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# **ENGLISH**

## **Әдістемелік нұсқау**

Мектепке дейінгі тәрбие мен оқытудың үлгілік оқу бағдарламасы бойынша  
мектепалды дайындық тобы мен сыныбы педагогтеріне арналған

**Методическое руководство**  
для педагогов дошкольных групп и классов  
по Типовой учебной программе дошкольного воспитания и обучения

Алматыкітап баспасы  
2017

**ӘОЖ 373.2 (072)**  
**КБЖ 74.102**  
**А 88**

**Асқарова Л.Б. және т.б.**

**А 88 English:** Әдістемелік нұсқау. Мектепке дейінгі тәрбие мен оқытудың үлгілік оқу бағдарламасы бойынша мектепалды дайындық тобы мен сыныбы педагогтеріне арналған = **English:** Методическое руководство для педагогов предшкольных групп и классов по Типовой учебной программе дошкольного воспитания и обучения / Л.Б. Асқарова, С.Д. Рахимжанова, А.С. Волкова. – Алматы: Алматыкітап баспасы, 2017. – 116 с.

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## Introduction

- This teaching complex was developed for preschool English teachers in accordance with the Standard Educational Curriculum for preschool education approved by the Ministry of Education and Science of the Republic of Kazakhstan dated August 12, 2016.

- to form basic skills of listening and speaking in English through games and creativity;

- prepare sound foundation for successful transition to further study of English in primary school;

- create a comfortable environment for the communicative and psychological adaptation of young learners to acquiring English;

- develop the memory, attention, thinking, and imagination of preschool learners;

- expand children's vocabulary and view through learning new English words.

The content of the complex covers the programme content and reflects three learning strands defined for young learners: Listening, Speaking and Use of English.

The material presented in the ABC Book and the Activity Book covers the following topics:

- All about me
- My school
- My family
- The world around me
- Where do the roads go?
- Why you need to know customs and traditions?
- Healthy and tasty
- How to be healthy

Modern approaches and strategies of teaching English as a second language aim at developing the skills of the students based upon the requirements prescribed by the programme:

### *Listening skills*

-begin to recognize simple short instructions for basic classroom routines spoken slowly and distinctly;

- begin to recognize with considerable support a few basic personal questions spoken slowly and distinctly;

- - begin to recognize with support simple greetings, recognize the spoken form of a limited range of basic and everyday classroom words;

- begin to recognize basic intonation distinguishing questions from statements;

- begin to recognize the sounds of phonemes and phoneme blends.

### *Speaking skills*

- begin to make basic personal statements and simple statements about object;

- begin to use intonation to signal questions in basic exchanges;
- pronounce basic words and expressions with some mistakes;
- respond to very basic supported personal questions using short answers;
- begin to produce words in response to prompts;
- exchange simple greetings and say “please, sorry and thank you”.

### *Reading*

- recognize some very high-frequency words from local environment.

### *Use of English*

- use cardinal numbers 1 – 10 to count;
- begin to use a few colours;
- use common singular and plural nouns to say what and where things are;
- use basic adjectives and colours to say what someone /something is or has;
- use determiners “a, an, this, these” to indicate what something is;
- use interrogative pronouns “what, where, how” to ask basic questions;
- use demonstrative pronouns “this, these” to indicate things;
- use personal subject pronouns to identify things;
- use imperative forms of common verbs related to classroom routines;
- use basic present simple forms (positive, negative) to give basic personal information.

The present complex “English for preschoolers” consists of the following components:

- The ABC Book
- The Activity Book
- The Teacher’s Book
- The Audio CD
- The Set of flashcards

### **The ABC Book**

The ABC book is developed in accordance with the requirements of the methodology of teaching English to small learners.

The authors of the book took into consideration the peculiarities of children of this age group, their physiological and psychological features, so the structure of the book contains such tasks that suggest reasonable change of activities by involving them into listening, singing, dancing, speaking, jumping, etc.

The ABC book consists of eight thematic units. It contains skill-based tasks for listening and speaking. At the end of the book there is a pictured alphabet to assist children to memorize the alphabet.

### **The Activity Book**

The Activity Book provides additional tasks to memorize the material presented in the ABC Book. The tasks suggest drawing, colouring the pictures, pasting stickers, tracing and other activities that are very interesting for the young learners.

### **The Audio CD**

It includes all listening materials introduced in the ABC Book and Activity Book. The audio texts are supported with listening, pronunciation and phonics activities, as well as songs and read-along stories. The listening material is also recommended to be practised at home.

### **The Teacher's book**

The Teacher's book provides methodical guidance and support for using this complex in the classroom. It introduces long-term and short-term planning. You can find answers for the tasks, the instructions for the suggested project work and the scripts for audio texts.

### **The Set of flashcards**

The aim of this Set is to present, practise and recycle the new vocabulary. The Set of flashcards provides the material for the number of activities with the young learners during lessons. There are 2 dices (the activity with them are described in the lessons contents), flashcards with the characters of this book (to be used during the roleplaying of different exercises; there are perforated holes for a string to be put around the neck), flashcards on various theme vocabulary in the Set. Some games with flashcards are described in Games Bank at the end of this Teacher's book or in the lessons' content. Sometimes get the students to make their own sets of mini flash cards that can be taken home for them to play, with parents and siblings. This Set can be used for the following activities: memory games, drilling, identification games, TPR activities (Total physical response).

## Long-term plan

| Units                           | Topic of the lesson       | Learning objectives  | Hours |
|---------------------------------|---------------------------|--|-------|
| <b>Unit 1.<br/>All about me</b> | Lesson 1.<br>All about me | <ul style="list-style-type: none"> <li>• 0.L3 begin to recognize with the considerable support simple greetings.</li> <li>0.S6 exchange short simple greetings.</li> <li>0.S1 begin to make basic personal statements.</li> </ul>  | 1     |
|                                 | Lesson 2.<br>All about me | <ul style="list-style-type: none"> <li>• 0.L3 begin to recognize with the considerable support simple greetings.</li> <li>• 0.L2 begin to recognize with the considerable support a few basic personal questions spoken slowly and distinctly.</li> <li>0.S4 respond to the very basic supported personal questions using short answers.</li> <li>0.S6 exchange short simple greetings.</li> </ul>   | 1     |
|                                 | Lesson 3.<br>All about me | <ul style="list-style-type: none"> <li>• 0.L3 begin to recognize with the considerable support simple greetings.</li> <li>• 0.L2 begin to recognize with the considerable support a few basic personal questions spoken slowly and distinctly.</li> <li>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</li> <li>0.S1 begin to make the basic personal statements.</li> <li>0.S3 pronounce the basic words and expressions with some mistakes.</li> <li>0.S4 respond to the basic supported personal questions using short answers.</li> </ul>                        | 1     |
|                                 | Lesson 4.<br>All about me | <ul style="list-style-type: none"> <li>• 0.L1 begin to recognize simple short instructions for basic classroom routines spoken slowly and distinctly.</li> <li>• 0.L2 begin to recognize with considerable support a few basic personal questions spoken slowly and distinctly.</li> <li>• 0.L3 begin to recognize with considerable support simple greetings.</li> <li>• 0.L5 begin to recognize simple sounds of phonemes.</li> <li>• 0.S1 begin to make basic personal statements.</li> <li>• 0.S3 pronounce the basic words and expressions with some mistakes.</li> <li>• 0.U2 use the cardinal numbers 1–10 to count.</li> </ul> | 1     |
| <b>Unit 2.<br/>My school</b>    | Lesson 1.<br>My school    | <ul style="list-style-type: none"> <li>• 0.L1 begin to recognize simple short instructions for basic classroom routines spoken slowly and distinctly.</li> <li>• 0.L3 begin to recognize with considerable support simple greetings.</li> <li>• 0.L5 begin to recognize simple sounds of phonemes.</li> <li>• 0.S3 pronounce basic words and expressions with some mistakes.</li> <li>• 0.S5 begin to produce the words in response to prompts.</li> <li>• 0.S6 exchange short simple greetings.</li> </ul>  | 1     |

|                              |                        |  |          |
|------------------------------|------------------------|--|----------|
|                              | Lesson 2.<br>My school | <ul style="list-style-type: none"> <li>• 0.L1 begin to recognize simple short instructions for basic classroom routines spoken slowly and distinctly.</li> <li>• 0.L3 begin to recognize with considerable support simple greetings.</li> <li>• 0.L5 begin to recognize simple sounds of phonemes.</li> <li>• 0.S3 pronounce the basic words and expressions with some mistakes.</li> <li>• 0.S5 begin to produce the words in response to prompts.</li> <li>• 0.S6 exchange short simple greetings.</li> </ul>  | 1        |
|                              | Lesson 3.<br>My school | <ul style="list-style-type: none"> <li>• 0.L1 begin to recognize simple short instructions for basic classroom routines spoken slowly and distinctly.</li> <li>• 0.L5 begin to recognize simple sounds of phonemes.</li> <li>• 0.S3 pronounce basic words and expressions with some mistakes.</li> <li>• 0.S5 begin to produce the words in response to prompts.</li> </ul>  | 1        |
|                              | Lesson 4.<br>My school | 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br>0.L2 begin to recognize with considerable support a few basic personal questions spoken slowly and distinctly.<br>0.L4 begin to recognize the basic intonation distinguishing questions from statements.<br>0.L5 begin to recognize simple sounds of phonemes<br>0.S1 begin to make basic personal statements.<br>0.S3 pronounce basic words and expressions with some mistakes.<br>0.S4 respond to the very basic supported personal questions using short answers. | 1        |
| <b>Unit 3.<br/>My family</b> | Lesson 1.<br>My family | 0.L1 begin to recognize simple short instructions for basic classroom routines spoken slowly and distinctly.<br>0.L2 begin to recognize with considerable support a few basic personal questions spoken slowly and distinctly.<br>0.L4 begin to recognize basic intonation distinguishing questions from statements.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S4 respond to very basic supported personal questions using short answers.   | <b>1</b> |
|                              | Lesson 2.<br>My family | 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br>0.L2 begin to recognize with the considerable support a few basic personal questions spoken slowly and distinctly.<br>0.L4 begin to recognize basic intonation distinguishing questions from the statements.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S4 respond to the basic supported personal questions using short answers.  | <b>1</b> |

|  |                                |   |          |
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|  | Lesson 3.<br>My friend         | <ul style="list-style-type: none"> <li>• 0.L1 begin to recognize simple short instructions for basic classroom routines spoken slowly and distinctly.</li> <li>• 0.L2 begin to recognize with the considerable support a few basic personal questions spoken slowly and distinctly.</li> </ul> 0.L3 begin to recognize with the considerable support simple greetings.<br>0.L4 begin to recognize basic intonation distinguishing questions from statements.<br>0.S1 begin to make the basic personal statements.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S4 respond to the basic supported personal questions using short answers.<br>0.S5 begin to produce the words in response to prompts. | <b>1</b> |
|  | Lesson 4.<br>This is my friend | <ul style="list-style-type: none"> <li>• 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</li> <li>• 0.L2 begin to recognize with the considerable support a few basic personal questions spoken slowly and distinctly.</li> </ul> 0.L3 begin to recognize with the considerable support simple greetings.<br>0.L4 begin to recognize the basic intonation distinguishing questions from statements.<br>0.S3 pronounce the basic words and expressions with some mistakes.  |          |
| <b>Unit 4.<br/>The world around me</b> | Lesson 1.<br>Pets              | <ul style="list-style-type: none"> <li>• 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</li> </ul> 0.L3 begin to recognize with the considerable support, simple greetings.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.U2 use the cardinal numbers 1–10 to count.   | <b>1</b> |
|  | Lesson 2.<br>My pet            | <ul style="list-style-type: none"> <li>• 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</li> </ul> 0.L3 begin to recognize the with the considerable support simple greetings.<br>0.L4 begin to recognize the basic intonation distinguishing questions from statements.<br>0.S1 begin to make the basic personal statements.<br>0.S3 pronounce the basic words and expressions with some mistakes.   | <b>1</b> |
|  | Lesson 3.<br>At the zoo        | <ul style="list-style-type: none"> <li>• 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</li> </ul> 0.L3 begin to recognize with the considerable support simple greetings.<br>0.S3 pronounce the basic words and expressions with some mistakes.  | <b>1</b> |

|   |                                    |   |   |
|---|------------------------------------|---|---|
|   | Lesson 4.<br>A baby bear           | 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br>0.L2 begin to recognize with the considerable support a few basic personal questions spoken slowly and distinctly.<br>0.L4 begin to recognize the basic intonation distinguishing questions from the statements.<br>0.L5 begin to recognize simple sounds of phonemes.<br>0.S1 begin to make the basic personal statements.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S4 respond to the very basic supported personal questions using short answers. | 1 |
| <b>Unit 5.<br/>Where<br/>do the<br/>roads<br/>go?</b> | Lesson 1.<br>I have a bike         | 0.L5 begin to recognize simple sounds of phonemes.<br>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br>0.L3 begin to recognize, with the considerable support, simple greetings.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S1 begin to make the basic personal statements.<br>0.U3 begin to use a few colours.  | 1 |
|   | Lesson 2.<br>I can...              | 0.L5 begin to recognize simple sounds of phonemes.<br>0.L1 begin to recognize simple short instructions for basic classroom routines spoken slowly and distinctly.<br>0.L3 begin to recognize with some considerable support simple greetings.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S1 begin to make the basic personal statements.<br>0.U3 begin to use a few colours.   | 1 |
|   | Lesson 3.<br>He can...             | 0.L5 begin to recognize simple sounds of phonemes.<br>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br>0.L3 begin to recognize, with the considerable support simple greetings.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S1 begin to make the basic personal statements.   | 1 |
|   | Lesson 4.<br>Stop, look,<br>listen | 0.L5 begin to recognize simple sounds of phonemes.<br>0.L1 begin to recognize simple short instructions for basic classroom routines spoken slowly and distinctly.<br>0.L3 begin to recognize with the considerable support simple greetings.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S1 begin to make the basic personal statements.<br>0.U3 begin to use a few colours.  | 1 |

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| <b>Unit 6.<br/>Why<br/>you<br/>need to<br/>know<br/>customs<br/>and<br/>traditions</b> | Lesson 1.<br>Independence Day    | 0.L5 begin to recognize simple sounds of phonemes.<br>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br>0.L3 begin to recognize with the considerable support simple greetings.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S1 begin to make the basic personal statements.   | <b>1</b> |
|  | Lesson 2.<br>Happy New Year      | 0.L5 begin to recognize simple sounds of phonemes.<br>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br>0.L3 begin to recognize with the considerable support simple greetings.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S1 begin to make basic personal statements.<br>0.U2 use the cardinal numbers 1–10 to count. | <b>1</b> |
|  | Lesson 3.<br>Nauryz              | 0.L5 begin to recognize simple sounds of phonemes.<br>0.L1 begin to recognize simple short instructions for basic classroom routines spoken slowly and distinctly.<br>0.L3 begin to recognize with the considerable support simple greetings.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S1 begin to make the basic personal statements.   | <b>1</b> |
|  | Lesson 4.<br>Happy birthday      | 0.L3 begin to recognize with the considerable support simple greetings.<br>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br>0.L5 begin to recognize simple sounds of phonemes.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.U2 use the cardinal numbers 1–10 to count.<br>0.U3 begin to use a few colours.              | <b>1</b> |
| <b>Unit 7.<br/>Healthy<br/>and<br/>tasty</b>   | Lesson 1.<br>Can I have some...? | 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br>0.L5 begin to recognize simple sounds of phonemes.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S5 begin to produce words in response to the prompts.  | <b>1</b> |

|                                      |                                     |  |          |
|--------------------------------------|-------------------------------------|--|----------|
|                                      | Lesson 2.<br>Fruit                  | <p>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</p> <p>0.L2 begin to recognize with the considerable support a few basic personal questions spoken slowly and distinctly.</p> <p>0.L4 begin to recognize the basic intonation distinguishing questions from statements.</p> <p>0.L5 begin to recognize simple sounds of phonemes.</p> <p>0.S3 pronounce the basic words and expressions with some mistakes.</p> <p>0.S4 respond to the very basic supported personal questions using short answers.</p> <p>0.U2 use the cardinal numbers 1–10 to count.</p>  | <b>1</b> |
|                                      | Lesson 3.<br>I like ice-cream       | <p>0.L1 begin to recognize simple short instructions for the basic classroom routine spoken slowly and distinctly.</p> <p>0.L3 begin to recognize with the considerable support simple greetings.</p> <p>0.L5 begin to recognize simple sounds of phonemes.</p> <p>0.S6 exchange short simple greetings.</p> <p>0.S1 begin to make the basic personal statements.</p> <p>0.S3 pronounce the basic words and expressions with some mistakes.</p>  | <b>1</b> |
|                                      | Lesson 4.<br>Good or not?           | <p>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</p> <p>0.L3 begin to recognize with the considerable support simple greetings.</p> <p>0.L5 begin to recognize simple sounds of phonemes.</p> <p>0.S6 exchange short simple greetings.</p> <p>0.L2 begin to recognize with the considerable support a few basic personal questions spoken slowly and distinctly.</p> <p>0.S1 begin to make the basic personal statements.</p> <p>0.S3 pronounce the basic words and expressions with some mistakes.</p> <p>0.S4 respond to the the very basic supported personal questions using short answers.</p> | <b>1</b> |
| <b>Unit 8.<br/>How to be healthy</b> | Lesson 1.<br>Daily routine          | <p>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</p> <p>0.L3 begin to recognize with considerable support simple greetings.</p> <p>0.L5 begin to recognize simple sounds of phonemes.</p> <p>0.S1 begin to make basic personal statements.</p> <p>0.S3 pronounce the basic words and expressions with some mistakes.</p> <p>0.S6 exchange short simple greetings.</p>   | <b>1</b> |
|                                      | Lesson 2.<br>First, wash your hands | <p>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</p> <p>0.L3 begin to recognize with the considerable support simple greetings.</p> <p>0.L5 begin to recognize simple sounds of phonemes.</p> <p>0.S1 begin to make the basic personal statements.</p>  | <b>1</b> |

|           |                         |  |          |
|-----------|-------------------------|--|----------|
|           |                         | 0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S6 exchange short simple greetings.<br>0.S5 begin to produce the words in response to prompts.   |          |
|           | Lesson 3.<br>Let's run  | 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br>0.L3 begin to recognize with the considerable support simple greetings.<br>0.L5 begin to recognize simple sounds of phonemes.<br>0.S1 begin to make the basic personal statements.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S6 exchange short simple greetings.<br>0.S5 begin to produce words in response to the prompts. | <b>1</b> |
|           | Lesson 4.<br>Let's play | 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br>0.L3 begin to recognize with the considerable support simple greetings.<br>0.L5 begin to recognize simple sounds of phonemes.<br>0.S1 begin to make the basic personal statements.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S6 exchange short simple greetings.<br>0.S5 begin to produce words in response to the prompts. | <b>1</b> |
| <b>32</b> |                         |  |          |

## Short-term plan

|  |  |                                      |   |
|--|--|--------------------------------------|---|
| Unit 1 All about me<br>Lesson 1 All about me   |  | <b>School: #</b>                     |   |
| <b>Date:</b>   |  | <b>Surname /name of the teacher:</b> |   |
| <b>Group:</b>  |  | <b>Number of attendees:</b>          | <b>Number of absent learners:</b>   |
| <b>Aims of the lesson:</b>   | To introduce the simple greetings.   |                                      |   |
| <b>Objectives of the lesson</b>  | <b>The learners will be able to:</b>   |                                      |   |
|  | <ul style="list-style-type: none"> <li>recognize with the considerable support the simple greetings.</li> <li>exchange the short simple greetings.</li> </ul>  |                                      |   |
|  | <b>The majority of the learners will be able to:</b>   |                                      |   |
|  | <ul style="list-style-type: none"> <li>recognize with the support the simple greetings.</li> <li>begin to recognize simple short instructions for the basic classroom routine spoken slowly and distinctly.</li> <li>exchange the short simple greetings.</li> </ul>   |                                      |   |
|  | <b>Some of the learners will be able to:</b>   |                                      |   |
| <ul style="list-style-type: none"> <li>say the words and expressions without difficulties and mistakes.</li> </ul> |  |                                      |   |
| <b>Background knowledge</b>  | This is the beginning of the course, though some of the children may know simple greetings or names of the animals, numbers and colours.   |                                      |   |
| <b>Plan</b>  |  |                                      |   |
| <b>Scheduled time</b>  | <b>Scheduled activity</b>  |                                      | <b>Resources</b>  |
| Beginning of the lesson<br><br>5 minutes   | <b>Warm up:</b><br>At the beginning of the class find out if any of the learners know any English words. When they say the words or expressions <i>hello, hi, I'm ..., My name is ...</i> , announce to them the topic and objectives of the class.<br><br>Then introduce the children to the characters of the book Batyr, Ira, Dana, Misha, Mr Old Fox, Foxy, Slowy, Digger, who will assist them throughout the academic year. To practise saying and to memorize the characters' names point to or show the pictures of these characters and ask the children to name them. While presenting them, you can tell them the names of the animals: e.g. <i>Mr Old Fox/Foxy is a fox</i> .<br><br>To develop correct pronunciation, we recommend playing tongue-twisters with learners for the sounds [h], [ai], [w] etc. |                                      | You can use the following resources for tongue twisters:<br><br><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br><br><a href="http://www.download-esl.com/tonguetwisters/.../easyt">www.download-esl.com/tonguetwisters/.../easyt</a> |
| Main part of the lesson  | Exercise 1. Look at the pictures, listen and learn.<br><br>Play the track and point to each character. Play it several times and ask the learners to point to the characters.  |                                      |   |

|            |   |  |
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| 25 minutes | <p>themselves. Memorize new speech patterns.</p> <p><b>Track 1.</b><br/> Hello, I'm a teacher. I'm Mr Old Fox.<br/> Hello, I'm Foxy.<br/> Hello, I'm Wolfy.<br/> Hello, I'm Slowy.<br/> Hello, I'm Digger.</p> <p>For the better memorizing, ask the learners to do ex.1 in the Activity book.<br/> Exercise 1. Listen to your teacher and put the right sticker in the box.<br/> The children should put the relevant stickers within the frames according to the information they hear.<br/> Teacher: 1. <i>Hello, I'm Digger.</i> 2. <i>Hello, I'm Wolfy.</i> 3. <i>Hello, I'm Foxy.</i> 4. <i>Hello, I'm Slowy.</i></p> <p>Exercise 2. Listen to the children and repeat.<br/> Ask the learners to look at the pictures, listen and repeat. To check the children's comprehension, act as one of the characters: e.g. "Hello, I'm Mr Old Fox". Learners should point to the corresponding picture.</p> <p><b>Track 2.</b><br/> Hello, I'm Misha.<br/> Hello, I'm Dana.<br/> Hello, I'm Ira.<br/> Hello, I'm Batyr.</p> <p>For the further practice of saying <i>hello</i> suggest playing a game. Ask them to stand in the circle and throw a ball to each other saying his/her name: e.g. Hello, I'm Marat.<br/> <i>Variation:</i><br/> Encourage the learners to fulfill the instructions given by the teacher or groupmates: "Look at Dima. Say "hello" to Dima". The learners should point to the corresponding character and say: "Hello, Dima!" etc.</p> <p>Exercise 3. Listen and sing.<br/> Play the song several times and ask the learners to sing along. While they are singing encourage the children to dance and mime. From this point on include <i>the Hello song</i> in your warm up routine for the English class.</p> <p><b>Track 3</b><br/> I say hello, hello, hello.<br/> I say hello, hello, hello.</p> <p>Exercise 4. Introduce yourself.<br/> The children should stand up and present themselves to each other saying: "Hello/hi, I'm Max/Anna".</p> <p><i>Activity book</i><br/> Exercise 2. Draw yourself and introduce yourself.</p> |  |
|------------|---|--|

|                                    |   |  |
|------------------------------------|---|--|
|                                    | Suggest the children drawing themselves using colour pencils and then introducing themselves.   |  |
| End of the lesson<br><br>5 minutes | <p><b>End of the lesson:</b></p> <p>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:</p> <p>What new words did we learn today?</p> <p>Which word/words do we say when we see each other?</p> <p>How do we introduce ourselves?</p> <p>Do you remember the helpers/characters who will accompany us for the whole year? What are their names?</p> <p>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.</p> <p>Sing the song of the lesson one more time.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and more motivated to acquire the language.</p> |  |

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| Unit 1. All about me<br>Lesson 2. All about me | <b>School: #</b>   |                                   |
| <b>Date:</b>                                   | <b>Surname /name of the teacher:</b>   |                                   |
| <b>Group:</b>                                  | <b>Number of attendees:</b>  | <b>Number of absent learners:</b> |
| <b>Aims of the lesson:</b>                     | Continue teaching the learners simple greetings; introduce the personal question “What’s your name”?   |                                   |
| <b>Objectives of the lesson</b>                | <b>The learners will be able to:</b>   |                                   |
|  | <ul style="list-style-type: none"> <li>• recognize, with the considerable support, the simple greetings.</li> <li>• recognize, with the considerable support a basic personal question “What’s your name?” spoken slowly and distinctly.</li> <li>• respond to this personal question using answers “I’m ... .”</li> <li>• exchange short simple greetings.</li> </ul> |                                   |
|  | <b>The majority of the learners will be able to:</b>   |                                   |
|  | <ul style="list-style-type: none"> <li>• recognize with support simple greetings.</li> <li>• recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</li> <li>• exchange short simple greetings.</li> <li>• respond to this personal question using answers “My name is.../I’m ... .”</li> </ul>                            |                                   |
|  | <b>Some of the learners will be able to:</b>   |                                   |
|  | <ul style="list-style-type: none"> <li>• say the words and expressions without difficulties and mistakes.</li> </ul>   |                                   |

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| <b>Background knowledge</b>               | This is the second lesson of the unit; the children know simple greetings and can exchange them.  |   |
| <b>Plan</b>                               |   |   |
| <b>Scheduled time</b>                     | <b>Scheduled activity</b>   | <b>Resources</b>  |
| Beginning of the lesson<br><br>5 minutes  | <b>Warm up:</b><br>Start the class by greeting the children and practise greeting forms by singing “The Hello Song” (Track 3). After that introduce the objectives and topic of the lesson.<br>To develop the correct pronunciation, we recommend playing tongue-twisters for the sounds [h], [t], [s], [w] etc.<br>Ask the children to name the characters, which they learned at the previous lesson.   | You can use the following resources for tongue – twisters:<br><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br><a href="http://www.download-esl.com/tonguetwisters/.../easyt">www.download-esl.com/tonguetwisters/.../easyt</a> |
| Main part of the lesson<br><br>25 minutes | Exercise 1.Listen and complete the dialogues.<br>Play the track two-three times and ask the learners to look at the pictures and repeat the phrases to the first two pictures. Then encourage them to complete the rest of the dialogues following the given samples. To check them play the track. Ask the children to roleplay this dialogue.<br><b>Track 4.</b><br>Teacher: What’s your name?<br>Foxy: I’m Foxy.<br>Teacher: What’s your name?<br>Digger: I’m Digger.<br><br>Text of the students:<br>Teacher: What’s your name?<br>Wolf: I’m Wolfy.<br>Teacher: What’s your name?<br>Turtle: I’m Slowy.<br><br>After completing this exercise ask each learner “What is your name?”<br><br>Exercise 2. Listen and repeat.<br>To practise these speech patterns ask the learners to listen to the poem. After they have listened, ask them to repeat it. While repeating encourage learners to clap and chant.<br><b>Track 5.</b><br>Hello, hello!<br>What’s your name?<br>What’s your name?<br>My name is Wolfy.<br>That’s my name. |   |

