**Lesson plan for the 5th Grades**

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| Module 5 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Arts** | | | | | |
| Objectives according to the Curriculum | | 5.1.4.1 - evaluate and respond constructively to feedback from others;  5.2.1.1 -understand a sequence of supported classroom instructions;  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:**  • learn vocabulary for different Arts activities.  • talk about what Arts activities you do.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Analyze given feedback and give constructive answers to feedback  Identify common classroom commands with 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)  • Books closed. Put students into small groups and give them one minute to think of as many activities to do with the Arts as they can.  • Give them a few examples, e.g. dance, sing, paint. Write these on the board.  • Ask one member of each group to come to the board and add one item to the list.  • You could make this competitive by telling students that the group which comes up with the most correct ideas is the winner. | | students respond to greeting and take their places.  Students answer the questions and share ideas. | students respond to greeting and take their places.  Students answer the questions and share ideas. They may use dictionaries | |  |  |
| **The middle of the lesson – 35 min** | Be curious  • Books closed. Ask: Do you like listening to music? What type of music do you like listening to?  • Elicit students’ answers to the questions, e.g. I listen to music every day. I like hip-hop the most.  • Ask students to open their books at page 52.  • Refer students to the photograph and ask them to describe what they can see. To help students with this, check understanding of the following vocabulary and write it on the board: *drums, drumsticks, clap, clapping*.  • Put students into pairs.  • Students ask and answer the questions.  • Check answers.  • Tell students that the theme of Unit 5 is **creativity**.  1. LISTENING  2.02 Ask students to open their books at page 53.  • Read out the activities in the box and check students’ understand them.  • Refer students to the board and tick how many of these activities they already knew.  • Ask students to match the words in the box to the pictures.  • Put students in pairs to compare their answers.  • Play the recording for students to check their answers.  • Play the recording again for students to repeat the words.  2 • Give students a minute to read through the sentences and explain they have to match them with the activities in Exercise 1.  • Read out the first sentence and the answer. Make sure that  students understand the connection and why dance is the answer.  • Students work alone to write their answers.  • Check answers.  Students can turn to the Vocabulary bank on page 120 and do the Jog your memory! activity.  3 • Ask students to copy the chart into their notebooks and add all the other activities from Exercise 1.  • Students work alone to complete the table.  • Ask individual students a question about one of the headings in the chart, e.g. *Which activity do you often do? Do you like it? Do you do it at school?*  4 • Put students in pairs.  • Students ask and answer questions about the activities in Exercise 3, using their charts.  • Monitor and help as necessary.  • When finished, invite two or three pairs to report back to the class what they learned about their partner.  • Put students in pairs (A and B).  • Student A describes an art activity, e.g. *You do this activity when you want to make pictures*.  • Student B identifies the art activity being described.  • Students swap roles. | | Students answer the questions and work in pairs talking about creativity.  Students listen to the recording and do matching. they then check the answers in pairs.  Students read the text and answer the questions.  Students work on vocabulary and follow the instructions  Students copy the chart and answer the questions.  Students work in pairs and answer the questions.  Students divide into pairs and practice their speaking skills | Students answer the questions and work in pairs talking about creativity.  Students listen to the recording and do matching. they then check the answers in pairs.  Students read the text and answer the questions.  Students work on vocabulary and follow the instructions  Students copy the chart and answer the questions.  Students work in pairs and answer the questions. Teacher may help students  Students divide into pairs and practice their speaking skills | | 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  Teacher evaluates and guides students | Book, slide  Book, audio  Book, slide  Book, vocabulary bank  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 37 of the Workbook for homework. Students can also take photographs of different art activities they do at school. At the beginning of the next lesson, they show and describe them to their partner, e.g. We do Music at school. In this photo we sing and dance. Sometimes we play musical instruments. | |  |  | |  |  |

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| Module 5 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Kung-fu school | | | | | |
| 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;  5.3.4.1- 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:**  • read about a Kung Fu school.  • learn noun and verb forms.  • talk about learning martial arts.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify details in a text with little support  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. Distribute photos of people doing martial arts or show them on the interactive whiteboard.  • Explain that martial arts are forms of self-defence and attack, which originated in Asian countries such as Japan, China and Korea.  • Find out if any students practise a martial art. Ask them to tell the class something about it, e.g. I do judo three times a week. | | 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 54.  • Ask students to describe the pictures. Explain that moves in Kung Fu are named after animals and three of them are shown in the book (Dragon, Frog and Snake).  • Students read the text quickly to find the answers to the three questions. Encourage them to focus on finding the answer and not to worry about any words or phrases they might not understand.  2 • Read out sentences 1–4.  • Ask students to work alone to decide whether or not the sentences are true or false. Make sure they know they have to correct the false sentences.  • Students compare their answers in pairs, before you check answers with the whole class. Invite students to volunteer to read the answers to a complete exercise. Other students say if they agree or disagree with each answer.  • Read out the information about martial arts in the FACT! box. Tell students that not all martial arts are very old. Judo, one of the most well-known martial arts, was invented in Japan in the late 19th century.  3 • Ask a student to read out the questions.  • Elicit answers from the class and then ask students to read the text again to check.  4 • Before you refer students to the chart, elicit some examples of nouns and verbs.  • Ask students to work in pairs to find the words in the article and to copy and complete the chart.  • While students do this, put the chart on the board.  • Ask individual students to complete the chart with the correct nouns and verbs.  • Students can then work alone to complete the sentences. To help weaker students, tell them whether the gaps in each sentence need to be filled with nouns (sentences 1, 3 and 4) or a verb (sentences 2).  • To extend the work on the vocabulary, you could ask students to turn to the Vocabulary Bank on page 120 and do the Explore vocabulary exercise on nouns and verbs.  Students write their own gapped sentences using some of the words in the chart in Exercise 4. Use these with the class as further practice.  5 • Before students do this activity, write Yes, I would and No, I wouldn’t on the board. Explain that these are the short answers used when responding to Would you …? questions.  • Encourage students to justify their answers and to say as much as possible.  5.1 Kung Fu School  You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.  • Ask: What is Kung Fu? Elicit the answer (a martial art from China).  • Play the video.  • Students watch it and answer the three questions.  • Check answers.  • Then ask: Would you like to go to the Kung Fu School? Why? Why not?  • Put students into small groups to answer the questions.  • See page 137 for further activities you can do with this video. | | Students read the text quickly to find the answers to the three questions  Students read the sentences and make true/false.  Students can compare the answers and check with the class.  Students read the text and check the answers  students work in pairs to find the words in the article and to copy and complete the chart.  Students write their own gapped sentences using some of the words in the chart in Exercise 4.  Students answer the questions and share ideas.  Students watch the video and answer the questions. | Students read the text quickly to find the answers to the three questions  Students read the sentences and make true/false.  Students can compare the answers and check with the class.  Students read the text and check the answers  students work in pairs to find the words in the article and to copy and complete the chart.  Students write their own gapped sentences using some of the words in the chart in Exercise 4.  Students answer the questions and share ideas.  Students watch the video and answer the questions. They can take script. | | 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 |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercise 5 on page 38 and Exercises 1, 2, 3, 4 and 5 on page 41 of the Workbook for homework. | |  |  | |  |  |

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| Module 5 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 1 *can for ability and permission* | | | | | |
| 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;  5.5.1.1- plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics;  5.2.4.1 - understand the main points of supported extended talk on a range of general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • learn *can* for ability and permission.  • learn the different ways of pronouncing *can.*  • ask and answer questions about what I can do.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Describe time and location on familiar topics using countable and uncountable nouns  Plan, write, edit and proofread work at text level  Identify the main information of a talk using supporting information | | | | | |
