words accurately for a limited range of general topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read a description of someone’s brother.  • learn about the modifiers not very, quite and really/very.  • write a description of my best friend.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Plan, write, edit and proofread work at text level * Write factual descriptions at text level * Spell most high-frequency words accurately | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **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/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Write best friend on the board. Ask: Who is your best friend? Invite some students to tell the class something about their best friend, e.g. My best friend is called Mehmet. He’s 12. He lives in Istanbul.  • You could also briefly describe your own best friend. Make sure your description is similar in style and content to the one seen in  Exercise 1. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 35.  • Students read the text quickly and answer the question.  2 • Tell students that the chart refers to Javier from Exercise 1.  • Ask students to work alone to copy and complete the missing information.  3 • Read through the modifiers in the Useful language box.  • Explain that modifiers such as quite or not very change (or modify) the next word in the sentence, e.g. I’m quite tired. My brother isn’t very tall.  • Ask stronger students to translate the modifiers into their language.  • Give weaker students bilingual dictionaries so that they can find out how the modifiers translate into their language before they look in the description for examples of such words.  • Check answers.  4 • Students work alone to complete the sentences.  • Ask some students to report back on how their partner has completed his or her sentences.  Get Writing  PLAN  5 • Students should do their planning in class. The writing can either be done in class or at home.  • Tell students they are going to write a description of their best friend.  • Refer students back to the chart in Exercise 2 and then ask them to work alone to complete the chart with notes about their best friend.  WRITE  6. Refer students to the language in Exercise 6. Make sure that students know how to use it before you ask them to write their description.  • Tell students to use Javier’s description of David as a model to follow. Encourage them to add extra information to their own descriptions, e.g. whether or not the person has brothers or sisters, that person’s interests, what that person usually does in his or her free time, etc.  • Give students ten minutes to complete the writing task.  • Monitor while students are writing. Help with grammar and vocabulary as necessary.  • Encourage students to produce at least two drafts of their description. If students are doing this at home, ask them to write their descriptions on their computers rather than in their notebooks as it will allow them to change the text more easily.  7 • Tell students that it is very important that they check their writing in order to look for ways to improve its content, style and structure.  • Give students a few minutes to look through their descriptions and check them against the points here.  • Collect students’ descriptions and mark them.  • Use students’ written work as a means of finding common errors. You can then use these as a basis for revision in the next lesson (but do not refer to who made the mistake). Also remember to share good sentences from students’ work with the rest of the class. | | Students read the text and answer the questions  Students read the chart and complete the information  Students work with modifiers and translate them.  Students check the answers  Students work individually and complete the sentences  Students follow the instructions and practice writing skills.  Students check the answers and complete the task | Students read the text and answer the questions  Students read the chart and complete the information  Students work with modifiers and translate them.  Students check the answers  Students work individually and complete the sentences  Students follow the instructions and practice writing skills.  Students check the answers and complete the task | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students | Book, slide  Book, slide  Book, slide, Useful language box  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to find an interesting description of a person. If you have a library in your school, students can borrow books (at the right level) from it. If not, ask them to find books in English in their local library. In the next lesson, students read out the description to a partner and then say why they like it, e.g. It’s very funny. You can also set Exercises 1–12 on pages 22 and 23 of the Workbook for homework. | |  |  | |  |  |

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| Module 3 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | CLIL. Math. Fractions | | | | | |