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|   | <p>Exercise 3. Learn the rhyme and recite it with your name.<br/>Encourage children to recite the poem to each other by saying their own names. First organize pairwork and then they can walk along the classroom and recite it.<br/>Invite children to clap and chant using the class names.</p> <p>Exercise 4. Pairwork. Ask and answer.<br/>Children in pairs should practise building their skills to ask and respond using the given model in the book.<br/>Remind them to use the names of the characters.</p> <p><i>Activity book</i><br/>Exercise 1. Match and answer. What's your name?<br/>Direct the learners' attention to the task of this exercise.<br/>Explain the task. Then check their answers. Sample answers: Picture 1. My name is Digger. Picture 2. My name is Slowy. Picture 3. My name is Wolfy. Picture 4. My name is Foxy.</p> <p>Exercise 2. Colour and say their names.<br/>Suggest the children drawing the characters they like from the pictures given to them. Direct them to draw the pictures and name them. Ask them to say what their favourite cartoons/tales are. Who are their favourite characters? Why?<br/>Keys: Ariel, Mowgli, Shrek, Aladdin, Sponge Bob, Masha.</p> |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b><br/>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br/>What the new words did we learn today?<br/>Which word/words do we say when we see each other?<br/>What do we say when we meet each other for the first time?<br/>How do we respond to this question?<br/>Do you remember the helpers/characters who will accompany us during the whole year? What are their names?<br/>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br/>Sing the song of the lesson one more time.<br/>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and more motivated to acquire the language.</p>   |  |

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| Unit 1. All about me<br>Lesson 3. All about me |  | School: #                     |   |
| Date:  |  | Surname /name of the teacher: |   |
| Group:   |  | Number of attendees:          | Number of absent learners:  |
| Aims of the lesson:                            | To introduce the new words <i>a girl/boy, goodbye, teacher</i> ; practise building basic communication skills using structures <i>What's your name? I'm ... / My name is ...; I'm a boy/girl</i> , foster tolerance and respect for a teacher/each other.  |                               |   |
| Objectives of the lesson                       | The learners will be able to:  |                               |   |
|  | <ul style="list-style-type: none"><li>• recognize with the considerable support and exchange short simple greetings.</li><li>• recognize with the considerable support a few basic personal questions spoken slowly and distinctly.</li><li>• pronounce the basic words and expressions with some mistakes.</li></ul>  |                               |   |
|  | The majority of learners will be able to:  |                               |   |
|  | <ul style="list-style-type: none"><li>• exchange short simple greetings.</li><li>• respond to the very basic supported personal questions using short answers.</li><li>• make basic personal statements.</li></ul>   |                               |   |
|  | Some of the learners will be able to:  |                               |   |
|  | <ul style="list-style-type: none"><li>• make the basic personal statements unsupported and without mistakes.</li></ul>   |                               |   |
| Background knowledge                           | The learners know simple greetings like “Hello, children/ girls and boys”; expressions “What is your name? I’m .../ My name is ...”  |                               |   |
| Plan   |  |                               |   |
| Scheduled time                                 | Scheduled activity   |                               | Resources   |
| Beginning of the lesson<br><br>5 minutes       | <b>Warm up:</b><br>Ask the learners to clap their hands to the beat as they sing ‘The Hello song’ (Track 5).<br>Show the pictures of all the characters and ask them to act out the song saying their names.<br>Introduce them the topic and the objectives of the lesson.<br><br>To develop correct pronunciation, we recommend to play tongue-twisters with the learners for the sounds [g], [t], [oi], [ə:], [ai], [w] etc. |                               | You can use the following resources for tongue – twisters:<br><a href="https://learnenglishkid.s.britishcouncil.org/ru/tongue-twisters">https://learnenglishkid.s.britishcouncil.org/ru/tongue-twisters</a><br><a href="http://www.download-esl.com/tonguetwister/s/.../easyt">www.download-esl.com/tonguetwister/s/.../easyt</a> . |
| Main part of the lesson<br><br>25 minutes      | Exercise 1.Listen and repeat.<br>Before the children start listening, introduce the new words by showing flashcards of a boy/girl: I’m Alma. I’m a girl. I’m Marat. I’m a boy.<br>Then play the track and direct the learners’ attention to the  |                               |   |

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|  | <p>new words <i>boys/girls</i> they hear. Make the learners repeat them.</p> <p><b>Track 6.</b><br/>Hello, Mr Old Fox.<br/>Hello, boys and girls.</p> <p>For better memorizing of the new words, make male learners clap their hands once when you say <i>boys</i>, and female learners clap twice when you say <i>girls</i>.<br/>As a variation say the names of the boys/girl and the learners should say “<i>a boy/ a girl</i>” as they hear the corresponding name.</p> <p>Exercise 2. Listen, learn and repeat.<br/>Ask the learners to look at the pictures, listen and repeat.<br/>Explain the meaning of the word <i>too</i>.</p> <p><b>Track 7.</b><br/>Foxy: Hello, what’s your name?<br/>Turtle: I’m Slowy. I’m a girl. What’s your name?<br/>Foxy: I’m Foxy. I’m a boy.<br/>Digger: Hello, what’s your name?<br/>Wolf: I’m Wolfy. I’m a boy. What’s your name?<br/>Digger: I’m Digger. I’m a boy too.</p> <p>To practise this skill you can use puppets. Make the learners act out using models and the names of the puppets.<br/>As a variation, the children can use their dolls, toys.</p> <p>Exercise 3. Pairwork. Act out the dialogue.<br/>Act out the dialogues of this exercise and direct the children for pair work using the model.</p> <p>Exercise 4. Listen and learn.<br/>Make the students listen and repeat. If necessary, explain the word <i>goodbye</i>.</p> <p><b>Track 8.</b><br/>Student: Goodbye, Mr Old Fox.<br/>Teacher: Goodbye, boys and girls.</p> <p>Exercise 5. Listen and sing.<br/>Make the children listen and chant the song. After they learn the words, play the audio and sing the song.</p> <p><b>Track 9.</b><br/>Boys and girls, goodbye, goodbye.<br/>Goodbye, Teacher, goodbye.</p> <p><i>Activity book</i><br/>Exercise 1. Listen to your teacher and circle the right picture.<br/>Draw the children’s attention to the pictures. Explain the task.<br/>To explain the instruction <i>circle</i>, show the gesture in the air</p> | <p>You can download Hello and Goodbye worksheet to practise “Hello” and “Goodbye” expressions using this resource:<br/><a href="https://en.islcollective.com/resources/printables/worksheets_doc_docx/hello_and_goodbye_worksheet/greetings-greetings-hello/30040">https://en.islcollective.com/resources/printables/worksheets_doc_docx/hello_and_goodbye_worksheet/greetings-greetings-hello/30040</a></p> |
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|   | <p>and make sure they understand it.</p> <p><b>Teacher's instructions:</b></p> <ol style="list-style-type: none"> <li>1. Circle a boy.</li> <li>2. Circle a teacher.</li> <li>3. Circle a girl.</li> </ol> <p>Exercise 2. Circle the hello hands with the colour green and circle the goodbye hands with the colour red.</p> <p>Ask the children to take green and red pencils and to circle "hello" and "goodbye" hands.</p>   |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b></p> <p>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:</p> <p>What the new words did we learn today?</p> <p>Which word/words do we say when we see each other?</p> <p>What do we say when we finish our lessons?</p> <p>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.</p> <p>Sing the song of the lesson one more time.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and more motivated to acquire the language.</p> |  |

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| Unit 1. All about me<br>Lesson 4. All about me |  | <b>School: #</b>                     |                                   |
| <b>Date:</b>                                   |  | <b>Surname /name of the teacher:</b> |                                   |
| <b>Group:</b>                                  |  | <b>Number of attendees:</b>          | <b>Number of absent learners:</b> |
| <b>Aims of the lesson:</b>                     | To introduce the cardinal numbers from 1 to 10, practise building their basic communication skills, foster tolerance and respect for each other.   |                                      |                                   |
| <b>Objectives of the lesson</b>                | <b>The learners will be able to:</b>   |                                      |                                   |
|  | <ul style="list-style-type: none"> <li>• recognize simple short instructions for the basic classroom routine spoken slowly and distinctly.</li> <li>• recognize and exchange with the considerable support simple greetings.</li> <li>• recognize simple sounds of phonemes.</li> <li>• pronounce basic words and expressions with some mistakes.</li> </ul> |                                      |                                   |
|  | <b>The majority of the learners will be able to:</b>   |                                      |                                   |
|  | <ul style="list-style-type: none"> <li>• recognize with support a few basic personal questions.</li> <li>• respond to the basic supported personal questions using short answers.</li> <li>• make the basic personal statements.</li> <li>• use the cardinal numbers 1–10 to count.</li> </ul>   |                                      |                                   |
|  | <b>Some of the learners will be able to:</b>   |                                      |                                   |

|   | <ul style="list-style-type: none"><li>• use the cardinal numbers 1 – 10 to count without any difficulty.</li><li>• make the basic personal statements without any mistakes.</li></ul>   |   |
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| <b>Background knowledge</b>               | The learners know simple greetings like <i>Hello, children/ girls and boys/goodbye</i> ; expression <i>What is your name?</i>   |   |
| <b>Plan</b>                               |   |   |
| Scheduled time                            | Scheduled activity  | Resources   |
| Beginning of the lesson<br><br>5 minutes  | <p><b>Warm up:</b><br/>Ask the learners to clap their hands to the beat as they chant “The Hello Song” (Track 3). Point to the children from the group and sing their names.</p> <p>To review the vocabulary of the previous lesson, show the flashcards with pictures of children. Students should say out: “a boy/ a girl”.</p> <p>Introduce the topic and the objectives of the lesson.<br/>To develop the correct pronunciation, we recommend saying tongue-twisters with learners for the sounds [g], [t], [θ], [ə:], [u:], [f].</p>   | <p>You can use the following resources for tongue-twisters:<br/><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br/><a href="http://www.download-esl.com/tonguetwisters/.../easyt">www.download-esl.com/tonguetwisters/.../easyt</a>.</p>   |
| Main part of the lesson<br><br>25 minutes | <p>Exercise 1. Listen and say the chant.<br/>Make the learners listen to the audio for two or three times and repeat the cardinal numbers from 1 to 10.</p> <p><b>Track 10.</b><br/>One, two, three, four, five, six, seven, eight, nine, ten.</p> <p>Exercise 2. Listen and sing.<br/>Encourage the learners to sing “The Number Song”. While singing tell them to point to the numbers.</p> <p><b>Track 11.</b><br/>I can count to five. I can count to five.<br/>One, two, three, four, five.<br/>I can count to five. I can count to five.<br/>One, two, three, four, five.<br/>I can count to ten. I can count to ten.<br/>Six, seven, eight, nine, ten.<br/>I can count to ten. I can count to ten.<br/>Six, seven, eight, nine, ten.</p> <p>To memorize the numbers, show the cards and ask them to say the corresponding number.</p> <p>As a variation, you can write or stick the numbers on the board, point to them and count from 1 to 5 or 6-10 and vice versa or you can ask them to count the classroom objects.<br/>E.g. three windows, one door, one board, four lamps, etc.</p> <p>Exercise 3. Listen and learn.<br/>Explain the task and make the learners repeat the phrases.</p> | <p>You can use the following resources for various chants:<br/><a href="http://www.agendaweb.org/songs/english-songs-for-k">www.agendaweb.org/songs/english-songs-for-k</a>.<br/><a href="http://www.dreamenglish.com/">www.dreamenglish.com/</a><br/><a href="https://www.youtube.com/playlist?list=https://www.youtube.com/watch?v=lsq5ZjzL_9M">https://www.youtube.com/playlist?list=https://www.youtube.com/watch?v=lsq5ZjzL_9M</a></p> |

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|   | <p><b>Track 12.</b><br/> Foxy: Hello, I'm Foxy. I'm a boy. I'm 3.<br/> Wolfy: Hello, I'm Wolfy. I'm a boy. I'm 5.<br/> Slowy: Hello, I'm Slowy. I'm a girl. I'm 4.</p> <p>Exercise 4. Practise and speak for the children.<br/> Draw the learners' attention to the pictures. Ask them to act out.<br/> Answers:<br/> I'm Sasha. I'm a boy. I'm 6.<br/> I'm Tom. I'm a boy. I'm 9.<br/> I'm Karina. I'm a girl. I'm 4.<br/> I'm Timur. I'm a boy. I'm 7.</p> <p><i>Activity book</i><br/> Exercise 1. Trace and draw the right number of dots.<br/> Ask the learners to take their pencils. Explain the task.</p> <p>Exercise 2. Listen to your teacher and draw the candles, write the number in the circle.<br/> Ask the children to listen and write the correct number.</p> <p>Teacher: 1. I'm 8. 2. I'm 10. 3. I'm 3. 4. I'm 4. 5. I'm 6.</p> <p>To differentiate the task, ask the more advanced students to comment on their actions: e.g.: I'm a boy. I'm 2. I'm a girl. I'm 5.</p> |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b><br/> At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br/> What the new words did we learn today?<br/> Which word/words do we say when we see each other?<br/> What do we say when we finish our lessons?<br/> Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br/> Sing "The Number song" of the lesson one more time.<br/> Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and more motivated to acquire the language.</p>  |  |

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| Unit 2. My school<br>Lesson 1. My school   |  | School: #                     |   |
| Date:  |  | Surname /name of the teacher: |   |
| Group:   |  | Number of attendees:          | Number of absent learners:  |
| Aims of the lesson:  | To introduce the classroom words use the structure “It’s a ...”.   |                               |   |
| Objectives of the lesson   | The learners will be able to:  |                               |   |
|  | <ul style="list-style-type: none"><li>• recognize, with considerable support, simple greetings.</li><li>• recognize simple sounds of phonemes.</li><li>• pronounce the basic words and expressions with some mistakes.</li></ul>   |                               |   |
|  | The majority of the learners will be able to:  |                               |   |
|  | <ul style="list-style-type: none"><li>• recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</li><li>• produce words in response to the prompts.</li><li>• produce words in response to the prompts.</li><li>• exchange short simple greetings.</li></ul>  |                               |   |
|  | Some of the learners will be able to:  |                               |   |
| <ul style="list-style-type: none"><li>• name classroom subjects without mistakes and make statements in response to the prompts.</li></ul> |  |                               |   |
| Background knowledge   | Learners should know greeting forms, the short basic classroom instructions, the cardinal numbers 1–10.  |                               |   |
| Plan   |  |                               |   |
| Scheduled time   | Scheduled activity   |                               | Resources   |
| Beginning of the lesson<br><br>5 minutes   | <ul style="list-style-type: none"><li>• <b>Warm up:</b><br/>Ask the learners to clap their hands to the beat as they chant “The Hello Song” (Track 3), “The Number Song” (Track 11).<br/>Introduce the topic and the objectives of the lesson.<br/>To develop correct pronunciation, we recommend playing the tongue-twisters for the sounds [g], [p], [s], [æ], [b], [k] etc.</li></ul> |                               | <p>You can use the following resources for various chants:<br/><a href="http://www.agendaweb.org/songs/english-songs-for-k">www.agendaweb.org/songs/english-songs-for-k</a>.<br/><a href="http://www.dreamenglish.com/">www.dreamenglish.com/</a><br/><a href="https://www.youtube.com/playlist?list=lsq5ZjzL_9M">https://www.youtube.com/playlist?list=lsq5ZjzL_9M</a><br/><a href="https://www.youtube.com/watch?v=lsq5ZjzL_9M">https://www.youtube.com/watch?v=lsq5ZjzL_9M</a><br/>You can use the following resources for tongue –twisters:<br/><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br/><a href="http://www.download-esl.com/tonguetwisters/..easyt">www.download-esl.com/tonguetwisters/..easyt</a>.</p> |

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| Main part of the lesson | Exercise 1. Listen and learn the new words.<br>Before the children start listening, introduce the new words. Show the flashcards: a pencil, a pen, a book, a bag.  | You can find and develop different games for your group using this resource: <a href="http://www.esl4kids.net/games.html">www.esl4kids.net/games.html</a> |
| 10 minutes              | Then play the audio, making pauses to repeat the words in turn. Then play the audio again and ask the learners to follow the new words in the book. After that ask the learners to read the words individually and then in pairs.  |   |
| 5 minutes               | <b>Track 13.</b><br>A pencil, a pen, a book, a bag.<br><br>For better memorizing of the new words, ask the children to show their classroom objects. Say the words slowly and distinctively, as they hear the words they should show the corresponding object.   |   |
| 10 minutes              | Exercise 2. Point and name the people and things.<br>Ask the learners to look at the picture and point to the objects and name them.<br>Students' answers.<br><i>Dynamic pause</i><br>Play the game "Captains".<br>To play this game you need a paper boat. Put paper boats into the water. Divide the group into two teams and tell them to choose captains and think of the name for their teams. Each team should blow at the boats and pronounce sounds [f], [p]. Draw the students' attention to the correct pronunciation of these sounds.<br><br>Exercise 3. Learn and repeat.<br>Read the phrases aloud and encourage the learners to repeat. Draw the learners' attention to the new structure <i>It's a ....</i><br>For the further practice of this structure play with them. Show a flashcard, name the picture and the learners should say the complete structure: e.g. It's a fox.<br><br>Exercise 4. Look at the pictures and say what they are. Explain the task. Organize pair work. Let the students work by themselves but model the task first. After they work for a while, ask them to swap the roles in pairs. Let a few pairs present their work at the board.<br><i>Activity book</i><br>Exercise 1. <i>Match and name the objects.</i><br>Direct the learners to look at the pictures attentively, match the halves and name the object.<br>Students' answers: "It's a pencil. It's a pen. It's a book. It's a bag". |   |

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|                                    | Exercise 2. <i>Find and circle the objects.</i><br>Ask the children to find the classroom objects, circle and name them. To motivate learners suggest them competing and finding out who will find all the objects faster.  |  |
| End of the lesson<br><br>5 minutes | <b>End of the lesson:</b><br>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br>What did we learn today at the lesson?<br>Did you like your work? Was it good?<br>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language. |  |

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| Unit 2. My school<br>Lesson 2. My school |  | School: #                     |                            |
| Date:                                    |  | Surname /name of the teacher: |                            |
| Group:                                   |  | Number of attendees:          | Number of absent learners: |
| Aims of the lesson:                      | To introduce the new words practise building their basic communication skills, foster tolerance and respect to each other.   |                               |                            |
| Objectives of the lesson                 | The learners will be able to:  |                               |                            |
|  | <ul style="list-style-type: none"><li>• recognize, with the considerable support and exchange short simple greetings.</li><li>• recognize with the considerable support a few basic personal questions spoken slowly and distinctly.</li><li>• pronounce the basic words and expressions with some mistakes.</li></ul> |                               |                            |
|  | The majority of the learners will be able to:  |                               |                            |
|  | <ul style="list-style-type: none"><li>• exchange short simple greetings.</li><li>• respond to the very basic supported personal questions using short answers.</li><li>• make the basic personal statements.</li></ul>   |                               |                            |
|  | Some of the learners will be able to:  |                               |                            |
|  | <ul style="list-style-type: none"><li>• make the basic personal statements unsupported and without mistakes.</li></ul>   |                               |                            |
| Background knowledge                     | This is the second lesson of the unit, children know and can exchange simple greetings, know and can recognize words for the classroom objects (“a pen/pencil/book/bag”).  |                               |                            |
| Plan                                     |  |                               |                            |

| Scheduled time  | Scheduled activity   | Resources   |
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| Beginning of the lesson<br><br>5 minutes                    | <b>Warm up:</b><br>Ask the learners to clap their hands to the beat as they chant “The Hello Song”.<br>Introduce the topic and the objectives of the lesson.<br>To develop correct pronunciation, we recommend playing tongue-twisters for the sounds [g], [t], [ɔi], [ə:], [w].<br>[g]<br>Greedy Grandpa grabbed Grandma’s greasy grubs.<br>[oi]<br>Noisy boys enjoy toys, but noisy boys enjoying noisy toys are annoying.<br>[ə:]<br>Curt’s shirt is shorter than Shirley’s skirt.<br>[w]<br>When the wizard winked and waved his wand, the wars of the world went away.<br>[t]<br>Stick strictly six stick stumps.   | You can use the following resources for tongue-twisters:<br><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br><a href="http://www.download-esl.com/tonguetwisters/..easyt">www.download-esl.com/tonguetwisters/..easyt</a> . |
| Main part of the lesson<br><br>15 minutes<br><br>10 minutes | Exercise 1. Listen and repeat.<br>Play the audio and pay the learners’ attention to the new words they hear. Pause at each picture and mime the action. Then play the audio again and make the learners repeat them.<br><b>Track 14.</b><br>Foxy, stand up. Wolfy, take your bag, please.<br>Sit down, boys and girls. Open your book, please.<br>Digger, close your book, please.<br>Goodbye, boys and girls.<br>For better memorizing of the new words, make the male learners do the actions as you say them.<br>As a variation give different instructions for boys and girls, e.g.: Boys, stand up. Girls, stand up too. Boys take your books. Girls, sit down, etc.<br><br>Exercise 2. Listen and point.<br>Ask the learners to listen and point to the corresponding picture.<br><b>Track 15.</b><br>1. Stand up.<br>2. Sit down.<br>3. Open your book.<br>4. Take your pen.<br>5. Close your book.<br><br>Exercise 3. Listen and sing.<br>Encourage the children to sing the song and to mime while singing. |   |

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|   | <p><b>Track 16.</b><br/> Take your book.<br/> Open your book.<br/> Close your book.<br/> Stand up and sit down.<br/> Stand up, stand up and turn around.<br/> Stand up, stand up and turn around.</p> <p><i>Activity book</i><br/> Exercise 1. Listen to your teacher and put the right sticker in the box.<br/> Explain the task to the children. Say the classroom instructions clearly. Go around the group and check whether the children did the task correctly.</p> <p><b>Teacher:</b><br/> 1. Sit down.<br/> 2. Take your bag.<br/> 3. Open your book.<br/> 4. Close your book.<br/> 5. Stand up.</p> <p>Exercise 2. Listen to your teacher and number the pictures in the order you hear them.<br/> Tell the children to take pencils or pens and write down the right number opposite the given pictures.</p> <p><b>Teacher:</b><br/> 1. Take your pen.<br/> 2. Take your bag.<br/> 3. Take your book.<br/> 4. Take your pencil.</p> |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b><br/> At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br/> What the new words did we learn today?<br/> Which word/words do we say when we see each other?<br/> What do we say when we finish our lessons?<br/> Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br/> Sing the song of the lesson one more time.<br/> Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p>  |  |

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| Unit 2. My school<br>Lesson 3. My school  |   | School: #                     |   |
| Date:                                     |   | Surname /name of the teacher: |   |
| Group:                                    |   | Number of attendees:          | Number of absent learners:  |
| Aims of the lesson:                       | To introduce the new words practise building their basic communication skills, foster tolerance and respect to each other.  |                               |   |
| Objectives of the lesson                  | The learners will be able to:   |                               |   |
|   | • recognize, with the considerable support and exchange short simple greetings.   |                               |   |
|   | • recognize with the considerable support a few basic personal questions spoken slowly and distinctly.  |                               |   |
|   | • pronounce the basic words and expressions with some mistakes.   |                               |   |
|   | • The majority of the learners will be able to:   |                               |   |
|   | • exchange short simple greetings.  |                               |   |
|   | • respond to the very basic supported personal questions using short answers.   |                               |   |
|   | • make the basic personal statements.   |                               |   |
|   | • Some of the learners will be able to:   |                               |   |
|   | make the basic personal statements unsupported and without mistakes.  |                               |   |
| Background knowledge                      | This is the third lesson of the unit, children know and exchange simple greetings, recognize classroom objects and simple short instructions of the teacher, numbers 1-10.  |                               |   |
| Plan                                      |   |                               |   |
| Scheduled time                            | Scheduled activity  |                               | Resources   |
| Beginning of the lesson<br><br>5 minutes  | <b>Warm up:</b><br>Ask the learners to clap their hands to the beat as they chant “The Hello song”.<br>Introduce the topic and the objectives of the lesson.<br>To develop the correct pronunciation, we recommend playing tongue–twisters for the sounds [ g], [t], [ɔi], [ə:], [ai], [w],etc.   |                               | You can use the following resources for tongue the-twisters:<br><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br><a href="http://www.download-esl.com/tonguetwisters/..easyt">www.download-esl.com/tonguetwisters/..easyt</a> . |
| Main part of the lesson<br><br>15 minutes | Exercise 1.Look at the pictures and listen.<br>Play the track and ask the learners to follow the pictures. Pause at each picture. Make the leaners repeat.<br>If necessary, explain the phrase <i>Let’s start</i> .<br><b>Track 17.</b><br>Digger: Stop, please, sit down.<br>Mr Old Fox: Boys and girls, be quiet! Sit down.<br>Foxy: I am sorry.<br>Wolfy: I am sorry too.<br>Teacher: It’s ok. |                               |   |

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| 10 minutes                         | <p>Take your books and open your books, please.<br/>Let's start our lesson.</p> <p>Exercise 2. Name the actions of the children.<br/>The children should look at the pictures and name the actions.<br/>Monitor the students' answers.</p> <p>Dynamic pause.<br/>Use this rhyme for the dynamic pause during a few lessons so that the learners will be able to remember the words and movements.<br/>One, one, one (<i>children show their index fingers</i>)<br/>I can run! (<i>children jog in place</i>)<br/>Two, two, two (<i>children show two fingers</i>)<br/>I can jump too! (<i>children hop in place</i>)<br/>Three, three, three (<i>children show three fingers</i>)<br/>Look at me! (<i>children freeze in a funny posture</i>)</p> <p>Exercise 3. Listen to your classmate and do the action.<br/>Ask a volunteer student to give instructions to the group and make them do it.</p> <p><i>Activity book</i><br/>Exercise 1. Listen to your teacher and complete the pictures.<br/>The children should draw the corresponding object they hear the teacher say.<br/><b>Teacher's instructions:</b><br/>1. Take your bag. 2. Take your pen. 3. Take your book. 4. Take your pencil.</p> <p>Exercise 2. Listen to your teacher and match the pictures.<br/>The children should listen to the information the teacher says and match the pictures in the first column with the pictures from the second one. Say the instructions slowly and clearly.<br/>Teacher: 1. Foxy, please, sit down.<br/>2. Digger, please, stop.<br/>3. Slowy, please, take your pen.<br/>4. Wolfy, please, be quiet.</p> |  |
| End of the lesson<br><br>5 minutes | <p><b>End of the lesson:</b><br/>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br/>What new words did we learn today?<br/>Which word/words do we say when we see each other?<br/>What do we say when we finish our lessons?<br/>What does the teacher say to you at the lesson?</p>   |  |

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|  | <p>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.</p> <p>Sing the song to practise the instructions.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p> |  |
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| Unit 2. My school<br>Lesson 4. My school |   | School: #                     |   |
| Date:                                    |   | Surname /name of the teacher: |   |
| Group:                                   |   | Number of attendees:          | Number of absent learners:              |
| Aims of the lesson:                      | To introduce the learners the new words, practise building their basic communication skills, foster tolerance and respect to each other.  |                               |   |
| Objectives of the lesson                 | The learners will be able to:   |                               |   |
|  | <ul style="list-style-type: none"><li>• recognize with the considerable support and exchange short simple greetings.</li><li>• recognize with the considerable support a few basic personal questions spoken slowly and distinctly.</li><li>• pronounce the basic words and expressions with some mistakes.</li></ul>                     |                               |   |
|  | The majority of the learners will be able to:   |                               |   |
|  | <ul style="list-style-type: none"><li>• exchange short simple greetings.</li><li>• respond to the very basic supported personal questions using short answers.</li><li>• make basic personal statements.</li></ul>  |                               |   |
|  | Some of the learners will be able to:   |                               |   |
|  | <ul style="list-style-type: none"><li>• make the basic personal statements unsupported and without mistakes.</li></ul>  |                               |   |
| Background knowledge                     | This is the final lesson of the unit, children know and are able to exchange simple greetings, recognize and name classroom objects, count from 1 to 10, recognize and do short instructions for classroom routine.   |                               |   |
| Plan                                     |   |                               |   |
| Scheduled time                           | Scheduled activity  |                               | Resources                               |
| Beginning of the lesson<br><br>5 minutes | <b>Warm up:</b><br>Ask the learners to clap their hands to the beat as they chant The <i>Hello song</i> .<br>Introduce the topic and the objectives of the lesson.<br>For the phonetic drill play the following tongue twisters for the sounds [ei], [d], [k], [s], [ tʃ]:<br><i>[ei]</i><br>The rain in Spain falls mainly on the plain. |                               | You can use the following resources for |

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|  | <p>[d]<br/>Dazzling dinosaurs dance, dance, dance.</p> <p>[tʃ]<br/>New cheese, blue cheese, chew cheese please.</p> <p>[s]<br/>Sal sang seven silly songs.</p> <p>As a variation, you can play the game “Echo”. The teacher pronounces sounds one by one clearly, and learners should repeat after the teacher, but not loudly. E.g.: [ei, ei, ei, ei], etc. It is possible to practise not only sounds, but words.</p>   | <p>tongue –twisters:<br/> <a href="http://www.schooljokes.com/tongue_twisters/index.shtml">http://www.schooljokes.com/tongue_twisters/index.shtml</a><br/> <a href="http://www.whereincity.com/contributions/tongue-twisters/7.htm">http://www.whereincity.com/contributions/tongue-twisters/7.htm</a></p> |
| <p>Main part of the lesson</p> <p>15 minutes</p> | <p>Exercise 1. Learn the new words.<br/>Direct the learners’ attention to the classroom objects in the pictures. Say each word slowly, distinctly, pointing to the picture. Make sure that the learners follow the words in the pictures. Encourage them to repeat after you.<br/>For better memorizing, ask the children to show classroom objects, which you name. When you are sure that they can distinguish them, ask them to show and name the object, using the structure <i>It’s a ....</i></p> <p>Exercise 2. Say the chant.<br/>It is desirable to show the objects/flashcards while saying the chant.<br/>A pen, a book, a pencil.<br/>A bag and a pencil case.<br/>A chair and my desk.</p> <p>Dynamic pause.<br/>Use this rhyme for the dynamic pause during a few lessons so that the learners will be able to remember the words and movements.<br/>One, one, one (<i>children show their index fingers</i>)<br/>I can run! (<i>children jog</i>)<br/>Two, two, two (<i>children show two fingers</i>)<br/>I can jump too! (<i>children hop</i>)<br/>Three, three, three (<i>children show three fingers</i>)<br/>Look at me! (<i>children freeze in a funny posture</i>)</p> <p>Exercise 3. Listen and learn.<br/>Introduce the structure “Is it a ...”? Tell them to listen and repeat. After they listen, show them the flashcards, ask them questions. E.g.: “Is it a book? Is it a bag? Is it number 4?” They should give answers as the whole group: Yes, it is. / “No, it isn’t”.<br/><b>Track 18.</b><br/>Is it a book? No, it isn’t.<br/>Is it a pencil case? Yes, it is.</p> |  |
| 10 minutes                                       |   |  |

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|   | <p>Exercise 4. Listen to your teacher and answer the questions.<br/>Direct the students' attention to the pictures. Tell them to respond to the questions.<br/>Teacher:</p> <ol style="list-style-type: none"> <li>1. Is it a book? Is it a pen?</li> <li>2. Is it a pencil case?</li> <li>3. Is it a bag? Is it a book?</li> <li>4. Is it a pen? Is it a bag?</li> <li>5. Is it a pencil case? Is it a chair?</li> <li>6. Is it a desk?</li> </ol> <p>Exercise 5. Ask and answer: Yes, it is. /No, it isn't.<br/>The children should practise asking each other and responding using the given models. Organize pair work. Then ask one or two students to think of any object and make others to guess it.</p> <p><i>Activity book</i><br/>Exercise 1. Colour and name the objects.<br/>Ask the children to take their colour pencils and colour the classroom objects in the pictures. After they finish, they should name the objects.</p> <p>Exercise 2. Guess, answer the questions and match the pictures.<br/>Explain the task. Give them some time to study and match the pictures individually and then organize group work.</p> |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b><br/>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br/>What the new words did we learn today?<br/>Which objects do we use at the lessons?<br/>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br/>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p>   |  |

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| Unit 3. My family<br>Lesson 1. My family |  | School: #                     |   |
| Date:                                    |  | Surname /name of the teacher: |   |
| Group:                                   |  | Number of attendees:          | Number of absent learners:  |
| Aims of the lesson:                      | To introduce the learners the family words <i>father, mother, sister, brother</i> ; train to use the structure <i>This is my mother/ father...</i> to make the basic statements about their families.  |                               |   |
| Objectives of the Lesson                 | <b>The learners will be able to:</b>   |                               |   |
|  | <ul style="list-style-type: none"><li>• recognize simple short instructions for basic classroom routines spoken slowly and distinctly.</li><li>• recognize with the considerable support a few basic personal questions spoken slowly and distinctly.</li><li>• exchange short simple greetings.</li></ul>   |                               |   |
|  | <b>The majority of the learners will be able to:</b>   |                               |   |
|  | <ul style="list-style-type: none"><li>• recognize basic intonation distinguishing questions from statements.</li><li>• pronounce the basic words and expressions with some mistakes.</li><li>• respond to the very basic supported personal questions using short answers.</li></ul>   |                               |   |
|  | <b>Some of the learners will be able to:</b>   |                               |   |
|  | <ul style="list-style-type: none"><li>• describe their families without difficulties and mistakes.</li></ul>   |                               |   |
| Background knowledge                     | The learners know simple greetings, short instructions for classroom routine, names for some animals, numbers 1-10, simple classroom objects.  |                               |   |
| Plan                                     |  |                               |   |
| Scheduled time                           | Scheduled activity   |                               | Resources   |
| Beginning of the lesson<br><br>5 minutes | <b>Warm up:</b><br>For drills in pronunciation of the sounds [ð], [s], [f], [ʌ] play the following tongue-twisters:<br>[ð]<br>This and that,<br>This and that,<br>that and this and this.<br>[s]<br>I saw his six sisters singing at six.<br>[f]<br>Four furious friends fought for the phone.<br>[ʌ]<br>Fuzzy wuzzy was a bear<br>Fuzzy wuzzy had no hair<br>Fuzzy wuzzy wasn't very fuzzy, was he? |                               | You can use the following resources for tongue – twisters:<br><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br><a href="http://www.download-esl.com/tonguetwisters/..easyt">www.download-esl.com/tonguetwisters/..easyt</a> |
| Main part of the lesson                  | Exercise 1. Learn the new words and repeat.<br>Direct the learners' attention to the pictures and introduce them the new words <i>mother/ father/brother/sister</i> . Pronounce the words clearly and distinctly. Then ask the children to repeat word by word. For better memorizing, you can use finger  |                               |   |

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| 15 minutes | <p>puppets. Show finger after finger, make children say the corresponding family word.</p> <p>Exercise 2. Point and name the family members. Ask the learners to look at the pictures, and name people they see in the pictures. Children may say just the words: “father/mother”,etc. Ask the more advanced children to use the structure “<i>This is the mother/father/brother/sister</i>”.</p> <p>Exercise 3. Learn.</p> <p>In this exercise, the children will learn the new adjective ‘tall’. And its opposite form <i>She/he isn’t tall</i>. Introduce the new word to the students and teach them how to say differently without using an opposite adjective “short”.</p>   |  |
| 10 minutes | <p>Dynamic pause</p> <p>Play a game “Mother says” to revise the basic classroom instructions learned at the previous lessons. Say: <i>Mother says stand up. Mother says sit down, etc.</i></p> <p>Exercise 4. Listen and learn.</p> <p>Ask the children to look at the pictures. Play the audio and make a pause after each phrase. Explain the meaning of the question “Who is this?” Ask the learners to point to each picture and repeat. Check the correct pronunciation.</p> <p><b>Track 19.</b></p> <p>Dana: Who is this? - Batyr: This is my mother. She is not tall.</p> <p>This is my father. He is tall. This is my brother. He is tall. This is my sister. She is tall.</p> <p>Exercise 5. Listen and sing.</p> <p>Play the song several times and ask the learners to sing along. While singing encourage the children to point to the corresponding family member in the pictures of the previous exercise.</p> <p><b>Track 20.</b></p> <p>My mother, my father, my sister, my brother.<br/>My mother, my father, my sister, my brother.<br/>This is my family. This is my family.</p> <p><i>Activity book</i></p> <p>Exercise 1. Match and name the people in the family. Explain the task. Encourage the learners to name the family members correctly and describe them using the new vocabulary from the lesson. He/she is tall/not tall.</p> <p>Exercise 2. Draw your family and speak about them. Suggest the children drawing their family members using colour pencils and then introduce them.</p> |  |

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| End of the lesson<br><br>5 minutes | <b>End of the lesson:</b><br>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br>What new words did we learn today?<br>How do we present our family members?<br>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br>Sing the song of the lesson one more time.<br>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language. |  |
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| Unit 3. My family<br>Lesson 2. My family |  | School: #                     |                                 |
| Date:                                    |  | Surname /name of the teacher: |                                 |
| Group:                                   |  | Number of attendees: ____     | Number of absent learners: ____ |
| <b>Aims of the lesson:</b>               | 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br>0.L2 begin to recognize with the considerable support a few basic personal questions spoken slowly and distinctly.<br>0.L4 begin to recognize the basic intonation distinguishing questions from the statements.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S4 respond to the very basic supported personal questions using short answers. |                               |                                 |
| <b>Objectives of the lesson</b>          | <b>The learners will be able to:</b>   |                               |                                 |
|  | <ul style="list-style-type: none"> <li>• exchange short simple greetings.</li> <li>• recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</li> <li>• say the family words with some mistakes.</li> <li>• respond to the question “Who is this?” using short answers.</li> </ul>  |                               |                                 |
|  | <b>The majority of the learners will be able to:</b>   |                               |                                 |
|  | <ul style="list-style-type: none"> <li>• recognize and follow simple short instructions for the basic classroom routine spoken slowly and distinctly.</li> <li>• recognize and pronounce the family words with some mistakes.</li> <li>• respond to the question “Who is this?” using the given model: “This is my...”.</li> </ul>   |                               |                                 |

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|   |  | <b>Some of the learners will be able to:</b>  |   |
|   |  | <ul style="list-style-type: none"><li>• recognize and follow simple short instructions for the basic classroom routines.</li><li>• recognize and pronounce the family words without any mistakes.</li><li>• ask and answer the question “Who is this?”.</li></ul> |   |
| <b>Background knowledge</b>               |  | This is the second lesson of the unit, and the students begin to recognize and use the family words <i>father/mother/sister/brother</i> , to do the exercises of this lesson.   |   |
| <b>Plan</b>                               |  |   |   |
| <b>Scheduled time</b>                     | <b>Scheduled activity</b>  |   | <b>Resources</b>  |
| Beginning of the lesson<br><br>5 minutes  | <b>Warm up:</b><br>For drills in pronunciation of the sounds [ð], [s], [f], [h] play the following tongue-twisters:<br>[ð]<br>This and that,<br>This and that,<br>that and this and this.<br>[s]<br>I saw his six sisters singing at six.<br>[f]<br>Four furious friends fought for the phone.<br>[h]<br>Hello, happy Harry, how are you?<br>Then ask the students to sing the song “My family” (Track 20).<br>Introduce the topic and objectives of the lesson.   |   | You can use the following resources for tongue – twisters:<br><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br><a href="http://www.download-esl.com/tonguetwisters/.../easyt">www.download-esl.com/tonguetwisters/.../easyt</a> . |
| Main part of the lesson<br><br>15 minutes | Exercise 1.Listen and learn.<br>Play the audio, make pauses at each picture. Ask the learners to follow the pictures. Then play the audio again. Ask the students to repeat. Encourage the learners to work in pairs and role play the phrases.<br><b>Track 21.</b><br>Dana: Who is this? - Batyr: This is my grandmother.<br>Dana: Who is this? – Batyr: This is my grandfather.<br>Batyr: Grandmother, this is Dana. Dana, this is my grandmother.<br>Batyr: Grandfather, this is Dana. Dana, this is my grandfather.<br>Suggest the students to play the game “A stranger”. The purpose of this game is to practise saying the question form <i>Who is this?</i><br>Ask the children to stay in a circle. A student-volunteer throws a ball to the children and asks the question. The learners should catch the ball and introduce a student next to him/her.<br><br>Exercise 2. Answer: Who is this?<br>Before doing this exercise train the children to say the family words: <i>grandfather/grandmother/father/mother/sister/brother</i> . It is possible to show the flashcards or to say the words in their first language or to show the puppets. Encourage them to chant. Then ask the children to add more words( <i>my</i> ): <i>my grandmother, this is my grandmother, etc.</i> |   | You can use the following resources for the rhymes and songs  |

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| 10 minutes | <p>After practising pronunciation, ask the students to look at the pictures and do the exercise. Organize pair work. One student asks the question, another one responds. Then the teacher can check the group. Say the number of the picture and the students answer the question.</p> <p><i>Dynamic pause</i><br/> Here is the bee hive, (Make a fist, with your thumb enclosed).<br/> Where are the bees? (Shrug shoulders).<br/> Hidden away where nobody sees. (Place the other hand over the “hive” as if to hide it).<br/> Watch and you’ll see them come out of the hive (Closely watch the “hive”).<br/> One, two, three, four, five. (One finger, beginning with the thumb, comes out on each count).<br/> “Buzz-z-z-z-z-z” (Flutter fingers and fly away).</p> <p>Exercise 3. Listen to your teacher and point to the right picture.<br/> Instruct the children to listen and then to point to the corresponding picture.<br/> <i>Alina:</i> This is my father. This is my mother. This is my brother. This is my sister. And this is me.<br/> <i>Damir:</i> This is my grandfather. This is my grandmother. This is my mother. This is my father. This is me.<br/> <i>Liz:</i> This is my father. This is my mother. This is my sister. This is me.</p> <p><i>Activity book</i><br/> Exercise 1. Listen and tick.<br/> Explain the task to the children. They should listen to the teacher and put a tick next to the relevant picture.<br/> Teacher: 1. This is my sister. 2. This is my grandfather. 3. This is my mother. 4. This is my brother.</p> <p>Exercise 2. Follow the line and say who it goes to.<br/> Ask the children to follow the lines and say the phrases.<br/> Monitor students’ answers.</p> <p><b>Project 1.</b><br/> My finger puppet family.<br/> Suggest the students making finger puppets. Prepare paper, pencils or crayons, glue, scissors. (Or ask the parents to cut out the figures in advance before the lesson). Give instructions how to make finger puppets, if necessary help the children.<br/> Step 1.<br/> Cut a face of a family member on it.<br/> Step 2.<br/> Fold the paper in half long ways.<br/> Step 3.<br/> Stick the edges of cones with the glue.</p> | <p>which can be used for dynamic pauses:<br/> <a href="http://www.esl4kids.net/fingerplays.html">www.esl4kids.net/fingerplays.html</a><br/> <a href="http://bogglesworld.esl.com/kids.../rhymes.htm">bogglesworld.esl.com/kids.../rhymes.htm</a><br/> <a href="http://www.songsfor-teaching.com/nurseryrhymes.htm">www.songsfor-teaching.com/nurseryrhymes.htm</a></p> <p><a href="https://www.pinterest.com/">https://www.pinterest.com/</a></p> |
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|   | <p>You got yourself a paper puppet!</p> <p>Suggest the children playing with their puppets. Ask them to introduce the members of the puppet family.</p> <p>Students' answers:</p> <p>Hello!</p> <p>I am ...</p> <p>This is my family: my father, my ...</p>  |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b></p> <p>At the end of the lesson, ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:</p> <p>What new family words did we learn today?</p> <p>What do we say when we want to ask about people we don't know?</p> <p>How do we introduce friends to our family members?</p> <p>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.</p> <p>Sing the song of the lesson one more time.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p> |  |

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| Unit 3. My family<br>Lesson 3. My friend |  | School: #   |                            |
| Date:                                    |  | Surname /name of the teacher:   |                            |
| Group:                                   |  | Number of attendees:  | Number of absent learners: |
| Aims of the lesson:                      |  | <ul style="list-style-type: none"> <li>• 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</li> <li>• 0.L2 begin to recognize with the considerable support a few basic personal questions spoken slowly and distinctly.</li> <li>0.L3 begin to recognize with the considerable support simple greetings.</li> <li>0.L4 begin to recognize basic intonation distinguishing questions from the statements.</li> <li>0.S1 begin to make the basic personal statements.</li> <li>0.S3 pronounce the basic words and expressions with some mistakes.</li> <li>0.S4 respond to the very basic supported personal questions using short answers.</li> <li>0.S5 begin to produce words in response to the prompts.</li> </ul> |                            |
| Objectives of the lesson                 |  | <p><b>The learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• recognize with the considerable support simple greetings.</li> <li>• recognize simple short instructions for the basic classroom routine spoken slowly and distinctly.</li> <li>• recognize with the considerable support the basic personal questions <i>What's your name? How are you?</i> spoken slowly and distinctly.</li> </ul>  |                            |

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|  | <ul style="list-style-type: none"><li>• make the basic personal statements.</li><li>• pronounce the basic words and expressions with some mistakes.</li><li>• respond to the very basic supported personal questions using short answers.</li><li>• begin to produce the words in response to the prompts.</li></ul>   |  |
|  | <b>The majority of the learners will be able to:</b>   |  |
|  | <ul style="list-style-type: none"><li>• recognize and exchange simple greetings.</li><li>• recognize simple short instructions for the basic classroom routine spoken distinctly.</li><li>• recognize the basic intonation distinguishing questions from the statements.</li><li>• make basic personal statements.</li><li>• pronounce the topic words and expressions with few mistakes.</li><li>• respond to the basic supported personal questions <i>What’s your name? How are you?</i> using short and full answers.</li><li>• begin to produce the words in response to prompts.</li></ul> |  |
|  | <b>Some of the learners will be able to:</b>   |  |
|  | <ul style="list-style-type: none"><li>• pronounce the topic words and expressions without mistakes.</li><li>• respond to the basic supported personal questions using short and full answers.</li></ul>  |  |
| <b>Background knowledge</b>              | This is the third lesson of the third unit and the students continue to learn the family words.  |  |
| <b>Plan</b>                              |  |  |
| <b>Scheduled time</b>                    | <b>Scheduled activity</b>  | <b>Resources</b>   |
| Beginning of the lesson<br><br>5 minutes | <b>Warm up:</b><br>Start the class by greeting the children and practise greeting forms by singing “The Hello Song” (Track 3). After that introduce the objectives and topic of the lesson.<br>For drills in pronunciation of the sounds [ð], [s], [θ], [h] play the following tongue-twisters:<br>[ð]<br><br>This and that,<br>This and that,<br>that and this and this.<br>[s]<br>I saw his six sisters singing at six.<br>[θ]<br>Three thin panthers in the bathroom.<br>[h]<br>Hello, happy Harry, how are you?  | You can use the following resources for tongue –twisters:<br><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br><a href="http://www.download-esl.com/tonguetwisters/..easyt">www.download-esl.com/tonguetwisters/..easyt</a> . |
| Main part of the lesson                  | Exercise 1.Listen and learn.<br>Play the audio and ask the students to follow the pictures. Ask the students if they can guess the meaning of the question, <i>How are you?</i> and the response <i>I’m fine, thank you.</i> Elicit the students’ answers. Introduce   |  |

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| 15 minutes | <p>them the word <i>here</i> by miming or by giving the opposite <i>there</i>. E.g.: <i>Dana, come here, please. Timur, please, sit down there.</i></p> <p>Play the audio once again and make the students repeat following the words in the pictures.</p> <p><b>Track 22.</b></p> <p>Slowy: Hi, this is my friend.</p> <p>Foxy: What's your name? –</p> <p>Daisy: I'm Daisy.</p> <p>Wolfy: How are you Daisy?</p> <p>Daisy: I'm fine, thank you.</p> <p>Slowy: Daisy, sit down here.</p> <p>Daisy: Thank you, Slowy.</p>  |   |
| 10 minutes | <p>Exercise 2. Listen to your teacher, repeat and say. Draw the students' attention to the pictures. Say the phrases slowly and distinctly.</p> <p>Teacher: This is my friend, Wolfy.</p> <p>This is my friend, Daisy.</p> <p>The encourage them to complete the pictures 3 and 4.</p> <p>The students' answers:</p> <p>This is my friend, Digger. This is my friend, Slowy.</p> <p><i>Dynamic pause</i></p> <p>Here is the bee hive, (Make a fist, with your thumb enclosed).</p> <p>Where are the bees? (Shrug shoulders).</p> <p>Hidden away where nobody sees. (Place the other hand over the "hive" as if to hide it).</p> <p>Watch and you'll see them come out of the hive. (Closely watch the "hive").</p> <p>One, two, three, four, five. (One finger, beginning with the thumb, comes out on each count).</p> <p>"Buzz-z-z-z-z-z" (Flutter fingers and fly away).</p> <p>Exercise 3. <i>Pairwork. Act out the dialogue.</i></p> <p>Explain the task to the children. Organize pairwork. By this time, the children should already be able to have and maintain the dialogue. Give them some time for the preparation and after that ask a few pairs to roleplay the dialogue in front of the whole class. Pay the children's attention to the intonation.</p> <p><i>Activity book</i></p> <p>Exercise 1. Draw your friend and speak about him/her. Suggest the children drawing their friends and then present their work to the class. Encourage the children to use not just the names and age but also a physical description (tall/not tall)</p> <p>Check students' answers.</p> | <p>You can use the following resources for rhymes and songs which can be used for dynamic pauses:</p> <p><a href="http://www.esl4kids.net/fingerp-lays.html">www.esl4kids.net/fingerp-lays.html</a></p> <p><a href="http://bogglesworldesl.com/kids.../rhymes.htm">bogglesworldesl.com/kids.../rhymes.htm</a></p> <p><a href="http://www.songsforteaching.com/nurseryrhymes.htm">www.songsforteaching.com/nurseryrhymes.htm</a></p> |

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|   | <p>Exercise 2. Listen to your teacher and put the right sticker in the box.</p> <p>Instruct the children to listen to the information and then put the relevant sticker in the correct place.</p> <p>Teacher:</p> <ol style="list-style-type: none"> <li>1. Hello, how are you, Digger?<br/>- I'm fine, thank you.</li> <li>2. Hello, how are you, Slowy?<br/>- I'm fine, thank you.</li> <li>3. Hello, how are you, Foxy?<br/>- I'm fine, thank you.</li> <li>4. Hello, how are you, Daisy?<br/>- I'm fine, thank you.</li> </ol>   |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b></p> <p>At the end of the lesson ask the learners to summarize their activity. Elicit their answers via supportive questions: e.g.:</p> <p>What new words and phrases did we learn today?</p> <p>Which word/words do we say when we see each other?</p> <p>How do we introduce our friends?</p> <p>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p> |  |

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| Unit 3.My family<br>Lesson 4. This is my friend |   | <b>School: #</b>                     |                                   |
| <b>Date:</b>                                    |   | <b>Surname /name of the teacher:</b> |                                   |
| <b>Group:</b>                                   |   | <b>Number of attendees:</b>          | <b>Number of absent learners:</b> |
| <b>Aims of the lesson:</b>                      | <ul style="list-style-type: none"> <li>• 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</li> <li>• 0.L2 begin to recognize with the considerable support the basic personal question, <i>How are you?</i> spoken slowly and distinctly.</li> </ul> <p>0.L3 begin to recognize with the considerable support simple greetings <i>Hello/Hi</i>.</p> <p>0.L4 begin to recognize the basic intonation distinguishing questions from statements.</p> <p>0.S3 pronounce the new words and expressions with some mistakes.</p> |                                      |                                   |
|   | <b>The learners will be able to:</b>  |                                      |                                   |

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| <b>Objectives of the Lesson</b>          | <ul style="list-style-type: none"><li>• recognize simple short instructions for the basic classroom routine spoken slowly and distinctly.</li><li>• recognize with the considerable support, a basic personal question <i>How are you?</i> spoken slowly and distinctly.</li><li>• recognize with the considerable support simple greetings <i>Hello/Hi</i>.</li><li>• recognize the basic intonation distinguishing questions from the statements.</li><li>• pronounce the new words and expressions with some mistakes.</li></ul>  |                  |
|  | <b>The majority of the learners will be able to:</b>   |                  |
|  | <ul style="list-style-type: none"><li>• recognize simple short instructions for the basic classroom routines spoken distinctly.</li><li>• recognize with support a basic personal question <i>How are you?</i></li><li>• recognize simple greetings <i>Hello/Hi</i> and react with support.</li><li>• recognize basic intonation distinguishing questions from statements.</li><li>• pronounce the new words and expressions with few mistakes.</li></ul>  |                  |
|  | <b>Some of the learners will be able to:</b>   |                  |
|  | <ul style="list-style-type: none"><li>• recognize and do short instructions for the basic classroom routines.</li><li>• recognize and respond to the basic personal question <i>How are you?</i></li><li>• recognize simple greetings <i>Hello/Hi</i> and react.</li><li>• recognize the basic intonation distinguishing questions from the statements.</li><li>• pronounce the new words and expressions without mistakes.</li></ul>  |                  |
| <b>Background knowledge</b>              | This is the last lesson of the unit; the children recognize and know the words and expressions and continue to practise talking about their friends.   |                  |
| <b>Plan</b>                              |  |                  |
| <b>Scheduled time</b>                    | <b>Scheduled activity</b>  | <b>Resources</b> |
| Beginning of the lesson<br><br>5 minutes | <p><b>Warm up:</b><br/>For brainstorming show the children the flashcards with the pictures of morning/daytime and evening and ask them to say relevant greeting/farewell phrases.<br/>Then inform them about the objectives and the topic of the lesson.<br/>For drills in pronunciation of the sounds [ð], [w], [z], [h], [ʃ] play the following tongue-twisters:</p> <p>[ð]<br/>This and that,<br/>This and that,<br/>that and this and this.</p> <p>[w]<br/>Watch the wicked witch.</p> <p>[z]<br/>There's a zebra at the zoo.</p> <p>[h]<br/>Hello, happy Harry, how are you?</p> <p>[ʃ]<br/>She should shun the shining sun.</p> |                  |

