

Нұра ауданының білім беру бөлімі
әдістемелік кабинеті
Р.Асубаев атындағы ЖББМ

КЕЛІСІЛДІ

Нұра ауданының білім беру
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кеңесінде

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БЕКІТЕМІН

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Вариативтік курсының бағдарламасы

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Сыныбы: 0 орыс

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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).

Plan for the 0 grade

2021-2022 academic year

Nº	Theme	Lesson objectives	Vocabulary	Structure, letters and numbers	Hours	Date
1	Hello	To recognize English sounds and spoken words To greet and say goodbye in English To recognise and say the sounds [æ] and [b]	S's names	I'm... Hello, Bye, How are you? I'm fine thank you. Point to, Letters: Aa, Bb	0,5	06.09.2021
2	Sit down, Jig	To identify, trace and use numbers 1,2 To develop listening skills in english	Stand up, Sit down, Clap, Count, Numbers: 1, 2	Stand up, Sit down, Clap, Count, Numbers: 1, 2	0,5	13.09.2021
3	My classroom	To identify common classroom objects To recognise and say the sounds [k] and [d]	Bin, board, chair clock, cupboard, door, floor, picture, table, window	What's this? It's a... Letters Cc, Dd	0,5	20.09.2021
4	What's this?	To identify, trace and use numbers 3,4 To follow the left to right sequence of English	Bin, chair, door, dog	Numbers 3,4	0,5	27.09.2021
5	My toys.	To identify toys To recognise English sounds and spoken words To recognise and say the sounds [e] and [f]	Ball, ballon, bicycle, boat, car, doll, puzzle, robot, teddy bear, train	This is my/This is your... Here you are. Let's share. Letters: Ee, Ff	0,5	04.10.2021
6	Jig and the ballon.	To identify, trace and use numbers 5, 6	ballon, car, sit down	Hello, goodbye, This is my... Numbers: 5,6	0,5	11.10.2021
7	My things	To identify school things To recognise parts of the whole	Book, crayon, lunchbox, note book, pen, pencil,	How many...? How old are you?	0,5	18.10.2021

		To ask and answer about age To recognise and say the sounds [g] and [h]	pencil box, rubber, water bottle, girl, gloves, hand, horse	Take care of your... Letters: Gg, Hh		
8	Project work	To make a number collage To use English to talk about mathematical concepts To identify, trace and use numbers 7, 8	Look, button, bean, paperclip, glue stick	How many...? Numbers: 7, 8	0,5	25.10.2021
9	Shapes and colours	To identify basic shapes and colours To recognise shapes and colours To recognize and say the sounds [i], [dʒ] and [k] To understand everyday language related to being neat and tidy	Circle, diamond, heart, rectangle, square, star, triangle, blue, brown, green, orange, red, pink, yellow	It's + colour. It's a (pink) (triangle) Clean up. Let's work together Letters: Ii, Jj, Kk	0,5	08.11.2021
10	It's a red hat!	To identify, trace and use numbers 9, 10 To develop listening skills To revise and consolidate language introduced in the unit	Fly away, hat,	Numbers: 9, 10	0,5	15.11.2021
11	My farm	To identify farm animals To identify things found outdoors To ask and answer yes/no questions To recognize and say the sounds [l], [m] and [n] To understand everyday language related to respecting nature	Bee, cow, chicken, donkey, duck, flower, goat, goose, horse, sun, lemon, mango, nut	Is it a...? Yes, it is/No it isn't. Be careful. Don't touch. Letters: Ll, Mm, Nn	0,5	22.11.2021
12	My clothes	To identify clothing To recognise English sounds and spoken words To develop fine motor control To make polite requests To recognize and say the sounds [o], [p] and [kw] To revise numbers	Dress, hat, jumper, pyjamas, shirt, shoes, shorts, skirt, socks, trousers, please, give, octopus, ostrich, pear, queen, quilt blue, brown, green,	What colour is it? It is.... What colour are they? They are... Please pick up... Please fold.... Sure,.. Letters: Oo, Pp, Qq Please give me..., thank you,	0,5	29.11.2021
13	What colour				0,5	06.12.2021

		To follow the left to right sequence of English	orange, red, pink, yellow	sorry		
14	My body	To identify parts of the body To talk about one's body To recognize and say the sounds [r], [s] and [t] To consider the importance of playing quietly and respectfully To understand everyday language used to play quietly	Arms, ears, eyes, fingers, hair, head, knees, legs, nose, toes, rabbit, radio, seesaw, star, tent, towel	I've got... Not so loud, please. Sorry,... Letters: Rr, Ss, Tt	0,5	13.12.2021
15	My family	To identify family members To recognize family relationships To write simple words To recognize and say the sounds [ʌ], [v] and [w] To consider the importance of respecting your elders	Aunt, baby, brother, cousin, dad, grandma, grandpa, mum, sister, uncle, umbrella, up, van, volcano, watch, water	He/She is ..., They are... After you. Letters: Uu, Vv, Ww	0,5	20.12.2021
16	My party	To identify food To recognize shapes To express like and dislike To recognize and say the sounds [ks], [j] and [z] To consider the importance of waiting your turn	Banana, biscuit, cake, ice cream, juice, orange, pizza, sandwich, spaghetti, sweet everything, fox, yogurt, yo-yo, zebra, zero	I like.... I don't like.... Is it my turn? Just a minute, please. Letters: Xx, Yy, Zz	0,5	27.12.2021
17	My week	To recognize and say the days of the week in order To practice capital letters	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, school, home	What day is it? It's (Monday)	0,5	10.01.2022
18	Our school	To identify people, place and things at school To associate written words and there pictures To revise letters of the alphabet and there sounds	Classroom, friend, guitar, music room, piano, playground, sandbox, school bus, seesaw, swing, teacher, boy,	What's this? It's ... Who's this? He's/She's... I love (our school). Yes it's great!	0,5	17.01.2022

19	My feelings	To identify feelings To associate written words and pictures To say, recognise and trace the digraph sh	Cold, happy, hot, sad, scared, shy, sleepy, tried	Are you (cold)? Yes, I am/ No I'm not Digraph: sh	0,5	24.01.2022
20	Music	To begin to understand the relationship between text and meaning To use English to learn about music concepts To identify and trace and use numbers 5,6	Music, dombra, drum, violin	Can you play (drum)? Yes, I can No, I can't	0,5	31.01.2022
21	I'm hungry	To follow the left to right sequence of English To develop listening and reading skills	Hungry, thirsty.	Are you (hungry)? Yes, I am/ No I'm not	0,5	14.02.2022
22	I can jump.	To identify actions To talk about one's abilities to recognise and say the sound [θ] To develop fine motor control	Catch, climb, draw, jump, kick, read, run, sing, throw, write, count, hide	I can(run). I can't (sing). Digraph: th	0,5	21.02.2022
23	Project work	To make a numbers insect To use English to express science concepts To review language introduced in the unit	Insect, climb, crawl, count		0,5	28.02.2022
24	My home	To identify rooms and objects in the home To associate written words and there pictures To say, recognise and trace the digraph ch	Bathroom, bedroom, cooker, dining room, fridge, kitchen, lamp, living room, plant, sofa, TV	There is a (kitchen). There are (five rooms). Digraph: ch	0,5	07.03.2022
25	My home	To follow the left to right sequence of English To understand and enjoy a story	Home	This is my home	0,5	14.03.2022
26	My room	To identify things in the bedroom To describe location with in, on,	Bed, blanket, pillow, rug, shelf, wardrobe, behind,	Where is it? It's in /under/next to	0,5	4.04.2022

		under, behind to recognise and say the sounds [k], [h], [m]	next to, on, under			
27	On holiday	To identify things at the beach To ask and answer the questions about quantity	Beach, bucket, crab, sand, sandcastle, sea, shell, spade, towel, umbrella, sun, shining, hide, purple, black, white	How many (shells) are here? There (three shells)	0,5	11.04.2022
28	Plants and flowers	To begin to understand the relationship between text and meaning	Plant, flower, tree, adj: colour, size		0,5	18.04.2022
29	Let's eat	To identify foods To associate written words and there pictures To talk about what others have got	Bread, butter, cheese, chicken, fish, milk, potato, rice, salad, soup, love, Yummy!	She \He has got...	0,5	25.04.2022
30	In the wild	To identify wild animals To recognise English sound and spoken words To talk about ability	Crocodile, elephant, giraffe, hippo, lion, monkey, parrot, snake, tiger, zebra, meet, chase	He\she\it can...	0,5	02.05.2022
31	Jobs	To identify occupations to ask and answer yes\no questions to read words for jobs	Builder, doctor, farmer, firefighter, nurse, pilot, police officer, singer, taxi driver, teacher	She/He is a (doctor)? Yes, she/he is. No, she/he isn't.	0,5	09.05.2022
32	Control work	To sum up student's knowledge			0,5	16.05.2022
33	Revision	To repeat covered topics			0,5	23.05.2022