**Lesson plan**

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| **LESSON: Module 1 Lesson 1** | | | **The Theme of the Lesson: Hello again p.4-5** | | | |
| **Date:** | | | **Teacher’s name:** | | | |
| **CLASS: 2** | | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | L1 L2 L9  S1 S3  R3  UE5 UE6 UE8 | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| use simple greeting and introduction forms and respond to some prompts and instructions correctly | | | | |
| **Previous learning** | | *Hello What’s your name I’m This is Say Open Close* | | | | |
| **Plan** | | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | | **Student’s activity** | **Assessment** | **Resources** |
| Beginning the lesson  7 min | Welcome your class by saying Hello several times. Write your name on the board and introduce yourself to the class. Point to your name and to yourself and say: | | | Hello, I’m (Miss Evans). Encourage the pupils to greet you back. Stand in front of a pupil and say: Hello, I’m (Miss Evans). What’s your name? Encourage the pupil to respond. Repeat with as many pupils as you think is necessary. | T praise active Ss with phrases such as: “Good job!  Well done!” | Whiteboard  Pupils Book |
| Presentation and practice  **30** min | **Step 1 Sing the Hello Song!**  Pupils’ books closed. Present/Revise the names of the characters. Hold up the cover of your book, point to Liam and ask: Who’s this? Elicit: Liam. Follow the same procedure and present/elicit Lilly and Charlie. Name the characters in random order. Ask the pupils to point to them. | | | Pupils’ books open. Refer the pupils to the characters in Ex. 1. Point to Nanny Rose and elicit/present her name. Present the song. [see p.116]  Point to Liam and say: This is Liam. Say hello! Encourage the pupils to repeat after you. Follow the same procedure and present the rest of the song.  Play the CD. The pupils listen to the song. Divide the pupils into four groups and assign a verse to each group. Play the song again. The pupils sing the assigned verses. |  | **Hello song!**  **Track 02 CD1** |
|  | **Step 2 Talk with your friend**  Point to Berik and Dana, one at a time, and say: This is Berik and this is Dana. The pupils repeat, chorally and/or individually. Encourage the pupils to greet them by saying hello to them.  Play the CD. The pupils listen and repeat, chorally and/or individually. Ask two pupils to read out the speech bubbles. Then the pupils act out similar exchanges. Check round the class, providing any necessary help. | | | Pupils’ books closed. Put up the flashcards on the board, one at a time, and say the corresponding phrases. The pupils repeat, chorally and/or individually. Then mime the commands in random order. Ask individual pupils to say the appropriate command. Ask the rest of the class for verification. Then say each command and ask the pupils to follow them.  Pupils’ books open. Play the CD. The pupils listen, point to the pictures and repeat the words. Play the CD again pausing after each command. The pupils repeat, chorally and/or individually. |  | ***Target Dialogue***  *A: I’m Damir. This is my friend, Gulnara.*  *B: Hello, Damir. Hello, Gulnara.* |
|  | **Step 3 Read and number the pictures.** | | | Refer the pupils to the pictures and read the commands. Explain the activity. The pupils number the pictures. Check their answers. | T praise active Ss with phrases such as: “Good job!  Well done!” | Whiteboard  Pupils Book |
|  | **Step 4 Keep Moving song and miming actions** | | | Mime and say: Stand up, sit down! Keep moving! The pupils repeat after you. Follow the same procedure to present the rest of the song.  Play the CD. The pupils listen and look. Divide the class into two groups and assign a verse to each group. Play the song and each group sings the assigned verse. Play the song a third time. The pupils sing and do the corresponding actions. | T praise active Ss with phrases such as: “Good job!  Well done!” | Whiteboard  Pupils Book |
| Ending the lesson  8 min | Teacher: Simon says, Stand up!  (The pupils stand up.)  Teacher: Sit down!  (The pupils remain as they are.) | | | Play Simon Says. Explain to the pupils that they are to follow the commands only if they are preceded by Simon Says. | T praise active Ss with phrases such as: “Good job!  Well done!” | Whiteboard  Pupils Book |