| Objectives according to the Curriculum | | 5.1.6.1- organize and present information clearly to others  5.4.2.1- understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn about fractions.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Organize information logically. Express ideas clearly * Identify details in a text with little support | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **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/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Write the following on the board: ½, ¾.  Ask: Do you know what these are? Elicit or introduce the word fractions.  • Ask: What is a fraction? Elicit students’ ideas, but do not accept or reject them at this point. | | students respond to greeting and take their places.  Students answer the questions and introduce the topic | students respond to greeting and take their places.  Students answer the questions and introduce the topic | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 36.  • Read out the definition and then ask students to work in pairs to match the pictures with the fractions. Be aware that some students may not perceive the world mathematically and so may require additional support.  • Write the answers (the fractions and the corresponding pictures) on the board. Students can copy this into their notebooks.  • Do not go into the pronunciation of the words half, third or quarter at this point.  2 • Read out the example.  • Put students into small groups to continue the matching exercise.  3. 1.28 Play the recording for students to check their answers and repeat the words.  • Pay particular attention to the pronunciation of ‘th’ as it can be a difficult sound to master.  • To help students, break words up into distinct sounds, e.g. ‘fif’ and ‘th’. Drill one sound, then the other. When students are confident with the sounds, put the two sounds together to make a complete word.  • Point out the fact that ‘l’ in half is silent, which means that the word is pronounced /hɑːf/ rather than /hɑːlf/.  • Ask students to draw circles, squares, triangles and rectangles in their notebooks.  • Students divide the shapes up into sections – halves, quarters, thirds, fifths, sixths, sevenths, etc. (It will be easier for students to divide rectangles up into fifths, sixths and sevenths than circles, squares and triangles.)  • Students colour some of the sections, but leave other sections blank.  • Students show their shapes to their partner who says what fraction of the shape has been coloured in.  4 • Read out the information about the numerator (the number above the line in a fraction) and denominator (the number below the line in a fraction).  • Read out the questions and elicit the answers from the class.  5 • Put students into small groups and ask them to do the quiz.  • Tell students to use the images to help them decide the answers in each case.  • Monitor while students do the quiz and help as necessary.  • Read out the quiz questions (including the multiple-choice answers) and elicit answers.  6 • If you have a small class, put students in pairs for this activity. If you have a large class, put them into groups.  • Give students (in their pairs or groups) five minutes to write their own fractions quiz based on the examples in Exercise 5.  • Monitor while students write their quiz questions and make sure that the questions are accurate.  • Then ask one student from each pair (or one member of each group) to come to the front of the class and read out their quiz questions for the rest of the class to answer. | | Students read the definition and write answers  Students work in groups and listen to the recording to check answers.  Students work with sections and share ideas with the teacher  Students read and answer the questions.  Students work in groups and do the quiz.  Students work in pairs or groups. they write a quiz and read the quiz to the class. | Students read the definition and write answers  Students work in groups and listen to the recording to check answers.  Students work with sections and share ideas with the teacher  Students read and answer the questions  Students work in groups and do the quiz.  Students work in pairs or groups. they write a quiz and read the quiz to the class. | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Students evaluate each other | Book, slide  Book, slide, audio  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to try the fractions activities here: <http://www.bbc.co.uk/schools/>teachers/ks2\_activities/maths/fractions.shtml | |  |  | |  |  |

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| Module 3 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Do the quiz. Australia in fractions | | | | | |
| Objectives according to the Curriculum | | 5.2.8.1 - understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  5.2.2.1 - understand an increasing range of unsupported basic questions which ask for personal information; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Recognize basic personal questions without support * Recognize the meaning of a story and extended talk with some support | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **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/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  **Tell students that you are going to watch video about Australia.**  Summary  With awe-inspiring landscapes and impressive cities, The Land Down  Under extends beyond its vast deserts to the ocean that surrounds it. Australia is home to many people of different languages. It also claims some unusual animals that only live here and nowhere else. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | VIDEO  Before you watch  1 Answer the question.  • Ask the class: What is a ‘nickname’? Write nickname on the board. Elicit or teach the meaning of the word.  • Find out if anyone in the class has a nickname.  While you watch  2 Watch the video and answer the question.  • Tell students they are going to watch a video in which they will learn some facts about a country known by the nickname The Land Down Under.  • Ask students to watch the video to answer the following question: What is the real name of the country?  • Play the video.  • Check the answer.  3 Watch the video and write the fractions.  • Write the following sentences on the board:  1 \_\_\_\_\_\_ of the population speak English.  2 \_\_\_\_\_\_ of the population are from other countries.  3 \_\_\_\_\_\_ live in cities.  4 \_\_\_\_\_\_ live near the ocean.  5 \_\_\_\_\_\_ work in mines.  6 \_\_\_\_\_\_ of the country is desert.  • Play the video again for students to watch and note down the fractions and what those fractions refer to.  • Students can compare answers in pairs before you check answers with the class.  After you watch  4 Write a description of Australia.  • Put students into pairs and ask them to write a description of Australia using the information from the video and any other information they can find out, e.g. Australia has got a population of 22 million and 1/3 of the country is desert.  • Collect, check and display students’ work. | | Students watch the video and answer the questions  Students watch the video and answer the questions.  Students watch the video and fill in the gaps.  Students can compare answers with each other  Students work in pairs and write a description of Australia. | Students watch the video and answer the questions  Students watch the video and answer the questions.  Students watch the video and fill in the gaps.  Students can compare answers with each other  Students work in pairs and write a description of Australia.  Students may use their notes | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students | Book, slide, video  Book, video  Book, video, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For Extension Activity see page 143 in Teacher’s Book | |  |  | |  |  |

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| Module 3 Lesson 12 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | What we value | | | | | |
| Objectives according to the Curriculum | | 5.4.1.1- understand the main points in a limited range of short simple texts on general and curricular topics;  5.4.2.1- understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  5.4.6.1- recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an article about Batyrkhan Shukenov.  • decide if information about the article is true or false.  • talk about how to improve the lives of children around the world.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Read and identify the main idea in the text * Identify details in a text with little support * Identify the attitude and opinion of the author | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **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/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up (4 min)  • Books closed. Write Famous people from Kazakhstan on the board. Ask students to name three famous Kazakhstanis, then  ask them why they are famous.  • Ask students to share what else they know of the famous people whose names you elicited, focusing on whether these people have helped others. | | students respond to greeting and take their places.  Students share the ideas about famous people | students respond to greeting and take their places.  Students share the ideas about famous people | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | 1 • Students open their books at page 37 and look at the photograph of Batyrkhan Shukenov. Ask students if they know who he was. Elicit any information about his career or his work for UNICEF.  • If students are not familiar with Shukenov’s music, you could play the class one of his hit songs, such as Julia.  • Check students’ understanding of the following key vocabulary from the article: band, bass guitarist, lead singer,  hit (n), popular, global organisation, help (n and v), war.  • Ask students to read the text and then refer them to sentences 1–6, making sure students understand them.  • Help weaker students by showing how the first item in the exercise is false. We know it is false because the first sentence in the article tells us that Shukenov 'was a famous musician from Kazakhstan'.  • Ask students to work in pairs to do the task. Encourage them to read the text carefully to find the answers and remind them to correct the false sentences.  As a follow-up, give students the names of some current UNICEF Goodwill Ambassadors and ask students why they  are famous. You can also tell students about UNICEF's work with children in Kazakhstan.  • In small groups of three or four, students discuss how the lives of children in Kazakhstan and the world as a whole can be improved.  • Monitor while students do this, helping with ideas and vocabulary as necessary, e.g. We can donate money to charities. We can ask governments to spend money on health and education programmes for the poorest children.  • Ask groups to present their ideas to the class. You could then continue the discussion with the class as a whole. | | Students work with photo and talk on a topic.  Students work with vocabulary  Students read the text and answer the questions  Students work in pairs and discuss the topic. | Students work with photo and talk on a topic.  Students work with vocabulary  Students read the text and answer the questions  Students work in pairs and discuss the topic. | | 1 point for each correct answer  Teacher evaluates and guides students | Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, ask students to research a local project or charity that helps children or young people. Students should name the project and describe briefly what it does. At the beginning of the next lesson, students can do a short presentation on the project they researched. | |  |  | |  |  |