| 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. Mime playing tennis well. Do this by miming a serve and raising your arm in triumph to indicate you have served an ace. Write I play tennis very well on the board. Elicit the verb to complete the gap (can).  • Mime playing tennis very badly. Write I play tennis very well on the board. Elicit the verb to complete the gap (can’t).  • Elicit or teach the idea that we use can to talk about ability.  • Introduce the idea of permission by writing the following question on the board: Can I play tennis in my bedroom, please? Ask students to imagine that a child is asking its parent this question. | | 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 55 and copy the chart into their notebooks.  • Students to work alone to complete the chart. Encourage them to underline the grammatical forms they are learning when writing example sentences in their notebooks.  • Students check their answers with the text on page 54.  • For further information and additional exercises, students can turn to page 112 of the Grammar reference section.  Read through the correct example with the class. Draw attention to the fact that can does not change in the third person.  2 • Read out the examples.  • Students choose four ideas from the list to write sentences about and write further sentences using their own ideas.  • Students work alone to write their sentences.  • Monitor while students do this. Help as necessary.  Students write four pairs of sentences about what their family can or can’t do, e.g. My father can draw. My mother can’t sing  a. 2.03 Refer students to the Say it right! box. Explain that the *a* in can’t is a long sound and it is pronounced the same as the one in car (/ɑː/).  • Play the recording for students to choose which verb they hear.  • Students compare answers before you check answers with the class.  b. 2.03 Play the recording again for students to listen and repeat the sentences.  • Pay particular attention to students’ pronunciation of can’t.  3 • Put students in pairs.  • Students ask and answer questions using the information in Exercise 2.  4 • Give students a couple of minutes to write some sentence about their partners.  • Ask some students to read their sentences out to the class.  5 • Explain that can for permission is practised here.  • Read out the instructions. Make sure that students understand what they have to do.  • Ask students to work alone to write their sentences.  6 • Put students in pairs to ask and answer questions using the information in Exercise 5.  • Check that they are pronouncing can and can’t correctly.  • Ask some students to report back to the class on what their partner said. | | Students work alone to complete the chart  Students choose four ideas from the list to write sentences about and write further sentences using their own ideas.  Students make sentences and share ideas  Students listen to the recording and complete the task.  Students compare answers and check.  Students work in pairs and answer the questions.  students work alone to write their sentences.  Students work in pairs and answer the questions | Students work alone to complete the chart  Students choose four ideas from the list to write sentences about and write further sentences using their own ideas.  Students make sentences and share ideas  Students compare answers and check. Students may use script  Students work in pairs and answer the questions.  students to work alone to write their sentences  Students work in pairs 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 | Book, slide  Book, slide  Book, slide, audio  Book, slide  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3 and 4 on page 38 of the Workbook for homework | |  |  | |  |  |

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| Module 5 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | A podcast | | | | | |
| 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;  5.3.1.1- provide basic information about themselves and others at sentence level on an increasing range of general topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • listen to a boy talking about his school.  • learn vocabulary for types of music.  • talk about types of music.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Figure out the content of a short conversation with some support  Give basic information about themselves and others at sentence level | | | | | |
| 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 performing arts school on the board.  • Explain that students at a performing arts school learn acting, dancing and singing.  • Ask: Would you like to go to a performing arts school? | | students respond to greeting and take their places.  Students answer the question | students respond to greeting and take their places.  Students answer the question | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to look at the photos on page 56 or put them on the interactive whiteboard. Ask students to describe the photos.  • Put students in pairs to ask and answer the question.  2. 2.04 Read out the question. Ask students to guess what the answer is.  • Play the recording. Encourage students to listen for key words in a recording.  • Check answer. Find out which students guessed correctly  3. LISTENING  2.04 Give students time to read through the gapped sentences.  • Play the recording again.  • Students listen to it and complete the sentences.  • Check answers.  4. 2.05 Books closed. Elicit types of music students know. Write the words on the board.  • Ask students to look at the list of the types of music in the box on page 56.  • Students work in pairs to match the words in the box with the pictures.  • Play the recording. Students listen to it, check their answers, and repeat the words.  5 • Read out the instructions.  • Put students into pairs to ask and answer the questions about types of music.  6 • Give students a couple of minutes to write sentences about the music they and their partner like and dislike.  • Ask some students to read their sentences out to the class.  • Create your own class podcast, using e.g. Audacity (http://audacity.sourceforge.net).  • Start by doing a feature on music (this could take the form of an interview with the students).  • Create a class blog or social media page and upload the podcast to it.  • You can return to this throughout the course, adding episodes to build up an archive. | | Students work in pairs and answer the questions  Students listen to the recording and guess the answers.  Students listen to the recording and complete the sentences.  Students make a list of music and do matching.  Students work in pairs and answer the questions  Students make an online work and share the ideas. | Students work in pairs and answer the questions  Students listen to the recording and guess the answers.  Students listen to the recording and complete the sentences.  Students make a list of music and do matching.  Students work in pairs and answer the questions  Students make an online work and share the ideas. | | 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, audio  Book, audio  Book, slide  Book, slide  Internet resources |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2 and 3 on page 39 of the Workbook for homework. | |  |  | |  |  |

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| Module 5 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Language focus 2 Object pronouns | | | | | |
| 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  5.2.4.1 - understand the main points of supported extended talk on a 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 object pronouns.  • learn (*don’t*) *like*, *don’t mind*, *love*, *hate* + *-ing*  • talk about what I like and dislike.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Identify the main information of a talk using supporting Information  Recognize the meaning of a story and extended talk 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 Susan loves tennis on the board. Elicit the pronouns she and it to replace the underlined words.  • Teach the difference between subject and object pronouns. Use L1 if necessary.  • Explain that a subject pronoun tells us who does an action (She in our example), whereas an object pronoun tells us what the verb refers to or what is affected by the verb (it in our example).  • Write John likes Tom and Richard on the board. Elicit subject and object pronouns to replace the proper nouns. Write the new sentence on the board: He likes them. | | 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 57.  • Explain that the gapped sentences are from the listening on page 56.  • Students to copy and complete the sentences with object pronouns. Help weaker students by pointing out that the object pronoun forms can be seen in the box in Exercise 2.  • Play the recording for students to check their answers.  2 • Students work in pairs to complete this matching exercise.  • Check answers.  • For further information and additional exercises, students can turn to page 112 of the Grammar reference section.  3. (don’t) like, don’t mind, love, hate + -ing  • Read out the sentences. Ask students the question.  • Elicit that the second verb in each sentence has the –ing ending.  • For further information and additional exercises, students can turn to page 112 of the Grammar reference section  4 • Read out the example sentence.  • Students work alone to complete the exercise.  • Remind students to use the -ing ending and pay attention to which verbs are in the third person singular and so require an -s ending.  • Check answers.  • Give each student a piece of paper. Students write four more sentences using like, hate, etc.  • Collect these and then read them out to the class. Say This is a sentence from Kasym about TV. What does he think of TV?  • Students say I think he hates it or I think he doesn’t mind it.  • Respond by saying No, that’s wrong, he doesn’t hate it or Yes, that’s right, he doesn’t mind it.  5 • Ask students to work alone to complete the quiz questions.  • Remind students to write one more option for the Music and People categories.  6 • Point out that we always use an object pronoun after (don’t) like, don’t mind, love and hate.  • Put students in pairs to ask and answer the questions using the information in the quiz in Exercise 5. Encourage students to write down their partner’s answers as they will need this information for the next exercise.  • Monitor while students do this.  7 • Give students a few minutes to write sentences based on their conversations in Exercise 6.  • Ask some students to tell the class something they found out about their partner.  • Ask students to work in pairs.  • Give them 15 minutes to write and record a dialogue using as many examples of the target grammar (like, love + -ing, object pronouns) as they can manage.  • One pair plays their recording for another to note down examples of the target grammar | | • Students copy and complete the sentences with object pronouns  Students work in pairs to complete this matching exercise.  Students work alone to complete the exercise.  Students write four more sentences using like, hate, etc. Students answer the questions  Students work individually and complete the quiz.  students in pairs ask and answer the questions using the information in the quiz  Students make sentences and share ideas with the class | Students copy and complete the sentences with object pronouns. They may use grammar  Students work in pairs to complete this matching exercise.  Students work alone to complete the exercise.  Students write four more sentences using like, hate, etc. Students answer the questions  Students work individually and complete the quiz.  students in pairs ask and answer the questions using the information in the quiz  Students make sentences and share ideas with 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  1 point for each correct answer  Students evaluate each other | Book, slide, audio  Book, slide  Book, slide  Book, slide  Quiz  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 1, 2, 3, 4 and 5 on page 40 of the Workbook for homework. Ask students to choose three objects that are important to them. They bring these to the next lesson, show them to a partner and explain their significance, e.g. This is my MP3 player. I love it! I take it with me all the time because I love listening to music. | |  |  | |  |  |

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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 | | South African schoolgirl | | | | | |
| Objectives according to the Curriculum | | 5.4.3.1- understand the detail of an argument on a limited range of familiar 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  5.5.3.1- write with support factual descriptions at text level which describe people, places and objects; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch a video about a schoolgirl from South Africa.  • compare my school day to the schoolgirl’s.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Recognize factual details in a given argument related to the topic  Identify the attitude and opinion of the author  Write factual descriptions at text level which describe people, places and objects | | | | | |
| 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 South Africa on the board.  • Ask: What do you know about the country? Students can think of places, climate and people. | | 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 58.  • Use the interactive whiteboard, focus students’ attention on the map and photographs, and elicit answers to the two questions.  2 • Read out the three questions.  • Put students into pairs and ask them to guess answers.  3. LISTENING  5.2 Play the video so that students can check their answers to Exercise 2.  4. 5.2 Give students a minute to read through sentences 1–5.  • Play the video for students to decide if the sentences are true or false.  • Give weaker students a copy of the script, which they can then read as they watch the video.  5. 5.2 Give students a minute to read the gapped profile.  • Play the video.  • Students watch and complete the gaps.  6. Ask students to work in pairs to try to complete the captions.  7. 5.2 Play the video for students to check their answers to  Exercise 6.  8 • Read out the example.  • Put students in pairs and ask them to compare their own school day with Tobilay’s.  9 • Give students a few minutes to write a short description of how their school day compares to Tobilay’s.  • Monitor while students do this task. Help as necessary.  • Ask who goes to school by car, train, etc., and who walks or cycles.  • Students keep a record of how many students use each different mode of transport, then work in small groups of three or four to produce a graph to illustrate the information.  • Students report back to the class, e.g. Five students cycle to school. | | Students work in pairs and guess the answers  Students listen to the recording and check their answers  Students watch the video and make sentences true/false  Students watch and complete the gaps.  Students work in pairs and complete the sentences  students work in pairs and compare their own school day with Tobilay’s. | Students work in pairs and guess the answers  Students listen to the recording and check their answers  Students watch the video and make sentences true/false  Give weaker students a copy of the script, which they can then read as they watch the video.  Students watch and complete the gaps.  Students work in pairs and complete the sentences  students work in pairs and compare their own school day with Tobilay’s. | | 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, audio  Book, video  Book, slide, video  Book, video  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students find out five facts about South Africa, e.g. capital city or population. At the beginning of the next lesson, students share their facts in small groups and turn those facts into questions to ask you. | |  |  | |  |  |

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| Module 5 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | A Welsh school | | | | | |
| Objectives according to the Curriculum | | 5.4.3.1- understand the detail of an argument on a limited range of familiar 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  5.5.3.1- write with support factual descriptions at text level which describe people, places and objects; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read a profile of a school in Wales.  • learn some adjectives opposites.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Recognize factual details in a given argument related to the topic  Identify the attitude and opinion of the author  Write factual descriptions at text level which describe people, places and objects | | | | | |
| 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 UK on the board and ask: What does ‘the UK’ stand for? (The United Kingdom of Great Britain and Northern Ireland).  • Ask: Can you name any places in the UK? Elicit students’ answers and write them on the board. | | students respond to greeting and take their places.  Students answer the questions | students respond to greeting and take their places.  Students answer the questions | |  |  |
| **The middle of the lesson – 35 min** | 1 • Ask students to open their books at page 59.  • Use the interactive whiteboard to show students the map of the British Isles.  • Put students in pairs to identify Wales on the map (it’s to the west of England) and say what activities they think students in Wales can do.  • Check answers  2. 2.06 Tell students to cover the profile.  • Ask: What can you remember from Gareth’s profile?  • Read out the gapped sentences and elicit information to fill the gaps. Do not confirm or deny students’ ideas at this point.  • Students can then look at the profile to check their ideas.  • Check answers with the class.  • Refer students to the information in the FACT! box. Tell students that Welsh does not have a single word for yes and that the affirmative is dependent on the verb used in the question. (If English worked in the same way, the question Are you happy? would be answered by the word am.)  3 • Refer students to the list of adjectives and then ask students to work alone to find them in the text.  • Identify which adjectives mean very good with the class.  • You could then write synonym on the board and explain that it refers to words with the same or similar meaning such as brilliant and great.  • To extend this work, ask students to turn to the Vocabulary bank on page 120 and do the Adjectives  activities.  4 • Ask students to work alone to do this exercise.  • Students can then compare answers in pairs before you check answers with the class.  • Encourage students to read the article again and make a note of an idea or a fact in it that interests them. They can then share this with a partner.  5 • Ask: Do you remember Tobilay from the video? What do you remember about her? Elicit some ideas. If you have enough time, you could play the video again.  • Refer students to the chart and then ask them to work alone to copy it and complete the information in it. Alternatively, use the interactive whiteboard and complete the chart as a class.  6 • Read out the example sentences and then ask students to write some sentences of their own.  • Monitor while students write their sentences. Help as necessary.  • Put students in pairs to compare their sentences and then ask some students to report back to the class on their partner.  • Put students into pairs or small groups.  • Students log on to this website using their phones: https://site.saysomethingin.com/communities/welsh-forenglish-speakers/courses/course-1-cyen  • Give students a few minutes to learn a word, phrase or sentence in Welsh.  • Ask some students to say their Welsh word, phrase or sentence to the class. | | Students work in pairs and answer the questions  Students answer the questions and check their ideas  Students work with adjectives and make examples.  students work alone to do this exercise.  Students make a revision and answer the questions according to the video  Students read the examples and write the sentences.  Students work in groups and make a research | Students work in pairs and answer the questions  Students answer the questions and check their ideas  Students work with adjectives and make examples.  students work alone to do this exercise.  Students make a revision and answer the questions according to the video  Students read the examples and write the sentences.  Students work in groups and make a research | | 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 sentence | Book, slide  Book, slide  Book, slide  Video  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Set Exercises 6 and 7 on page 40 of the Workbook for homework | |  |  | |  |  |

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| Module 5 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Asking and giving permission | | | | | |
| Objectives according to the Curriculum | | 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;  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 or listen to teenagers talking about using their mobile phones at school.  • practise asking for and giving permission.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Provide a point of view in connected sentences  Provide unprepared speech to answer a variety of questions at sentence level with limited flexibility  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. Ask: What verb do we use to ask permission? Elicit can and write the verb on the board.  • Elicit some Can I …? questions that students might ask teachers in school, e.g. Can I give you my homework tomorrow? | | 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: Can you use your mobile phone at school?  1. 5.3 Ask students to open their books at page 60.  • Tell students they are going to watch some teenagers answering the following question: Can you use your mobile phone at school?  • Read out the three questions and then play the video.  • Students work alone to answers the questions. They can compare answers in pairs before you check answers with the class.  2. Ask students to work in pairs to ask and answer the question. Encourage them to ask additional questions, e.g. What do you like most about your phone? How many texts do you send a day?  • Ask some students to report back to the class on what their partner said.  • To extend this activity, you could then ask the class: Are mobiles in class a good or a bad idea?  • Write I can’t live without my mobile phone on the board.  • Elicit or teach some phrases used in discussions, e.g. I think, I agree, I disagree, In my opinion.  • Put students into small groups of three or four and give them two or three minutes to discuss the statement you put on the board. Encourage them to justify their views and to say as much as possible.  • Ask a member of each group to tell the class what the group’s general view was.  3. 2.07 Give students time to read the question, then play the recording.  • Students can compare answers in pairs before you check the answer.  4. Ask stronger students try to complete the conversation without looking at the phrases in the Useful language box.  5. 2.07 Play the recording for students to check their answers to Exercise 4.  6 Ask students to work in pairs to practise the conversation. They can read the conversation twice, taking a different part each time.  7 Read through the instructions and make sure that students understand what they have to do.  • 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.  Students can write a short gapped conversation based on the one in Exercise 4. You can then use this as further practice with the class. | | Students watch the video and answer the questions.  students work in pairs to ask and answer the question  Students answer the questions and make examples  Students listen to the recording and answer the questions  Students complete the conversation and check their answers  Students work in pairs and practise the conversation | Students watch the video and answer the questions.  students work in pairs to ask and answer the question  Students answer the questions and make examples  Students listen to the recording and answer the questions  Students work in pairs and practise the conversation | | 1 point for each correct answer  1 point for each correct answer  Teacher evaluates students  1 point for each correct answer  1 point for each correct answer  Teacher evaluates and guides students | Book, slide, video  Book, video  Book, slide  Book, slide, audio  Book, audio  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  Students can read this article about what British parents, teachers and students think of mobile phones and learn some text message abbreviations: http://learnenglishteens.britishcouncil.org/uk-now/read-uk/mobile-phones | |  |  | |  |  |

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| Module 5 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Writing an e-mail | | | | | |
| 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;  5.5.4.1- write with support a sequence of extended sentences in a paragraph to give basic personal information | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • read an email.  • learn informal language used in emails.  • write an email about my school.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | 5.5.1.1- plan, write, edit and proofread an email  5.5.3.1- write with support factual descriptions of schools  5.5.4.1- write with support a sequence of extended sentences in a paragraph to give basic personal information | | | | | |
| 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. Ask students to tell their partner what form of digital communication they prefer, e.g. emails, tweets, text messages, Facebook updates. | | 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 61 and read Günter’s and Anna’s emails.  • Elicit answer to the question from the class.  2 • Put students into small groups and tell them to close their books.  • Read out the questions and see how many students can answer from memory.  • Students can then uncover the email and check their answers.  3 • Write formal/informal language on the board and check that students understand the difference between the two.  • Ask students to find further examples of informal language to add to the Useful language box..  • Check answers.  4 • Go through the first sentence with the whole class as an example.  • Students can then work alone or in pairs to rewrite the sentences so that they are more informal.  • Check answers.  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 an email to Günter about their school.  • Refer students back to the information in Exercise 2 and then ask them to work alone to make notes about their school.  WRITE  6 • Make sure students know how to use the language in Exercise 6 before they write their emails. Elicit example sentences using the language and write them on the board.  • Tell students to use Anna’s email as a model to follow. Encourage them to add extra information to their own descriptions, e.g. their favourite teacher, other facilities such as a school orchestra, etc.  • Give students ten minutes to complete the writing task.  • Monitor while students are writing. Help with grammar and vocabulary as necessary.  CHECK  7 • Give students a few minutes to look through their emails and check them against the points here.  • Alternatively, students check their partner’s email.  • 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 share good sentences from students’ work with the rest of the class. | | Students work in groups and answer the questions  Students answer the questions and make examples  Students work in pairs and rewrite the sentences  Students follow the plan and practice their writing skills | Students work in groups and answer the questions  Students answer the questions and make examples  Students work in pairs and rewrite the sentences  Students follow the plan and practice their writing skills | | 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 |
| **The end of the lesson – 5 min** | Homework (5 min)  Ask students to make contact with other students in schools around the world via this website: http://www.epals.com/. Students under the age of  13 will need their parent’s email address to sign up. You can also set Exercises 1–12 on pages 42 and 43 of the Workbook for homework. | |  |  | |  |  |

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| Module 5 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | CLIL. Art Images and communication | | | | | |
| Objectives according to the Curriculum | | 5.3.3.1- give an opinion at sentence level on a limited 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;  5.4.3.1- understand the detail of an argument on a limited range of familiar 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 about the use of images to communicate a message.  • talk about the communicative purpose of images in your school.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | Provide a point of view in connected sentences  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences  Recognize factual details in a given argument related to the topic  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)  • Draw a picture of smoke coming from a fi re. Alternatively, use the interactive whiteboard to show an image of smoke. Elicit that smoke signals are an old form of communication.  • Elicit example of other forms of communication. | | 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 62.  • Put students into pairs. Ask them to communicate the information in the sentences to each other using a gesture, a sound and an image.  • Ask a few students to reveal their gestures, noises and pictures. Check if the ideas are shared by most students.  2. 2.08 Read out the three categories. Make sure students understand the difference between them. Use L1 to explain that the category titles are not standard phrases used in everyday conversation, but a way of organising the ideas about how images communicate messages in different ways.  • Check students’ understanding of the following vocabulary: inform, clear, persuasive, entertain.  • Give students time to read the text and play the recording.  • Ask students to work in pairs to match the images with their communicative purpose.  3. 2.09 Read out the words in the box.  • Make sure that students understand the type of image that each word refers to.  • Play the recording.  • Students can compare answers in pairs before you check answers with the class.  • Students can look at this online database of famous logos (http://famouslogos.net) and choose the three favourite logos.  • Put students in pairs to tell their partner why they choose those three logos.  4 • If appropriate, ask students to walk around the school in pairs during class time, making a list of images they see and a note of what communicative purpose those images have.  Alternatively, you could take photos of some schools signs and print them for the class. Students could then guess in which part of the school these signs can be found.  • If you are not able to do this, set this activity for homework.  • Students can share their ideas in the next lesson.  5.4 Big art  See page 145 for activities you can do with this video. | | Students work in pairs and answer the questions  Students share their ideas and do matching  Students compare answers and check each other  Students make examples and make an online research  Students work in pairs and complete the task | Students work in pairs and answer the questions  Students share their ideas and do matching  Students compare answers and check each other  Students make examples and make an online research  Students work in pairs 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 | Book, slide  Book, slide  Book, slide, audio  Book, internet resources  Book, slide |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students find out about street art in their town or city. They take a photo of it and write a short description. | |  |  | |  |  |

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| Module 5 Lesson 11 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 5 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | Making music | | | | | |
| 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;  5.3.4.1- 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:**  • read an article about music in Kazakhstan.  • answer comprehension questions about the article.  • listen to and talk about folk music from 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  Provide a point of view in connected 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)  • Using the pictures, elicit the word instrument.  • Ask students to say all the words they know in English for  musical instruments, e.g. guitar, piano, violin, bass guitar, saxophone, cello. Write these words on the board and drill their pronunciation.  • Ask students if they play a musical instrument. You could also ask them which instruments they would like to learn to play.  • Elicit or explain the meaning of folk music, then ask students  what they know about the traditional folk music of Kazakhstan. | | students respond to greeting and take their places. | students respond to greeting and take their places. | |  |  |
| **The middle of the lesson – 35 min** | 1 • Check students’ understanding of poet and perform.  • Once students have read the text, refer them to questions 1–7. Check that students understand these questions before they do the task.  • Students can compare answers in pairs before you check them with the class.  • Find examples online of dombra music and other examples of folk music from around the world.  • Play some songs to the class. (You only need to play a short section from each song.)  • Ask students to respond to the music they play: What do they like? What do they dislike? How does the music make them feel1 | | Students read the text and complete the sentences  Students listen to the recording and answer the questions | Students read the text and complete the sentences  Students listen to the recording and answer the questions | | 1 point for each correct answer  1 point for each correct answer | Book, slide  Book, audio |
| **The end of the lesson – 5 min** | Homework (5 min)  For homework, students can choose a favourite song or poem by an akyn. They write a simple description of what it’s about and then give a short presentation to the class at the beginning of the next lesson, after which they can play a recording of the song or read out the poem. | |  |  | |  |  |