**Lesson plan**

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| **LESSON: Module 1 Lesson 2** | | | **The Theme of the Lesson: Shapes and Colours** | | | | |
| **Date:** | | | **Teacher’s name:** | | | | |
| **CLASS: 2** | | | **Number present:** | | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | L1 L4  S4 S6 S7  R6  UE14 UE17 | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| understand some instructions and produce some appropriate responses when prompted | | | | | |
| **Previous learning** | | *Names of shapes in the air on the ground This is .. Stand* | | | | | |
| **Plan** | | | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | | **Student’s activity** | **Assessment** | | **Resources** |
| Beginning the lesson  7 min | Mime opening a book and elicit the command from the pupils. Repeat the procedure with the remaining commands. Play the Keep moving song from the previous lesson (Track 05 CD1). Invite the pupils to sing along. | | | Pupils’ books closed. Put up the flashcards on the board. Point to the shapes, one at a time, and name them. The pupils repeat, chorally and/or individually. Point to the shapes in random order and elicit the appropriate word from the pupils. Pupils’ books open. Play the CD. The pupils listen, point to the pictures and repeat the word. Play the CD again pausing after each word. The pupils repeat, chorally and/or individually. |  | | **Track 05 CD1 FLASHCARDS (5-8)** |
| Presentation and practice  30 min | **Step 1 Trace the shapes (activity 5)** | | | Explain the activity. The pupils trace the shapes. Then they point to and name the shapes. *For stronger classes, the pupils complete the sentences* | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 2 Sing the Shapes Song and perform actions (activity 6)** | | | Draw an imaginary circle in the air as you say: This is a circle in the air. The pupils repeat after you. Then draw an imaginary circle on the ground as you say: This is a circle on the ground. The pupils repeat after you. Follow the same procedure to present the rest of the song. Play the CD. The pupils listen to the song. Divide the class into four groups and assign a verse to each group. Play the song again. The pupils sing their assigned verse. Encourage the pupils to draw imaginary shapes in the air and on the ground as they sing. Time permitting, play the song a third time for the pupils to sing the song as a class. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 3 Listen and Read** | | | Set the scene by asking the pupils questions. e.g. Teacher: (pointing to picture 1) Is Liam ready? Class: Yes! Teacher: Yes, Liam is ready! (pointing to Lilly in picture 2 and shaking head) Is Lilly ready, too? Class: No! etc Play the CD and ask the pupils to listen and follow the dialogue in their books | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 4 Tick (✓) (activity 8)** | | | Explain the activity. The pupils look at the pictures, read the dialogue silently and tick the right shape. Check the pupils’ answers. Answer Key Stand in the circle. Play the CD again pausing for the pupils to repeat, chorally and/or individually. Assign roles and ask individual pupils to read the dialogue out loud. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
| Ending the lesson  8 min | Ask two pupils to come to the front of the classroom. | | | Tell one of the pupils to turn his/her back to the other pupil. Then ask the other pupil to draw a shape on the pupil’s back using his/her finger, but without saying what it is. The pupil has to guess the shape. Then they swap roles. Continue with the rest of the class | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |

**Lesson plan**

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| **LESSON: Module 1 Lesson 3** | | | **The Theme of the Lesson: What colour is it?** | | | | |
| **Date:** | | | **Teacher’s name:** | | | | |
| **CLASS: 2** | | | **Number present:** | | | **absent:** | |
| **Learning objectives(s)** **that this lesson is contributing to** | | L1 L4 L6  S2 S3 S4  R6  UE4 UE5 | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  respond to some prompts correctly and recognise most written words in the story | | | | | |
| **Previous learning** | | *names of shapes and colours What colour is it? It’s* | | | | | |
| **Plan** | | | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | | **Student’s activity** | **Assessment** | | **Resources** |
| Beginning the lesson  **7** min | Draw the shapes in the air, one at a time, and say the corresponding word for each. Repeat one more time. Then say a shape and ask individual pupils to draw it in the air. Play the Shapes Song from the previous lesson (Track 07 CD1). Invite the pupils to sing along. | | | Pupils’ books closed. Put up the flashcards on the board, one at a time, and name the colours. The pupils repeat, chorally and/or individually. Point to each flashcard in random order. Ask individual pupils to name the colour. Ask the rest of the class for verification. Point to various items in the classroom. Ask: What colour is it? Elicit their colours. Pupils’ books open. Play the CD. The pupils listen, point to the pictures, and repeat the words. Play the CD again pausing after each word. The pupils repeat, chorally and/or individually. |  | | **Track 07 CD1 FLASHCARDS (9-14)** |
| Presentation and practice  **30** min | **Step 1 Listen and colour** (activity 9) | | | Elicit the shapes from the pupils. Ask them to take out their green, yellow, blue and red coloured pencils. Play the CD, twice if necessary. The pupils listen The pupils then work in pairs. One pupil thinks of one of the shapes. The other pupil asks for its colour to find it. Then they swap roles. Demonstrate this yourself first. Go around the classroom providing any necessary help. Ask some pairs to report back to the class. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 2 Let’s sing!** (activity 10) | | | Gesture and say: Goodbye, goodbye. The pupils repeat after you. Then mime and say: Bye-bye and see you soon! The pupils repeat after you. Follow the same procedure to present the rest of the song. Play the CD. The pupils listen and follow along in their books. Play the song again. The pupils listen and sing along**.** | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 3 Listen and Read (activity 11)** | | | Refer the pupils to pictures in the dialogue and set the scene. Play the CD and ask the pupils to listen and follow the dialogue in their books. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 4 Circle the Right Word (activity 12)** | | | Explain the activity. The pupils look at the pictures, read the dialogue silently and circle the right word. Allow the pupils some time to complete the activity. Check their answers.  Play the CD again pausing for the pupils to repeat, chorally and/or individually. Assign roles and ask individual pupils to read the dialogue out loud. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
| Ending the lesson  **8** min | Ask the pupils to take out their red, blue, green, yellow, orange and pink coloured pencils. | | | Name a colour. Ask the pupils to raise their corresponding coloured pencils. Repeat with the rest of the colours. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |

**Lesson plan**

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| **LESSON: Module 1 Lesson 4** | | | **The Theme of the Lesson: All about me** | | | | |
| **Date:** | | | **Teacher’s name:** | | | | |
| **CLASS: 2** | | | **Number present:** | | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | L1  S1  W1 W8  UE3 UE13 UE15 | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  respond to some prompts with correct words and phrases and write some words and phrases correctly with support | | | | | |
| **Previous learning** | | *colours shapes I can my favourite I like +ing* | | | | | |
| **Plan** | | | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | | **Student’s activity** | **Assessment** | | **Resources** |
| Beginning the lesson  7 min | Hand out the flashcards. Call out a colour, e.g. blue. The pupil with the corresponding flashcard holds it up for the rest of the class to see. | | | Repeat with the rest of the flashcards. Play the Goodbye song from the previous lesson (Track 11 CD1). Invite the pupils to sing along. |  | | **Track 11 CD1** |
| 30 min | **Step 1 Use the code and colour the picture (activity 13)** | | | Explain the activity. Allow the pupils some time to use the code and colour in the shapes. Then elicit the colours by pointing to the shapes and asking pupils to tell you what colour they are. Tell the pupils that they are going to make the face of a teddy bear using circles only. Hand out the photocopies. Guide them through the cutting and gluing together of the circles. Go around the classroom providing any necessary help. While the pupils are doing the craftwork, feel free to play any song from the module. Make sure you display their work somewhere in the classroom. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 2 Look, read and complete. Listen and check.** | | | Write the phrase All About Me on the board. Explain what it means. Explain, in L1 if necessary, that there are some things that show who we are. Go through the incomplete list and give examples about yourself. During this procedure, explain/elicit any unknown words/phrases. Refer the pupils to the activity. Go through the list of the missing words and explain/elicit their meaning. Allow the pupils some time to complete the poster. Play the CD, twice if necessary. The pupils listen and check their answers. Ask some pupils to read out from the poster. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 3 Make an All About Me poster** | | | Explain the activity. The pupils use the poster in Ex. 14 as a model and produce a similar one about themselves. You can assign this for homework. During the next lesson, encourage the pupils to present their work to the classroom. Make sure you display their work somewhere in the classroom. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
| Ending the lesson  8 min |  | | | Ask the pupils to tell the class something that shows who they are (e.g. favourite colour/thing/subject, what they like wearing ……. ) | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |

**Lesson plan**

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| **LESSON: Module 1 Lesson 5** | | | **The Theme of the Lesson: A place in a Country** | | | | |
| **Date:** | | | **Teacher’s name:** | | | | |
| **CLASS: 2** | | | **Number present:** | | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | L1 L3 L6  S3 S4 S7  UE5 UE14 | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  respond correctly to some questions and prompts about shapes | | | | | |
| **Previous learning** | | *What shape is it? Where is it? Names of shapes It’s in …* | | | | | |
| **Plan** | | | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | | **Student’s activity** | **Assessment** | | **Resources** |
| Beginning the lesson  **8** min | **Organization moment:**  1.Greeting.  2. T give them a box with stickers. Divide into 3 groups according to the stickers.  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | | ***“I want to say…..****” method helps to start the lesson with compliments to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By giving compliments to each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with shapes |
| Presentation and practice  30 min | **Step 1 Our World Listen and Read** | | | Pupils’ books closed. Put up the world map. Point to London, UK, and say: This is London. Explain, in L1 if necessary, that London is the capital city of the UK. Ask the pupils to tell you if they know anything about this country, e.g. what colour its flag is, famous people, etc. Follow the same procedure and present Kazakhstan, too. Pupils’ books open. Refer the pupils to the pictures of the landmarks and present them. Elicit their shape. Play the CD. The pupils listen and follow along in their books. Then ask some pupils to read out from the texts.  Find a picture of a place in your country. What shape is it? Present it to the class. Explain the activity. Brainstorm for landmarks and write their names on the board. The pupils then draw a picture of the landmark and write its shape. They present their drawing to the class. Alternatively, the pupils can do this at home. They can find pictures of a place in their country or around the world. |  | | **Track 14 CD1** |
|  | **Step 2 Realistic or abstract?** | | | Pupils’ books closed. Put up the Realistic and Abstract Paintings poster on the board. Ask the pupils to look at the paintings and say how they differ, in L1 if necessary. Explain to them that some paintings are realistic: You can tell by looking at it what the painting is about. Other paintings are abstract: It is not obvious what the paintings show. Point to the first painting and say: This is a realistic painting. The pupils repeat after you. Repeat the same procedure for the rest of the paintings. Pupils’ books open. Point to picture 1 and ask the pupils to say abstract or realistic. Repeat for the remaining pictures. Explain the task. Allow the pupils some time to match the paintings to the words. Check their answers. |  | | **Realistic or Abstract Paintings poster** |
|  | **Step 3 Make Your Own Shape Art** | | | Read the instructions and explain the activity. Point to the examples and explain to the pupils that they will make their own piece of art using shapes. You can assign this as homework. During the next lesson encourage the pupils to present their art work. Make sure you display their work somewhere in the classroom. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
| End of the lesson.  Reflection  Individual work:  **7 min.** | Traffic light method is used to find out was the lesson clear or not. Use the stickers. | | | Ss use their stickers to show their knowledge according to the lesson  Green- I understood  Yellow-I have some questions  Red-I need a help.  ***Aim:*** To know how many Ss got the theme.  **Efficiency:**  Ss can use colors to show how much do they remember***.***  **Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | **Descriptor:**  Can name the objects, describe the colors and give the translation- 2points.  Ss evaluate each other and encourage classmate with phrases like:  Well done! Brilliant! Good job! I like it! | | Whiteboard  Pupils Book  Poster. |

**Lesson plan**

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| **LESSON: Module 1 Lesson 6 Storytime** | | | **The Theme of the Lesson: The Rainbow** | | | | |
| **Date:** | | | **Teacher’s name:** | | | | |
| **CLASS: 2** | | | **Number present:** | | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | L3 L4 L7  S1 S3  R6  UE1 UE3 | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  respond to some prompts correctly and pronounce some words correctly and identify some written words in story activities | | | | | |
| **Previous learning** | | *names of colours there are Where are ..?* | | | | | |
| **Plan** | | | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | | **Student’s activity** | **Assessment** | | **Resources** |
| Beginning the lesson  7 min | Ask individual pupils to tell you their favourite colour. Point to objects in the classroom and ask pupils to name the colours. Write the word rainbow on the board and elicit/explain its meaning. If you wish, teach the colours of the rainbow during this stage. | | | [An easy way to remember the order of the colours of the rainbow is by memorising the acronym VIBGYOR (violet, indigo, blue, green, yellow, orange and red).] Then have a class discussion, in L1 if necessary, on what the world would be like without colours (boring, dull, etc). Explain to the pupils that they are going to read a story from America about how the rainbow was created. |  | | **Track 15 CD1**  **Flashcards 15-20** |
| Presentation and practice  30 min | **Step 1 Listen, Point and Repeat** | | | Pupils’ books closed. Put up the flashcards on the board, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Point to each item in random order. Ask individual pupils to name the item. Ask the rest of the class for verification. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 2 STORY CARDS** | | | Use the story cards to present the story. |  | | **Track 16 CD1** |
|  | **Step 3 Listen and read. Act out the story. (activity 4)** | | | Play the CD. The pupils listen and follow along in their books. Play the CD again. The pupils repeat, chorally and/or individually. Read the Smiles Values! and have a discussion with the pupils, in L1 if necessary, about the moral of the story. Tell the pupils that it is very important to respect and protect our planet. Tell them that it doesn’t matter if your contribution is big or small. What really matters is to help one another with whatever abilities you have, just like the little birds did when they helped to make the world prettier. That way, we can all respect and protect our colourful planet! Put up the story cards in random order. Ask the pupils to come and put the cards in the right order. Play the CD for verification. Assign roles and allow the pupils, in groups, some time to rehearse. Ask the groups to act out the story. They can use the story cards for help. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
| Ending the lesson  8 min | Project: | | | My rainbow Ask the pupils to use their colouring pencils and draw and colour their own rainbow. Display the pupils’ work around the classroom. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |

**MODULE 2**

**Lesson plan**

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| **LESSON: Module 2 Lesson 9** | | | | **The Theme of the Lesson: Come and meet my family** | | |
| **Date:** | | | | **Teacher’s name:** | | |
| **CLASS: 2** | | | | | | |
| **Learning objectives(s)**  **that this lesson is**  **contributing to** | | S1 S6  L1 L2 L9  R3 | | | | |
| **Lesson objectives** | | **All learners will be able to:**  recognise and say words for some family members | | | | |
| **Previous learning** | | *simple classroom commands, colours and shapes* | | | | |
| **Plan** | | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | **Student’s activity** | | **Assessment** | **Resources** |
| Beginning the lesson  7 min | Mime opening a book and elicit the command from the pupils. | | Repeat the procedure with the remaining commands from the previous module. Then say *colours* and ask individual pupils to name as many colours as they can remember. Repeat the activity with the shapes. | |  | **My Family Poster**  **Track 19 CD1** |
| Presentation and practice  30 min | **Step 1 Family Members** | | Pupils’ books closed. Put up the *My Family* poster on the board. Point to each member of the family, one at a time, and present them. The pupils repeat, chorally and/or individually. Point to each member in random order. Ask individual pupils to say the word. Ask the rest of the class for verification. Elicit/Present the word *brother*.  Pupils’ books open. Play the CD. The pupils listen, point to the pictures and repeat the words. Play the CD again pausing after each word. The pupils repeat, chorally and/or individually.  Refer the pupils to the picture and explain the activity. Allow the pupils some time to complete the activity. Then the pupils in the role of Liam point to the family members and present them. Explain to the pupils that they can refer to the sentence at the bottom of the page in the Pupil’s Book for help. | | T praise active Ss with phrases such as: “Good job!  Well done!” | Whiteboard  Pupils Book |
|  | **Step 2 My family song!** | | Point to the characters, gesture with your hand and say: *Come and meet my family!* The pupils repeat after you. Then point to each corresponding character while saying: *Mummy, Daddy, Lilly and me* (pointing to yourself). The pupils repeat after you. Follow the same procedure to present the rest of the song.  Play the CD. The pupils listen to the song. Divide the pupils into two groups and assign a verse to each group. Play the song again for the groups to sing their assigned verses. Time permitting, play the song a third time for the pupils to sing the song as a class. | | T praise active Ss with phrases such as: “Good job!  Well done!” | Whiteboard  Pupils Book |
|  | **Step 3 Listen and read** | | Set the scene by asking the pupils questions about what they can see in the pictures.  Play the CD and ask the pupils to listen and follow along in their books. | |  | **Track 20 CD1** |
|  | **Step 4 Read and Tick** | | Explain the activity. The pupils look at the pictures, read the dialogue silently and tick the right sentences. Allow the pupils some time to complete the activity. Check their answers. | |  | **Track 21 CD1** |
| Ending the lesson  8 min | Tell the pupils that they are going to play a game called *Telepathy*. | | The pupils form pairs. Put up the *My Family* poster on the board. Tell the pupils to chooseone family member without letting his/her partner know. The other pupil has to guess what he/she isthinking of. Then they swap roles and play again. | | T praise active Ss with phrases such as: “Good job!  Well done!” | Whiteboard  Pupils Book |