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| Main part of the lesson | <p>Exercise 1. Listen and sing.<br/>Play the audio and ask the children to listen. To introduce adjectives <i>great/wonderful</i> while singing make a circle with your thumb and forefinger to show the meaning of “I’m fine”. Then suggest the children singing the song. Encourage them to gesture while singing.</p> <p><b>Track 23.</b><br/>Hello, hello. How are you? How are you?<br/>Hello, hello. How are you? How are you?<br/>I’m fine. I’m great. I’m wonderful.<br/>I’m fine. I’m great. I’m wonderful.</p> <p>Exercise 2. Listen and say.<br/>Ask the learners to look at the pictures, listen and repeat. Draw the students’ attention to the pronunciation of <i>he/she</i>. To make sure they understand the meaning, ask them to clap their hands when you say the boys’ names from the group, and stamp their feet when you say the girls’ names.</p> <p><b>Track 24.</b><br/>Batyr: This is Misha. He is my friend.<br/>Dana: This is Ira. She is my friend.</p>   |  |
| 15 minutes              |  |  |
| 10 minutes              | <p>Exercise 3. Listen and repeat.<br/>Play the audio. Ask the students to listen, follow the pictures and repeat after the speaker.</p> <p><b>Track 25.</b><br/>Daisy: This is my mother. – Mother:<br/>“Hi, how are you? ”<br/>Daisy: This is Foxy. He is my friend.<br/>Daisy: This is Slowy. She is my friend.<br/>Daisy: This is Digger. He is my friend.</p> <p><i>Dynamic pause.</i><br/>Here are Grandma’s glasses (Make little circles with fingers over eyes to resemble glasses).<br/>Here is Grandma’s hat (Circle your head and pretend to be tying ribbons underneath your chin).<br/>This is the way she folds<br/>Her hands and puts them on her lap (Fold your hands sweetly on your lap).<br/>Here are Grandpa’s glasses (Make circles bigger than grandma’s).<br/>Here is Grandpa’s hat (Make a big hat overhead the grandma’s one).<br/>This is the way he folds<br/>His arms and sits like that (Fold your arms across the chest, lean back to the chair and cross one knee over the other).<br/>For a variation, you can use other family words<br/>“mother/father/sister/brother”.</p> | <p>You can use the following resources for rhymes and songs which can be used for dynamic pauses:<br/><a href="http://www.esl4kids.net/fingerp-lays.html">www.esl4kids.net/fingerp-lays.html</a><br/><a href="http://bogglesworldesl.com/kids.../rhymes.htm">bogglesworldesl.com/kids.../rhymes.htm</a><br/><a href="http://www.songsforteaching.com/nurseryrhymes.htm">www.songsforteaching.com/nurseryrhymes.htm</a></p> |

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|   | <p>Exercise 4. Look and say.<br/>         Explain the task. Ask the children to look carefully at the pictures and see who Daisy introduces at each picture. The children should act out the situations as in the previous exercise.<br/>         Students' answers.<br/>         Keys: 1. This is my father.<br/>         2. This is Foxy. He is my friend.<br/>         3. This is Digger. He is my friend.<br/>         4. This is Slowy. She is my friend.<br/> <i>Activity book</i><br/>         Exercise 1. Listen and circle the right picture.<br/>         Children listen to the teacher and circle the correct picture.<br/>         Teacher:<br/>         1. This is Batyr. He is my friend.<br/>         2. This is Dana. She is my friend.<br/>         3. This is Wolfy. He is my friend.<br/>         Exercise 2. <i>Match</i>.<br/>         Explain the task. The children should draw lines from the pictures of boys and girls to the corresponding pronoun <i>he/she</i>.</p> |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b><br/>         At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br/>         What the new words did we learn today?<br/>         How to say that we are OK?<br/>         Which word/words do we say when we see each other/go home?<br/>         How do we introduce our friends?<br/>         Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br/>         Sing the song of the lesson one more time.<br/>         Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p>  |  |

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| Unit 4 The world around me<br>Lesson 1 Pets | <b>School: #</b>                     |
| <b>Date:</b>                                | <b>Surname /name of the teacher:</b> |

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| <b>Group:</b>                            |   | <b>Number of attendees:</b> | <b>Number of absent learners:</b>   |
| <b>Aims of the lesson:</b>               | • 0.L1 begin to recognize simple short instructions for the basic classroom routine spoken slowly and distinctly.<br>0.L3 begin to recognize with the considerable support simple greetings.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.U2 use the cardinal numbers 1–10 to count.  |                             |   |
| <b>Objectives of the lesson</b>          | <b>The learners will be able to:</b>  |                             |   |
|  | • recognize with considerable support simple greeting and farewell phrases.<br>• recognize simple short instructions for basic classroom routine spoken slowly and distinctly.<br>• pronounce the new words <i>a dog/cat/hamster/parrot/have</i> with some mistakes.<br>• use cardinal numbers 1 – 10 to count with the considerable support.   |                             |   |
|  | <b>The majority of the learners will be able to:</b>  |                             |   |
|  | • recognize and exchange simple greetings.<br>• recognize and do simple short instructions for the basic classroom routine spoken distinctly.<br>• pronounce the new words <i>a dog/cat/hamster/parrot/have</i> with some mistakes.<br>• use the cardinal numbers 1–10 to count with support.   |                             |   |
|  | <b>Some of the learners will be able to:</b>  |                             |   |
|  |   |                             | • exchange simple greetings.<br>• recognize and do short instructions for the basic classroom routine.<br>• say the new words in singular and plural without difficulties and mistakes.<br>• use the cardinal numbers 1 – 10 to count.  |
| <b>Background knowledge</b>              | This is the first lesson of the unit but the students know the cardinal numbers 1-10.   |                             |   |
| <b>Plan</b>                              |   |                             |   |
| <b>Scheduled time</b>                    | <b>Scheduled activity</b>   |                             | <b>Resources</b>  |
| Beginning of the lesson<br><br>5 minutes | <b>Warm up:</b><br>For drills in pronunciation we recommend playing the following tongue-twisters with learners for the sounds [h], [d], [t], [æ], [p]:<br>[h]<br>The hippos heard the hunter’s hiccups and hurried home to hide.<br>[d]<br>Ken Dodd’s dad’s dog’s dead.<br>[t]<br>Tacky tractor trailer trucks<br>Tacky tractor trailer trucks<br>Tacky tractor trailer trucks<br>[æ]<br>Bad money,<br>Mad bunny.<br>[p] |                             | You can use the following resources for tongue – twisters:<br><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br><a href="http://www.download-esl.com/tonguetwisters/..../easyt">www.download-esl.com/tonguetwisters/..../easyt</a> |

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|  | <p>1. Poor pure Pierre.<br/> 2. Popcorn popped with a loud pop.<br/> 3. Peter Piper picked a peck of pickled peppers.</p>   |   |
| <p>Main part of the lesson</p> <p>25 minutes</p> | <p>Exercise 1. Listen and learn the new words.<br/> To introduce the new words, use toys. Then play the audio and make a pause after each new word. Show the toy and ask the students to repeat. To check understanding ask general questions: Teacher: “Is it a cat? Is it a dog?” etc. SS: “No, it isn’t. It’s a parrot. /No, it’s a parrot”, etc.<br/> <b>Track 26.</b><br/> A cat, a dog, a parrot, a hamster.<br/> Exercise 2. Count, learn and say.<br/> To introduce nouns in plural, show the children the classroom objects they know and comment: a pen – pens. To revise numbers, you can say the number of the objects, e.g.: two pens, three books, etc. Draw their attention that in singular form we use an indefinite article which means “one”, and in plural we can use numbers.<br/> Then ask them to look at the pictures of the exercise and name pets they see in singular and plural forms, following the given model. You can suggest them saying the number of the pets.<br/> Students’ answers.</p> <p><i>Dynamic pause</i><br/> Here are Grandma’s glasses (Make little circles with fingers over eyes to resemble glasses).<br/> Here is Grandma’s hat (Circle your head and pretend to be tying ribbons underneath your chin).<br/> This is the way she folds<br/> Her hands and puts them on her lap (Fold your hands sweetly on your lap).<br/> Here are Grandpa’s glasses (Make circles bigger than grandma’s s).<br/> Here is Grandpa’s hat (Make a big hat overhead the grandma’s one).<br/> This is the way he folds<br/> His arms and sits like that (Fold your arms across the chest, lean back to the chair and cross one knee over the other).</p> <p>Exercise 3. Listen, learn and repeat.<br/> Introduce the verb <i>to have</i>. If it seems difficult for the children to understand its meaning, then it is possible to translate into the first language.<br/> Ask the students to listen to the audio and repeat after the speaker, following the words in the pictures. For the further practice ask the children to work in pairs and</p> | <p>You can use the following resources for rhymes and songs which can be used for dynamic pauses:<br/> <a href="http://www.esl4kids.net/fingerplays.html">www.esl4kids.net/fingerplays.html</a><br/> <a href="http://bogglesworldesl.com/kids.../rhymes.htm">bogglesworldesl.com/kids.../rhymes.htm</a><br/> <a href="http://www.songsforteaching.com/nurseryrhymes.htm">www.songsforteaching.com/nurseryrhymes.htm</a></p> |

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|   | <p>say each other about their possessions.<br/>Students' answers.</p> <p><b>Track 27.</b><br/>Batyr: I have a dog.<br/>Dana: I have three parrots.<br/>Ira: I have a cat.<br/>Misha: I have two hamsters.<br/>Exercise 4. Say.<br/>Encourage the children to describe the pictures using the given model.<br/>Students' answers:<br/>Picture 3. I have a hamster. Picture 4. I have 2 cats.</p> <p><i>Activity book</i><br/>Exercise 1. Colour and name the pictures.<br/>The children should colour the pictures and name their pictures according to the given model.<br/>Exercise 2. Match the pictures.<br/>The children should correctly draw lines from the first column to the second matching pets in singular and plural.</p> |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b><br/>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br/>What new words did we learn today?<br/>What is a pet? Can we say that a crocodile is a pet? If not, why?<br/>Do you have any pets? Which? Do you like them?<br/>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br/>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p>                    |  |

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| Unit 4. The world around me<br>Lesson 2. My pet | <b>School: #</b>   |                                   |
| <b>Date:</b>                                    | <b>Surname /name of the teacher:</b>   |                                   |
| <b>Group:</b>                                   | <b>Number of attendees:</b>  | <b>Number of absent learners:</b> |
| <b>Aims of the lesson:</b>                      | 0.L5 begin to recognize simple sounds of phonemes.<br>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly. |                                   |

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|  | 0.L3 begin to recognize with the considerable support simple greetings.<br>0.L4 begin to recognize the basic intonation distinguishing questions from statements.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S1 begin to make the basic personal statements.   |   |
| <b>Objectives of the lesson</b>          | <b>The learners will be able to:</b>   |   |
|  | <ul style="list-style-type: none"><li>• recognize simple sounds of phonemes.</li><li>• recognize simple short instructions for the basic classroom routine spoken slowly and distinctly.</li><li>• recognize with the considerable support simple greetings.</li><li>• pronounce the words a <i>pet/cat/dog/parrot/hamster/rabbit/turtle</i> and expressions <i>I have ... / It's a .... /Is it a ...?</i> with some mistakes.</li><li>• make the basic personal statements.</li></ul> |   |
|  | <b>The majority of the learners will be able to:</b>   |   |
|  | <ul style="list-style-type: none"><li>• recognize simple sounds of phonemes.</li><li>• recognize and do simple short instructions for basic classroom routines spoken slowly and distinctly.</li><li>• recognize and exchange with support simple greetings.</li><li>• pronounce the words a <i>pet/cat/dog/parrot/hamster/rabbit/turtle</i> and expressions <i>I have ... / It's a .... /Is it a ...?</i> with few mistakes.</li><li>• make the basic personal statements.</li></ul>  |   |
|  | <b>Some of the learners will be able to:</b>   |   |
|  | <ul style="list-style-type: none"><li>• recognize and do short instructions for the basic classroom routine.</li><li>• exchange with support simple greetings.</li><li>• pronounce the words a <i>pet/cat/dog/parrot/hamster/rabbit/turtle</i> and expressions <i>I have ... / It's a .... /Is it a ...?</i> correctly.</li><li>• make the basic personal statements.</li></ul>  |   |
| <b>Background knowledge</b>              | This is the second lesson of the unit and the topical-vocabulary is introduced to the children, know how to say about things they have.  |   |
| <b>Plan</b>                              |  |   |
| <b>Scheduled time</b>                    | <b>Scheduled activity</b>  | <b>Resources</b>  |
| Beginning of the lesson<br><br>5 minutes | <b>Warm up:</b><br>For drills in pronunciation we recommend playing the following tongue-twisters with learners for the sounds [ə:], [d], [t], [æ], [p]:<br><br>[ə:]<br>Curt's shirt is shorter than Shirley's skirt.<br>[d]<br>Ken Dodd's dad's dog's dead.<br>[t]<br>Tacky tractor trailer trucks<br>Tacky tractor trailer trucks<br>Tacky tractor trailer trucks<br>[æ]<br>1.Bad money, Mad bunny.  | You can use the following resources for tongue twisters:<br><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br><a href="http://www.download-esl.com/tonguetwisters/..easyt">www.download-esl.com/tonguetwisters/..easyt</a> . |

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|                         | <p>2. How can a clam cram in a clean cream can?<br/>[p]</p> <p>1. Poor pure Pierre.<br/>2. Popcorn popped with a loud pop.<br/>3. Peter Piper picked a peck of pickled peppers.</p> <p>To warm up the learners you can play a game “Match the word”. The purpose of the game is to revise the vocabulary. Tell the children to stay in a circle. Teacher stands in the middle and throws a ball to one of the children saying, e.g.: “a pet”. A child should say e.g.: “a cat”.</p>  |               |               |                    |                    |               |  |                    |               |                       |                    |                      |  |  |
| Main part of the lesson | <p>Exercise 1. Learn the new words.<br/>Introduce the new words. Use toys or pictures to introduce <i>a rabbit, a turtle</i>. Then say these words and make the children repeat each word.</p> <p>Exercise 2. Listen and sing.<br/>Play the audio. Encourage the learners to sing and show their toys or pictures while singing.</p> <p><b>Track 28.</b></p> <table><tr><td>I have a pet.</td><td>I have a pet.</td></tr><tr><td>It’s a little cat.</td><td>It’s a little cat.</td></tr><tr><td>I have a pet.</td><td></td></tr><tr><td>It’s a little dog.</td><td>I have a pet.</td></tr><tr><td>A parrot and hamster,</td><td>It’s a little dog.</td></tr><tr><td>A turtle and rabbit.</td><td></td></tr></table>  | I have a pet. | I have a pet. | It’s a little cat. | It’s a little cat. | I have a pet. |  | It’s a little dog. | I have a pet. | A parrot and hamster, | It’s a little dog. | A turtle and rabbit. |  |  |
| I have a pet.           | I have a pet.  |               |               |                    |                    |               |  |                    |               |                       |                    |                      |  |  |
| It’s a little cat.      | It’s a little cat.   |               |               |                    |                    |               |  |                    |               |                       |                    |                      |  |  |
| I have a pet.           |  |               |               |                    |                    |               |  |                    |               |                       |                    |                      |  |  |
| It’s a little dog.      | I have a pet.  |               |               |                    |                    |               |  |                    |               |                       |                    |                      |  |  |
| A parrot and hamster,   | It’s a little dog.   |               |               |                    |                    |               |  |                    |               |                       |                    |                      |  |  |
| A turtle and rabbit.    |  |               |               |                    |                    |               |  |                    |               |                       |                    |                      |  |  |
| 25 minutes              | <p>Exercise 3. Guess the animals.<br/>Ask the learners to look at the pictures and guess the animals.<br/>Students’ answers.<br/>Picture 1. It’s a dog.<br/>Picture 2. It’s a cat.<br/>Picture 3. It’s a parrot.<br/>Picture 4. It’s a rabbit.<br/>Picture 5. It’s a turtle.<br/>Picture 6. It’s a hamster.</p> <p>Exercise 4. Listen and repeat.<br/>Direct the learners’ attention to the phrases. Play the audio. Pause after each phrase to make sure children understand the meaning. Then ask them to repeat after the speakers. Make the learners look at the picture 3. Explain that they have to complete the dialogue. Ask them to work in pairs.</p> <p><b>Track 29.</b></p> <p>Boy 1: I have a pet.<br/>Boy 2: Is it a dog?<br/>Boy 1: No, it isn’t.<br/>Boy 2: Is it a turtle?<br/>Boy 1: Yes, it is.</p> |               |               |                    |                    |               |  |                    |               |                       |                    |                      |  |  |

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|   | <p>Girl 1: I have a pet.<br/>         Girl 2: Is it a cat?<br/>         Girl 1: No, it isn't.<br/>         Girl 2: Is it a rabbit?<br/>         Girl 1: Yes, it is.</p> <p>Boy 1: I have a pet.<br/>         Boy 2: Is it a hamster?<br/>         Boy 1: No, it isn't.<br/>         Boy 2: Is it a parrot?<br/>         Boy 1: Yes, it is.</p> <p><i>Activity book</i><br/>         Exercise 1. Follow the lines and say: I have ...<br/>         Instruct the children how to do the task. The children should follow the lines and say which animals/pets Batyr, Dana, Ira and Misha have. Draw their attention to the plural ending -s.<br/>         Students' answers:<br/>         Batyr: I have 2 parrots.<br/>         Dana: I have a cat.<br/>         Ira: I have 3 turtles.<br/>         Misha: I have a rabbit.</p> <p>Exercise 2. Match and answer.<br/>         The children should match the pictures in two columns and answer the given questions:<br/>         Is it a cat? – No, it isn't. / No, it's a dog.<br/>         Is it a dog? – No, it isn't. / No, it's a cat.<br/>         Is it a parrot? - Yes, it is.<br/>         Is it a rabbit? – No, it isn't. / No, it's a turtle.<br/>         Is it a turtle? – No, it isn't. / No, it's a rabbit.</p> |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b><br/>         At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br/>         Which new words did we learn to talk about our pets?<br/>         How do we name animals that live with us/in our flats/houses?<br/>         Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br/>         Sing the song from the lesson one more time.<br/>         Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p>   |  |

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| Unit 4.The world around me<br>Lesson 3. At the zoo |  | School: #                     |  |
| Date:  |  | Surname /name of the teacher: |  |
| Group:   |  | Number of attendees:          | Number of absent learners:   |
| Aims of the lesson:                                | • 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly<br>0.L3 begin to recognize with the considerable support simple greetings<br>0.S3 pronounce the basic words and expressions with some mistakes |                               |  |
| Objectives of the lesson                           | The learners will be able to:  |                               |  |
|  | • recognize simple short instructions for the basic classroom routine spoken slowly and distinctly.<br>• recognize and exchange with the considerable support simple greetings.<br>• pronounce the basic words and expressions with some mistakes.               |                               |  |
|  | The majority of the learners will be able to:  |                               |  |
|  | • recognize and exchange simple greetings.<br>• recognize simple short instructions for the basic classroom routine spoken distinctly.<br>• pronounce topical words with a few mistakes.   |                               |  |
|  | Some of the learners will be able to:  |                               |  |
|  | • exchange simple greetings.<br>• pronounce the topical words without mistakes.<br>• make the statements using nouns and the verb <i>to be</i> in the singular and plural forms.   |                               |  |
| Background knowledge                               | This is the third lesson of the unit, the learners can distinguish and name the objects in the singular and plural forms, they know the names for some pets and are able to say what pets they have, use numbers1–10.  |                               |  |
| Plan   |  |                               |  |
| Scheduled time                                     | Scheduled activity   |                               | Resources  |
| Beginning of the lesson<br><br>5 minutes           | Warm up:<br>For drills in pronunciation of the sounds [eə], [u:], [z]<br>play the following tongue-twisters:<br>[eə]<br>The bear with red hair is over there.<br>[u:]<br>The big beautiful blue balloon burst.<br>[z]<br>There’s a Chinese zebra at the zoo.     |                               | You can use the following resources for tongue-twisters:<br>: <a href="http://www.buzzle.com/articles/tongue-twisters-for-kids.html">http://www.buzzle.com/articles/tongue-twisters-for-kids.html</a><br><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br><a href="http://www.download-esl.com/tonguetwisters/..easyt">www.download-esl.com/tonguetwisters/..easyt</a> . |
| Main part of                                       | Exercise 1.Learn the new words.  |                               |  |

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| the lesson | <p>Point to the words <i>a zebra, a monkey, a camel, a bear</i> in the pictures and pronounce them. Tell the learners to repeat the words. Ask the children to guess what the differences are between the animals they learnt at the previous lessons: <i>a cat/dog/hamster/parrot/rabbit/turtle</i> and these animals: <i>a zebra, a monkey, a camel, a bear</i>. Elicit their answers. Compare the students' answers. Introduce them the words <i>domestic</i> and <i>wild</i> animals.</p>  |  |
| 15 minutes | <p>Exercise 2. Listen and learn.</p> <p>Tell the learners to look at the pictures. Play the audio and make them listen.</p> <p>Ask them about the differences in the pictures. Direct their attention to the form of the verb <i>to be</i>, pronounce <i>this/these</i> in singular and plural. And introduce the adjectives <i>big/little</i>.</p>  |  |
| 10 minutes | <p><b>Track 30.</b></p> <p>Teacher:</p> <p>This is the zoo.</p> <p>This is a bear. It is big.</p> <p>These are zebras. They are big.</p> <p>These are camels. They are big.</p> <p>These are monkeys. They are little.</p> <p>For further practice of using nouns in singular and plural tell them to name objects in the correct form. Show them objects or flashcards. They should say as the whole group: e.g. "a pen, books, cats, a dog", etc. As a variation, divide the group into two teams. Give each team a set of cards and ask to put them into the relevant box.</p> <p>Exercise 3. Look and say.</p> <p>Tell the learners to look at the pictures and say what they see in the pictures following the given model <i>These are bears. They are big.</i></p> <p>Students' answers.</p> <p>This is a rabbit. It is little.</p> <p>These are camels. They are big.</p> <p>This is a zebra. It is big.</p> <p>These are monkeys. They are little.</p> <p>These are turtles. They are little.</p> <p><i>Activity book</i></p> <p>Exercise 1. Listen and put the right sticker on the picture.</p> <p>Tell the students to listen attentively and then to put the correct sticker into the frames.</p> <p>Teacher:</p> <p>1. It's a camel.</p> |  |

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|   | <p>2. It's a bear.<br/>3. It's a zebra.<br/>4. It's a monkey</p> <p>Exercise 2. Listen to your teacher and circle the right picture.<br/>To develop the basic listening skills, ask the students to listen and circle the relevant picture. Read slowly and distinctly. If necessary, read more than once.<br/>Teacher:</p> <p>1. These are monkeys. They are little.<br/>2. This is a bear. It is big.<br/>3. These are camels. They are big.<br/>4. These are zebras. They are big.</p>  |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b><br/>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br/>What the new words did we learn today?<br/>Which word/words do we say when we see each other?<br/>How do we introduce ourselves?<br/>Do you remember the helpers/characters who accompany us for the whole year? What are their names?<br/>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br/>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p> |  |

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| Unit 4. The world around me<br>Lesson 4. A baby bear | <b>School: #</b>   |                                   |
| <b>Date:</b>   | <b>Surname /name of the teacher:</b>   |                                   |
| <b>Group:</b>  | <b>Number of attendees:</b>  | <b>Number of absent learners:</b> |
| <b>Aims of the lesson:</b>                           | <p>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br/>0.L2 begin to recognize, with considerable support, a few basic personal questions spoken slowly and distinctly.<br/>0.L4 begin to recognize basic intonation distinguishing questions from statements.<br/>0.L5 begin to recognize simple sounds of phonemes.</p> |                                   |

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|  | 0.S1 begin to make the basic personal statements.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S4 respond to the very basic supported personal questions using short answers.  |   |
| <b>Objectives of the lesson</b>            | <b>The learners will be able to:</b>   |   |
|  | <ul style="list-style-type: none"><li>• recognize simple short instructions for the basic classroom routine spoken slowly and distinctly.</li><li>• recognize with the considerable support, questions <i>What's this? Is it a ...?</i> spoken slowly and distinctly.</li><li>• recognize the basic intonation distinguishing questions from statements.</li><li>• recognize simple sounds of phonemes.</li><li>• make the basic personal statements <i>This is a .... /It's a ...</i> with support.</li><li>• pronounce the basic words and expressions with some mistakes.</li><li>• respond to the very basic supported personal questions using short answers "Yes, it is/No, it isn't".</li></ul>               |   |
|  | <b>The majority of the learners will be able to:</b>   |   |
|  | <ul style="list-style-type: none"><li>• recognize and do simple short instructions for basic classroom routines spoken distinctly.</li><li>• recognize with the considerable support questions <i>What's this? Is it a ...?</i> spoken distinctly.</li><li>• recognize the basic intonation distinguishing questions from statements.</li><li>• recognize simple sounds of phonemes.</li><li>• make the basic personal statements <i>This is a .... /It's a ....</i></li><li>• pronounce the basic words and expressions with few mistakes.</li><li>• respond to the very basic supported personal questions using short and full answers <i>Yes, it is/ Yes, it's a ... /No, it isn't/No, it's a ....</i></li></ul> |   |
|  | <b>Some of the learners will be able to:</b>   |   |
|  | <ul style="list-style-type: none"><li>• do instructions for the basic classroom routines.</li><li>• recognize and ask questions <i>What's this? Is it a ...?</i> spoken distinctly.</li><li>• make personal statements and respond to the questions using full answers.</li></ul>  |   |
| <b>Background knowledge</b>                | This is the final lesson of the unit; the students know the topical vocabulary and can use nouns in the singular and plural forms.   |   |
| <b>Plan</b>                                |  |   |
| <b>Scheduled time</b>                      | <b>Scheduled activity</b>  | <b>Resources</b>  |
| Beginning of the lesson<br><br>5-7 minutes | <b>Warm up:</b><br>At the beginning sing the song of the previous lessons "I have a pet" (Track 28).<br>For drills in pronunciation of the sounds [eə], [eɪ], [z] play the following tongue twisters:<br>[eə]<br>The bear with red hair is over there.<br>[eɪ]<br>If eight great apes ate eighty- eight grapes, guess how many grapes each great ape ate.<br>[z]   | You can use the following resources for tongue-twisters:<br><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br><a href="http://www.download-esl.com/tonguetwisters/..easyt">www.download-esl.com/tonguetwisters/..easyt</a> |

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|  | <p>There's a Chinese zebra at the zoo.</p> <p>To warm up students play a game "Range the pictures". The purpose of the game is to develop the basic competence in analysis and critical thinking.</p> <p>Divide the group in two-three mini groups. Give the children a set of the same pictures, e.g.: <i>a book/pencil case/pen/pencil/ chair/desk/bag/ a cat/dog/hamster/rabbit/turtle/parrot/ a camel/bear/zebra/monkey/ a mother/ farther/sister/brother/grandmother/grandfather.</i></p> <p>Ask the children to range the pictures and group them into 4 categories (Classroom objects/Pets/Family members/Wild animals). They should name the groups and say the words. They can put the pictures on the board or flip chart.</p>  |  |
| <p>Main part of the lesson</p> <p>25 minutes</p> | <p>Exercise 1. Listen and learn.</p> <p>Tell the students to look at the pictures and listen to the audio. Make sure they understand the word "baby".</p> <p>Pause after each picture and make the learners to repeat.</p> <p><b>Track 31.</b></p> <p>Dana: Look! What's this?</p> <p>Ira: Is it a dog?</p> <p>Teacher: No, it isn't.</p> <p>Misha: Is it a cat?</p> <p>Teacher: No, it isn't.</p> <p>Batyr: Is it a monkey?</p> <p>Teacher: No, it isn't.</p> <p>Teacher: Look, children. This is a bear. A baby bear. It's little.</p> <p>Children: Goodbye, baby bear!</p> <p>A baby bear: Goodbye, children!</p> <p>For the further practice of asking and responding, suggest the students working in pairs. Give them the animal cards. Tell one student to think of any object and the other one should guess by asking <i>Is it a ...?</i> Then if he/she guesses, they can change their turns.</p> <p>Exercise 2. Help the mother to find her baby/babies.</p> <p>Say: This is the baby turtle. / These are the baby turtles.</p> <p>Tell the students to take their pens or pencils and follow the lines in the pictures. Ask them to say about the babies of the animals.</p> <p>Students' answers.</p> <p><i>Activity book</i></p> <p>Exercise 1. Listen to your teacher and colour the correct number.</p> <p>Direct the students' attention to the task. Read the</p> |  |

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|   | <p>information slowly and clearly. The students should colour the correct number of animals as they hear the information.</p> <p>Teacher:</p> <ol style="list-style-type: none"> <li>Five monkeys</li> <li>Six bears</li> <li>Eight turtles</li> <li>Three cats</li> <li>Four hamsters</li> <li>Ten parrots</li> </ol> <p>Exercise 2. Count and write the number in the box.<br/>The children should look at the picture, count the animals and write their number under each separate picture.</p>  |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b><br/>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br/>What the new words did we learn today?<br/>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br/>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p> |  |

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| Unit 5. Where do the roads go?<br>Lesson 1. I have a bike | <b>School: #</b>  |  |
| <b>Date:</b>  | <b>Surname /name of the teacher:</b>  |  |
| <b>Group:</b>   | <b>Number of attendees: ____</b>  | <b>Number of absent learners: ____</b> |
| <b>Aims of the lesson:</b>                                | 0.L5 begin to recognize simple sounds of phonemes.<br>0.L1 begin to recognize simple short instructions for the basic classroom routine spoken slowly and distinctly.<br>0.L3 begin to recognize with the considerable support simple greetings.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S1 begin to make the basic personal statements.<br>0.U3 begin to use a few colours. |  |
| <b>Objectives of the</b>                                  | <b>The learners will be able to:</b>  |  |

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| <b>lesson</b>                             | <ul style="list-style-type: none"> <li>• recognize simple sounds of phonemes.</li> <li>• recognize and do simple short instructions for the basic classroom routines spoken slowly and distinctly.</li> <li>• recognize and exchange with the considerable support simple greetings.</li> <li>• pronounce the basic words and expressions with some mistakes.</li> </ul>  |   |
|   | <b>The majority of the learners will be able to:</b>  |   |
|   | <ul style="list-style-type: none"> <li>• recognize simple sounds of phonemes.</li> <li>• recognize and do simple short instructions for the basic classroom routine.</li> <li>• recognize and exchange simple greetings.</li> <li>• pronounce the basic words and expressions with few mistakes.</li> <li>• make the basic personal statements.</li> <li>• use a few colours.</li> </ul>  |   |
|   | <b>Some of the learners will be able to:</b>  |   |
| <b>Background knowledge</b>               |   | This is the beginning of the unit, children recognize and can use the structure <i>I have a ....</i>  |
| <b>Plan</b>                               |   |   |
| <b>Scheduled time</b>                     | <b>Scheduled activity</b>   | <b>Resources</b>  |
| Beginning of the lesson<br><br>5 minutes  | <p><b>Warm up:</b><br/>To develop correct pronunciation, we recommend playing tongue-twisters for the sounds [j], [r].<br/>[r]<br/>Red lorry, yellow lorry<br/>[j]<br/>Yellow leather, yellow feather,<br/>Yellow leather, yellow feather,<br/>Yellow leather, yellow feather.</p> <p>To warm up the learners ask them to make a list of their possessions. Give them a set of cards. First organize pair work. Then encourage the students to put the cards on the board and speak about them. E.g.: I have a cat. I have a dog.</p> | <p>You can use the following resources for tongue-twisters:<br/> <a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br/> <a href="http://www.download-esl.com/tonguetwisters/..../easyt">www.download-esl.com/tonguetwisters/..../easyt</a>.</p> |
| Main part of the lesson<br><br>15 minutes | <p>Exercise 1. Learn the new words.<br/>To introduce the new vocabulary, use the flashcards. First pronounce single words <i>a scooter/ a bike/a car</i>. Make the students repeat them. Then carry out these vehicle-type actions by making specific sounds. e.g.: ride a scooter, ride a bike, drive a car.<br/>Encourage the children to carry out the actions with you. Show them the cards in order and say word after word. Make them pronounce the words carrying out the</p>  |   |

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|  | <p>actions, and making common sounds for them.<br/>Then say the words and ask the students to say the words carrying out the actions and making sounds individually.<br/>Draw their attention to the pictures of the exercise; tell them to name the vehicles.</p> <p>Exercise 2. Listen and learn.<br/>Ask the learners to follow the speech bubbles, listen and repeat.<br/>Introduce the colours <i>red/ green/yellow/blue</i> by showing them the cards.</p> <p><b>Track 32</b><br/>Slowly: I have a car. It's yellow.<br/>Foxy: I have a scooter. It's red.<br/>Wolfy: I have a bike. It's blue.<br/>Digger: I have a car. It's green.</p> <p>Exercise 3. Name the colours.<br/>Tell the students to name the colours. First ask them to say single colour words, then produce word combination, e.g.: a yellow car, etc. Then encourage them to produce the sentence patterns, like: <i>It's a car/ It's a blue car.</i></p> <p><i>Dynamic pause.</i><br/>This is mama, kind and dear (Point to the thumb).<br/>This is papa, standing near (Point to the pointer finger).<br/>This is brother, see how tall! (Point to the middle finger).<br/>This is sister, not so tall (Point to the ring finger).<br/>This is baby, sweet and small (Point to the little finger).<br/>These are the family one and all" (Wiggle all fingers).</p> <p>Exercise 4. Say: <i>I have a car/bike/scooter. It's red/yellow/green/blue.</i><br/>Explain the task to the students and encourage them to describe the pictures.<br/>Students' answers.</p> <p><i>Activity book</i><br/>Exercise 1. Trace, listen and colour the picture.<br/>Ask the children to take crayons or colour pencils and colour the pictures as they listen to the information. Make pause to allow them to colour the pictures. After they complete tell them to name the objects. E.g.: It's a blue scooter.<br/>Teacher:<br/>1. It's a scooter. It's yellow. 2. It's a bike. It's green. 3. It's a car. It's blue.</p> | <p>You can find extra ideas for making a paper car:<br/><a href="http://www.wikihow.com">www.wikihow.com</a> › ... › Paper Craft › Origami<br/><a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a></p> |
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|  | <p>Exercise 2. Listen, match and colour the picture.<br/>The learners listen to the teacher and colour the object in accordance to the teacher's text.<br/>Teacher's text:</p> <ol style="list-style-type: none"> <li>1. I have a car. It's green.</li> <li>2. I have a bike. It's red.</li> <li>3. I have a scooter. It's blue.</li> <li>4. I have a car. It's yellow.</li> </ol> <p><i>Project 2.</i><br/>Suggest the students making a paper car. It would be desirable to involve parents into this activity. Encourage children to colour their paper car and describe it.</p> <p>Alternative project</p> <p><i>Project Making the Car Origami Style</i></p> <p>Step 1. Use a square piece of paper. Fold down the top of a regular sheet of paper to form a triangle, then cut that piece off. You'll be left with a square sheet of paper. If you use origami paper, place it on the table with the back side facing up.</p> <p>Step 2. Fold the top edge down to meet the bottom edge, make a crease in the middle of the paper, and then unfold to put it back in its original position.</p> <p>Step 3. Divide the paper into thirds in your head. Fold the top third of the paper down. Then, fold the bottom third of the paper up.</p> <p>Step 4. Form the corners of each flap. Fold up the edge of the bottom left corner of the top to the right to make a triangle fold. Crease the paper. Do the same with the bottom right corner, except fold it up to the left. Repeat the process with the top corners of the bottom fold. The bottom and top should mirror each other.</p> <p>Step 5. Fold the tips of the triangles. Fold the upper tips down and the lower tips up. Doing this will round the corners to create the wheels.</p> <p>Step 6. Fold the whole paper in half along the first crease. You now have the body of the car.</p> <p>Step 7. Find the top right corner of the paper. Push the corner down to make a pocket fold. The pocket fold that you just made creates the trunk of the car. A pocket fold is a "mountain" fold combined with two "flat" folds. "Flat" folds simply unfold the paper and return to its previous state.</p> <p>Step 8. Examine the front half of the paper car. This section will become the windshield. Use scissors to cut a slit in the paper at the point where you want to put the windshield. Cut to the right and at a slight angle so that the windshield will slope like it does on a car.</p> <p>Step 9. Make the hood of the car. Push it down on the</p> |  |
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|   | <p>piece you cut until it tucks into the slit you made in the previous step.</p> <p>Step 10. Finish the car. You can draw windows, if you wish. Feel free to add other details such as lights and doors, too.</p>  |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b></p> <p>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:</p> <p>What colours did we learn today?</p> <p>What vehicles do you know and can name in English?</p> <p>Then encourage them to say all the words as the whole group, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and more motivated to acquire the language.</p> |  |

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| <p>Unit 5. Where do the roads go?</p> <p>Lesson 2. I can...</p> |   | <b>School: #</b>                     |                                   |
| <b>Date:</b>  |   | <b>Surname /name of the teacher:</b> |                                   |
| <b>Group:</b>   |   | <b>Number of attendees:</b>          | <b>Number of absent learners:</b> |
| <b>Aims of the lesson:</b>                                      | <p>0.L5 begin to recognize simple sounds of phonemes.</p> <p>0.L1 begin to recognize simple short instructions for the basic classroom routine spoken slowly and distinctly.</p> <p>0.L3 begin to recognize with the considerable support simple greetings.</p> <p>0.S3 pronounce the basic words and expressions with some mistakes.</p> <p>0.S1 begin to make the basic personal statements.</p> <p>0.U3 begin to use a few colours.</p>                            |                                      |                                   |
| <b>Objectives of the lesson</b>                                 | <b>The learners will be able to:</b>  |                                      |                                   |
|   | <ul style="list-style-type: none"> <li>• recognize simple sounds of phonemes.</li> <li>• recognize simple short instructions for basic classroom routines spoken slowly and distinctly.</li> <li>• recognize and exchange with the considerable support simple greetings.</li> <li>• pronounce basic words and expressions with some mistakes.</li> <li>• make the basic personal statements.</li> <li>• use the colours “red”, “blue”, “green”, “yellow”.</li> </ul> |                                      |                                   |
|   | <b>The majority of the learners will be able to:</b>  |                                      |                                   |
|   | <ul style="list-style-type: none"> <li>• recognize simple sounds of phonemes.</li> <li>• recognize and carry out simple short instructions for the basic classroom</li> </ul>   |                                      |                                   |

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|   | <p>routine.</p> <ul style="list-style-type: none"><li>• recognize and exchange simple greetings.</li><li>• pronounce the basic words and expressions with few mistakes.</li><li>• make the basic personal statements.</li><li>• use a few colours “red”, “blue”, “green”, “yellow”.</li></ul>   |   |
|   | <p><b>Some of the learners will be able to:</b></p> <ul style="list-style-type: none"><li>• exchange greetings.</li><li>• carry out instructions for classroom routine.</li><li>• pronounce the basic words and expressions without mistakes.</li><li>• make the basic personal statement.</li></ul>  |   |
| <b>Background knowledge</b>               | This is the second lesson of the unit, the children know, recognize and exchange simple greetings, can use the verb “to have” and know the topic vocabulary.  |   |
| <b>Plan</b>                               |   |   |
| <b>Scheduled time</b>                     | <b>Scheduled activity</b>   | <b>Resources</b>  |
| Beginning of the lesson<br><br>5 minutes  | <p><b>Warm up:</b></p> <p>To develop correct pronunciation, we recommend playing tongue-twisters with learners for the sounds [j], [r].</p> <p>[r]<br/>Red lorry, yellow lorry</p> <p>[j]<br/>Yellow leather, yellow feather,<br/>Yellow leather, yellow feather,<br/>Yellow leather, yellow feather.</p> <p>To warm up the children show them the flashcards and make them carry out the vehicle-type actions: ride a scooter, ride a bike, drive a car. Students should name the vehicles and the actions.</p>  | <p>You can use the following resources for tongue - twisters:</p> <p><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a></p> <p><a href="http://www.download-esl.com/tonguetwisters/..easyt">www.download-esl.com/tonguetwisters/..easyt</a>.</p> |
| Main part of the lesson<br><br>25 minutes | <p>Exercise 1. Look and learn.</p> <p>Tell the students to follow the sentence patterns in the pictures, listen to the teacher and repeat. Explain the meaning of the verb “can”. To practise these patterns, ask the students questions like “Do you have a scooter? Can you ride a scooter?”, etc. Students should give short answers: “Yes/no”.</p> <p>For the further practice of the verb “can” play a game “Follow the actions”. Tell the students to make a circle. The teacher shows one action, e.g. dance and says, “I can dance”. Children should copy the action, say it aloud and then the students in turns show different actions, showing and saying the previous ones and then adding new ones.</p> <p><i>Possible actions:</i> jump, clap your hands, stamp your feet, sing, ride a bike, ride a scooter, drive a car, draw a picture, etc.</p> |   |

Exercise 2. Look at the pictures and listen.  
Ask the learners to look at the pictures, listen and repeat. Pause at each picture. Make the learners follow the words and repeat. Draw the students' attention to the educational aspect of this task. Ask them to explain what was wrong with the boaster boy. Encourage the students to share their ideas. Elicit their answers.

**Track 33.**

Boaster boy: I have a car. It's blue. I can drive a car.

Children: Stop! Stop! It's red.

Boaster boy: Oh no!

*Dynamic pause.*

After completing the task suggest playing the game "Traffic lights". The purpose of the game is to train students to recognize colours and to foster learning basic road traffic rules.

Direct the learners to listen to the colours. If they hear "red" they should stop, if they hear "green" –walk, if they hear "yellow" – mime as if they prepare to walk.

Exercise 3. Say.

Before doing the task revize the pronouns "she" and "he". Then tell the students to describe the pictures.

Students' answers.

*Activity book.*

Exercise 1. Draw and say.

Tell the students to take their colour pencils or crayons. Explain the task. Before doing the task, the teacher can conduct a survey to find out what activities children can do. Draw a table on the board and write down the results of the survey, e.g.:

| # | Name  | Ride a bike | Drive an electric car | Ride a scooter |
|---|-------|-------------|-----------------------|----------------|
| 1 | Timur | +           | +                     | +              |
| 2 | Dana  | +           | -                     | +              |

Direct their attention to the pronouns *he/she* to be used, when talking about their friends from the group.

Exercise 2. Colour and say what he can do.

Children should colour the pictures and describe them.

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| End of the lesson<br><br>5 minutes | <b>End of the lesson:</b><br>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br>What the new words did we learn today?<br>What can you do?<br>Say what your friends can do.<br>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language. |  |
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| Unit 5. Where do the roads go?<br>Lesson 3. He can... |   | <b>School: #</b>                     |                                   |
| <b>Date:</b>  |   | <b>Surname /name of the teacher:</b> |                                   |
| <b>Group:</b>   |   | <b>Number of attendees:</b>          | <b>Number of absent learners:</b> |
| <b>Aims of the lesson:</b>                            | 0.L5 begin to recognize simple sounds of phonemes.<br>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br>0.L3 begin to recognize with the considerable support simple greetings.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S1 begin to make the basic personal statements.          |                                      |                                   |
| <b>Objectives of the lesson</b>                       | <b>The learners will be able to:</b>  |                                      |                                   |
|   | <ul style="list-style-type: none"> <li>recognize simple sounds of phonemes.</li> <li>recognize simple short instructions for basic classroom routines spoken slowly and distinctly.</li> <li>recognize simple greetings.</li> <li>pronounce the basic words and expressions with some mistakes.</li> <li>make the basic personal statements.</li> </ul>                               |                                      |                                   |
|   | <b>The majority of the learners will be able to:</b>  |                                      |                                   |
|   | <ul style="list-style-type: none"> <li>recognize simple sounds of phonemes.</li> <li>recognize and carry out simple short instructions for the basic classroom routines spoken slowly and distinctly.</li> <li>recognize and exchange simple greetings.</li> <li>pronounce the basic words and expressions with few mistakes.</li> <li>make the basic personal statements.</li> </ul> |                                      |                                   |
|   | <b>Some of the learners will be able to:</b>  |                                      |                                   |
|   | <ul style="list-style-type: none"> <li>carry out simple short instructions for the basic classroom routine.</li> <li>exchange simple greetings.</li> </ul>  |                                      |                                   |

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|   | <ul style="list-style-type: none"><li>• pronounce the basic words and expressions without mistakes.</li><li>• make the basic personal statements.</li></ul>   |  |
| <b>Background knowledge</b>               | This is the third lesson of this unit, and the children recognize and can use vocabulary to make sentence patterns like “I can ride/ drive a...”; know and use pronouns “he/she” to talk about friends.   |  |
| <b>Plan</b>                               |   |  |
| <b>Scheduled time</b>                     | <b>Scheduled activity</b>   | <b>Resources</b>   |
| Beginning of the lesson<br><br>5 minutes  | <b>Warm up:</b><br>For drills in pronunciation of the sounds [ð], [s], [z] play the following tongue-twisters:<br>[ð]<br>This and that,<br>This and that,<br>that and this and this.<br>[s]<br>I saw his six sisters singing at six.<br>[z]<br>Fuzzy wuzzy was a bear<br>Fuzzy wuzzy had no hair<br>Fuzzy wuzzy wasn’t very fuzzy, was he?<br>To warm up show them pictures of a scooter/ bike/ car.<br>Tell the students to name them and carry out the corresponding actions.   | You can use the following resources for tongue –twisters:<br><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br><a href="http://www.download-esl.com/tonguetwisters/..easyt">www.download-esl.com/tonguetwisters/..easyt</a> . |
| Main part of the lesson<br><br>15 minutes | Exercise 1. Learn the new words.<br>To introduce the new words, use the flashcards. Say each word and make the learners repeat them. Follow the words by carrying out the actions, e.g.: “drive a bus”. Show the pictures and make the students repeat after you: “ride a scooter, ride a bike, drive a car, drive a bus”. Then ask them to say without the pictures, show them just actions. Then introduce the other words, e.g.: a plane – to fly a plane, a train – to drive a train.<br><br>Exercise 2. Look at the pictures and listen.<br>Direct the learners to follow the pictures and listen to the audio. Make the learners repeat after the speaker.<br><b>Track 34.</b><br>Boy: This is my father. He can drive a bus.<br>This is my grandfather. He can drive a train.<br>This is my brother. He can fly a plane. |  |
| 10 minutes                                | <i>Dynamic pause.</i><br>Divide the group into mini groups. Give the geometric shapes and ask them to build a vehicle they would like, e.g.: a car or a bus, etc. They should name their vehicle, its colour.<br>Exercise 3. Practise and say.<br>Tell the students to describe the pictures. Encourage   |  |

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|   | <p>them to use sentence patterns of the previous exercise.<br/>Students' answers:<br/>Picture 1. This is my mother. She can drive a car.<br/>Picture 2. This is my grandfather. He can fly a plane.<br/>Picture 3. This is my father. He can drive a train.<br/>Picture 4. This is my brother. He can drive a bus.</p> <p>Exercise 4. Learn the rhyme.<br/>Encourage the children to show toys or cards while saying this rhyme.<br/>This is a bus<br/>And this is a plane.<br/>This is a car<br/>And this is a train.<br/>You can go with me.<br/>What a fun! Can you see?</p> <p><i>Activity book</i><br/>Exercise 1. Guess and draw a type of transport.<br/>Tell the students to take their colour pencils or crayons.<br/>They should guess and draw the correct vehicle. Ask them to name the vehicles.<br/>Exercise 2. Listen to your teacher and draw a line to the right picture.<br/>Tell the students to listen and then draw lines to the correct pictures.<br/>Teacher:<br/>1. Foxy can drive a bus.<br/>2. Wolfy can ride a bike.<br/>3. Slowy can drive a train.<br/>4. Digger can fly a plane.<br/>5. Daisy can drive a car.</p> |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b><br/>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br/>What new words did we learn today?<br/>What can your father/mother do?<br/>What can your grandfather/grandmother do?<br/>Then encourage them to say all the words as the group, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br/>Say the rhyme of the lesson one more time.<br/>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p>   |  |

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| Unit 5. Where do the roads go?<br>Lesson 4. Stop, Look, Listen |   | School: #                     |                            |
| Date:  |   | Surname /name of the teacher: |                            |
| Group:   |   | Number of attendees:          | Number of absent learners: |
| Aims of the lesson:  | 0.L5 begin to recognize simple sounds of phonemes.<br>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.<br>0.L3 begin to recognize with the considerable support simple greetings.<br>0.S3 pronounce the basic words and expressions with some mistakes.<br>0.S1 begin to make the basic personal statements.<br>0.U3 begin to use a few colours.  |                               |                            |
| Objectives of the Lesson                                       | The learners will be able to:   |                               |                            |
|  | <ul style="list-style-type: none"><li>recognize simple sounds of phoneme.</li><li>recognize simple short instructions for the basic classroom routines spoken slowly and distinctly.</li><li>recognize and exchange with the considerable support simple greetings.</li><li>pronounce words “go/stop/wait/look/listen” and expressions with some mistakes.</li><li>make basic personal statements “I/he /she/we can ...”.</li><li>use the colours “red”, “green”, “yellow”.</li></ul> |                               |                            |
|  | The majority of the learners will be able to:   |                               |                            |
|  | <ul style="list-style-type: none"><li>recognize simple sounds of phonemes.</li><li>recognize and carry out simple short instructions for the basic classroom routines spoken slowly and distinctly.</li><li>recognize and exchange simple greetings.</li><li>pronounce the words “go/stop/wait/look/listen” and expressions with few mistakes.</li><li>make the basic personal statements “I/he /she/we can ...”.</li><li>use the colours “red”, “green”, “yellow”.</li></ul>         |                               |                            |
|  | Some of the learners will be able to:   |                               |                            |
|  | <ul style="list-style-type: none"><li>say the words and expressions without difficulties and mistakes.</li></ul>  |                               |                            |
| Background knowledge   | This is the final lesson of this unit and the children may know the topic vocabulary and can use the words to make personal statements, like “I can ride a scooter/bike”, “My father can drive a car”.  |                               |                            |
| Plan   |   |                               |                            |
| Scheduled time   | Scheduled activity  |                               | Resources                  |
| Beginning of the lesson<br><br>5 minutes                       | Warm up:<br>To warm up your students suggest them playing a game “Match the pictures”. Fix the pictures on the board in two rows. The first row: a car, a bus, a scooter, a plane, a train, a bike.<br>The second row: a helmet, a pilot, a small wheel, a  |                               |                            |

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|  | <p>train, a conductor, a fare box, a Mercedes-Benz car badge. Ask the students to think and match the pictures of the first row with the pictures from the second row. Then explain their choice.</p> <p>Students' answers: a car – a Mercedes-Benz car badge; a bus – a fare box; a scooter – a small wheel; a bike – a helmet; a plane – a pilot; a train – a train conductor.</p> <p>To drill pronunciation, say the rhyme of the previous lesson (ex.4 p.41).</p>  |  |
| <p>Main part of the lesson</p> <p>25 minutes</p> | <p>Exercise 1. Learn the new words.</p> <p>Introduce the new words “go”, “stop”, “wait”, “look”, “listen”. While saying the words show the children relevant physical movement. Make the children repeat the words. Then say these verbs and tell the students to carry out the actions.</p> <p>Exercise 2. Look at the pictures and listen.</p> <p>Ask the learners to look at the pictures, listen and repeat.</p> <p><b>Track 35.</b></p> <p>Mother: Foxy, look. It's red. Stop when it's red.</p> <p>Look, it's yellow. Wait.</p> <p>Look, it's green. We can go.</p> <p>To check comprehension, ask a few questions, e.g.: What do we do when the traffic lights is red/green/yellow? Encourage the children to respond giving short answers, like: <i>Stop. Go. Wait.</i></p> <p><i>Dynamic pause.</i></p> <p>Play the game “Traffic lights”. The purpose of the game is to train students to recognize colours and to foster learning the basic road traffic rules.</p> <p>Direct the learners to listen to the colours. If they hear “red” they should stop, if they hear “green” – walk, if they hear “yellow” – mime as if they prepare to walk.</p> <p>Draw the children's attention to the importance of following the traffic lights signals.</p> <p>Exercise 3. Learn the rhyme.</p> <p>Suggest children saying the rhyme. Make them listen first and then repeat. While reciting encourage the children to mime and gesture.</p> <p>Stop, Look, Listen.</p> <p>Stop, Look and Listen</p> <p>Before you cross the street.</p> <p>Use your eyes, use your ears,</p> <p>Before you use your feet.</p> <p>Exercise 4. Look at the pictures and name the actions.</p> <p>Tell the students to look at the pictures and name the actions.</p> <p>Students' answers.</p> |  |

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|   | <p>Picture 1. Listen. Picture 2. Stop. Picture 3. Go. Picture 4. Wait.</p> <p><i>Activity book.</i></p> <p>Exercise 1. Look at the picture, count the objects and write the number in the boxes.<br/>The children need to write the correct number of the objects they see in the picture.<br/>Answers:<br/>Cars - 2<br/>Train - 1<br/>Plane - 2<br/>Scooter - 3<br/>Bikes - 2</p> <p>Exercise 2. Name the actions and colour the pictures.<br/>Tell the students to take their pencils and colour the pictures. Ask the children to name the actions.</p> <p>Exercise 3. Listen to your teacher and put a tick or a cross into the boxes.<br/>The children listen to the text and put the corresponding sign in the box under each picture.<br/>Teacher's text:</p> <ol style="list-style-type: none"> <li>1. Look</li> <li>2. Stop</li> <li>3. Look</li> <li>4. Listen</li> <li>5. Go</li> </ol> |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b></p> <p>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:</p> <p>What the new words did we learn today?<br/>What do we do when the traffic lights are green?<br/>What do we do when the traffic lights are red?<br/>What do we do when the traffic lights are yellow?</p> <p>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.</p> <p>Revise the rhyme of the lesson.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and more motivated to acquire the language.</p>   |  |

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| Unit 6.Why you need to know customs and traditions<br>Lesson 1. Independence Day |  | School: #                     |   |
| Date:  |  | Surname /name of the teacher: |   |
| Group:   |  | Number of attendees:          | Number of absent learners:  |
| Aims of the lesson:  | 0.L5 begin to recognize simple sounds of phonemes<br>0.L1 begin to recognize simple short instructions for the basic classroom routine spoken slowly and distinctly<br>0.L3 begin to recognize with some considerable support simple greetings<br>0.S3 pronounce the basic words and expressions with some mistakes<br>0.S1 begin to make the basic personal statements                    |                               |   |
| Objectives of the Lesson   | The learners will be able to:  |                               |   |
|  | <ul style="list-style-type: none"><li>• recognize simple sounds of phonemes</li><li>• recognize simple short instructions for the basic classroom routine spoken slowly and distinctly</li><li>• recognize and exchange with support simple greetings</li><li>• pronounce the basic words and expressions with some mistakes</li><li>• make the basic personal statements</li></ul>        |                               |   |
|  | The majority of the learners will be able to:  |                               |   |
|  | <ul style="list-style-type: none"><li>• recognize simple sounds of phonemes</li><li>• recognize and carry out simple short instructions for the basic classroom routine</li><li>• recognize and exchange with support simple greetings</li><li>• pronounce the basic words and expressions with few mistakes</li><li>• make the basic personal statements about Independence Day</li></ul> |                               |   |
|  | Some of the learners will be able to:  |                               |   |
|  | <ul style="list-style-type: none"><li>• say the words and expressions without difficulties and mistakes.</li></ul>   |                               |   |
| Background knowledge   | This is the first lesson of the course, though some of the children may know simple greetings or names for animals, numbers and colours.   |                               |   |
| Plan   |  |                               |   |
| Scheduled time   | Scheduled activity   |                               | Resources   |
| Beginning of the lesson<br><br>5 minutes   | <ul style="list-style-type: none"><li>• <b>Warm up:</b><br/>For drills in pronunciation of the sounds [ð], [s], [z] play the following tongue-twisters:<br/>[ð]<br/>This and that,<br/>This and that,<br/>that and this and this.<br/>[s]<br/>I saw his six sisters singing at six.<br/>[z]<br/>Fuzzy wuzzy was a bear</li></ul>   |                               | You can use the following resources for tongue – twisters:<br><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br><a href="http://www.download-esl.com/tonguetwisters/..../easyt">www.download-esl.com/tonguetwisters/..../easyt</a> |

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|  | <p>Fuzzy wuzzy had no hair<br/>Fuzzy wuzzy wasn't very fuzzy, was he?<br/>Introduce the students with the topic and objectives of the lesson.<br/>To warm up ask the children some questions:<br/>Do you know the capital of Kazakhstan?<br/>Do you like holidays?<br/>What holiday do we celebrate in December?</p> <p>Write on the board "16-17 December - Independence Day". Explain the meaning. Make the learners repeat the name of this holiday.</p>   |  |
| <p>Main part of the lesson</p> <p>15 minutes</p> | <p>Exercise 1. <i>Look at the pictures, listen and learn.</i><br/>Tell the learners to look at the pictures, follow the words and listen to the audio. Play the audio. Pause after each picture. Make the children repeat. Make sure they understand. If necessary, translate into their first language.<br/><b>Track 36.</b><br/>Boy: My name is Zhangir. I'm from Kazakhstan. I'm from Taraz. Today is Independence Day.<br/>Girl: I'm Anna. I'm from Kazakhstan. I'm from Karagandy. This is our flag.<br/>Girl: My name is Alua. I'm from Kazakhstan. I'm from Shymkent. This is our emblem.<br/>Boy: My name is Viktor. I'm from Kazakhstan. I'm from Astana. Our country is very big.</p> <p>Exercise 2. <i>Pairwork. Speak about yourself.</i><br/>Ask the learners to look at the pictures and follow the given model to tell about themselves.<br/>Students' answers.</p> <p><i>Dynamic pause</i><br/>Jump up and down all together.<br/>Jump up and down all together.<br/>Jump up and down all together.<br/>Jump up and down Now!</p> <p>Dance 'round the circle altogether.<br/>Dance 'round the circle altogether.<br/>Dance 'round the circle altogether.<br/>Dance 'round the circle Now!</p> <p>Shhh! Be quiet altogether.<br/>Shhh! Be quiet altogether.<br/>Shhh! Be quiet altogether.<br/>Shhh! Be quiet Now!</p> |  |
| <p>10 minutes</p>                                |   |  |

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|   | <p>Let's sit down all together.<br/> Let's sit down all together.<br/> Let's sit down all together.<br/> Let's sit down Now!</p> <p>Exercise 3. <i>What cities are these? Find them on the map of Kazakhstan. Say: I'm from ...</i><br/> Explain the task to the children. Make sure they know the sights and places.<br/> Students' answers.<br/> Picture 1. I'm from Astana.<br/> Picture 2. I'm from Almaty.<br/> Picture 3. I'm from Turkestan.<br/> Picture 4. I'm from Karagandy.</p> <p><i>Activity book</i><br/> Exercise 1. <i>Colour the picture. Speak about Independence Day.</i><br/> Tell the students to colour the picture and try to recognize the city. The city is Astana, the capital of Kazakhstan. Talk about it in your own language. Explain to the children the meaning of the word 'capital'.<br/> Exercise 2. <i>Draw the place where you live and say where you are from.</i><br/> Suggest the children drawing the place where they live using colour pencils or crayons and then introduce to the class.</p> |  |
| <p>End of the lesson<br/><br/>5 minutes</p> | <p><b>End of the lesson:</b><br/> At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:<br/> - What the new words did we learn today?<br/> - Which holiday do we celebrate on 16-17 December?<br/> - What colour is our flag?<br/> - What city is the capital of Kazakhstan?<br/> Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br/> Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and more motivated to acquire the language.</p>   |  |

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| Unit 6. Why you need to know customs and traditions | <b>School: #</b>  |  |
| Lesson 2. Happy New Year                            |   |  |
| <b>Date:</b>  | <b>Surname /name of the teacher:</b>  |  |
| <b>Group:</b>                                       | <b>Number of attendees:</b> ____  | <b>Number of absent learners:</b> ____ |
| <b>Aims of the lesson:</b>                          | 0.L5 begin to recognize simple sounds of phonemes<br>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly<br>0.L3 begin to recognize with some considerable support simple greetings<br>0.S3 pronounce the basic words and expressions with some mistakes<br>0.S1 begin to make the basic personal statements<br>0.U2 use the cardinal numbers 1 – 10 to count                       |  |
| <b>Objectives of the lesson</b>                     | <b>The learners will be able to:</b>  |  |
|   | <ul style="list-style-type: none"> <li>recognize simple sounds of phonemes</li> <li>recognize simple short instructions for the basic classroom routine spoken slowly and distinctly</li> <li>recognize and exchange with support simple greeting</li> <li>pronounce topic vocabulary with some mistakes</li> <li>make the basic personal statements on the topic “Happy New Year”</li> <li>use the cardinal numbers 1 – 10 to count</li> </ul> |  |
|   | <b>The majority of the learners will be able to:</b>  |  |
|   | <ul style="list-style-type: none"> <li>recognize simple sounds of phonemes</li> <li>recognize and carry out simple short instructions for the basic classroom routines</li> <li>recognize and exchange simple greeting</li> <li>pronounce the topic vocabulary with few mistakes</li> <li>make the basic personal statements on the topic “Happy New Year”</li> <li>use the cardinal numbers 1 – 10 to count</li> </ul>                         |  |
|   | <b>Some of the learners will be able to:</b>  |  |
|   | <ul style="list-style-type: none"> <li>pronounce the words and expressions without difficulties and mistakes.</li> <li>make the personal statements using nouns and verbs in the singular and plural forms without mistakes</li> </ul>  |  |
| <b>Background knowledge</b>                         | This is the second lesson of the unit, children recognize the singular and plural forms of the nouns, the verb “to be”, pronouns <i>this /these</i> , know and can use numbers from 1 to 10.  |  |
| <b>Plan</b>   |   |  |

| Scheduled time                            | Scheduled activity  | Resources  |
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| Beginning of the lesson<br><br>5 minutes  | <p>• <b>Warm up:</b></p> <p>To warm up the children suggest them playing the game “Find the same picture”. Give the children a set of flashcards with different pictures. The children should find the same pictures and name the objects.</p> <p>For drills in pronunciation of the sounds [ð], [s], [z] play the following tongue twisters:</p> <p>[ð]<br/>This and that,<br/>This and that,<br/>that and this and this.</p> <p>[s]<br/>I saw his six sisters singing at six.</p> <p>[z]<br/>Fuzzy wuzzy was a bear<br/>Fuzzy wuzzy had no hair<br/>Fuzzy wuzzy wasn't very fuzzy, was he?</p>  | <p>You can use the following resources for tongue- twisters:</p> <p><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a></p> <p><a href="http://www.download-esl.com/tonguetwisters/..easyt">www.download-esl.com/tonguetwisters/..easyt</a>.</p> |
| Main part of the lesson<br><br>15 minutes | <p>Exercise 1. <i>Look at the pictures and listen.</i></p> <p>Before doing the task of this exercise ask the children what is their favourite holiday. Encourage them to give reasons. Make the children exchange their ideas. Then tell them to look at the pictures, follow the words and listen to the audio. Draw the students' attention to the new words <i>winter, cold, Happy New Year, school, together, Father Frost, a granddaughter, Snow Maiden, a present</i>. Ask them to guess their meanings. You can use the flashcards to introduce the new words. Make sure the children understand everything. Pause after each picture and make the children repeat.</p> <p><b>Track 37.</b></p> <p>It's winter. It's cold.</p> <p>Dana: This is my friend. Her name is Ira. We go to school together.</p> <p>Father Frost: Happy New Year, everyone!</p> <p>Girls: Happy New Year, Father Frost.</p> <p>Father Frost: This is my granddaughter. Her name is Snow Maiden.</p> <p>Snow Maiden: Happy New Year!</p> <p>Father Frost: These are presents for you. These are toys for you.</p> <p>Children: Thank you, Farther Frost and Snow Maiden.</p> <p>This is a song for you.</p> <p>Exercise 2. <i>Listen and sing.</i></p> |  |

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| 10 minutes | <p>Suggest students to sing the song. Play the audio. Follow the words of the song with the physical movements.</p> <p><b>Track 38.</b><br/> Clap your hands, clap, clap, clap.<br/> Happy, Happy, Happy New Year.<br/> Stamp your feet, stamp, stamp, stamp.<br/> Happy, Happy, Happy New Year.<br/> Wave your arms, wave, wave, wave.<br/> Happy, Happy, Happy New Year.</p> <p><i>Dynamic pause</i><br/> Jump up and down all together.<br/> Jump up and down all together.<br/> Jump up and down all together.<br/> Jump up and down ow!</p> <p>Dance around the circle all together.<br/> Dance ‘round the circle all together.<br/> Dance ‘round the circle all together.<br/> Dance ‘round the circle Now!</p> <p>Shhh! Be quiet all together.<br/> Shhh! Be quiet all together.<br/> Shhh! Be quiet all together.<br/> Shhh! Be quiet Now!</p> <p>Let’s sit down all together.<br/> Let’s sit down all together.<br/> Let’s sit down all together.<br/> Let’s sit down Now!</p> <p>Exercise 3. <i>Look at pictures and say what they are.</i><br/> Tell the students to talk about presents. Direct their attention to the singular and plural forms. Ask them to follow the given model answer. To differentiate the task ask them to say the number of the presents.<br/> Students’ answers:<br/> This is a car.      These are cars.<br/> This is a scooter.      These are scooters.<br/> This is a plane.      These are planes.<br/> This is a train.      These are trains.</p> <p><i>Activity book</i><br/> Exercise 1. <i>Listen to your teacher and circle the right number of the objects in each line.</i><br/> Ask the students to listen attentively and circle the correct number of the objects.</p> |  |
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|   | <p>Teacher:</p> <ol style="list-style-type: none"> <li>1. These are 10 planes.</li> <li>2. These are 7 bikes.</li> <li>3. These are 8 cars.</li> <li>4. These are 5 scooters.</li> </ol> <p>Exercise 2. <i>Draw Farther Frost and Snow Maiden. Wish them Happy New Year.</i></p> <p>Suggest the children taking colour pencils and draw Farther Frost and his granddaughter Snow Maiden.</p> <p>Children`s text: Happy New Year, Father Frost.<br/>Happy New Year, Snow Maiden.</p>   |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b></p> <p>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:</p> <ul style="list-style-type: none"> <li>- What new words did we learn today?</li> <li>- What presents do you like getting for New Year?</li> <li>- Do you give presents to your family for New Year?</li> </ul> <p>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.</p> <p>Sing the song of the lesson one more time.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p> |  |

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| Unit 6. Why you need to know customs and traditions | School: #   |                                 |
| Lesson 3. Nauryz                                    |   |                                 |
| Date:   | Surname /name of the teacher:   |                                 |
| Group:  | Number of attendees: ____   | Number of absent learners: ____ |
| Aims of the lesson:                                 | <p>0.L5 begin to recognize simple sounds of phonemes</p> <p>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly</p> |                                 |

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|  | 0.L3 begin to recognize with some considerable support simple greetings<br>0.S3 pronounce the topic vocabulary with some mistakes<br>0.S1 begin to make the basic personal statements  |   |
| <b>Objectives of the Lesson</b>          | <b>The learners will be able to:</b>   |   |
|  | <ul style="list-style-type: none"><li>• recognize simple sounds of phonemes</li><li>• recognize and carry out simple short instructions for the basic classroom routine spoken slowly and distinctly</li><li>• recognize and exchange with some considerable support simple greetings</li><li>• pronounce the topic vocabulary with some mistakes</li><li>• make the basic personal statements</li></ul>   |   |
|  | <b>The majority of the learners will be able to:</b>   |   |
|  | <ul style="list-style-type: none"><li>• recognize and exchange with support simple greetings</li><li>• recognize and carry out simple short instructions for the basic classroom routines</li><li>• pronounce the topic vocabulary with few mistakes</li><li>• make the basic personal statements</li></ul>  |   |
|  | <b>Some of the learners will be able to:</b>   |   |
|  | <ul style="list-style-type: none"><li>• say the topic vocabulary without difficulties and mistakes.</li></ul>  |   |
| <b>Background knowledge</b>              | This is the third lesson of the unit, so the children know and recognize the topic vocabulary, numbers from 1 to 10 and colours.   |   |
| <b>Plan</b>                              |  |   |
| <b>Scheduled time</b>                    | <b>Scheduled activity</b>  | <b>Resources</b>  |
| Beginning of the lesson<br><br>5 minutes | <ul style="list-style-type: none"><li>• <b>Warm up:</b><br/><br/>To warm up the students play the game “Points man”. The purpose of the game is to revise the topic vocabulary and develop their attention. You need three cardboard flags or cards. When you show the red flag, the children should clap their hands; the green one – jump, yellow – dance. Then change the flags more quickly.<br/><br/>For drills in pronunciation of the sounds [i:], [i] do the following tongue-twisters:<br/><br/>[i:]<br/>Lead lib, lead led deal<br/><br/>[i]<br/><br/>Stick strictly six stick stumps<br/><br/>Ask the children what other holidays they know people celebrate in our country. Elicit their answers. Revise the names of the holidays known from the previous lessons.</li></ul> | <p>You can use the following resources for tongue –twisters:</p> <p><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a></p> <p><a href="http://www.download-esl.com/tongue-twisters/.../easyt">www.download-esl.com/tongue-twisters/.../easyt</a></p> |

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| Main part of the lesson | <p>Exercise 1. <i>Look at the pictures and listen.</i><br/> Tell the students to look at the pictures and guess what holiday they are going to talk about. Then ask them to listen and repeat after the speaker. Pause after each picture and make sure they understand.<br/> <b>Track 39.</b></p> <p>It's spring. It's warm.<br/> Grandmother: - It's Nauryz today. Let's make boursaks.<br/> Batyr: Let's eat.<br/> Ira: I like boursaks.<br/> Misha: Let's sing.<br/> Dana: Let's dance!<br/> Children: We love Nauryz! We like spring. It's warm in spring.</p> <p>Exercise 2. <i>Look at the pictures and name the actions.</i><br/> Ask the learners to look at the pictures and name the actions.<br/> Students' answers.</p> <ol style="list-style-type: none"> <li>1. Let's dance.</li> <li>2. Let's sing.</li> <li>3. Let's eat plov.</li> <li>4. Let's make boursaks.</li> </ol> <p><i>Dynamic pause</i><br/> Jump up and down all together.<br/> Jump up and down all together.<br/> Jump up and down all together.<br/> Jump up and down Now!</p> <p>Dance 'round the circle all (together).<br/> Dance 'round the circle all (together).<br/> Dance 'round the circle all (together).<br/> Dance 'round the circle Now!</p> <p>Shhh! Be quiet all(together).<br/> Shhh! Be quiet all(together).<br/> Shhh! Be quiet all(together).<br/> Shhh! Be quiet Now!</p> <p>Let's sit down all(together).<br/> Let's sit down all(together).<br/> Let's sit down all(together).<br/> Let's sit down Now!</p> <p>Exercise 3. <i>Mime the action. Let the class guess it.</i><br/> Explain the task. Ask the volunteer students to think of any action, to mime it and let their groupmates guess.</p> |  |
| 15 minutes              |   |  |
| 10 minutes              |   |  |

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|   | <p><i>Activity book</i></p> <p>Exercise 1. <i>Listen to your teacher and put the correct sticker in the box.</i></p> <p>The children should listen to the teacher and put the correct sticker as they hear out the corresponding verbs: “to eat”, “to dance”, “to make boursaks”, “to sing”.</p> <p>Exercise 2. <i>Draw a card for Nauryz. Say what people do at Nauryz.</i></p> <p>Suggest drawing pictures to the children. After they finish, tell them to describe their pictures.</p>   |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b></p> <p>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:</p> <ul style="list-style-type: none"> <li>- What the new words did we learn today?</li> <li>- What holiday did we talk at the lesson?</li> <li>- What do people do on Nauryz?</li> <li>- Can you make boursaks?</li> <li>- Can your mother/grandmother make boursaks?</li> </ul> <p>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p> |  |

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| <p>Unit 6. Why you need to know customs and traditions</p> <p>Lesson 4. Happy birthday</p> | <p><b>School: #</b></p>   |   |
| <p><b>Date:</b></p>  | <p><b>Surname /name of the teacher:</b></p>   |   |
| <p><b>Group:</b></p>   | <p><b>Number of attendees: ____</b></p>   | <p><b>Number of absent learners: ____</b></p> |
| <p><b>Aims of the lesson:</b></p>  | <p>0.L3 begin to recognize with considerable support simple greetings</p> <p>0.L1 begin to recognize simple short instructions for the basic classroom routine spoken slowly and distinctly</p> |   |

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|  | 0.L5 begin to recognize simple sounds of phonemes<br>0.S3 pronounce the basic words and expressions with some mistakes<br>0.U2 use the cardinal numbers 1 – 10 to count<br>0.U3 begin to use a few colours  |                  |
| <b>Objectives of the Lesson</b>          | <b>The learners will be able to:</b>  |                  |
|  | <ul style="list-style-type: none"><li>• recognize and exchange with some considerable support simple greetings</li><li>• recognize and carry out simple short instructions for the basic classroom routine spoken slowly and distinctly</li><li>• recognize simple sounds of phonemes</li><li>• pronounce the topic vocabulary with some mistakes</li><li>• use the cardinal numbers 1 – 10 to count</li><li>• use a few colours</li></ul>  |                  |
|  | <b>The majority of the learners will be able to:</b>  |                  |
|  | <ul style="list-style-type: none"><li>• recognize and exchange simple greetings</li><li>• recognize and carry out simple short instructions for basic classroom routines</li><li>• recognize simple sounds of phonemes</li><li>• pronounce the topic vocabulary with few mistakes</li><li>• use the cardinal numbers 1 – 10 to count</li><li>• use a few colours</li></ul>  |                  |
|  | <b>Some of the learners will be able to:</b>  |                  |
|  | <ul style="list-style-type: none"><li>• say the topic vocabulary without difficulties and mistakes.</li></ul>   |                  |
| <b>Background knowledge</b>              | This is the final lesson of the unit, so the children know and recognize topic vocabulary, numbers and colours.   |                  |
| <b>Plan</b>                              |   |                  |
| <b>Scheduled time</b>                    | <b>Scheduled activity</b>   | <b>Resources</b> |
| Beginning of the lesson<br><br>5 minutes | <ul style="list-style-type: none"><li>• <b>Warm up:</b><br/>To warm up the students ask them to talk about their favourite holiday. Encourage them to exchange their ideas.<br/><br/>Then suggest them playing the game “Presents”. You need a box and some toys. Show them a box with toys. Children should name the toys, e.g.: a car, a cat, a teddy, a dog, a bus, a monkey, etc. then ask the children to close their eyes and add one more toy. Children should say which toy was added. Make them name all the toys and the new one.</li></ul> |                  |
| Main part of the lesson                  | Exercise 1. <i>Learn the new words.</i><br><br>To introduce the new words, use flashcards. Ask them to carry out the corresponding actions when saying these words. E.g.: <i>to inflate a balloon, to eat a cake, to open a present, to blow out a candle.</i> Show pictures to   |                  |

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| 15 minutes | <p>them and ask them to say the words and carry out the actions in the given order: <i>to inflate a balloon, to eat a cake, to open a present, to blow out a candle</i>. Then show the cards and say the words with the children not in the given order, e.g.: <i>to open a present, to eat a cake, to inflate a balloon, to blow out a candle</i>.</p> <p>Then direct the children's attention to the pictures of exercise 1 on page 50. Tell the students to name the objects they see.</p> <p>Exercise 2. <i>Look at the pictures, listen and learn.</i></p> <p>Ask the learners to follow the pictures, listen to the audio and repeat. Pause after each picture to let the children repeat. Make sure they understand everything.</p> <p><b>Track 40.</b></p> <p>Foxy: It's summer. It's hot. Today is my birthday.<br/>         Wolfy: Happy birthday!<br/>         This balloon is for you.<br/>         Digger: This present is for you.<br/>         Slowy: This book is for you.<br/>         Foxy: Let's eat the cake. One, two, three, four! Four candles! I'm 4 today! I'm happy.</p> <p><i>Dynamic pause</i></p> <p>Jump up and down all together.<br/>         Jump up and down all together.<br/>         Jump up and down all together.<br/>         Jump up and down Now!</p> <p>Dance 'round the circle all together.<br/>         Dance 'round the circle all together.<br/>         Dance 'round the circle all together.<br/>         Dance 'round the circle Now!</p> <p>Shhh! Be quiet all together.<br/>         Shhh! Be quiet all together.<br/>         Shhh! Be quiet all together.<br/>         Shhh! Be quiet Now!</p> |  |
| 10 minutes | <p>Let's sit down all (together).<br/>         Let's sit down all (together).<br/>         Let's sit down all (together).<br/>         Let's sit down Now!</p> <p>Exercise 3. <i>Name the object.</i></p> <p>Ask the students to look at the puzzles, guess and name the objects.</p> <p>Students' answers:<br/>         A candle, a balloon, a present, a cake.</p>  |  |

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| <p>Exercise 4. <i>Listen and sing.</i></p> <p>Encourage the students to sing a Happy birthday song. For the further practice sing the song, saying the boys' and girls' names from the group.</p> <p><b>Track 41.</b></p> <p>Happy birthday to you,<br/>Happy birthday to you.<br/>Happy birthday, dear Foxy!<br/>Happy birthday to you.</p> <p>Exercise 5. <i>Name the season and describe the weather.</i></p> <p>In this exercise, the children must look at the picture and decide what season it is. Pay their attention to the details on the picture. It's the same tree but in different seasons. These details will help them to define the season more exactly. Then ask them to describe the weather using the new vocabulary: hot, warm, cold.</p> <p><i>Activity book</i></p> <p>Exercise 1. <i>Colour and name the objects.</i></p> <p>Tell the students to colour the objects. Name them and say what colour they are.</p> <p>Students' answers:</p> <p>This is a cake/It's a cake. This is a candle/ It's a candle.<br/>This is a present/ It's a present. This is a balloon/ It's a balloon. It's green.</p> <p>Exercise 2. <i>Count the candles, say the age.</i></p> <p>Ask the children to colour the candles and say the age.</p> <p>Students' answers:</p> <p>Wolfy: I'm five.<br/>Daisy: I'm two.<br/>Digger: I'm three.</p> <p>Exercise 3. <i>Listen to your teacher and draw the season.</i></p> <p>The teacher says: 1. <i>It's winter. It's cold.</i> 2. <i>It's summer. It's hot.</i> 3. <i>It's spring. It's warm.</i> The children should listen to the text and draw what she says in the corresponding box.</p> |  |
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| End of the lesson | <b>End of the lesson:</b><br>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.: <ul style="list-style-type: none"> <li>- What new words did we learn today?</li> <li>- Do you like your birthday?</li> <li>- Can you make a cake?</li> <li>- Can your mother/grandmother make a cake?</li> <li>- Can your farther make a cake?</li> </ul> Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br>Sing the song of the lesson one more time.<br>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language. |  |
| 5 minutes         |  |  |

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| Unit 7. Healthy and tasty<br>Lesson 1. Can I have some...? |  | School: #                     |                                 |
| Date:  |  | Surname /name of the teacher: |                                 |
| Group:   |  | Number of attendees: ____     | Number of absent learners: ____ |
| <b>Aims of the lesson:</b>                                 | 0.L1 begin to recognize simple short instructions for basic classroom routines spoken slowly and distinctly<br>0.L5 begin to recognize simple sounds of phonemes<br>0.S3 pronounce the basic words and expressions with some mistakes<br>0.S5 begin to produce words in response to the prompts  |                               |                                 |
| <b>Objectives of the lesson</b>                            | <b>The learners will be able to:</b>   |                               |                                 |
|  | <ul style="list-style-type: none"> <li>• recognize and carry out simple short instructions for the basic classroom routines spoken slowly and distinctly</li> <li>• recognize simple sounds of phonemes</li> <li>• pronounce the basic words and expressions with some mistakes</li> <li>• produce words in response to the prompts</li> </ul> |                               |                                 |
|  | <b>The majority of the learners will be able to:</b>   |                               |                                 |
|  | <ul style="list-style-type: none"> <li>• recognize and carry out simple short instructions for the basic classroom routine</li> <li>• recognize simple sounds of phonemes</li> </ul>   |                               |                                 |

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|   | <ul style="list-style-type: none"><li>• pronounce the basic words and expressions with few mistakes</li><li>• produce the words in response to the prompts</li></ul>  |  |
|   | <b>Some of the learners will be able to:</b> <ul style="list-style-type: none"><li>• carry out simple short instructions for the basic classroom routines</li><li>• recognize simple sounds of phonemes</li><li>• say the words and expressions without difficulties and mistakes.</li></ul>  |  |
| <b>Background knowledge</b>   | This is the first lesson of the unit, though children may know some food words.   |  |
| <b>Plan</b>   |   |  |
| <b>Scheduled time</b>   | <b>Scheduled activity</b>   | <b>Resources</b>   |
| Beginning of the lesson<br><br><br><br><br><br><br>5 minutes  | <ul style="list-style-type: none"><li>• <b>Warm up:</b><br/><br/>To warm up the children suggest playing a game “Repeat the words”. Tell 2-3 words they know. Ask the students to repeat them. Then add words one by one word and make students repeat after you.<br/><br/>For drills in pronunciation of the sounds [b], [tʃ], [m] play the following tongue-twisters:<br/><br/>[b]<br/>Bobby Blue blows big blue bubbles.<br/><br/>[tʃ]<br/>New cheese, blue cheese, chew cheese, please.<br/><br/>[m]<br/>Mummies munch<br/>Much mush,<br/>Monsters munch much mush;<br/>Many mummies and monsters<br/>Must munch much mush.</li></ul>                     | You can use the following resources for tongue- twisters:<br><br><a href="https://learnenglishkids.britishcouncil.org/ru/tongue-twisters">https://learnenglishkids.britishcouncil.org/ru/tongue-twisters</a><br><br><a href="http://www.download-esl.com/tongue-twisters/.../easyt">www.download-esl.com/tongue-twisters/.../easyt</a> |
| Main part of the lesson<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>15 minutes | Exercise 1. <i>Learn the new words.</i><br>Introduce the new words: <i>milk, bread, cheese, chocolate, corn flakes, an egg, butter</i> . Show the flashcards. Ask the children to carry out the corresponding actions: to eat/to drink. E.g.: <i>to drink milk, to eat bread, to eat cheese, to eat chocolate, to eat corn flakes, to eat butter, to eat eggs</i> .<br>For further practice ask the students some questions. E.g.:<br>Do you like milk/ bread/chocolate, etc.?<br><br>Exercise 2. <i>Look and say what you see.</i><br>Ask the learners to look at the pictures and say what they see.<br>Students’ answers.<br>Keys: 1. Milk, bread, butter. |  |

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| 10 minutes | <ol style="list-style-type: none"> <li>1. Cheese, chocolate, an egg.</li> <li>2. Bread, corn flakes, cheese.</li> </ol> <p><i>Dynamic pause</i><br/> Open, shut them (hold hands open, palms up; close hands, making fists).<br/> Open, shut them (Repeat).<br/> Give a little clap (Clap).<br/> Open, shut them (hold hands open, palms up; close hands, making fists).<br/> Put them on your lap (fold hands and place them on your lap).</p> <p>Exercise 3. <i>Look at the pictures, learn and listen.</i><br/> Tell the students to look at the pictures, follow the words. Then listen to the audio and repeat after the speaker. Pause after each picture. Let the children repeat. Explain the new expressions. "Excuse me" is used when you interrupt someone or you want to attract someone's attention. "Can I have...?" when we ask to get something.</p> <p><b>Track 42.</b><br/> Batyr: Excuse me, can I have some bread, please?<br/> Shop assistant: Here you are.<br/> Dana: Excuse me, can I have some butter and cheese, please?<br/> Shop assistant: Here you are.</p> <p>Exercise 4. <i>Roleplay the following dialogue.</i><br/> Tell the students to roleplay the dialogues using the given model.<br/> Students' answers:<br/> S 1: Excuse me, can I have some milk, please?<br/> S 2: Here you are.</p> <p>Words: eggs, cornflakes, cheese, milk, bread, butter, chocolate.</p> <p><i>Activity book</i><br/> Exercise 1. <i>Listen to your teacher and draw in the box.</i><br/> Ask the students to listen and draw the food.<br/> Teacher says:<br/> <i>It's butter. It's bread. It's milk. It's cheese. It's an egg. It's chocolate.</i></p> <p>Exercise 2. <i>Which food comes from this? Put the correct number in the box.</i><br/> Explain the task to the students. They should decide and match the pictures.<br/> Students' answers:<br/> Picture 1. – milk, cheese, butter.<br/> Picture 2. – bread.</p> |  |
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|                                    | Picture 3. – corn flakes.<br>Picture 4. – an egg.  |  |
| End of the lesson<br><br>5 minutes | <b>End of the lesson:</b><br>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions, e.g.: <ul style="list-style-type: none"> <li>- What the new words did we learn today?</li> <li>- What food do you like?</li> <li>- What food don't you like?</li> <li>- Which phrase do we say in the shop?</li> </ul> Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.<br>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and more motivated to acquire the language. |  |

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| Unit 7. Healthy and tasty<br><br>Lesson 2. Fruit | <b>School: #</b>  |  |
| <b>Date:</b>                                     | <b>Surname /name of the teacher:</b>  |  |
| <b>Group:</b>                                    | <b>Number of attendees: ____</b>  | <b>Number of absent learners: ____</b> |
| <b>Aims of the lesson:</b>                       | 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly<br>0.L2 begin to recognize with the considerable support a few basic personal questions spoken slowly and distinctly<br>0.L4 begin to recognize the basic intonation distinguishing questions from the statements<br>0.L5 begin to recognize simple sounds of phonemes<br>0.S3 pronounce the basic words and expressions with some mistakes<br>0.S4 respond to the very basic supported personal questions using short answers<br>0.U2 use the cardinal numbers 1 – 10 to count |  |
| <b>Objectives of the lesson</b>                  | <b>The learners will be able to:</b> <ul style="list-style-type: none"> <li>• recognize simple short instructions for the basic classroom routine spoken slowly and distinctly</li> <li>• recognize, with some considerable support a few basic personal questions spoken slowly and distinctly</li> <li>• recognize the basic intonation distinguishing questions from the statements</li> </ul>   |  |

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|                             | <ul style="list-style-type: none"><li>• recognize the simple sounds of phonemes</li><li>• pronounce the basic words and expressions with some mistakes</li><li>• respond to the very basic supported personal questions using short answers</li><li>• use the cardinal numbers 1 – 10 to count</li></ul>  |                  |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |
|                             | <b>The majority of the learners will be able to:</b>  |                  |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |
|                             | <ul style="list-style-type: none"><li>• recognize and carry out simple short instructions for the basic classroom routines</li><li>• recognize, with some considerable support, a few basic personal questions spoken slowly and distinctly</li><li>• recognize the basic intonation distinguishing questions from the statements</li><li>• recognize simple sounds of phonemes</li><li>• pronounce the basic words and expressions with few mistakes</li><li>• respond to the very basic supported personal questions using short and full answers</li><li>• use the cardinal numbers 1 – 10 to count</li></ul>        |                  |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |
|                             | <b>Some of the learners will be able to:</b>  |                  |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |
|                             | <ul style="list-style-type: none"><li>• say the words and expressions without difficulties and mistakes.</li></ul>  |                  |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |
| <b>Background knowledge</b> | This is the second lesson of the unit, the children know and can recognize some food words, know and can use numbers and colours.   |                  |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |
| <b>Plan</b>                 |   |                  |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |
| <b>Scheduled time</b>       | <b>Scheduled activity</b>   | <b>Resources</b> |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |
|                             | <ul style="list-style-type: none"><li>• <b>Warm up:</b><br/>To warm up the children ask them to range the objects into categories and explain their choice. Objects: bread, milk, chocolate, cake, boursaks, cheese, orange, kiwi, water, lemon, egg, banana, apple.<br/>Students’ answers:<br/><table><tr><td>Food</td><td>Fruit</td><td>Drinks</td></tr><tr><td>bread</td><td>banana</td><td>milk</td></tr><tr><td>chocolate</td><td>kiwi</td><td></td></tr><tr><td>boursaks</td><td>lemon</td><td></td></tr><tr><td>cheese</td><td>apple</td><td></td></tr><tr><td>egg</td><td></td><td></td></tr></table></li></ul> | Food             | Fruit | Drinks | bread | banana | milk | chocolate | kiwi |  | boursaks | lemon |  | cheese | apple |  | egg |  |  |  |
| Food                        | Fruit   | Drinks           |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |
| bread                       | banana  | milk             |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |
| chocolate                   | kiwi  |                  |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |
| boursaks                    | lemon   |                  |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |
| cheese                      | apple   |                  |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |
| egg                         |   |                  |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |
|                             | Exercise 1. <i>Learn the new words.</i><br>Tell the students to look at the pictures and repeat the words: an apple, an orange, a banana, a kiwi, a pear. Show the flashcards and ask the students to name fruit. For the further practice tell the students to say which fruit they like.<br><br>Exercise 2. <i>Listen and sing.</i><br>Encourage the students to sing the song.   |                  |       |        |       |        |      |           |      |  |          |       |  |        |       |  |     |  |  |  |

**Track 43.**

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| One banana, two bananas,<br>one, two, three. | One apple, two apples,<br>one, two, three. |
| Three bananas for me!                        | Three apples for me!                       |
| Four bananas, five bananas,<br>apples,       | Four apples, five<br>apples,               |
| four, five, six.                             | Four, five, six.                           |
| Six bananas for me!                          | Six apples for me!                         |

*Dynamic pause*

Open, shut them (hold hands open, palms up; close hands, making fists).

Open, shut them (repeat).

Give a little clap (clap).

Open, shut them (hold hands open, palms up; close hands, making fists).

Put them on your lap (fold hands and place them on your lap).

*Exercise 3. Look at the pictures, listen and learn.*

Before the text, remind the students the new vocabulary from the previous lesson. *What do you ask to attract people's attention when you want to ask them something? When you want to ask them to give you something?* Tell the students to follow the pictures, listen and repeat after the speaker.

After the students memorize the text let them roleplay the dialogues at the board with the flashcards of the characters of this book.

**Track 44.**

Wolfy: Excuse me, can I have some apples, please?

Foxy: Yes. How many apples?

Wolfy: Five apples, please.

Foxy: Here you are.

Slowy: Excuse me, can I have some pears, please?

Digger: Yes. How many pears?

Slowy: Three pears, please.

Digger: Here you are.

*Exercise 4. Roleplay the following dialogue. Use these words: apples, pears, bananas, kiwis, oranges.*

Encourage the students to make dialogues using the given model and words.

*Activity book*

*Exercise 1. Complete the pictures, colour them and name the fruit.*

Tell the students to complete the pictures of the given

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|   | <p>fruit: an orange, a banana, a kiwi, a pear.</p> <p>Exercise 2. <i>Count some fruit and draw a line to the right bowl.</i></p> <p>Explain the task to the students. Ask the students to count and say the number of fruit. Direct their attention to the plural ending of the noun.</p> <p>Students' answers:<br/>5 bananas; 4 apples; 3 kiwis; 9 oranges; 7 pears.</p>   |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b></p> <p>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:</p> <ul style="list-style-type: none"> <li>- What the new words did we learn today?</li> <li>- Do you like fruit?</li> <li>- What is your favourite fruit?</li> </ul> <p>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.</p> <p>Sing the song of the lesson one more time.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and more motivated to acquire the language.</p> |  |

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| Unit 7. Healthy and tasty  | School: #   |                                 |
| Lesson 3. I like ice-cream |   |                                 |
| Date:                      | Surname /name of the teacher:   |                                 |
| Group:                     | Number of attendees: ____   | Number of absent learners: ____ |
| Aims of the lesson:        | <p>0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly</p> <p>0.L3 begin to recognize with some considerable support simple greetings</p> <p>0.L5 begin to recognize simple sounds of phonemes</p> <p>0.S6 exchange short simple greetings</p> <p>0.S1 begin to make the basic personal statements</p> <p>0.S3 pronounce the basic words and expressions with some mistakes</p> |                                 |

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| Objectives of the lesson                  | The learners will be able to:   |           |
|   | <ul style="list-style-type: none"><li>recognize and carry out simple short instructions for the basic classroom routine spoken slowly and distinctly</li><li>recognize and exchange with some considerable support simple greetings</li><li>recognize simple sounds of phonemes</li><li>pronounce the basic words and expressions with some mistakes</li><li>make basic personal statements</li></ul>   |           |
|   | The majority of the learners will be able to:   |           |
|   | <ul style="list-style-type: none"><li>recognize and carry out simple short instructions for the basic classroom routines</li><li>recognize with the considerable support a few basic personal questions spoken slowly and distinctly</li><li>recognize simple sounds of phonemes</li><li>pronounce the basic words and expressions with a few mistakes</li></ul>  |           |
|   | Some of the learners will be able to:   |           |
|   | <ul style="list-style-type: none"><li>say the words and expressions without difficulties and mistakes.</li></ul>  |           |
| Background knowledge                      | This is the third lesson of the unit, the children know and recognize the topic words, know and can use numbers and colours, can recognize and use with some the considerable support the phrase <i>Can I have some / a..., please?</i>   |           |
| Plan                                      |   |           |
| Scheduled time                            | Scheduled activity  | Resources |
| Beginning of the lesson<br><br>5 minutes  | <ul style="list-style-type: none"><li><b>Warm up:</b><br/>To warm up the students ask them to name all the food and fruit words they know. Tell them to stay in a circle and throw each other a ball, saying in turns the words they know.<br/><br/>Ask the students to sing “The Fruit song” (Track 43).</li></ul>   |           |
| Main part of the lesson<br><br>15 minutes | <p>Exercise 1. <i>Learn the new words.</i><br/>Tell the students to look at the pictures and repeat the words: <i>salad, soup, candies, ice-cream, cookies, crisps</i> after the teacher. To practise the new vocabulary, use the cards. Show them and ask the students questions, e.g.: <i>Is it salad/ lemonade, etc.?</i></p> <p>Exercise 2. <i>Look at the pictures and learn.</i><br/>Ask the students to say the given sentence patterns. For the further practice ask the students to think and say what a cat/dog/ parrot/rabbit likes.</p> <p><i>Dynamic pause</i><br/>Open, shut them (hold hands open, palms up; close</p> |           |

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| 10 minutes | <p>hands, making fists).<br/> Open, shut them (repeat).<br/> Give a little clap (clap).<br/> Open, shut them (hold hands open, palms up; close hands, making fists).<br/> Put them on your lap (fold hands and place them on your lap).</p> <p>Exercise 3. <i>Look at the pictures and say: I like...I'm happy. /I don't like....I'm sad.</i><br/> Tell the students to say what the girl in the picture likes and what she dislikes.<br/> Answers:<br/> Picture 1. I like salad/candies/ cookies/ lemonade/ oranges. I am happy.<br/> Picture 2. I don't like soup/ice-cream/crisps/milk. I am sad.</p> <p>Exercise 4. <i>Say what you like and don't like.</i><br/> Encourage the students to talk about their food preferences using the given sentence patterns and describe their feelings.<br/> Students' answers.<br/> <i>Activity book</i><br/> Exercise 1. <i>Listen and tick the food the children like.</i><br/> Tell the students to listen and put a tick opposite the correct picture.<br/> Teacher:<br/> Hi. My name is Lizzy. I like soup. I don't like lemonade.</p> <p>Hello. I'm Bolat. I like cookies. I don't like ice-cream.<br/> Hi. My name is Aisulu. I like lemonade. I don't like milk.<br/> Hello. I'm Misha. I like salad. I don't like soup.</p> <p>Exercise 2. <i>Think what you like and don't like. Draw a line to the right Smiley.</i><br/> Tell the students to study the picture attentively and draw lines to the correct smiles.</p> |  |
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| End of the lesson<br><br>5 minutes | <b>End of the lesson:</b><br>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.: <ul style="list-style-type: none"> <li>- What the new words did we learn today?</li> <li>- Which word/words do we say when we see each other?</li> <li>- How do we introduce ourselves?</li> <li>- Do you remember the helpers/characters who will accompany us for the whole year? What are their names?</li> </ul> |  |
|                                    | Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give English equivalents or show the flashcards and name the pictures.<br><br>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and more motivated to acquire the language.  |  |

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| Unit 7. Healthy and tasty<br><br>Lesson 4. Good or not? |   | School: #                     |                                 |
| Date:   |   | Surname /name of the teacher: |                                 |
| Group:  |   | Number of attendees: ____     | Number of absent learners: ____ |
| Aims of the lesson:                                     | 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly<br>0.L3 begin to recognize with some considerable support simple greetings<br>0.L5 begin to recognize simple sounds of phonemes<br>0.S6 exchange short simple greetings<br>0.L2 begin to recognize with some considerable support a few basic personal questions spoken slowly and distinctly<br>0.S1 begin to make the basic personal statements<br>0.S3 pronounce the basic words and expressions with some mistakes<br>0.S4 respond to the very basic supported personal questions using short answers |                               |                                 |
|   | The learners will be able to:   |                               |                                 |

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| <b>Objectives of the Lesson</b>            | <ul style="list-style-type: none"><li>• recognize simple short instructions for the basic classroom routine spoken slowly and distinctly</li><li>• recognize and exchange with some considerable support simple greetings</li><li>• recognize simple sounds of phonemes</li><li>• recognize with some considerable support a few basic personal questions spoken slowly and distinctly</li><li>• make the basic personal statements about healthy and unhealthy food</li><li>• pronounce the basic words and expressions with some mistakes</li><li>• respond to the very basic supported personal questions using short answers</li></ul>     |                  |
|  | <b>The majority of the learners will be able to:</b> <ul style="list-style-type: none"><li>• recognize and carry out simple short instructions for the basic classroom routines</li><li>• recognize and exchange with some support simple greetings</li><li>• recognize simple sounds of phonemes</li><li>• recognize with support a few basic personal questions spoken slowly and distinctly</li><li>• make basic personal statements about healthy and unhealthy food</li><li>• pronounce the basic words and expressions with some mistakes</li><li>• respond to the very basic supported personal questions using short answers</li></ul> |                  |
|  | <b>Some of the learners will be able to:</b> <ul style="list-style-type: none"><li>• carry out simple short instructions for basic classroom routines</li><li>• exchange with support simple greetings</li><li>• recognize simple sounds of phonemes</li><li>• recognize a few basic personal questions</li><li>• make basic personal statements about healthy and unhealthy food</li><li>• pronounce the basic words and expressions with some mistakes</li><li>• respond to basic personal questions using short and full answers</li></ul>  |                  |
|  |  |                  |
| <b>Background knowledge</b>                | This is the final lesson of the unit, and the children know the topic vocabulary, recognize and can use the sentence patterns: <i>Can I have a/some ....., please? / I like.... /I don't like...</i> ;know the numbers and colours.  |                  |
| <b>Plan</b>                                |  |                  |
| <b>Scheduled time</b>                      | <b>Scheduled activity</b>  | <b>Resources</b> |
| Beginning of the lesson<br><br>3-4 minutes | <ul style="list-style-type: none"><li>• <b>Warm up:</b></li></ul> Ask the students to sing the song from Lesson 2 (Track 43).<br>Introduce the topic and objectives of the lesson.   |                  |
| Main part of the lesson                    | Exercise 1. <i>Learn the new words.</i><br>Introduce the new words <i>a tomato, a cucumber, a carrot, an onion, a potato</i> using the vocabulary cards.<br>Show the cards and say the words.<br><br>Exercise 2. <i>Look at the pictures, listen and learn.</i><br>Ask the learners to look at the pictures, listen and repeat. Play the audio. Point to the phrases and pictures  |                  |

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| 25 minutes   | <p>in turns. Play the audio again, make pauses to allow the children repeat after the speaker. Make sure the children understand the meaning of the words <i>good/bad</i>.</p> <p><b>Track 45.</b></p> <p>Dima: Mum, can I have some crisps, please?<br/>Mother: No, they are not good for you.</p> <p>Dima: Mum, can I have a banana, please?<br/>Mother: Yes, sure. Bananas are good for you.<br/>Mother: Girls, candies are not good for you.<br/>Baty: Mum, I don't like salad.<br/>I don't like tomatoes and cucumbers.<br/>Mum: Tomatoes and cucumbers are good for you.</p> <p>Ira: Mum, can I have a carrot, please?<br/>Mum: Yes, sure. Carrots are good for you.</p> <p><i>Dynamic pause</i></p> <p><b>Two little feet</b></p> <p>Two little feet go tap, tap, tap.<br/>Two little hands go clap, clap, clap.<br/>One little child leaps up from the chair,<br/>Two little arms go up in the air.<br/>Two little hands go thump, thump, thump.<br/>Two little feet go jump, jump, jump.<br/>One little body goes around and round.<br/>One little child sits quietly down.</p> <p>Exercise 3. <i>Listen and sing.</i><br/>Play the song several times and ask the learners to sing along. While singing encourage the children to use other fruit/vegetables words, e.g.: cucumber, banana.</p> <p><b>Track 46.</b></p> <table><tr><td>One potato, two potatoes,<br/>Three potatoes, four.</td><td>One tomato, two<br/>tomatoes,<br/>Three tomatoes, four.</td></tr><tr><td>Five potatoes, six potatoes,</td><td>Five tomatoes, six<br/>tomatoes,</td></tr><tr><td>Seven potatoes, more!</td><td>Seven tomatoes, more!</td></tr></table> <p>Exercise 4. <i>Look at the pictures of food and say if it is good for you or not.</i></p> <p>The task for the students in this exercise is to look at the pictures and decide which food they personally think is good for them and which is not. After listening to the opinions discuss with the class the advantages of eating healthy food.</p> | One potato, two potatoes,<br>Three potatoes, four. | One tomato, two<br>tomatoes,<br>Three tomatoes, four. | Five potatoes, six potatoes, | Five tomatoes, six<br>tomatoes, | Seven potatoes, more! | Seven tomatoes, more! |
| One potato, two potatoes,<br>Three potatoes, four. | One tomato, two<br>tomatoes,<br>Three tomatoes, four.   |  |   |                              |                                 |                       |                       |
| Five potatoes, six potatoes,                       | Five tomatoes, six<br>tomatoes,   |  |   |                              |                                 |                       |                       |
| Seven potatoes, more!                              | Seven tomatoes, more!   |  |   |                              |                                 |                       |                       |

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|   | <p><i>Activity book</i></p> <p>Exercise 1. <i>Match the pictures to the correct basket and name them.</i></p> <p>Explain the task to the children. To check the task, ask the students to say fruit words as a group and then vegetables.</p> <p>Exercise 2. <i>Tick if the food is good for you. Put a cross if it is not good for you.</i></p> <p>Tell the students to range the pictures in the table. Ask them to put a tick if the food is healthy, and put a cross if it is unhealthy. Encourage the children to give the reasons for their choice.</p>   |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b></p> <p>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:</p> <ul style="list-style-type: none"> <li>- What the new words did we learn today?</li> <li>- Which word/words do we say when we see each other?</li> <li>- How do we introduce ourselves?</li> <li>- Do you remember the helpers/characters who will accompany us for the whole year? What are their names?</li> </ul> <p>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.</p> <p>Sing the song from the lesson one more time.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p> |  |

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| Unit 8. How to be healthy<br>Lesson 1. Daily routine | School: #                     |                                 |
| Date:  | Surname /name of the teacher: |                                 |
| Group:   | Number of attendees: ____     | Number of absent learners: ____ |

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| <b>Aims of the lesson:</b>               | 0.L1 begin to recognize simple short instructions for the basic classroom routine spoken slowly and distinctly<br>0.L3 begin to recognize with some considerable support simple greetings<br>0.L5 begin to recognize simple sounds of phonemes<br>0.S1 begin to make the basic personal statements<br>0.S3 pronounce the basic words and expressions with some mistakes<br>0.S6 exchange short simple greetings |                  |
| <b>Objectives of the Lesson</b>          | <b>The learners will be able to:</b>  |                  |
|  | <ul style="list-style-type: none"><li>recognize and carry out simple short instructions for the basic classroom routines spoken slowly and distinctly</li><li>recognize and exchange with considerable support simple greetings</li><li>recognize simple sounds of phonemes</li><li>make the basic personal statements, pronounce the basic words and expressions with some mistakes</li></ul>                  |                  |
|  | <b>The majority of the learners will be able to:</b>  |                  |
|  | <ul style="list-style-type: none"><li>recognize and carry out simple short instructions for the basic classroom routine</li><li>recognize and exchange with support simple greetings</li><li>recognize simple sounds of phonemes</li><li>make basic personal statements</li><li>pronounce the topic vocabulary with few mistakes</li></ul>  |                  |
|  | <b>Some of the learners will be able to:</b>  |                  |
|  | <ul style="list-style-type: none"><li>carry out simple short instructions for the basic classroom routines</li><li>exchange with support simple greetings</li><li>recognize simple sounds of phonemes</li><li>make the basic personal statements</li><li>pronounce the basic words and expressions without mistakes</li></ul>   |                  |
| <b>Background knowledge</b>              | This is the beginning of the unit, though the children know simple greetings or names for some animals, numbers and colours.  |                  |
| <b>Plan</b>                              |   |                  |
| <b>Scheduled time</b>                    | <b>Scheduled activity</b>   | <b>Resources</b> |
| Beginning of the lesson<br><br>5 minutes | <ul style="list-style-type: none"><li><b>Warm up:</b><br/><br/>To develop correct pronunciation, we recommend playing tongue-twisters with the learners for the sounds [j], [r].<br/><br/>[r]<br/>Red lorry, yellow lorry<br/><br/>[j]<br/>Yellow leather, yellow feather,<br/>Yellow leather, yellow feather,<br/>Yellow leather, yellow feather.</li></ul>  |                  |
| Main part of                             | Exercise 1. <i>Listen and learn the new phrases.</i><br>Introduce the new phrases <i>brush my teeth, have a</i>   |                  |

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| the lesson | <p><i>shower, wash my hands, wash my face, get dressed.</i><br/>Name the actions and mime them. Make the children repeat the phrases and mime.</p> <p><b>Track 47.</b><br/>Speaker: brush my teeth; have a shower; wash my hands, wash my face, get dressed.</p>   |  |
| 25 minutes | <p>Exercise 2. <i>Look at the pictures and listen.</i><br/>Ask the learners to look at the pictures, listen and repeat. Play the audio. Point to the phrases and pictures in turns. Play the audio again, make pauses to allow the children repeat after the speaker. Explain the meaning of the phrase <i>every day</i>.<br/>Ask the children questions. E.g.: Do you wash your hands/ face every day? etc. Encourage the group to give short answers.</p> <p><b>Track 48.</b><br/>Batyr: I brush my teeth every day.<br/>Misha: I have a shower every day.<br/>Dana: I wash my face every day.<br/>Ira: I wash my hands every day.</p> <p><i>Dynamic pause</i></p> <p><b>Two little feet</b><br/>Two little feet go tap, tap, tap.<br/>Two little hands go clap, clap, clap.<br/>One little child leaps up from the chair,<br/>Two little arms go up in the air.<br/>Two little hands go thump, thump, thump.<br/>Two little feet go jump, jump, jump.<br/>One little body goes around and round.<br/>One little child sits quietly down.</p> <p>Exercise 3. <i>Act out the action and let your classmates guess.</i><br/>Invite a student to mime the actions. The group should guess and name the action.</p> <p>Exercise 4. <i>Speak about yourself.</i><br/>Encourage the students to say what they do every day. Emphasize the importance of personal hygiene and healthy diet.<br/>Students' answers</p> <p><i>Activity book</i><br/>Exercise 1. <i>Listen to your teacher and put the sticker in the right box.</i><br/>Instruct the children to put stickers into the correct frame in accordance to the teacher's instructions.<br/>Teacher says: 1. <i>Wash your face.</i> 2. <i>Brush your teeth.</i> 3. <i>Have a shower.</i> 4. <i>Wash your hands.</i></p> |  |

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|   | <p>Exercise 2. <i>Number the pictures in the order you do the things every day. Describe your routine.</i></p> <p>Suggest the children looking at the pictures of actions they do every day “wash face”, “wash hands”, “brush teeth”, “have a shower”, ‘get dressed’ and number them in the order they do these things every day. Let a few students to show their order of actions and describe it in front of the whole class.</p>   |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b></p> <p>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:</p> <ul style="list-style-type: none"> <li>- What the new words did we learn today?</li> <li>- Do you wash your face and hands every day?</li> <li>- Do you brush your teeth every day?</li> <li>- Do you have a shower every day?</li> </ul> <p>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p> |  |

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| Unit 8. How to be healthy        | <b>School: #</b>   |  |
| Lesson 2. First, wash your hands |  |  |
| <b>Date:</b>                     | <b>Surname /name of the teacher:</b>   |  |
| <b>Group:</b>                    | <b>Number of attendees: ____</b>   | <b>Number of absent learners: ____</b> |
| <b>Aims of the lesson:</b>       | <p>0.L1 begin to recognize simple short instructions for the basic classroom routine spoken slowly and distinctly</p> <p>0.L3 begin to recognize with some considerable support simple greetings</p> <p>0.L5 begin to recognize simple sounds of phonemes</p> <p>0.S1 begin to make the basic personal statements about their clothes and daily routine</p> <p>0.S3 pronounce the basic words and expressions with some mistakes</p> |  |

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|                          | 0.S6 exchange short simple greetings<br>0.S5 begin to produce the words in response to the prompts   |           |
| Objectives of the Lesson | <b>The learners will be able to:</b>   |           |
|                          | <ul style="list-style-type: none"><li>• recognize and carry out simple short instructions for basic classroom routine spoken slowly and distinctly</li><li>• recognize and exchange with considerable support short simple greetings</li><li>• recognize simple sounds of phonemes</li><li>• make the basic personal statements</li><li>• pronounce topic vocabulary with some mistakes</li><li>• produce the words in response to the the prompts</li></ul> |           |
|                          | <b>The majority of the learners will be able to:</b>   |           |
|                          | <ul style="list-style-type: none"><li>• recognize and carry out simple short instructions for basic classroom routine</li><li>• recognize and exchange short simple greetings</li><li>• recognize simple sounds of phonemes</li><li>• make the basic personal statements</li><li>• pronounce the topic vocabulary with few mistakes</li><li>• produce the words in response to the prompts</li></ul>   |           |
|                          | <b>Some of the learners will be able to:</b>   |           |
|                          | <ul style="list-style-type: none"><li>• carry out simple short instructions for the basic classroom routine</li><li>• exchange short simple greetings</li><li>• recognize simple sounds of phonemes</li><li>• make the basic personal statements</li><li>• pronounce the topic vocabulary without mistakes</li><li>• produce the words in response to the prompts</li></ul>  |           |
| Background knowledge     | This is the second lesson of the unit, so the children can produce short statements using the topic vocabulary “brush teeth”, “wash face and hands”, “have a shower”, “every day”, ‘get dressed’.  |           |
| Plan                     |  |           |
| Scheduled time           | Scheduled activity   | Resources |
| Beginning of the lesson  | <ul style="list-style-type: none"><li>• <b>Warm up:</b><br/>For drills in pronunciation of the sounds [ð], [w], [z], [h], [ʃ] play the following tongue-twisters:<br/>[ð]</li></ul>  |           |



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|  | <p>Exercise 4: <i>Give your advice to the children.</i><br/> Ask the students to study the pictures and give a piece of advice to a child in accordance with the situation.<br/> Students' answers.</p> <ol style="list-style-type: none"> <li>1. Wash your face.</li> <li>2. Wash your hands.</li> <li>3. Brush your teeth.</li> <li>4. First, have lunch.</li> <li>5. Have a shower.</li> </ol> <p><i>Dynamic pause</i></p> <p><b>Two little feet</b><br/> Two little feet go tap, tap, tap.<br/> Two little hands go clap, clap, clap.<br/> One little child leaps up from the chair,<br/> Two little arms go up in the air.<br/> Two little hands go thump, thump, thump.<br/> Two little feet go jump, jump, jump.<br/> One little body goes round and round.<br/> One little child sits quietly down.</p> <p>Exercise 5. <i>Listen and sing.</i><br/> Play the song several times and ask the learners to sing along. While singing encourage the children to mime.</p> <p><b>Track 50.</b><br/> Have a shower, brush your teeth<br/> Every, every day.<br/> Wash your hands and wash your face<br/> Every, every day.<br/> Have a shower, brush your teeth<br/> Every day, every day.<br/> Wash your hands and wash your face<br/> Every, every day.</p> <p><i>Activity book</i></p> <p>Exercise 1. <i>Match the pictures and name the action.</i><br/> Tell the students to look at the pictures and match them.</p> <p>Exercise 2. <i>Listen to your teacher and number the pictures in the order you hear them.</i><br/> Tell the students to listen to the teacher and then the put the numbers next to the corresponding pictures.<br/> Teacher:<br/> 1. I wash my face. 2. I brush my teeth. 3. I wash my hands. 4. I have lunch. 5. I have a shower.</p> <p>Exercise 3. <i>Listen to your teacher and colour the clothes.</i></p> |  |
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|   | <p>The teacher says: Colour the dress blue. Colour the shorts green. Colour the T-shirt yellow. Colour the skirt red.</p> <p>Colour the shorts blue. Colour the skirt yellow. Colour the T-shirt red. Colour the cap yellow. Colour the shoes green.</p> <p>Exercise 4. <i>Circle the clothes.</i></p> <p>The children need to circle just the pieces of clothes. Ask them to name each piece of the clothes they circle. Ask them to check this exercise first in pairs. Then with the whole class.</p> <p><b>Project: Dress the doll.</b></p> <p>The students must cut out the dolls and the clothes they are going to dress these dolls in. Ask the parents to assist the children to do neatly at home and bring their project to the class for the next lesson. The teacher can use this activity to repeat and practise the vocabulary words as a warm up or during the play time. Ask each learner to dress the doll how they like it, show to the class and name the pieces of clothes on the doll.</p> <p>As an extra activity, you can suggest the students to draw clothes for their dolls themselves, show them to the class and name them too. Ask the children to describe the colour of the clothes too if you have extra time to do this activity.</p> |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b></p> <p>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:</p> <ul style="list-style-type: none"> <li>- What the new words did we learn today?</li> <li>- Do you wash your face and brush your teeth every day?</li> <li>- Do you wash your hands before you eat?</li> </ul> <p>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.</p> <p>Suggest the children singing the song from the lesson one more time.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p>   |  |

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| Unit 8. How to be healthy |  | School: #                     |                                 |
| Lesson 3. Let’s run       |  |                               |                                 |
| Date:                     |  | Surname /name of the teacher: |                                 |
| Group:                    |  | Number of attendees: ____     | Number of absent learners: ____ |
| Aims of the lesson:       | 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly<br>0.L3 begin to recognize with some considerable support simple greetings<br>0.L5 begin to recognize simple sounds of phonemes<br>0.S1 begin to make the basic personal statements<br>0.S3 pronounce the basic words and expressions with some mistakes<br>0.S6 exchange short simple greetings<br>0.S5 begin to produce the words in response to the prompts   |                               |                                 |
| Objectives of the lesson  | <b>The learners will be able to:</b> <ul style="list-style-type: none"><li>recognize and carry out simple short instructions for the basic classroom routines spoken slowly and distinctly</li><li>recognize with some considerable support simple greetings</li><li>recognize simple sounds of phonemes</li><li>make the basic personal statements on the topic “How to be healthy”.</li><li>pronounce the topic vocabulary with some mistakes</li><li>exchange short simple greetings</li><li>produce the words in response to the prompts</li></ul> |                               |                                 |
|                           | <b>The majority of the learners will be able to:</b> <ul style="list-style-type: none"><li>recognize and carry out simple short instructions for the basic classroom routine</li><li>recognize and exchange simple greetings</li><li>recognize simple sounds of phonemes</li><li>make the basic personal statements on the topic “How to be healthy”</li><li>pronounce the topic vocabulary with few mistakes</li><li>produce the words in response to the prompts</li></ul>   |                               |                                 |
|                           | <b>Some of the learners will be able to:</b> <ul style="list-style-type: none"><li>carry out simple short instructions for the basic classroom routines</li><li>exchange simple greetings</li><li>recognize simple sounds of phonemes</li><li>make the basic personal statements on the topic “How to be healthy”.</li><li>pronounce the topic vocabulary without mistakes</li><li>produce the words in response to the prompts</li></ul>  |                               |                                 |
|                           |  |                               |                                 |
| Background knowledge      | This is the third lesson of the unit “How to be healthy”, the children recognize and carry out simple classroom instructions, know the topic vocabulary.   |                               |                                 |

| Plan                                      |   |           |
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| Scheduled time                            | Scheduled activity  | Resources |
| Beginning of the lesson<br><br>5 minutes  | <ul style="list-style-type: none"> <li><b>Warm up:</b><br/>Game: Guess.<br/>Ask one of the students to go to the board and to start drawing a piece of clothes slowly. Other students in the class need to guess the clothes.<br/>Or ask the students to sing the song from the previous lesson (Track 50). Then introduce the topic and objectives of the lesson.</li> </ul>   |           |
| Main part of the lesson<br><br>25 minutes | <p>Exercise 1. <i>Learn the new words.</i><br/>Introduce the new words <i>to bend, to jump, to swim, to run</i> by miming the actions. Ask the students to repeat the words and carry out the actions.</p> <p>Exercise 2. <i>Learn the poem and do the actions.</i><br/>Invite the children to recite the poem. Tell them to carry out the actions.<br/>Sit down, stand up.<br/>Then bend, then jump.<br/>Then swim, then run<br/>And let's have fun.</p> <p><i>Dynamic pause</i></p> <p><b>Two little feet</b><br/>Two little feet go tap, tap, tap.<br/>Two little hands go clap, clap, clap.<br/>One little child leaps up from the chair,<br/>Two little arms go up in the air.<br/>Two little hands go thump, thump, thump.<br/>Two little feet go jump, jump, jump.<br/>One little body goes round and round.<br/>One little child sits quietly down.</p> <p>Exercise 3. <i>Look at the pictures and listen.</i><br/>Direct the learners' attention to the pictures. Tell them to follow the words in the pictures and listen to the audio.</p> <p><b>Track 51.</b><br/>Teacher:<br/>One, two, three... Run!<br/>One, two, three... Jump!<br/>Bend right, bend left!<br/>Let's swim.</p> <p>Exercise 4. <i>Mime the verb and let your classmates guess.</i><br/>Invite the students to mime the verbs they know and let</p> |           |

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|   | <p>the group to guess and name them.</p> <p>Exercise 5. <i>Look at the pictures, point and name the clothes you know.</i></p> <p>This activity is to let the students practise clothes vocabulary one more time. They need to look at the pictures and name the clothes they know.</p> <p><i>Activity book</i></p> <p>Exercise 1. <i>Colour the picture and name the action.</i></p> <p>Tell the students to colour the pictures and name the verbs.</p> <p>Students' answers:</p> <p>To swim, to run, to jump, to bend.</p> <p>Exercise 2. <i>Listen to your teacher and put a tick or a cross.</i></p> <p>Ask the students to listen and put a tick or a cross opposite the picture as they hear out the information.</p> <p>Teacher: 1. Let's swim. 2. Let's bend. 3. Let's run. 4. Let's jump.</p> |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b></p> <p>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:</p> <ul style="list-style-type: none"> <li>- What new words did we learn today?</li> <li>- How do we invite to do actions?</li> </ul> <p>Then encourage them to say all the words as the whole group and mime the verbs.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p>  |  |

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| Unit 8. How to be healthy<br>Lesson 4. Let’s play |   | School: #                     |                                 |
| Date:   |   | Surname /name of the teacher: |                                 |
| Group:  |   | Number of attendees: ____     | Number of absent learners: ____ |
| Aims of the lesson:                               | 0.L1 begin to recognize simple short instructions for the basic classroom routines spoken slowly and distinctly<br>0.L3 begin to recognize with some considerable support simple greetings<br>0.L5 begin to recognize simple sounds of phonemes |                               |                                 |

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|  | 0.S1 begin to make the basic personal statements<br>0.S3 pronounce the basic words and expressions with some mistakes<br>0.S6 exchange short simple greetings<br>0.S5 begin to produce the words in response to the prompts   |                  |
| <b>Objectives of the Lesson</b>          | <b>The learners will be able to:</b> <ul style="list-style-type: none"><li>recognize and carry out simple short instructions for basic classroom routine spoken slowly and distinctly</li><li>recognize and exchange with the considerable support simple greetings</li><li>recognize simple sounds of phonemes</li><li>make the basic personal statements on the topic “How to be healthy”</li><li>pronounce the basic words and expressions with some mistakes</li><li>produce the words in response to the prompts</li></ul> |                  |
|  | <b>The majority of the learners will be able to:</b> <ul style="list-style-type: none"><li>recognize and carry out simple short instructions for the basic classroom routines</li><li>recognize and exchange simple greetings</li><li>recognize simple sounds of phonemes</li><li>make the basic personal statements on the topic “How to be healthy”</li><li>pronounce the basic words and expressions with few mistakes</li><li>produce the words in response to the prompts</li></ul>  |                  |
|  | <b>Some of the learners will be able to:</b> <ul style="list-style-type: none"><li>carry out simple short instructions for the basic classroom routines</li><li>exchange simple greetings</li><li>recognize simple sounds of phonemes</li><li>make the basic personal statements on the topic “How to be healthy”</li><li>pronounce the basic words and expressions with few mistakes</li><li>produce the words in response to the prompts</li></ul>  |                  |
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|  |   |                  |
| <b>Background knowledge</b>              | This is the final lesson of the unit and of the course, the children know and may exchange simple greetings, recognize and carry out classroom instructions, know topic vocabulary to make basic statements on the topic “How to be healthy”.   |                  |
| <b>Plan</b>                              |   |                  |
| <b>Scheduled time</b>                    | <b>Scheduled activity</b>   | <b>Resources</b> |
| Beginning of the lesson<br><br>5 minutes | <ul style="list-style-type: none"><li><b>Warm up:</b><br/>Recite the poem from the previous lesson. Ask the children to mime it out. Emphasize the importance of doing sport to be healthy. Ask them if they do exercise and what sports they like. Encourage them to exchange ideas.<br/><br/>Introduce the topic and the objectives of the lesson.</li></ul>  |                  |

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| Main part of the lesson | <p>Exercise 1. <i>Listen and learn the new phrases.</i><br/> Tell the students to look at the pictures and repeat the phrases: <i>play football, play basketball, play hockey, play tennis.</i><br/> Play the audio, pausing at each picture to allow the children repeat after the speaker. Ask questions to check their comprehension. E.g.: Do you play football? Can you play football? Can your father play football?<br/> <b>Track 52.</b><br/> Speaker: “play football, play basketball, play hockey, play tennis”.</p>  |  |
| 15 minutes              | <p>Exercise 2. <i>Look at the pictures and learn the names of sports.</i><br/> Tell the students to look at the pictures and learn the sentence patterns. Encourage them to use the verb “can”, e.g.: I can play hockey. My father can play tennis, etc.</p>  |  |
| 10 minutes              | <p><i>Dynamic pause</i><br/> <b>Two little feet</b><br/> Two little feet go tap, tap, tap.<br/> Two little hands go clap, clap, clap.<br/> One little child leaps up from the chair,<br/> Two little arms go up in the air.<br/> Two little hands go thump, thump, thump.<br/> Two little feet go jump, jump, jump.<br/> One little body goes round and round.<br/> One little child sits quietly down.</p> <p>Exercise 3. <i>Speak about yourself.</i><br/> Ask the students to speak about themselves using the given sentence pattern.</p> <p>Exercise 4. <i>Offer your friend to do this. Use: Let’s ....</i><br/> Organize pairwork. Tell the students to offer their friends to play different games using the following pattern: “Let’s play hockey/football/tennis/basketball/”.</p> <p><i>Activity book</i><br/> Exercise 1. <i>Listen to your teacher and tick the right box.</i><br/> Instruct the children to listen to the information and put a tick in the relevant column of the table. To check the children’s work, say out names from the table and the children should say what game they play.<br/> Teacher:<br/> <i>Batyr: I play hockey.</i><br/> <i>Misha: I play basketball.</i></p> |  |

|   |  |  |
|---|--|--|
|   | <p><i>Ira: I play football.</i><br/> <i>Dana: I play tennis.</i></p> <p>Exercise 2. <i>Draw what sports you play.</i><br/> Suggest the children drawing sports they play and ask them to speak about them.</p> <p>Exercise 3: <i>Listen to your teacher and put a tick or a cross.</i><br/> Model the task for the children. They should put a tick or a cross in each box next to each picture. Put a tick if it is true and a cross if it is not.</p> <p>Teacher:</p> <ol style="list-style-type: none"> <li>1. <i>To swim</i></li> <li>2. <i>To jump</i></li> <li>3. <i>To brush your teeth</i></li> <li>4. <i>To run</i></li> <li>5. <i>To have a shower</i></li> <li>6. <i>To wash hands</i></li> <li>7. <i>To get dressed</i></li> <li>8. <i>To play tennis</i></li> <li>9. <i>To wash your face</i></li> <li>10. <i>To play basketball</i></li> </ol> <p>Exercise 4: <i>Find 6 differences, circle and say what they are.</i><br/> The students need to look at the pictures carefully, decide, circle and say what the differences are.</p> <p>Keys:</p> <ol style="list-style-type: none"> <li>1. Traffic lights colour (red/green)</li> <li>2. Milk/lemonade</li> <li>3. Yellow cap/red cap</li> <li>4. Shorts/skirt</li> <li>5. Blue shoes/yellow shoes</li> <li>6. Holding an apple/ice-cream</li> </ol> |  |
| <p>End of the lesson</p> <p>5 minutes</p> | <p><b>End of the lesson:</b></p> <p>At the end of the lesson ask the learners to summarize their activity at the lesson. Elicit their answers via supportive questions: e.g.:</p> <ul style="list-style-type: none"> <li>- What sports did we learn today?</li> <li>- Do you play tennis/football?</li> <li>- What sports do you play? Why?</li> </ul> <p>Then encourage them to say all the words in chorus, you can say the words in Kazakh/Russian and they will give the English equivalents or show the flashcards and name the pictures.</p> <p>Keep encouraging the young learners for any success during the class/ whole course to make them feel more comfortable, confident and motivated to acquire the language.</p>  |  |

## **GAMES BANK**

### **Animal Crackers**

Take a big dice and assign an animal to each number. Have the students roll the dice and act like the animal.

### **Basic Flashcard Fun**

The teacher simply holds up a flash card and elicits the answer from the students. This can be done in teams with points awarded for the correct answers.

### **What is in my pocket?**

Gather several (around 6 works well) objects or possibly flashcards. If you want, you can teach the question "What is missing?" or "What is in my pocket?". Place the objects/flashcards where the students can't see them. Have one student choose an object and put it in his pocket (or just hide it if it doesn't fit in his pocket). Display the objects and have the student say "What is in my pocket?". The students now guess what is in the student's pocket.

### **I spy with my little eye.**

One student chooses an object (they must be able to see it). Their opening statement is: "I spy with my little eye.... something green." They can say anything that describes the object they have chosen (or its location, e.g. I spy with my little eye something that is ON the table). And another player tries to guess what it is, "the spyer" can only say "yes" or "no" to the guesses. The spy provides as many clues as he (she) can. Whoever guesses correctly becomes the spy. Variations: Set a time limit that the students have to guess the object. Set a limit on how many descriptions the spy can give.

### **Beat The Clock**

Time the students as they race to put flashcard numbers in order. Have them try again to see if they can beat their fastest time.

### **Charades**

Divide and line up the class into two teams. The first student from each team comes to the front. The teacher whispers a word or shows a flashcard to the two students and they act it out. The first team to call out the correct word gets a point.

### **Clusters**

Play any music and have the students walk, skip, jump, hop, etc. around the room at random. Stop the music and call out a number between 1-10. The students must quickly get together in a group or groups of that number, and the odd students must sit out until the next round.

### **Conversation Relay**

Line up the students in two teams and have the last student in each team tap the shoulder of the student in front and have a conversation, e.g. "What's your name?", "How are you?". The answering student then starts the same conversation with the student in front, and so on. When the

conversation reaches the first student he (she) must run to the back and continue the procedure. The first team to get all the students back in their original positions wins.

### **The Bomb**

Pass a ball, object or a flashcard around a circle of students. When the timer rings, the student holding the ball must answer a question, make a sentence or say a word of the studied topic.

### **I've Got It**

Have students sit in a circle. Give each student an item flashcard. Ask "What is it?" and elicit the vocabulary. Call out the vocabulary and have the students stand up and name the flashcard item. Repeat until all the students are standing, then continue until all the students are sitting. Go at a fast pace so the students are sitting down and standing up rapidly.

### **Number Touch**

Call out the number and have the students find and touch them in the classroom, on posters, etc.

### **Bingo**

Bingo can be used with any topic. Blank Bingo sheets can be used, and the students can write or draw randomly in the boxes. The winner is the first student to cross out all the numbers/letters etc. on the sheet.

### **Picture dictation**

Give each student a piece of paper (or get them to take out their notebooks). Tell the students that you want them to draw the word that you say. Tell them they can draw the pictures anywhere on the page but do not let the person beside them see where they are drawing.

Dictate the vocabulary. For this example, I have chosen hamster, dog, cat, bear, zebra, monkey. The students draw their secret pictures and each one will be different.

### **Shopping**

Use some plastic fruit, vegetables or corresponding flashcards. Gather the students around you and let them ask for what they want to use a dialogue such as: "Excuse me, can I have some apples?", "How many apples?" "3 apples, please.", "Here you are.", "Thank you.". Then the teacher calls back the objects from the students, "Apples, please". Then the students put the fruit back into the basket.

### **Simon Says**

Play "Simon Says" as a review using the classroom objects, etc., or with actions. E.g. "Simon says wash your hands" = Students mime like they are washing their hands. "Touch your pencils" = Students don't move. When a student makes a mistake, he/she must sit out until the next round.

### **Jeopardy**

Make a jeopardy grid on the white board as follows:

|    | Fruit | School things | Animals | Body  |
|----|-------|---------------|---------|-------|
| 10 | _____ | _____         | _____   | _____ |
| 20 | _____ | _____         | _____   | _____ |
| 30 | _____ | _____         | _____   | _____ |
| 40 | _____ | _____         | _____   | _____ |
| 50 | _____ | _____         | _____   | _____ |

In teams, or individually, let the students randomly pick a category and the points to be attempted. The teacher then asks a question and (a 40-point question should be more difficult than a 10-point question) if the students get the correct answer their team name is written in that box. When all the boxes are filled the team with the most points wins.

### **Gestures**

Use western gestures in your class.

#### Expressions

Hello.

Goodbye.

It's cold.

It's hot.

No!

Come here.

Me!

OK.

I don't know.

Shhhh!

Stop.

Stand up.

Sit down.

#### Gestures

wave

wave

put arms around shoulders

fan your face with hands

shake your head "no"

move your index finger

touch your chest

make the OK sign

pull shoulders and hands up

index finger in front of the mouth

hand up, palm out

raise your hand slightly, palm up

lower your hand slightly, palm down

## ***Hand/Eye Games For Younger Kids***

Model the activity and have the students repeat after you.

### ***1) Rolling A Ball***

- Have your child sit with legs apart, and you roll the ball between the legs.
- Your child needs to try and stop the ball before it hits his tummy.

### ***2) Object Relays***

- The kids stand in a line and **pass the ball/object** to the child **behind** them.
- Do it **overhead**, then **between the legs**.
- Encourage the kids to use both hands together.
- Make it more fun by having a basket of objects in front of the children that have to be transferred back to the empty basket.
- You can do this in a **fireman relay** style, where **everyone keeps** their place, or **have the last kid run to the front** after placing the object back in the way they all get their turn to be in front.

### ***3) Passing and Gentle Tossing***

Play a variety of **circle or line games**, like the relays above, where balls or beanbags are carefully passed from one player to another.

- Then **upgrade to gentle tossing**.
- Have the kids **move one step** away from each other and then **gently toss** the ball or beanbag to each other.

### ***4) Suspended Ball Activities***

- **Push and Catch:**  
Your child needs to watch the ball carefully to catch it again with both hands together, and not to let it bang against the body.
- **Bat and Ball:**  
Use a bat and have your child practise hitting the ball with the bat. Use a variety of bats to increase the challenge for your child.
-

### ***5) Suspended Ball Activities***

Older kids can use the **smaller balls** (e.g. tennis balls) to increase the challenge. Have them push and catch the ball, or hit the ball with a bat as described in the activities for preschool kids.

For extra challenge, ask your child to clap or twirl between pushing and catching.

### ***6) Ball-Wall Toss***

- Ask the children to **toss** the ball against a wall and **catch** it again.
- See how many times children can catch the ball and keep a **record** of the **best player**.

### ***7) Gazing Into the Darkness***

Place your elbows on the table. Then place the palms of your hands over your eyes with the fingers of one hand crossing over the fingers on the other hand. Close your eyes and gaze into the darkness. Relax and hold this position for 1-3 minutes.

### ***8) Side to Side Eye Movement***

Stand or sit up right. Look straight ahead. Without moving your head, look to the left. Focus on what you see. Then look to the right. Focus on what you see. Move your eyes side to side 5 times. Repeat this cycle 3 times.

### ***9) Up and Down Eye Movement***

Sit up straight and look straight ahead. Then look up and focus on what you see. Look down. Don't be afraid to wrinkle your forehead or frown. It's good for the eyes. Look up and down 5 times. Repeat this cycle 3 times.

### ***10) Moving Your Eyes Diagonally***

Look straight ahead. Look down and to the left. Then move your eyes diagonally and look up and to the right. Focus on what you see. Repeat this exercise 5 times, then look straight ahead and do the same exercise looking down and to the right and then looking up and to the left. Repeat this cycle 3 times.

### ***11) Rolling Your Eyes in a Circle***

Sit up straight and relax. Look to the left and slowly roll your eyes in a circle clockwise. Look up, then slowly move your eyes clockwise and look down and then move your eyes and look to the right. Do it clockwise 5 times and then counterclockwise 5 times. Repeat this cycle 3 times.

### ***12) Near and Far Focus***

Focus on a nearby object, e.g. a pencil. It should be 20-30 cm away from your eyes. Then look at something distant. Focus on that distant object and try to see it in detail. Then look on the nearby object again. Change this focus 5 times. Repeat this cycle 3 times.

### ***13) Massage One***

Close your eyes. Then squeeze your eyes shut tightly. Keep them squeezed shut for 2-3 seconds. Relax the muscles around your eyes. Squeeze your eyes shut again. Repeat 10 times.

### ***14) Massage Two***

Close your eyes. Gently touch your eyelids and massage your eyes with circular movements. **Press lightly. Don't try to press too hard.** Make 10 circular movements, first clockwise then counterclockwise.

### ***Why Do These Activities?***

A young learner will spend a lot of time touching, poking and prodding, all of which are activities where the eyes alert the brain that there is something that looks interesting and to "please send the hands along to find out more".

The eyes are in a sense guiding the hands in those exploratory activities, but the eyes will not necessarily stay focused on the object that is being picked up, prodded, poked or touched.

There is therefore a need for you to give your students specific activities where the **eyes need to focus and stay focused** in order to **guide the hands to successfully complete** the activity.

Doing these activities will give your young learners a chance to work on hand-eye coordination, visual focusing and tracking skills, all of which are needed for **reading, writing** in a short time.

**Visual Motor Integration Activities** - moving beyond hand eye coordination, these visual motor integration activities may help improve your child's handwriting skills.

Good visual perceptual skills will help your child distinguish between letters, and will help them when learning the correct letter formations. This is an important part of preschool hand writing.

- **Form Constancy Activities** will help your child remember that a letter or number is still the same, no matter where it is seen.
- **Visual Closure Activities** will help your child learn to recognize the numbers and letters even when they are smudged or partially covered.
- **Figure-Ground Perception Activities** will help your child develop the skills they need to find information on a busy board, read a map or use a dictionary.

- **Visual Discrimination Activities** will help your child to see the differences between similar looking words and numbers (e.g. b / p /d)
- **Visual Memory Activities** will help your child with phonics and help them to learn the new words.

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**Әдістемелік нұсқау**

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**Методическое руководство**

для педагогов дошкольных групп и классов по Типовой учебной программе дошкольного воспитания и обучения

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