**Lesson plan**

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| **LESSON: Module 2 Lesson 10** | | | **The Theme of the Lesson: In a tree house** | | | | |
| **Date:** | | | **Teacher’s name:** | | | | |
| **CLASS: 2** | | | **Number present:** | | | **absent:** | |
| **Learning objectives(s)**  **that this lesson is**  **contributing to** | | L4 L9  S4 S7  R2 R6 W7  UE4 UE7 | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  say and write some of the new words when prompted, follow most of the audio and written story | | | | | |
| **Previous learning** | | ***names of family members, my family song*** | | | | | |
| **Plan** | | | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | | **Student’s activity** | **Assessment** | | **Resources** |
| Beginning the lesson  7 min | Put up the *My Family* poster on the board. Name a family member | | | Ask a pupil to come to the board and point to the corresponding member. Ask the rest of the class for verification. Repeat with the rest of the family members. Play the *My family* song from the previous lesson. Invite the pupils to sing along. |  | | **My Family Poster**  **Track 20 CD1** |
| Presentation and practice  30 min | **Step 1 Listen and Point. Read and Match. [activity 5]**  Pupils’ books closed. Put up the flashcards on the board, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Point to each flashcard in random order. Ask individual pupils to say the word. Ask the rest of the class for verification. Pupils’ books open. Play the CD. The pupils listen, point to the pictures and repeat the words. Play the CD again pausing after each word. The pupils repeat, chorally and/or individually.  Point to number 1 and ask: *What’s this?* Elicit: *It’s a radio.* Follow the same procedure and elicit the restof the items. Then ask the pupils to number the words. Allow the pupils some time to complete the activity. Check the pupils’ answers. | | | Write on the board: *What’s this? It’s a ... .* Ask the question. Have the pupils repeat after you. Explain the activity. The pupils, in pairs, talk about the items (1-4). Explain to the pupils that they can refer to the question and answer on the board or at the bottom of the page for help. Go around the classroom, providing any necessary help. Ask some pairs to report back to the class. |  | | **FLASHCARDS  (21-25)** |
|  | **Step 2 Sing My Tree House song!  [activity 6]**  Put up the *tree house* flashcard. Point to it, gesture with your hand and say: *Come to my tree house.* The pupils repeat after you. Then mime and say: *Come* *with me.* The pupils repeat after you. Then draw a simple sketch of a *table* and *chair* on a board or use the flashcards and say: *A table and a chair.* The pupils repeat after you. Follow the same procedure to present the rest of the song. | | | Play the CD. The pupils listen to the song. Divide the class into two groups and assign a verse to each group. Play the CD. The groups sing their assigned verses. Time permitting, play the song a third time for the pupils to sing the song as a class. |  | | **Track 23 CD1**  **Flashcards** |
|  | **Step 3 Listen and read. [activity 7]** | | | Set the scene by asking the pupils questions about what they can see in the pictures.  Play the CD and ask the pupils to listen and follow the dialogue in their books. |  | | **Track 24 CD1** |
|  | **Step 4 Read and Think [activity 8]** | | | Explain the activity. The pupils look at the pictures, read the dialogue silently and complete the phrases. Check the pupils’ answers.  Play the CD again pausing for the pupils to repeat, chorally and/or individually. Then ask individual pupils to read the dialogue out loud. |  | | **Track 24 CD1** |
| Ending the lesson  8 min | Tell the pupils that you will play a game called *In my tree house.* | | | Ask the pupils to think about what items they would like to have in their tree house. Ask individual pupils to report back to the class. Alternatively, they can draw a picture and present it. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |

**Lesson plan**

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| **LESSON: Module 2 Lesson 11** | | | **The Theme of the Lesson: E-mail about a Family** | | | | |
| **Date:** | | | **Teacher’s name:** | | | | |
| **CLASS: 2** | | | **Number present:** | | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | S1 S7  R3  W3 W6 W7  UE7 UE11 UE14 | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  complete some of the writing task correctly [spelling and information] and communicate some of the information in their email to others | | | | | |
| **Previous learning** | | *This is my name is I’ve got in my class* | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | | **Student’s activity** | **Assessment** | | **Resources** |
| Beginning the lesson  7 min | Put the picture flashcards on your desk in random order. Say a word, e.g. *chair*. | | | Ask a pupil to come to the front of the class, pick the corresponding picture flashcard, name it and show it to the class for verification. Repeat with some more pupils and the rest of the flashcards. Play the *My Tree House* song from the previous lesson. Invite the pupils to sing along. |  | | **Track 23 CD1** |
| Presentation and practice  30 min | **Step 1 Write your name on the line. Read and tick. [activity 9]** | | | Explain the activity. Allow the pupils some time to complete the activity. Check their answers. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 2 Answer the email. Include a picture.** | | | Explain the activity. Allow the pupils some time to complete the email in their books. Alternatively, assign it as homework. Ask the pupils to write the email on a piece of paper and attach photos. During the next lesson ask some pupils to present their emails to the class**.** | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 3 Play the game.** | | | Tell the pupils that they are going to play a game. Point to the picture and read out the speech bubbles. The pupils repeat after you. Explain the game. Ask the pupils to sit in a circle. Choose a pupil (Pupil A) to stand in the middle of the circle with his/her eyes closed. Choose a pupil from the circle (Pupil B) to say: *Good morning, your* *Majesty!* Pupil A tries to guess the name of the pupil. Encourage him/her to say, *e.g. This is my friend, Saule.* Finally, Pupil A returns to the circle, Pupil B stands in the middle of the circle and the game continues. Repeat the game until all the pupils have had a chance to play. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
| Ending the lesson  8 min | **Exit passes**  Say: *I’ve got one brother, but I haven’t got a sister.* | | | Ask the pupils for whom the sentence is true to stand up and come to the board. Repeat with some variations of the sentence until all the pupils have come to the board and are ready to leave the class. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |

**Lesson plan**

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| **LESSON: Module 2  Lesson 12** | | | **The Theme of the Lesson: A friend’s family** | | | | |
| **Date:** | | | **Teacher’s name:** | | | | |
| **CLASS: 2** | | | **Number present:** | | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | L1  R2 R3  S3 S4 S7  UE1 UE6 | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  recognise and produce some of the words connected to family members and use them to relate a few things about their family | | | | | |
| **Previous learning** | | *names of family members; numbers 1 -20, this is …. best friend* | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | | **Student’s activity** | **Assessment** | | **Resources** |
| **Beginning of the lesson**  Warming-up  Team work  **8 min** | **Organization moment:**  1.Greeting.  2. T gives them a box with letters. Divide into 3 groups according to the stickers.  Team A, team B and team C.  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | | ***“I want to say…..****” method helps to start the lesson with compliments to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By giving compliments to each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with letters |
| Presentation and practice  30 min | **Step 1 Listen and number.** | | | Refer the pupils to the pictures of the children and their names. Explain the activity. Play the CD, twice if necessary. The pupils listen and number. Then check learner answers. | **Track 25 CD1** | |  |
|  | **Step 2 My best friend** | | | Tell the pupils that they are going to make a photo frame and attach the picture of their best friend. Hand out the photocopies. Guide them through the cutting of the photo frames and the gluing of the photos. Alternatively, the pupils can draw a picture of their best friends. Go around the classroom, providing any necessary help. While the pupils are doing the craftwork, feel free to play any song from the module. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 3 Find and Circle** | | | Explain the activity. Revise the family words (*grandma*, *grandpa*, *mummy* and *daddy*). The pupils find, circle and match the words to the corresponding family members. Check their answers. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 4 Project Time** | | | Refer the pupils to the project and the picture. Ask the pupils to tell you what they can see. Elicit *grandma*, *grandpa*, *mummy* and *daddy*. Explain that they are going to make a project about their family. They can use real photos or draw pictures. They can also write a short description. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
| Ending the lesson  7 min | **Name Game** | | | The pupils, in pairs, take turns and say a family member’s name and the other has to guess who it is. Demonstrate this yourself first. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |

**Lesson plan**

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| **LESSON: Module 2 Lesson 13** | | | **The Theme of the Lesson: The king and the bee** | | | | |
| **Date:** | | | **Teacher’s name:** | | | | |
| **CLASS: 2** | | | **Number present:** | | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | L3 L9  S4  R5  UE2 UE3 UE6 UE16 | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| give some information in tasks when prompted using some correct forms | | | | | |
| **Previous learning** | | *this is … possessive pronouns family member names numbers 1 – 30 big small little* | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | | **Student’s activity** | **Assessment** | | **Resources** |
| **Beginning of the lesson**  Warming-up  Team work  **8 min** | **Organization moment:**  1.Greeting.  2. T gives them a box with letters. Divide into 3 groups according to the stickers.  Team A, team B and team C.  **In differentiation** part t **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process. | | | ***“I want to say…..****” method helps to start the lesson with compliments to each other.*  **The aim:** To develop Ss speaking skills and create friendly atmosphere  **Efficiency:** By giving compliments to each other they feel better and feel the support of others. | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:  “Good job!  Well done!” | | Envelop with letters |
| Presentation and practice  30 min | **Step 1 Listen and read.**  Pupils’ books closed. Put up the world map. Point to the UK and say: *This is the UK.* Ask the pupils to tell you what they know about this country. Follow the same procedure about Kazakhstan.  Pupils’ books open. Refer the pupils to the pictures of the families. Elicit the family members. Play the CD. The pupils listen and follow along in their books. Then ask some pupils to read out from the texts. | | | **A friend’s family**  Explain the activity. Allow the pupils some time to draw a picture of their friend’s family. When they finish, ask them to present their drawing to the class. | **Track 26 CD1** | |  |
|  | **Step 2 Look and write the numbers.**  Point to the picture on top and count the family members. Say: *One, two, three ... sixteen. A big family.* The pupils repeat after you. Repeat theprocedure for the remaining pictures. Then point tothe picture of the zebra family and ask the pupils tocount along with you. Say: *One, two, three. A small family.* The pupils repeat after you. Repeat theprocedure for the remaining pictures. | | | Pupils’ books open. Point to the first picture and ask the pupils to count and say how many members there are *(three)*. Ask: *Is it a small family or a big family?* Elicit: *A* *small family.* Repeat the procedure with the picture of the big family.  Explain the task. The pupils look at the pictures and write the numbers in the boxes to indicate if each family is a big or small family. Check learner answers. |  | | Put up **the *Families Big and Small* poster**. |
| Ending the lesson  7 min | **Chinese Whispers**  Tell the pupils that they are going to play a game called *Chinese Whispers*. | | | Explain the rules. Approach a pupil at the front desk and whisper a word from the module. Ask him/her to whisper the same word to the pupil who is sitting next to him/her, who then whispers it to the next pupil, etc. Ask the last pupil to call out the word. Check his/her answer. Repeat the procedure as many times as you think is necessary. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |

**Lesson plan**

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| **LESSON: Module 2 Lesson 14** | | | | **The Theme of the Lesson: Family tree** | | | |
| **Date:** | | | | **Teacher’s name:** | | | |
| **CLASS: 2** | | | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | L7 L8 L9  S3 S4 S6  UE5 | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| follow and participate in the story activities correctly responding to some prompts | | | | | |
| **Previous learning** | | ***Where’s I’m sorry*** | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | **Student’s activity** | | **Assessment** | | **Resources** |
| Beginning the lesson  7 min | Draw simple sketches of a *bee* and a *king* on the board. Point to the sketch of the *bee* and say: *bee*. | | The pupils repeat after you. Point to the sketch of the *king* and repeat the procedure. Tell the pupils they are going to read a story about how a bee helps a king. Ask the pupils to say what they know about bees and how they think a bee can be useful to a king. Have a class discussion, in L1 if necessary | | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 1 Listen, point and repeat.** | | Pupils’ books closed. Put up the flashcards on the board, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Point to each flashcard in random order. Ask individual pupils to say the word. Ask the rest of the class for verification. Pupils’ books open. Play the CD. The pupils listen, point to the pictures, and repeat the words. Play the CD again pausing after each word. The pupils repeat, chorally and/or individually. | |  | | **Track 27 CD1**  **FLASHCARDS  (26-29)** |
| Presentation and practice  30 min | **Step 2** | | Use the story cards to present the story. | |  | | **STORY CARDS** |
|  | **Step 3 Listen and read. Act out the story.**  Play the CD. The pupils listen and follow along in their books. Play the CD again. The pupils repeat, chorally and/or individually.  Read the *Smiles Values!* and have a discussion, in L1 if necessary, with the pupils about the moral of the story. | | Tell pupils that though we may think that something small like a bee may not appear to be clever or useful, but it is not true.  Put up the story cards in random order. Ask the pupils to come and put the cards in the right order. Play the CD for verification.  Assign roles and allow the pupils, in groups, some time to rehearse. Ask the groups to act out the story. They can use the story cards for help. | |  | | **Track 28 CD1** |
| Ending the lesson  8 min | Read out a few sentences spoken by a character in the story. Ask individual pupils to tell you who said them. | | Hand out the story cards. Ask the pupils to colour them and use them to make their own story books. | | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |